



C U Y A M A C A
• C O L L E G E •

Annual Update Report

SIS - Outreach

Develop a Community Outreach Position

Program Goal: Collaborate with Leadership and HR to create position(s) focused on Community Outreach.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Collaborate with Leadership and HR to create position(s) focused on Community Outreach. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Collaborate with Leadership and HR to create position(s) focused on Community Outreach. (X)
- **Increase Hiring and Retention of Diverse Employees:** Collaborate with Leadership and HR to create position(s) focused on Community Outreach. (X)

Summary of Progress or Results

Summary Date: 01/12/2026

Summary of Progress or Results: I have worked with my Dean and VP to identify a Classified outreach position (Student Success Liaison). I have submitted a position request.

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 classified position

Effectiveness of Outreach to Boost Enrollment

Program Goal: Prioritize the effectiveness of outreach activities for prospective students in order to boost college enrollment.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Prioritize the effectiveness of outreach activities for prospective students in order to boost college enrollment. (X)

Summary of Progress or Results

Summary Date: 01/12/2026

Summary of Progress or Results: This is a new goal that has been minimally explored and will be assessed in greater detail in the upcoming year.

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 classified position

Summary of Progress or Results**Action steps for this academic year.:**

Outreach will continue working with the IESE Office to assess the effectiveness of outreach efforts. This will include analyzing data from various workshops and Welcome Center data to support enrollment growth, while considering both qualitative and quantitative student data and feedback, with a focus on identifying areas for improvement. The Student Success Liaison position would support progress toward this goal.

Service Area Overview and Update

Lead Author
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Collaborator(s)
Lauren Vaknin, Taqla Enser, Aklas Sheai, Outreach Student Hourlies (Ambassadors)

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.
Met with my Dean and team to review successes and identify areas for improvement. Led an end-of-year meeting with Outreach to share and discuss these findings.

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.
Met with my Dean to review our data, discuss program needs, vision, goals and present my resource request for a full-time classified position.

Please summarize the significant changes and achievements that have occurred in your service area since the last program review.
In 2024–25, the Outreach Department delivered a broad range of services designed to support both the campus community and the wider public. The table below summarizes the number of students and community members served across major activities:

Service Summary

Service	Students/Community Members Served
Large-Scale Campus Tours	679
Small-Scale Campus Tours	160
High School & Community Presentations	692
College/Community Fairs	3,451
Miscellaneous Outreach / Inreach	160
On-Campus Events / Info Tables	939
Registration Labs	336
Griffin–Coyote Connection (Application, Orientation, Advising)	710
Peer Advising	385
Welcome Center	2,727
Dual Enrollment	586
Total Contacts Made	10,825

Key Achievements and Observations

- **Overall Contacts:** Total contacts decreased by 807 compared to the prior year.
- **Campus Tours:**
 - Large-scale tours decreased significantly, from 1,938 to 679.
 - The decrease is largely due to the discontinuation of partnership with the Music and Performing Arts Department for tours during their major events.
 - However, **small-scale / individual tours increased by 35 contacts**, reflecting growing interest in personalized visits.
- **High School Outreach:**

This year's emphasis on high school visits - focused on raising awareness of Cuyamaca College and supporting senior onboarding - resulted in an **increase of more than 350 contacts** over last year.
- **Dual Enrollment:**

In partnership with Admissions and the Grossmont Union High School District (GUHSD), the department assisted **586 students** through the dual enrollment process.
- **Griffin–Coyote Connection:**

These workshops provide equitable access to students from GUHSD, including those at Granite Hills, Monte Vista, Mt. Miguel, Steele Canyon, and Valhalla High Schools.

 - Participation increased from **590 to 710** (2023–24 to 2024–25).
 - After attending a Spring 2025 workshop, **61% of participants enrolled at either Cuyamaca or Grossmont College**, a 1% increase from last year.

Annual Update

- 36% enrolled at Cuyamaca
- 26% enrolled at Grossmont
- Approximately 10% had incomplete data, making enrollment status unknown.
- For comparison, the typical college-wide enrollment rate for CCC applicants is around 50%.
- **Student Demographics (Workshop Participants Who Enrolled at GCCCD):**
 - **42%** identify as Hispanic or Latiné
 - **29%** identify as Middle Eastern
 - Middle Eastern students represent a higher share of enrolled Cuyamaca students (35%) than Grossmont students (19%).
 - Hispanic and Latiné students represent a larger share at Grossmont (48%) compared to Cuyamaca (38%).
- **Registration Labs:**

In collaboration with Admissions & Records, Counseling, and Financial Aid, Outreach hosted one-stop registration labs for summer/fall and spring. Labs supported students with applications, orientation, placement, financial aid, education planning, and class registration.

 - **Total served: 336 students**
- **Presentations:**

Outreach staff delivered informational presentations to **692 prospective students and community members**.
A post-presentation survey (148 responses) showed:

Annual Update

- **89%** rated the presentation as “awesome” or “great.”
- **82%** felt “prepared” or “pretty prepared” for college.
- **76%** agreed or strongly agreed that they felt a connection with college staff.
Feedback included:
 - “I feel like Cuyamaca would be the best choice because I heard a lot of good things about that college.”
 - “I find this helpful to know more about college.”
 - “It was a useful and informative presentation.”

Welcome Center Support

The Welcome Center continues to play an essential role in supporting the general student population as well as Middle Eastern and ESL students. Services include assistance with applications, translation and interpretation, onboarding, course registration, Self-Service support, and documentation for student services.

- **Unduplicated contacts in 2024–25: 2,727**

A key contributor is **Aklas Sheai**, a part-time faculty member serving in a special project role with Outreach. Aklas supports ESL students with application, registration, enrollment, and retention efforts.

- **Students served by Aklas:** 865 (an increase of 24 from last year)

According to SARS data pulled by IESE (1/2/25–8/18/25):

- **64% of Welcome Center students enrolled in Fall 2025**
- The same enrollment rate (64%) applied to students assisted directly by Aklas

Outreach Department Summer 2025 Training

During Summer 2025, the Outreach Department updated its Summer Training Manual and implemented a four-week comprehensive training program to ensure student ambassadors were well prepared to support students and represent Cuyamaca College. The updated manual serves as

Annual Update

a foundational resource outlining departmental mission and expectations, ambassador roles and responsibilities, professionalism standards, workplace policies, and detailed procedures for campus tours, presentations, Welcome Center support, and outreach activities.

Training emphasized campus tour facilitation, delivery of a standardized college presentation, and familiarity with Cuyamaca College programs and services, including Career Education, athletics, Transfer, Promise, Dual Enrollment, and student support programs. Ambassadors also received hands-on training in guiding students through the enrollment process and navigating Self-Service. Training also included a de-escalation training conducted by the Mental Health Counseling team.

In collaboration with 20 campus partners, including Financial Aid, Counseling, DSPS, EOPS, and the Health Center, ambassadors participated in service-area overview sessions to strengthen their ability to assist and appropriately refer students. Upon completion of training, all 11 Outreach ambassadors successfully passed a comprehensive assessment with a minimum score of 90%, demonstrating strong readiness and knowledge retention.

A	B	C
Ambassador	Score out of 166	Percentage
Iliana Yanez	164	98.80%
Cristhian Santana	163.5	98.49%
LaTavia Thomas	162	97.59%
Valentina Alarcon	161.8	97.47%
Jaecy Medina	161	96.99%
Jacquelyn Rico	158.8	95.66%
Nahomi Santana	158.5	95.48%
Ben Sajjad	157	94.58%
Brandon Zanayed	153.8	92.65%
Elizabeth Ortiz Martinez	153.3	92.35%
Zainab Abdidhair	151.8	91.45%

Staffing and Structural Challenges

The department continues to experience challenges due to the elimination of the Professional Expert and NANCE roles by HR. These positions historically played a crucial role in the success of Outreach programming, particularly in serving Middle Eastern students and other high-need groups.

At present, Outreach is staffed by:

- 1 full-time Supervisor

Annual Update

- 1 Student Services Specialist (Classified)
- 1 part-time faculty member
- Several part-time student hourly employees

To sustain successful outcomes and maintain service levels, the department requires additional support, funding, and restructuring. A request will be submitted this year to add another full-time classified position to support special outreach initiatives.

Attach Related Documents - Service Area Overview and Update
[cuyamaca-griffin-coyote-connection-workshops-enrollment-rates-20251023.pdf](#);
[UnduplicatedCountOfStudentsReport July 1st2024- June 30th2025 Aklas.PDF](#);
[UnduplicatedCountOfStudentsReport July 1st2024-June 30th2025 Welcome Center.PDF](#);
[Welcome Center Enrollment Rates.png](#);
[Outreach Student Worker Training Manual 2025-26.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?
Outreach collects data through multiple methods, including SARS to track student activity in the Welcome Center, orientations, and registration labs. Surveys administered through Google Forms and AirTable are used to gather feedback and monitor workshop and event participation. Additionally, staff manually record the number of contacts made during community events. More recently, a feedback survey has been implemented in the Welcome Center to assess services provided and the quality of customer service. Please refer to the previously included summary and the numbers below:

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Annual Update

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Peer Advising

385

Welcome Center

2,727

Dual Enrollment

586

Total Contacts Made

10,825

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.

Due to the nature of Outreach, much of the department's work focuses on prospective students, which can make collecting demographic data challenging. I am currently working with IESE to improve student tracking through the Welcome Center using SARS. At this time, we are able to survey and collect data from participants in our high school onboarding workshops during Griffin Coyote Connection.

Of the 430 workshop participants who enrolled at GCCCD, a large proportion identify as Hispanic or Latiné (42%), while 29% identify as Middle Eastern. Middle Eastern students represent a higher percentage of workshop participants who enrolled at Cuyamaca College (35%) compared to those who enrolled at Grossmont College (19%). Conversely, Hispanic and Latiné students comprise a smaller percentage of workshop participants who enrolled at Cuyamaca College (38%) than those who enrolled at Grossmont College (48%). There is ongoing work to be done to better support our Latiné community, including intentional outreach engagement through programs such as Puente, which helps create a strong sense of community for first-time students. This year, Outreach has partnered with the Puente Program to add a team member dedicated to building stronger connections and support for students.

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?

SAO 1: Increase the percentage of students who register for classes after participating in outreach events or functions.

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.

Our team reviewed data from our high school senior workshops. After attending a Spring 2025 workshop, 61% of participants enrolled at either Cuyamaca or Grossmont College, representing a 1% increase from the previous year.

Changes implemented this year included increased visits to high schools to support students with makeup opportunities and more strategic outreach efforts. Our team discussed departmental goals, outcomes, and assessments during annual summer training and end-of-year meetings, and continued these discussions through weekly departmental meetings.

Annual Update

This was the first time enrollment data was requested from SARS, which showed that 64% of students who received services through the center ultimately enrolled. Looking ahead, we plan to distribute a student survey to gather feedback and identify areas for improvement.

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

The outreach department has continue to provide stellar services with limited resources year after year. During 2025 there was an organization change to the department now reporting to the Student Engagement and Belonging department which has proven to help build capacity and leverage resources. I look forward to seeing how goals are met and we continue to build a stronger infrastructure for the department. Considering the reach of this department, their impact on enrollment and demand of our partners this department needs more full-time staff to best serve the needs beyond what two full-time positions can provide.