



C U Y A M A C A  
• C O L L E G E •

# **Annual Update Report**

SIS - Student Affairs

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

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

**Goal Status:** Active

**Mapping**

2022 - 2028 Strategic Plan: (X)

- **Increase Persistence and Eliminate Equity Gaps:** Students will be able to effectively identify and access resources to support their physical and emotional well-being. (X)
- **Increase Completion and Eliminate Equity Gaps:** Students will be able to effectively identify and access resources to support their physical and emotional well-being. (X)

Summary of Progress or Results
<b>Summary Date:</b> 12/12/2025

## Summary of Progress or Results

**Summary of Progress or Results:** SLO #1: Students will be able to effectively identify and access resources to support their physical and emotional wellbeing.

### Mental Health Counseling

To meet this SLO, the Mental Health Counseling team held multiple outreach and direct service efforts designed to increase student awareness of resources and reduce barriers to accessing support. We utilized:

- Counseling sessions which contained resource education (crisis pathways, information about Cuyamaca resources such as DSPS, and Cares, and community resources). Students were also guided in developing personalized wellness, coping, and safety plans.
- Workshops and presentations about stress management, coping strategies, and self care. These workshops emphasized when and how to seek help, reinforcing help seeking skills.
- Mental health awareness tables where we provided information about our counseling services and distributed resource guides, self-care materials, and referral information
- Collaboration with resources on and off campus to help connect students to support

In addition, the Mental Health Counselors held a Mental Health Awareness Week called "Mental Health Matters- You Matter" in May 2025. There were various mental health resources and programs offered through the week. Some of the topics included:

- De-Stress Event & Meet YOUR Mental Health Counselors
- Thriving, Not Just Surviving: Mental Health Tips for College Students
- Paws & Presence – Puppy Therapy Lounge
- Self-Care In Times of Uncertainty
- What is anxiety? Recognize to manage it.
-

**Summary of Progress or Results**

The Mental Health Awareness week was a great opportunity for students to become aware of campus and community mental health resources. The adjunct Mental Health Counselors attended the programs and provided information to students on counseling sessions and workshops offered through Mental Health Counseling.

**Cuyamaca Cares**

Cuyamaca Cares has worked closely with Financial Aid to identify students who claimed homelessness on their FAFSA. Because of this partnership, we have been able to connect with hundreds of students and notify them of all Cuyamaca Cares services, as well as the Health and Wellness Center.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

We will continue these efforts for the 2025-2026 year.

**Summary Date:** 11/13/2024

**Summary of Progress or Results:** 2023-2024

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

**Personal Counseling**

The personal counselors at Cuyamaca College have established valuable collaborations with various campus partners through meet-and-greet events, workshops, and support groups aiming to help students identify and access resources that support their physical and emotional well-being.

**Athletic Department Meet-and-Greet Event**

Personal counselors collaborated with the athletic department to develop a meet-and-greet event, creating a unique and targeted approach to discussing mental health. The event is designed to be student-centered, recognizing the importance of addressing mental health stigma in the athletic community. By creating a space for athletes to engage with mental health resources, counselors empower attendees to seek support and reduce stigma actively. Athletes are introduced to available resources, promoting their overall well-being and encouraging them to seek support when needed.

**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. The personal counseling team has also been able to put in place the following:

De-Stress Workstations ? A collaboration with Cuyamaca Library staff was organized to help students de-stress right before finals.

## Summary of Progress or Results

### **CalWorks Workshop**

We presented a test anxiety workshop specifically for CalWorks students. During the workshop, we collaborated with faculty members who led a meditation session, and CalWorks staff were present to offer guidance and resources to support the students.

### **CalWorks Navigating Single Parenthood Workshop**

We presented a workshop specifically for CalWorks student parents, aimed at helping them create a community for single parents and develop self-care strategies.

### **Support Groups- Middle Eastern Empowerment Group**

This was a fall semester weekly group that focused on creating a safe and empowering community for Middle Eastern individuals to discuss their shared identities and experiences.

Crafting Wellness Group: Personal counselors created a weekly virtual space for clients to engage in creative activities and connect with their peers.

Tea Time Group: Personal counselors created a weekly space for students to check in on their mental well-being.

### **Cuyamaca Cares**

There are several programs within Cuyamaca Cares has been assessed for the 22/23 academic year and others have yet to be disaggregated. The percentage of usage of our CalFresh application assistance has grown, students utilizing the hotel program who are also in UP is significant, and the number of students utilizing personal counseling has grown. While we cannot yet show with data the personal counseling growth to be a result of Cuyamaca Cares referrals, the data does show that students are identifying and accessing these resources at a higher rate than the year before:

#### **2022/2023**

CalFresh Utilization

2 students

#### **2023/2024**

CalFresh utilization

17 students

#### **2022/2023**

UP! and Hotel Bridge Program

n/a

#### **2023/2024**

UP! and Hotel Bridge Program

**Summary of Progress or Results**

10 students

**2022/2023**

Clothing Closet

n/a

**2023/2024**

Clothing Closet

10 students

**2022/2023**

EOPS referrals

14 students

**2023/2024**

EOPS referrals

28 students

**Increase participation in ASG executive board, Civic Engagement programs, and student elections. (Goal 2)**

**Program Goal:** Increase participation in ASG executive board, Civic Engagement programs, and student elections

**Goal Status:** Active

**Mapping**

2022 - 2028 Strategic Plan: (X)

- **Increase Persistence and Eliminate Equity Gaps:** Increase participation in ASG executive board, Civic Engagement programs, and student elections (X)
- **Increase Completion and Eliminate Equity Gaps:** Increase participation in ASG executive board, Civic Engagement programs, and student elections (X)

**Summary of Progress or Results****Summary Date:** 01/05/2026**Summary of Progress or Results:** In Progress

During the 2024-2025 year, I worked with the ASG leaders to increase participation. They coordinated additional outreach and engagement programs. As a result, the majority of the positions for the ASG executive board were filled.

During the 2025-2026 year, we will increase participation in Civic Engagement programs and student elections.

**Reporting Period:** 2025 - 2026**Status:** In Progress - will carry forward into next year**Action steps for this academic year.:**

During the 2025-2026 year, I will work with the Civic Engagement Team to develop a plan to increase participation in the Civic Engagement events and the student election.

**Reduce the number of cases reported for academic misconduct issues by 25%. (Goal 3)****Program Goal:** Reduce the number of cases reported for academic misconduct issues by 25%.**Goal Status:** Active**Mapping**2022 - 2028 Strategic Plan: (X)

- **Increase Persistence and Eliminate Equity Gaps:** Reduce the number of cases reported for academic misconduct issues by 25%. (X)
- **Increase Completion and Eliminate Equity Gaps:** Reduce the number of cases reported for academic misconduct issues by 25%. (X)

**Summary of Progress or Results****Summary Date:** 12/12/2025

## Summary of Progress or Results

**Summary of Progress or Results:** Reduce the number of cases reported for academic misconduct issues by 25%

Program Review (2022-2023)

Academic Integrity Cases

During the 2022-2023 year, there were 204 reports of academic integrity cases.

Program Review (2023-2024)

Academic Integrity Cases

During the 2023-2024 year, there were 99 reports of academic integrity cases.

(The number of cases were reduced by 51% (in comparison to the target goal of 25%).

Program Review (2024-2025)

Academic Integrity Cases

During the 2024-2025 year, there were 132 reports of academic integrity cases.

Based on the data from 2024-2025, we did not meet the SLO to reduce reported academic misconduct issues by 25% since there was a 33.3% increase in academic misconduct reports.

This increase might be contributed to the increase in the number of "Other violation" category which was the use of Chat GPT or similar AI programs. In 2023-2024, there were 16 academic integrity cases reported under this category, but in 2024-2025, there were 55 cases reported. This 244% increase in the academic misconduct cases related to using Chat GBT (or another AI program) proved challenging in reducing the overall academic integrity cases.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

We will provide additional outreach and resources to students focusing on preventing academic misconduct. In addition, we will continue with the academic integrity workshops and expand the series to offer a session in Arabic.

## Cuyamaca Cares

**Program Goal:** To create gap services for students who do not qualify for certain student services to increase academic persistence (i.e. Hygiene services and book vouchers for former foster youth who do not qualify for NextUP! because of age requirements).

**Goal Status:** Active

## Mapping

2022 - 2028 Strategic Plan: (X)



- **Increase Persistence and Eliminate Equity Gaps:** To create gap services for students who do not qualify for certain student services to increase academic persistence (i.e. Hygiene services and book vouchers for former foster youth who do not qualify for NextUP! because of age requirements).  
(X)
- **Increase Completion and Eliminate Equity Gaps:** To create gap services for students who do not qualify for certain student services to increase academic persistence (i.e. Hygiene services and book vouchers for former foster youth who do not qualify for NextUP! because of age requirements).  
(X)

### Service Area Overview and Update

---

**Lead Author**

Lauren Vaknin

**Collaborator(s)**

Kaylin Rosal, Lauren Cardoso, and Amanda Gunn

**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.**

I worked with my team to gather input on program review by meeting with the members of the team to discuss the various goals and updates from 2025-2026. They all had the opportunity to provide input and data on all the various sections. These meetings were a great opportunity to review previous goals and activities and plan for the 2025-2026 year. In addition I worked with various colleagues outside of my department to collaborate and plan for the upcoming year. As an example, I collaborated with the Dean of Student Success & Equity to develop a new process for selecting the Culture & Community Circle workshops.

**Dean/Manager(s)**

Lauren Vaknin

**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.**

I worked with my VP to discuss my vision, goals, and resource needs during our 1/1 meetings. These discussions were helpful in planning for the Student Affairs reorganization. In addition, we were able to discuss the vision and goals for the Together We Rise Center, Black Student Success Center, and the Queer Student Center during our 1/1 meetings.

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

The most significant change which occurred during the 2024-2025 year was the reorganization of our department and the name change from Student Affairs to Student Engagement & Belonging. Starting in January 2025, the Outreach Department and the First Year Experience Department were moved to the Student Engagement & Belonging Department. In addition, the staff reporting to these areas were moved under the Dean of Student Engagement & Belonging (previously Dean of Student Affairs). The Together We Rise Center, Black Student Success Center, and the Queer Student Center were also moved to the Student Engagement & Belonging Department.

There were also changes to the Mental Health counseling area with hiring the adjunct Mental Health Counselors and moving forward with the search for a full-time Mental Health Counselor.

During the 2024-2025 year, Cuyamaca College implemented a new structure with Mental Health Counseling. In previous years, Cuyamaca College contracted with the San Diego State University Community-Based Block Program (CBB Program) to offer Personal Counseling services for students. At that time, we were able to contract with SDSU to hire a licensed Mental Health Supervisor who provided supervision to the graduate counseling interns. The contract with SDSU ended in August 2024, and we worked closely with the General Counselors and the District to create a Mental Health Counselor job description and position.

## Annual Update

As a result, we hired three Adjunct Mental Health Counselors and submitted a request through Program Review to hire a full-time Mental Health Counselor for the 2025-2026 year. The Adjunct Mental Health Counselors were instrumental in developing the Mental Health Counseling program at Cuyamaca College. In addition to providing mental health counseling, they developed programs for the Mental Health Awareness Week, provided mental health outreach to students at various events, and facilitated student trainings staff on mental health topics. We will be in recruitment this fall for the position. Since we will have a full-time Mental Health Counselor, we will be able to expand the mental health program at Cuyamaca College. Mental Health Counseling will be offered five days a week in addition to more group sessions for students. The Mental Health Counselor will be able to facilitate more trainings for the campus and conduct additional campus presentations and outreach opportunities to bring awareness of the Mental Health Counseling program. During the 2024-2025 year, the Mental health counselors offered 22 events/training programs and provided 176 counseling sessions.

In addition to the changes with the Student Engagement & Belonging Office, there were changes to the Cuyamaca Cares area. In the 2023–2024 program review, it was noted that Cuyamaca Cares implemented a **“housing-ready” model** to support unhoused students. This approach was designed to reduce reliance on county services that often involve lengthy wait times. As a result, the program’s **capacity to secure housing for students has increased during the 2024–2025 academic year.**

**Capacity to secure housing for students has increased during the 2024–2025 academic year.**

	Transitional Housing		Permanent Housing		Total # of students in a Cuyamaca Cares Housing program
	Students	%	Students	%	Students*
2021/2022	0	0%	1	25%	4
2022/2023	7	50%	6	42%	14
2023/2024	3	10%	12	41%	29
2024/2025	7	27%	16	62%	26

\* The number of remaining students not reflected in the transitional or permanent housing columns represent the number of students still currently living in a Cuyamaca Cares Housing Program at the close of the academic year.

This increase can also be attributed to the implementation and launch of the **Student Safe Parking Program**. In partnership with **Crisis House**, a local nonprofit homelessness services agency, Cuyamaca College now provides students residing in their vehicles with a safe, secure place to sleep on campus. The program includes **overnight security** and a **dedicated case manager** who supports each student on their path toward stable, permanent housing.

As a result of this addition to the housing assistance initiatives within **Cuyamaca Cares**, the number of students who were **transitionally housed increased by 133%**, and those **permanently housed increased by 33%**.

Cuyamaca College is proud to be the **second community college in California** to establish a Student Safe Parking Program. This innovative partnership model has positioned the college as a leader in basic needs advocacy, leading to **presentations at two**

## Annual Update

regional meetings and an invitation to present at the 2026 California Higher Education Basic Needs Alliance Conference (CHEBNA).

## 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?

### Student Conduct (General Conduct & Academic Integrity)

**Conduct Cases: 152 Total Cases**

**Total Students: 132 Students**

*\* There was an increase in overall Conduct Cases in 2024-2025 with 152 total cases as compared to 99 total cases in 2023-2024.*

### General Conduct (Behavioral): 12 cases

Most common reported behavioral issue: disruptive behavior.

### Academic Integrity: 140 cases

- Plagiarism: 66 cases
- Other Violations (AI, Chat GBT, and cheating program): 55 cases
- Use of unauthorized materials during exams (notes, calculators..): 6 cases
- Other (purchasing assignments, unauthorized collaborations, submission of unauthorized work, general): 9 cases
- Copying from another classmate: 4 cases

### Student Conduct Demographics

**Conduct Cases: 152 Total Cases**

**Total Students: 132 Students**

For the Student Engagement & Belonging area, we are using the demographic data from the Student Conduct referrals cases (Behavioral & Academic integrity). In addition, we are using reports from the Maxient database. (The Maxient database is used to process student conduct cases.)

66- Male Students

66- Female Students

132- Total Students (reported for General Conduct or Academic Misconduct Cases)

### Race & Ethnicity

African-American/Black: 4 students (3%)

Asian: 0 students

Hispanic/Latiné: 7 students (5%)

## **Annual Update**

Indigenous: 10 students (8%)  
Middle Eastern: 67 students (51%)  
Pacific Islander: 0 students  
White: 37 students (28%)  
Multiple Races: 3 students (2%)  
Unknown/Non-Respondent: 4 students (3%)  
Total: 132 students

## **Ages**

<20: 24 students (18%)  
20-24 years: 20 students (15%)  
25-39 years: 40 students (30 %)  
40+ years: 48 students (36%)j  
Total: 132 students

## **Disability Status**

At least one disability: 12 students (9%)  
No Disabilities: 120 students (91%)

## **Economic Status**

Economically Disadvantaged: 115 students (87%)  
Not Economically Disadvantaged: 17 students (13%)

## **Veteran Status**

Veteran: 0 students  
Not a Veteran: 132 students (100%)

## **Foster Youth Status**

Foster Youth: 1 student (1%)  
Not a Foster Youth: 131 students (99%)

## **First Generation Status**

First Generation: 71 students (54%)  
Not First Generation: 30 students (23%)  
Unknown/Non-Respondent: 31 students (23%)

## **Mental Health Counseling**

## **Annual Update**

For the Mental Health Counseling program, we are collecting data pertaining to sessions through SARS. However, the Mental Health Counseling program also integrated to the Medicaat program in Summer 2025. The Mental Health Counselors will continue to use SARS to schedule appointments, but they will use Medicaat for all other documentation.

### **Demographics**

Female: 36 students (58%)

Male: 23 students (37%)

Unknown: 3 students (5%)

### **Race & Ethnicity**

African-American/Black: 7 students (11%)

Asian: 1 student (2%)

Hispanic/Latiné: 34 students (55%)

Indigenous: 0 students

Middle Eastern: 6 students (10%)

Pacific Islander: 0 students

White: 10 students (16%)

Multiple Races: 4 students (6%)

Unknown/Non-Respondent: 0 students

Total: 62 students

### **Ages**

<20: 9 students

20-24 years: 24 students

25-39 years: 20 students

40+ years: 9 students

Total: 62 students

### **Disability Status**

At least one disability: 21 students (34%)

No Disabilities: 41 students (66%)

### **Economic Status**

Economically Disadvantaged: 48 students (77%)

Not Economically Disadvantaged: 14 students (23%)

### **Veteran Status**

Veteran: 2 students (3%)

## **Annual Update**

Not a Veteran: 60 students (97%)

### **Foster Youth Status**

Foster Youth: 2 students (3%)

- Not a Foster Youth: 60 students (97%)

### **First Generation Status**

First Generation: 24 students (39%)

Not First Generation: 35 students (56%)

Unknown/Non-Respondent: 3 students (5%)

In addition to the demographic data collected for Mental Health Counseling, there was data collected on Mental Health Counseling services. The Mental Health counselors offered support and coordinated programs around the following topics::

- Crisis response or referrals
- Domestic violence
- Mental health awareness
- Sexual assault awareness
- Stigma reduction activities
- Substance use prevention and intervention
- Suicide prevention and intervention

The most in demand services offered through the Mental Health Program:

- Crisis response or referrals
- Mental Health therapy/counseling sessions
- Mental Health workshops

## **Student Activities & Programs**

During the 2024-2025, there have been numerous activities and events offered for students. These programs included the Culture & Community Circle workshops, Civic Engagement workshops, Student Organization Leadership workshops, Welcome Week & Associated Student Government events, Mediation workshop series, and activities offered at the Together We Rise Center, Black Student Success Center, and the Queer Student Center.

### **Culture & Community Circle Workshops**

- Latinx Heritage Month: Celebrating History and Culture
- Latino Americans
- A Study of Racism in our Backyard: The Lemon Grove Case
- Community Engagement, Organizing, and Partnership with the Latinx Community

## Annual Update

- College Hour: Latinx Heritage Month
- Latinx Heritage Month: Nurturing Our Mental Health
- Latino Americans- Documentary
- Indigenous People's Day
- Filipinos, Colorism, & Racism
- Undocumented Student Action Week: Hear my Story
- Undocumented Student Action Week: Know Your Rights & Family Preparedness
- Filipin-yes
- Domestic Violence Awareness Month
- Disabilities Awareness- Wheelchair Chair Basketball Game
- Filipino Diaspora in San Diego
- Transgender Awareness Presentation
- Veterans Week- Top Gun: Maverick Movie Event
- Cuyamaca Veterans Center Presents: Legacy of Courage – The Story of Female Buffalo Soldiers
- Veteranos & Valor: The Filipino Experience in the US Military
- The California Missions: An unromanticized narrative
- Navajo Code Talkers - Documentary Showing
- International Day for Elimination of Violence Against Women
- Arriving From Ghana
- Coping with Anxiety & Stress as College Student
- Black History Month Event: Black Leadership Through Entrepreneurship
- In the Footsteps of Heroes: Buffalo Soldiers Remembered at Cuyamaca
- Umoja Porch Talk, *Honoring our Ancestors*
- Umoja Watch Party, Cultural Movie Night
- Prioritize Your Well-Being: Femme-Identifying Mental Health Workshop
- Femtors: Lifting as We Climb
- Wellbeing as Women Leaders
- Movie: "The Woman King"
- Si Se Puede!
- W.A.A.W (Wonderful Arab American Women)
- SIGHS - AHAAT (Middle Eastern Art Gallery)
  - Boundaries, Communication & Trust: The Foundations of Respect - Manmeet Kaur
  - Boundaries, Communication & Trust: The Foundations of Respect
  - The Contributions of Arab Immigrants to America's Growth & Progress
  - DSPS Center Workshop
  - Career Exploration
  - Umoja Porch Talk: One, The Other, Both, or None: Mixed Race Identity Discussion



## **Annual Update**

- Safe Zones Training
- The Filipina/o/x American Diaspora
- Breaking the Stigma: Embracing Mental Health and Well-Being
  - Filipino American Identity & Colonial Mentality
  - Movie Screening: *CURED*
  - Movie Day: Coming Around
  - Thriving, Not Just Surviving: Mental Health Tips for College Students

## **Civic Engagement Workshop**

- Civic Engagement 101
- Servant Leadership
- Advocacy Vision and Values Development
- Making Your Voice Heard
- Advocacy Vision and Values
- Servant Leadership with a Purpose
- Action Through Advocacy: Social Change Model of Leadership
- Constitution Day
- National Day- Voter Registration (Civic Engagement)

## **Wellness Events**

- Meditation Workshops

## **Student Organization Workshops**

- Leadership Development: Building Your Personal Plan
- Time Management: Setting Yourself Up for Success
- Leading with Strengths
- Values-Based Leadership
- Leadership 101
- Unlock your Leadership Potential
- Dealing with Conflict Within your Groups

## **Commencement Events**

- Photo Day
- Commencement Ceremony
- Student Forum: Commencement

## **Queer Student Center Programs**

## **Annual Update**

- Queer Student Center: Open House
- Board Game Day
- Movie Day
- Bracelet Day
- Lavender Graduation Celebration
- Pride Progress Flag Raising

## **Together We Rise programs**

- Board Game Day
- Celebrate the Women in your Life
- Meet and greet: Meet your new Puente Counselor

## **Welcome Week & Associated Student Events**

- Associated Student Government: Ice-Cream Event
- Meet your ASG leaders
- Meet & Greet with Mental Health Counseling
- Student Involvement Session
- Pizza, Pepsi, and the President
- Involvement Fair
- Student Game Day
- Coyote Den Open House
- Involvement Opportunities- tables in the Student Center

## **Cuyamaca Cares**

Cuyamaca Cares collects data for the utilization of it's pantry, clothing closet, and CalFresh application assistance via SARS. For our housing programs, we use a web-based intake form on google forms. Our book vouchers and graduation regalia data are collected using a request form on google forms.

During the 24/25 academic year, Cuyamaca Cares distributed a basic needs survey to the student body, in collaboration with Institutional Effectiveness, to assess the level of need of our students. The results of this survey were used to modify programs and outreach.

For our Hotel Bridge Program, a satisfaction survey is given to all participants, assessing wellness and Cuyamaca Cares satisfaction before their hotel stay and after. The results from this survey are used to modify the approach to serving our hotel student participants.

## Annual Update

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.

### **Student Conduct (General Conduct & Academic Integrity)**

Based on the 132 unduplicated students who were involved with either general student conduct or academic misconduct issue, there were equity gaps for various student populations:

- Male students
- Middle Eastern and White students
- Students age 25 and older
- Students with at least one disability
- Economically disadvantaged students
- First-generation students

The Student Engagement & Belonging Office will take the following steps to reduce the equity gaps with General Conduct and Academic Integrity referrals and cases

- **Continue to develop and expand on the academic integrity initiatives-** We will continue to partner with Instruction to encourage students to attend the Academic Integrity sessions. In addition, we will publicize these workshops to encourage students to attend as an educational opportunity to avoid academic integrity issues.
- **Create the Academic Integrity workshop session presented in Arabic-** We will be offering an Academic Integrity session in Arabic which will be facilitated by Instructor Roula Aoneh.
- **Student Resources-** We work with student groups such as the Associated Student Government to provide informational resources to students regarding academic integrity and the code of conduct.

### **Mental Health Counseling**

Based on the data, Mental Health Counseling for the following groups were high:

- Women
- Black and African-American students
- Latiné students
- Students with at least one disability
- Economically disadvantaged students

## Annual Update

- Students who are veterans
- Foster youth/former foster youth students
- First-generation students

However, there was some under-representation of the following historically marginalized groups:

- Asian students (only 1 of the 979 Asian students accessed MH Counseling)
- Indigenous students (none of the 50 Indigenous students accessed MH Counseling)
- Middle Eastern students (only 6 of the 3,025 Middle Eastern students accessed MH Counseling)
- Pacific Islander students (none of the 35 Pacific Islander students accessed MH Counseling)

Students under 20 years old (15% of counseling users v 30% of the student population)

To address equity gaps for Mental Health Counseling, we plan to increase outreach to underrepresented groups (e.g. presentations in classes, partnerships with programs such as Veterans, integrate early messaging about mental health counseling services into orientation or first year programs, mental health awareness tables). We will look into providing low barrier options such as brief drop-in hours. We will continue to strengthen partnerships with DSPS, EOPS, CalWorks, and Cares.

## Cuyamaca Cares

The Cuyamaca Cares team is continuing to see the same equity gaps as we saw in the previous academic year, as shown in the attached table (document #1).

During the 24/25 academic year, we did not provide emergency funds, this program closure significantly impacted our utilization numbers. In addition to the loss of emergency funds, our numbers also decreased in terms of veterans due to the financial support Cuyamaca Cares provided to the Veterans Center to build their own pantry and book voucher program. Funds were provided in the amounts of \$7,000 for a veteran pantry and \$10,000 for veteran book vouchers. Unfortunately, those data stayed with the Veteran Center. Our overall percentages in underrepresented populations have showed either a stagnation or an increase since the previous academic year as show by the table below. The increases are largely due to an increase in focused outreach to these specific populations. For example, Cuyamaca Cares has launched a satellite pantry in the Black Student Success Center. Cuyamaca Cares also worked very closely with the Veterans Center Coordinator to identify veteran students experiencing homelessness and placing them into housing programs.

### Demographic

2023-2024

African American/Black (3%)

American Indian/Alaskan Native (0%)

Pacific Islander (0%)

One or more disability (10%)

Foster Youth (1%)

Veteran (1%)

### Demographic

## Annual Update

2024-2025

African American/Black (6%)

American Indian/Alaskan Native (0%)

Pacific Islander (0%)

One or more disability (18%)

Veteran( 2%)

Foster Youth (2%)

New initiatives proved to also serve some equity gaps from the 2023-2024 academic year. The Student Safe Parking program consisted of 25% students with at least one disability, 13% veteran, 13% former foster youth and 38% first generation. We have also seen an uptick in our CalFresh application assistance in our Black students, students with one or more disability and veterans. This is largely due to greater outreach throughout the campus at all pantry-centered events.

### **Related Documents - Student Access, Learning, and Achievement**

[Cuyamaca Cares Table 1.docx](#);

[cuyamaca-2024-2025-mental-health-comparison-report-20250905 \(1\).pdf](#);

[cuyamaca-2024-2025-student-conduct-demographics-report-20251104 \(1\).pdf](#);

[Survey Cuyamaca Cares Student Student Survey - Google Forms.pdf](#);

[CommencementSurvey2025Results.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?**

*SLO #1: Students will be able to effectively identify and access resources to support their physical and emotional wellbeing.*

### **Mental Health Counseling**

To meet this SLO, the Mental Health Counseling team held multiple outreach and direct service efforts designed to increase student awareness of resources and reduce barriers to accessing support. We utilized:

- Counseling sessions which contained resource education (crisis pathways, information about Cuyamaca resources such as DSPS, and Cares, and community resources). Students were also guided in developing personalized wellness, coping, and safety plans.
- Workshops and presentations about stress management, coping strategies, and self care. These workshops emphasized when and how to seek help, reinforcing help seeking skills.
- Mental health awareness tables where we provided information about our counseling services and distributed resource guides, self-care materials, and referral information
- Collaboration with resources on and off campus to help connect students to support

## Annual Update

In addition, the Mental Health Counselors held a Mental Health Awareness Week called "Mental Health Matters- You Matter" in May 2025. There were various mental health resources and programs offered through the week. Some of the topics included:

- De-Stress Event & Meet YOUR Mental Health Counselors
- Thriving, Not Just Surviving: Mental Health Tips for College Students
- Paws & Presence – Puppy Therapy Lounge
- Self-Care In Times of Uncertainty
- What is anxiety? Recognize to manage it.
- 

The Mental Health Awareness week was a great opportunity for students to become aware of campus and community mental health resources. The adjunct Mental Health Counselors attended the programs and provided information to students on counseling sessions and workshops offered through Mental Health Counseling.

### Cuyamaca Cares

Cuyamaca Cares has worked closely with Financial Aid to identify students who claimed homelessness on their FAFSA. Because of this partnership, we have been able to connect with hundreds of students and notify them of all Cuyamaca Cares services, as well as the Health and Wellness Center.

## *SLO #2: Reduce the number of cases reported for academic misconduct issues by 25%*

### **Program Review (2022-2023)**

Academic Integrity Cases

During the 2022-2023 year, there were **204 reports** of academic integrity cases.

### **Program Review (2023-2024)**

Academic Integrity Cases

During the 2023-2024 year, there were **99 reports** of academic integrity cases.

*(The number of cases were reduced by 51% (in comparison to the target goal of 25%).*

### **Program Review (2024-2025)**

Academic Integrity Cases

During the 2024-2025 year, there were **132 reports** of academic integrity cases.

Based on the data from 2024-2025, we did not meet the SLO to reduce reported academic misconduct issues by 25% since there was a **33.3% increase** in academic misconduct reports. This increase might be contributed to the increase in the number

## Annual Update

of “Other violation” category which was the use of Chat GPT or similar AI programs. In 2023-2024, there were 16 academic integrity cases reported under this category, but in 2024-2025, there were 55 cases reported. This 244% increase in the academic misconduct cases related to using Chat GPT (or another AI program) proved challenging in reducing the overall academic integrity cases. As a result, we will provide additional outreach and resources to students focusing on preventing academic misconduct. In addition, we will continue with the academic integrity workshops and expand the series to offer a session in Arabic.

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

NA

**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.**

NA

**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.**

## Mental Health Counseling

Mental Health Counselors obtained verbal feedback from students during session about clarity of access to services, comfort level with counseling process, and whether students felt more aware of campus resources after meeting. Student feedback informed our appointment instructions, and we increased collaboration with Health Services and other campus resources for warm hand offs. We plan to incorporate brief outcome measures into sessions moving forward.

## Cuyamaca Cares

Cuyamaca Cares has implemented a basic needs intake survey for students accessing the pantry for the first time. The survey collects key demographic and background information, including veteran status, parental status, and employment status, as well as participation in campus support programs. If a student’s responses suggest potential eligibility for a program they are not currently enrolled in, the Cuyamaca Cares team provides a **referral to the appropriate campus or community resource** to ensure they receive comprehensive support.

### Program Goals:

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

The Mental Health Counselors routinely integrate resource navigation into appointments, so that students leave with concrete next steps. We have also expanded outreach through workshops, tabling events, and Mental Health awareness activities, which increased the visibility of counseling services and normalized help seeking. We strengthened cross-campus partnerships to help students access multiple supports at once. We also updated the website text and handouts to help make it easier for students to understand how to access mental health care.

## Annual Update

During the 2024-2025 academic year, in an effort to increase access to resources for LGBTQ+ students, Cuyamaca Cares embedded two student workers in the Queer Student Center to bring housing resources to queer-identifying students. In addition, Cuyamaca Cares has worked with Mental Health Services at Cuyamaca to identify a point counselor to refer all homeless and housing insecure students to. Having one point person for these issues makes the warm introduction to Mental Health smoother and allows the counselor to become more familiar with issues stemming from housing insecurity.

*B. To create gap services for students who do not qualify for certain student services to increase academic persistence (i.e. Hygiene services and book vouchers for former foster youth who do not qualify for NextUP! because of age requirements).*

During the 2024-2025 academic year, Cuyamaca Cares launched the hygiene closet. In its inaugural year, the hygiene closet served 172 students. Because this program is meant to serve students who are not currently participating in programs that are listed in the Student Demographics of Institutional Effectiveness, the numbers are low by design. We wanted to market the program to former foster youth, for example, but who do not qualify for NextUP! because they were in and out of foster care before the age of 13; or are US veterans but are not utilizing their trackable GI Bill. This program was designed to provide a service to students who don't have another resource.

### Related Documents - Service Area Assessment

[Cuyamaca Cares Student Student Survey \(1\).pdf](#)

## Program Goals

---

### Program Goals Status

I have updated the progress on my previous goals.

## 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**

VPSS and Dean reviewed all portions of the program review, edited together. I would like to state that I am incredibly proud of the work student engagement and belonging has done in this last year. This department serves various incredibly important areas that touch and impact student conduct, belonging, their mental health and many other areas. With this heavy lift there is dire need for additional support with staffing.