CUYAMACA · COLLEGE ·

Annual Update Report

SIS - Outreach

Increase Community Outreach (Goal 1)

Program Goal: Increase Community Outreach
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Increase Community Outreach (**X**)

Increase connections with community organizations. (Goal 2)

Program Goal: Increase connections with community organizations.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Increase connections with community organizations. (**X**)

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 Hiring and Retention of Diverse Employees:** 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**)

Service Area Overview and Update

Lead Author
Jessica Murguia

Collaborator(s)
Taqla Enser

Initial Collaboration Date with Service Area Team
12/12/2024

Dean/Manager(s)
Agustin Orozco

Initial Collaboration Date with Dean/Manager
12/12/2024

Please summarize the significant changes and achievements that have occurred in your service area since the last program review.
Outreach Department Overview: Key Services and Achievements (2023-24)
The Outreach Department provided a wide range of services aimed at supporting both the campus community and the broader public in 2023-24. Below is an overview of the key services provided, along with the number of students and community members served:

Service	Students/Community Members Seen
Large Scale Campus Tours	1,938
Small Scale Campus Tours	125
High School & Community Presentations	610
College/Community Fairs	3,425
On-Campus Info Tables	435
On-Campus Events	884
Registration Labs	369
Griffin-Coyote Connection (App, Orientation, Advising)	590
Peer Advising	14
Welcome Center and Online Activities	2,706
Dual Enrollment	536
Total Contacts Made	**11,632**

Key Achievements:
- The total number of contacts made increased by nearly **2,000** in 2023-24 compared to the previous year.

- Campus tours saw a significant rise, from **580** to **1,938** contacts.

- Outreach collaborated with various instructional areas, including the Music and Performing Arts Department, to offer tours during large-scale music events.

- The department received an increased number of requests from local elementary and middle schools, including EJE Elementary Academy, Montgomery Middle School, Spring Valley Academy, and Parkway Sports Academy.

- Griffin-Coyote Connection workshops aimed to provide equitable access to students from feeder high schools by providing onsite onboarding workshops at local high school sites, including Granite Hills, Monte Vista, Mount Miguel, Steele Canyon and Valhalla. After attending a Griffin-Coyote Connection workshop in spring 2024, the majority of feeder high school students (**60%**) enrolled at either Cuyamaca College or Grossmont College: **36%** at Cuyamaca and **24%** at Grossmont. Approximately **11%** of participants had incomplete identifying information, so their enrollment status at GCCCD is unknown. For comparison, the college-wide enrollment rate is typically around **40%**, meaning that of all students who apply to Cuyamaca, **40%** enroll at Cuyamaca that year. Additionally, about **50%** of applicants enroll either at Cuyamaca or another community college. Attached, you will find a detailed summary. We recognize there is work to do for our disproportionally impacted groups.

- Outreach staff members deliver informational presentations to prospective students and community members. Following each presentation, an anonymous survey was distributed via Google, collecting 227 responses. Of those, **88%** rated the presentation as either "awesome" or "great." Additionally, **82%** of respondents felt either "prepared" or "pretty prepared" for college after attending the presentation. **77%** of participants agreed or strongly agreed that they felt a connection with the college's staff. Some of the feedback included: *"It was a useful and informative presentation"* and *"I think the presentation and the representatives did a great job explaining a brief overview of the programs and services at Cuyamaca. I also really liked the games, they make things interactive."*

- In collaboration with Admissions & Records, Counseling, and Financial Aid, Outreach hosted registration labs for the summer/fall and spring semesters. These workshops served as a one stop shop for students to complete an application, orientation, English and Math Placement, financial aid, education planning and register for classes. In total, we served 369 students.

· **Exploration Day:** Outreach and Career Education collaborated with Steele Canyon High School and Hillsdale Middle School to offer a unique campus experience for 100 students. The event allowed participants to explore various career pathways, such as Automotive, Water Studies, Surveying, and Graphic Design, while also experiencing college life. Designed to blend exploration with hands-on learning, the day gave students a practical understanding of what these fields entail. Student feedback demonstrated the event's success in sparking interest. One student expressed excitement about the interactive activities, saying, *"My favorite part was participating in the hands-on activities like the communication activity where we built a marshmallow shooter, and the collage activity in the graphic design labs."*

Welcome Center Support:

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The Welcome Center plays a crucial role in supporting both the general college population and the Middle Eastern and ESL student communities. The center provides services such as college applications, translation, interpretation, onboarding, class registration, Self-Service support, and student services documentation assistance. In 2023-24, the center made **2,706** unduplicated contacts, an increase of over **1,000** from the previous year. This may due to the new, central location of our Student Services (G) Building.

A key team member is **Aklas Sheai,** a part-time Nance employee who serves as an interpreter. Aklas supports the ESL community with applications, registration, enrollment, and retention, working three days per week.

Outreach Specialist Model:

In line with Strategic Goals 1 and 3, the Outreach Department was intentional in supporting underrepresented populations through specialized Outreach Specialists. With special funding, three specialists were hired to foster relationships within specific communities:

- **Adult Learners**: Kenia Rendon Guerrero

- **Native American/Kumeyaay Population**: Shakyla Curo

- **African-American and Black Population**: Claudette Clark

Additionally, **Aklas Sheai** continued her longstanding role as the **Interpreter and Middle Eastern Liaison**.

Tailored Events for Adult Learners:

- **Discover Cuyamaca**: Informational nights designed to assist adult learners with questions, applications, and class registration. These events were held in both English and Spanish at Cuyamaca College and the Rancho San Diego Library, with coffee and snacks provided.

- **Ongoing Partnership with Foothills Adult Ed**: Continued efforts to expose students to Cuyamaca's Career Education programs and assist with applications.

- **Community Outreach**: Collaboration with local churches, San Diego Chaldean Radio, the Chaldean League, and various committees to raise student awareness and increase enrollment.

- **Orientations in Other Languages**: Arabic orientations for Middle Eastern students, with **2-4 sessions each semester**.

- **Tailored campus tours** for adult students in collaboration with Foothills Adult Education Center.

Tailored Events for Native American/Kumeyaay Community:

- **Summer Culture Nights**: Summer engagement focused on Kumeyaay Studies, featuring culturally relevant activities such as pottery, weaving, and point knapping. These free classes were held at the Kumeyaay Community College (KCC) campus in Jamul.

- **Kumeyaay Nation Graduation Celebration**: A celebration was held at Cuyamaca to honor Kumeyaay higher education graduates and their families, including bird singing, an award ceremony, a buffet dinner, and a photo booth.

- **Seasonal Celebrations**: Recognized culturally significant times of the year such as Kumeyaay New Year, Winter Solstice, and Spring Equinox, with events including village building, traditional games, and hands-on demonstrations.

- **Off-Site Registration Labs**: Collaboration with Kumeyaay Community College to offer registration labs to help students apply and register for classes at the KCC site.

Tailored Events for African-American and Black Community:

- **Black History Month Collaborations**: In partnership with Student Affairs, the department hosted various events, including workshops, game days, yoga sessions, a Black Art Show, "Study with Soul Food" sessions, and a Black Staff & Faculty Appreciation Luncheon.

- **Community Engagement**: Met with potential community stakeholders to create new opportunities for African-American/Black students, including partnerships with the Fleet Science Center and planning events such as graduation celebrations.

- **Career Exploration**: Provided spaces for African-American/Black students to explore a variety of careers and majors in partnership with Mount Miguel High School, Umoja, and the upcoming Black Student Success Center.

- **Inclusive Event Coordination**: Collaborated with Counseling, Student Services, Career Center, ASG, and Veteran Services to promote culturally inclusive events for African-American/Black students and their families.

Other Highlights:

- **Recruiting Nights with Athletics**: Partnered with the Athletics Department to assist prospective students with registration and the admissions process.

- **Coyote Cookout**: The Outreach, In-Reach, and Athletics Departments teamed up to host a community-building event for current and prospective student-athletes and their families. The event took place on **8/1/23** in the D Building Quad/Breezeway, with over **100** attendees and various Student Services departments represented.

- **Explore Cuyamaca Symposium**: This event, a collaboration between Career Technical Education and Outreach, was an exclusive, invitation-only gathering for high school counselors, teachers, community service partners, and professional partners. It aimed to provide attendees with an immersive campus experience, offering tailored information sessions, an insider's view of campus culture, and opportunities to connect with staff and faculty. **Sixty-five attendees** from over **30 high schools and community service agencies participated** in concurrent breakout sessions covering academic and career pathways, student support services, early college credit, and regional workforce connections. Following the event, **91%** of respondents agreed or strongly agreed that they had gained a better understanding of academic and career programs and felt confident recommending Cuyamaca College to prospective students.

- **Nonprofit Presentations**: Community Liaisons met with and provided informational presentations to several nonprofits that support first-generation students, foster youth, and formerly incarcerated individuals.

Conclusion:

The Outreach Department has played a critical role in fostering community connections and providing vital support services to students. By enhancing student access, enrollment, and a sense of belonging, the department has made a substantial impact, particularly in recruiting and appealing to disproportionately impacted students. The addition of Outreach Specialists enabled the department to create and nurture a strong, lasting sense of community, which is essential for students' academic success and overall engagement with the campus environment. This focus on community ensures that students feel valued and connected, facilitating a more supportive and enriching experience.

However, recent changes in the HR Department's policy, specifically the elimination of all Professional Expert positions, have posed a significant challenge. The loss of Outreach Specialists has created a gap in staffing and services we are able to provide, undermining the department's ability to continue the impactful outreach efforts that have proven so successful.

To maintain the momentum of these initiatives, the Outreach Department will require additional support, funding, and possibly restructuring. A renewed collaboration with HR is necessary to ensure the continuation of the Outreach Specialist roles and the college's broader vision and mission. Currently, the department's staffing consists of a full-time Supervisor, a Student Services Specialist (Classified position), one part-time Nance employee, and part-time Student Hourlies.

Student Learning Outcome/Service Area Outcome Assessment and Student Success

<u>Student Access, Learning, and Achievement</u>
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 gathers data through several methods, including using SARS to monitor student activity in the Welcome Center and during orientations and registration labs. We also utilize surveys via Google Forms or SurveyMonkey to collect feedback and track participation. Additionally, we manually record the individuals engaged during community events. Please see my previous summary and the numbers below:

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Dual Enrollment

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Total Contacts Made

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Please discuss any equity gaps in access or success the data revealed.

Due to the nature of our outreach efforts and the work we do with prospective students, collecting demographic data can be challenging. However, we were able to survey and collect data from participants of our high school onboarding workshops during Griffin Coyote Connection. The key findings include:

Nearly half of the 416 workshop participants who enrolled at GCCCD (47%, or 197 students) attended Valhalla High School, with a majority of these students (64%) identifying as Middle Eastern. This highlights the need for culturally tailored support for this group. Additional student characteristics, based on responses from the Intake Form, reveal that 6% of students' primary language is Spanish, and 4% speak Arabic, emphasizing the importance of offering Spanish and Arabic support. Furthermore, 13% of students reported having an IEP or 504 Plan, which indicates the necessity of providing information about DSPS services to ensure students have the appropriate support. The majority of students (60%) do not work, suggesting an opportunity to connect them with Career Services for guidance on career development and employment opportunities. Around 40% of students have not completed the FAFSA/CADAA, indicating a chance to connect them with Financial Aid to navigate the financial aid process. Finally, 75% of students expressed interest in connecting with faculty and peers within their Academic and Career Pathway (ACP), presenting an opportunity to link them with ACP leads and relevant resources after the workshops. Additionally, only 5% of students identified as Black or African-American, and 0% as Indigenous. This highlights the importance of building trust within these communities and creating a welcoming campus environment where students can envision themselves. Achieving this will take time and consistent effort, but with the dedicated work of our Outreach Specialists, we had hoped to see gradual progress and increased engagement from these two groups in the future. These findings underscore the importance of continuous targeted support to address the diverse needs of students as they transition to GCCCD.

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.

To address the equity gaps identified, the department will implement several targeted actions to better support the diverse needs of students. First, we will ensure that students who report having an IEP or 504 Plan are connected to DSPS (Disabled Student Programs and Services), providing them with the necessary accommodations and support. Additionally, we will offer translation in Spanish and Arabic to accommodate students who speak these languages. We will also hire mindfully, and offer orientation sessions whenever possible in both Spanish and Arabic to ensure that students can fully engage with available resources. Additionally, we will continue to offer registration labs and have staff available who speak various languages to assist, as possible. Recognizing the low representation of Black or African-American and Indigenous students during the high school onboarding workshops, we will focus on building trust within these communities by offering targeted outreach. This work had already been started with our Outreach Specialists and we hope to continue it. Moreover, with 60% of students reporting they do not work, we will connect them to Career Services to explore career opportunities and development, and with 40% having not completed the FAFSA/CADAA, we can offer resources to guide students and connect them with the Financial Aid Department. We aim to help all students envision themselves at GCCCD. Achieving meaningful progress will require ongoing effort and increased resources as Outreach is currently a very small team. The need for on-campus community and mentorship is critical, and collaborations with in-reach, Counseling, and programs like Umoja and Puente will further support these efforts.

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What has this data revealed about the progress of the program review goals you set?
The data from the Outreach Department's activities in 2023-24 has provided valuable insight into the progress made toward the goals of increasing community outreach and strengthening connections with community and community organizations. The department's targeted outreach efforts, particularly those aimed at underrepresented groups, have been successful in connecting with a diverse range of students and offering a sense of community on campus. The Outreach Specialists, with dedicated roles played a crucial part in these efforts. The tailored events, such as the Kumeyaay Nation Graduation Celebration, Black History Month collaborations, and career exploration initiatives, have been instrumental in fostering trust and engagement within these communities. Moreover, specialized outreach efforts for Middle Eastern, ESL, and adult learners, including Arabic and Spanish language orientations, registration labs, and collaboration with Foothills Adult Education, have contributed to increasing access and support of incoming students. This work reflects the department's efforts to connect students to educational opportunities and services in a manner that is both culturally relevant and accessible. However, despite these successes, there are challenges. The loss of Outreach Specialists due to HR policy changes, particularly the elimination of Professional Expert positions, has created a gap in staffing and services. This gap threatens the department's ability to sustain its progress and continue to serve disproportionately impacted groups as effectively. To build on the momentum of these outreach efforts, the department requires additional support and resources. Continuing collaboration with administration, HR and securing relevant positions to continue the work of the Outreach Specialists is crucial for ensuring ongoing success of the department's initiatives and achieving the goal of enhancing community outreach and overall engagement.

Service Area Assessment
Did your program complete and submit SLO/SAO assessment in the last year?
No

If you responded no above, please describe the department's plan to update SLOs/SAOs.
I have not yet had time to meet with SLO Coordinators to develop a tangible assessment plan. I recognize the importance of this collaboration and look forward to working with the team this year to create an effective approach to assessing our Service Area Outcomes.

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.
N/A

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