



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

Summary of Progress or Results
<p>Summary Date: 11/13/2024 Summary of Progress or Results: 2023-2024 Reporting Period: 2023 - 2024 Status: In Progress - will carry forward into next year Action steps for this academic year.: <u>Personal Counseling</u></p> <p>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.</p> <p><u>Athletic Department Meet-and-Greet Event</u> 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.</p> <p><u>Staff & Faculty Collaboration:</u> 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.</p>

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

Summary of Progress or Results

Summary Date: 11/24/2024

Summary of Progress or Results: In progree

Reporting Period: 2023 - 2024

Action steps for this academic year.:

During the 2023-2024 year, the Associated Student Government leaders increased publicity and recruitment efforts. As a result, they had 15 student leaders in positions. Although this was the same amount of student leaders serving in positions from 2022-2023, the students expanded and developed additional campus activities.

The Associated Student Government leaders focused on increasing Civic Engagement efforts by integrating voter registration and civic engagement efforts into the Associated Student Government of Cuyamaca College events and activities. The events included voter registration during orientation activities, Welcome Week, and engagement events. The Associated Student Government will develop the voter registration and civic engagement programs on an annual basis during the Associated Student Government leadership retreat. In addition, several Associated Student Government leaders participated in civic engagement programs by attending the Student Senate General Assembly and Student Senate Region X meetings. In addition, ASG leaders attended numerous Culture & Communit Circle workshops offered during the 2023-2024 year.

During the previous year, the Civic Engagement Leadership workshop series program was expanded to include additional programs which focused on advocacy and civic engagement in the community. As a way to encourage more students to complete the workshops, we provided additional opportunities for students to apply for awards and be recognized at the Student Leadership Award Ceremony.

Spring Semester 2024

- Self-Care and Advocacy
- Time Management for Student Leaders
- Goal Setting for Success!

Fall Semester 2023

- Civic Engagement x You!
- Learning Through Advocacy
- Servant Leadership

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

Summary of Progress or Results
<p>Summary Date: 11/18/2024</p> <p>Summary of Progress or Results: In progress</p> <p>Reporting Period: 2023 - 2024</p> <p>Action steps for this academic year.:</p> <p>Student Affairs</p> <p>Goal: Reduce the number of cases reported for academic misconduct issues by 25%.</p> <p>The academic integrity data from the Maxient report revealed that the goal was met and the number of academic cases were reduced by 51%.</p> <p>Program Review (2022-2023)</p> <p>Academic Integrity Cases</p> <p>During the 2022-2023 year, there were 204 reports of academic integrity cases.</p> <p>Program Review (2023-2024)</p> <p>Academic Integrity Cases</p> <p>During the 2023-2024 year, there were 99 reports of academic integrity cases.</p> <p>The number of cases were reduced by 51% (in comparison to the target goal of 25%).</p>

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

Summary of Progress or Results**Summary Date:** 12/02/2024**Summary of Progress or Results:** in progress**Reporting Period:** 2024 - 2025**Status:** Not Started**Action steps for this academic year.:**

This is a new goal for Cuyamaca Cares and will start for 2024-2025:

This goal provides supportive services that are offered by other student services area, but are offered to students who do not qualify for said services. For example, providing book vouchers to UP! students who do not qualify for UP! because they are older than 26. By offering these gap services, it allows Cuyamaca Cares to take action in supporting the persistence of students who fall through cracks placed by eligibility mandates. This goal not only supports the persistence of students, but also allows Cuyamaca Cares to narrow our focus to create intentional programming, and preserve the longevity of our programs.

This goal was informed by our statistical data that shows that our utilization of programs is disproportionately serving non-foster youth. One of our SLO's from last year was to ensure that students effectively identify and access resources to support their physical and emotional wellbeing, and while the number of shared students between Cuyamaca Cares and other programs, such as Personal Counseling, is significant, we are lacking in other areas, such as NextUP.

Service Area Overview and Update

Lead Author

Lauren Vaknin

Collaborator(s)

Kaylin Rosal, Manmeet Kaur

Initial Collaboration Date with Service Area Team

09/27/2024

Dean/Manager(s)

Lauren Vaknin

Initial Collaboration Date with Dean/Manager

09/30/2024

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

Student Affairs:

The most significant changes for Student Affairs during the 2023-2024 year, included the increase in student engagement for student leadership positions. The Associated Student Cuyamaca College members were able to recruit more students and fill the entire student government board. As a result, there were more students serving as student committee representatives on participatory governance committees and taking on leadership roles in other organizations such as student clubs.

Cuyamaca Cares

The significant changes and achievements which occurred in Cuyamaca Cares during the 2023-2023 year included the opening of the Clothing Closet for students. The Clothing Closet opened during the Spring Semester 2024 and has been a beneficial resource for students. During the 2023-2024 year, Cuyamaca Cares shifted from relying on community resources to utilizing campus resources. For example, they started working closely with Financial Aid, Personal Counseling, and Career Services to assist students.

Personal Counseling

The 2024 data highlights significant achievements in expanding support for underrepresented and vulnerable student populations. Personal Counseling services have notably increased their outreach to Hispanic/Latino students, rising from 54% in 2023 to 69% in 2024. We further strengthened our support for economically disadvantaged students, with representation growing from 57% to 69%. Additionally, there was a 5% increase in serving students with disabilities, reaching 35% in 2024. Male student representation also improved significantly, rising from 37% to 45%. These achievements underscore the program's dedication to inclusivity and addressing the needs of diverse student demographics, particularly those facing economic or accessibility challenges.

Attach Related Documents - Service Area Overview and Update

[cuyamaca-personal-counseling-2023-2024-access-report-20240717-final.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?

Personal Counseling

For the Cuyamaca College personal counseling service area, data was primarily collected through surveys, service utilization data from SARS, electronic health records, and demographic information. The personal counselors employed a survey-based approach to gather relevant information. These surveys were distributed to students after the academic year in May 2024.

Student Affairs

For the Student Affairs 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 and academic integrity cases.)

Cuyamaca Cares

Cuyamaca Cares collects data on the students who utilize pantry services, clothing closet, and CalFresh application assistance via SARS. Data for emergency funds, and our hotel/housing program was collected via google forms. Our book vouchers and graduation regalia programs collect data via physical applications, which are then transferred into a spreadsheet.

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

Personal Counseling

- Equity gaps in access and success in Personal Counseling refer to discrepancies in opportunities and outcomes experienced by various demographic groups. These disparities are often associated with factors such as race, ethnicity, gender, and socioeconomic status. Based on our demographic data, we observed several equity gaps affecting specific groups, including students aged 40 and over, foster youth students, and Asian, Black, and White students. Our student demographics data did not include non-binary individuals, so we are currently unable to capture the needs of individuals who identify as non-binary.
- Listed below are some notable differences between the students served by the Personal Counseling service area and the overall student population at the College:

Ethnic/Racial Identity:

- Personal counselors served a higher percentage of students who identify as Hispanic/Latino (69%) compared to the College's overall Hispanic/Latino student population (35%).
- Personal Counselors served a lower percentage of students who identify as White (16%) compared to the College's overall White student population (46%)
- Personal Counselors served a lower percentage of students who identify as Asian (4%) compared to the College's overall Asian student population (6%)
- Personal Counselors served a lower percentage of students who identify as Black (2%) compared to the College's overall Black student population (5%)

Economic Disadvantage:

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- The data indicates that a higher percentage of students served by personal counselors (69%) identify as economically disadvantaged, compared to the College's overall economically disadvantaged student population (53%).

First-Generation Status:

- Personal counselors served a slightly lower percentage of first-generation students (31%) compared to the College's overall first-generation student population (34%)
- Personal counselors served a slightly higher percentage of non-first-generation students (61%) compared to the College's overall non-first-generation student population (52%)

Gender:

- Personal counselors served (45%) of students who identified as male, compared to the college's overall male student population of (44%)
- Personal counselors (51%) of students identify as female, compared to the College's overall female student population of (55%).

Disability Status:

- Personal counselors served a higher percentage of students who have a disability (35%) compared to the College's overall student population (7%).
- Personal counselors served a lower percentage of students who have no disability (65%) compared to the College's overall student population (93%).

Age:

- Personal counselors served a higher percentage of students aged 20-24 years old (57%) compared to the College's overall student population (31%).
- Personal counselors served a lower percentage of students aged 25-39 years old (20%) compared to the College's overall student population (25%)
- Personal counselors served a lower percentage of students aged 40 and over (6%) compared to the College's overall student population (16%)

Student Affairs (Student Conduct Data)

General Conduct Reports (Refer to attached conduct report)

Based on the 15 unduplicated students who were involved with general student conduct, there were equity gaps for various student populations:

- Male students (67% compared to 44% college-wide)
- Black students (20% compared to 5%)
- Latiné students (47% compared to 35%)
- Students younger than 20 years old (40% compared to 28%)
- Students age 25-39 years (40% compared to 25%)

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- Students with a disability (13% compared to 7%)
- Economically disadvantaged students (87% compared to 53%)
- Students who are veterans (7% compared to 3%)
- Former foster youth students (7% compared to 1%)
- First-generation students (53% compared to 34%)

Based on the 87 unduplicated students who were involved with academic integrity conduct referrals, there were equity gaps for various student populations:

- Middle Eastern students (68% compared to 22% college-wide)
- Students 25+ years old (79% compared to 41%)
- Economically disadvantaged students (95% compared to 53%)
- First-generation students (49% compared to 34%)

Racial equity gaps that were consistent throughout all of our programs were Indigenous identifying, African American/Black students, and Pacific Islander. Other demographics indicated that military veterans, former foster youth, and students with one or more disabilities were underrepresented in our programs. While we are steadily seeing an increase in utilization among our African American/Black students, and those with at least one or more disabilities, our utilization among Indigenous and Pacific Islander students has fluctuated.

Demographic Information- Cuyamaca Cares

21/22

African American/Black

42 students

22/23

African American/Black

54 students

23/24

African American/Black

58 students

21/22

American Indian/Alaskan Native

1 student

22/23

American Indian/Alaskan Native

5 students

23/24

American Indian/Alaskan Native

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2 students

21/22

Pacific Islander

1 student

22/23

Pacific Islander

0 students

23/24

Pacific Islander

0 students

21/22

Foster Youth

15 students

22/23

Foster Youth

13 students

23/24

Foster Youth

19 students

22/23

One or more disability

145 students

21/22

One or more disability

136 students

22/23

One or more disability

145 students

23/24

One or more disability

225 students

21/22

Veteran

14 students

22/23

Veteran

11 students

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23/24

Veteran

25 students

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.

Personal Counseling

In last year's report, we observed an equity gap for male-identified students. However, in this year's data, we have noted an increase in male-identified students seeking personal counseling services. While this is a positive development, other equity gaps remain, and targeted actions are necessary to address them.

Actions Taken to Reduce Equity Gaps:

Increased Male-Identified Student Participation:

- Collaborative Initiatives: Collaborated with the Athletics Department to develop meet-and-greet events aimed at introducing athletes to mental health resources. This event specifically targeted male-identified sports teams to help destigmatize mental health and spread awareness of available resources.

Ongoing and Planned Actions to Address Remaining Equity Gaps:

Support for Older Students (40 and Over):

- Tailored Outreach Programs: Develop specific outreach programs aimed at understanding and addressing the unique needs of students aged 40 and over

Equity for Foster Youth Students:

- Targeted Support Programs: Implement specialized support programs tailored to the unique needs of foster youth students, including peer support groups and mentorship programs.
- Collaborative Partnerships: Partner with organizations that specialize in supporting foster youth to provide comprehensive resources and support.

Improving Access for White Students (Including Arab Descent):

- Culturally Sensitive Training: Ensure counselors receive training in cultural sensitivity and awareness, particularly in relation to the unique challenges faced by White students and those of Arab descent.
- Inclusive Outreach Materials: Develop and distribute outreach materials that resonate with this demographic, emphasizing the availability and inclusivity of counseling services

Improving Access for Black Students:

- Cultural Competency Training: Provide ongoing cultural competency training for counselors to better understand and address the specific challenges faced by Black students.

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- Community Engagement: Foster relationships with community organizations and leaders to create a supportive network for Black students, enhancing their access to counseling services

Improving Access for Asian Students:

- Language and Cultural Support: Offer counseling services in multiple languages and provide resources that are culturally relevant to Asian students.
- Awareness Campaigns: Develop awareness campaigns that highlight mental health issues and resources available, specifically targeting Asian students to reduce stigma and encourage utilization of services.

Stigma Reduction and Education:

- Mental Health Education Campaigns: Continue and expand educational campaigns aimed at reducing mental health stigma across all student demographics. These campaigns will include workshops, seminars, and informational materials.
- Peer Advocates: Train and utilize peer advocates to spread awareness and normalize seeking mental health support among their peers. Having these advocates target different departments, majors, and student groups.

Resource Expansion:

- Increased Staffing: Seek funding to hire additional counseling staff to meet the growing demand for services and reduce wait times.
- Installed Screening Kiosks: Install screening kiosks in accessible locations across campus to help students easily connect to appropriate services and supports.

Community and Campus Partnerships

- Internal Collaborations: Strengthen partnerships with other campus departments, such as The Rise Center, to integrate mental health support into various student programs.
- External Partnerships: Establish collaborations with local mental health organizations and community services to extend the range of available resources
- Liaison Relationships: Develop liaison relationships with community organizations, such as the Family Health Center, to ensure comprehensive and coordinated support for our students.

Monitoring and Evaluation:

- Data Collection and Analysis: Continuously collect and analyze data to monitor the effectiveness of implemented strategies and make data-driven adjustments as needed. Ensure that data collection methods are inclusive of diverse identities, including gender and race, to provide a comprehensive understanding of our student population.

By taking these targeted and comprehensive actions, Cuyamaca College's Mental Health Counseling program aims to reduce existing equity gaps and ensure that all students have equal access to the mental health support they need for their academic and personal success.

Student Affairs

Conduct

Student Affairs will take the following steps to reduce the equity gaps with General Conduct and Academic Integrity referrals and cases:

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- **Continue to develop and expand on the academic integrity initiatives-** These educational interventions included the Academic Integrity seminar, process changes for managing academic misconduct cases, and additional educational resources for faculty and students.
- **Collaborations with faculty-** We will continue to work closely with faculty to address concerns with student behavior and academic misconduct issues in the classroom.
- **Awareness campaigns-** Student Affairs will develop awareness campaigns for students to understand the Student Code of Conduct.
- **Resources and outreach-** We will continue to develop resources for faculty and students. In addition we will work with various programs to include a Code of Conduct and Academic Integrity session during orientations.

Cuyamaca Cares

Cuyamaca Cares has redesigned some of our gap services to eligible only to a certain population. For example, our new hygiene closet will only be available to students who qualify financially for EOPS, single parents who would otherwise qualify for CalWORKs but don't because they aren't receiving cash aid, and to our NextUP students. This program will be promoted within these populations with more intentionality than before. Our book voucher program will be available to those classified as academically disadvantaged in Spring 2025. In addition, our CalFresh outreach will extend to events held specifically for our DSPS and military veteran spaces. Furthermore, because the Cuyamaca Cares office is inaccessible to those with mobility disabilities, due to the dirt road we are located on, we are partnering with DSPS to be included in their intake process along with cart services to our area.

What has this data revealed about the progress of the program review goals you set?

Personal Counseling

Last Year's Goal: The Personal Counseling Team set a goal for students to effectively identify and access resources that support their physical and emotional well-being.

The data obtained from the survey administered to students at the end of May 2024 reflects positive outcomes related to the Student Learning Outcome: "Students will be able to effectively identify and access resources to support their physical and emotional well-being." The following is a breakdown of the key survey findings:

Comfort in Counseling Sessions (100%):

100% of students reported feeling comfortable during their counseling sessions. This high percentage indicates the counseling environment is perceived as conducive to open and supportive discussions about students' well-being.

Understanding by Counselors (95%):

95% of students felt that their counselors understood them and their concerns. This high percentage indicates a strong rapport between students and counselors, highlighting the effectiveness of the counseling interactions.

Relevance of Information (93%):

93% of students reported that the information provided by their counselors was relevant and helpful. This suggests that the counseling sessions are not only empathetic but also offer practical and beneficial guidance.

Appointment Accessibility (95%):

95% of students reported being able to make counseling appointments within a reasonable amount of time. This indicates efficient access to counseling services, contributing to the overall positive experience for students seeking support.

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Confidentiality Assurance (98%):

a. 98% of students reported feeling that their counselor keeps their information confidential. This reflects a crucial aspect of trust in the counseling relationship, enhancing the sense of security for students.

Recommendation of Services (100%):

100% of students expressed their intention to recommend the Personal Counseling Service at the Health & Wellness Center. This high recommendation rate signifies a high level of satisfaction and confidence in the services provided.

Overall, these survey results suggest that the counseling services at Cuyamaca College effectively contribute to students' well-being, creating a positive and supportive environment. The high satisfaction rates, coupled with positive feedback on counselor understanding, relevance of information, and confidentiality, indicate that the Student Learning Outcome is being met successfully.

Student Affairs

Goal: Reduce the number of cases reported for academic misconduct issues by 25%.

The academic integrity data from the Maxient report revealed that the goal was met and the number of academic cases were reduced by 51%.

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%)**. Academic Integrity- Reported Violations

Academic Integrity- Types of Cases **2023-2024**

Plagiarism Cases

34

Forgery Cases

32

Copying

3

Unauthorized Collaborative Work Cases

2

Obtaining Copies of Exams/Materials

1

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Unauthorized apps during tests

1

Using notes and books on tests

1

AI Cases

9 Cases

Other Violations

16

Total Report- 99

2023-2024

General Conduct Types of Case

Threats/Intent/Fights

7 cases

Disruptive behavior

6 Case

Other

3 Cases

Total- 9 cases

** There was an increase in Student Conduct Behavioral cases from 2022-2023. During the 2022-2023 year, there were four cases reported. The increase in reported behavioral cases could be due to an increase number of students and activities on campus.*

Cuyamaca Cares

The goals set in the 2022-2023 program review was to close equity gaps by physically expanding our services to more accessible spaces across the campus. In February 2022, we opened the Coyote Den in the Student Center, and we expanded our satellite pantry system to include three more locations. Since the implementation of these expansions, utilization of Cuyamaca Cares has increased by 48%.

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Related Documents - Student Access, Learning, and Achievement

[Cuyamaca Cares Housing Intake Form.pdf](#);
[cuyamaca-cares-2023-2024-access-report-20240628-final.pdf](#);
[cuyamaca-personal-counseling-2023-2024-access-report-20240717-final.pdf](#);
[cuyamaca-student-conduct-2023-2024-demographics-report-20241112 \(2\).pdf](#);
[Personal Counseling Survey.pdf](#);
[Culture & Community Circle 2023-2024.docx](#)

Service Area Assessment

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

Yes

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

Last year the SLO/SAO's we assessed for were:

SLO 1: Students will be able to effectively identify and access resources to support their physical and emotional well-being.

Throughout this academic year, the personal counselors have collaborated with various campus partners to advance the college's vision of equity, excellence, and social justice. The Personal Counselors developed programs for students to identify and access resources to support their physical and emotional well-being. For example, in partnership with the Queer Center, our personal counselors presented a workshop aimed at dismantling unspoken biases within the queer community. Additionally, our personal counselors established a Middle Eastern support group, providing a safe and welcoming environment for Middle Eastern students to share their feelings and foster a sense of community. The Personal Counseling program provided 23 workshops and 3 support groups through the mental health lens over the past year. These programs provided opportunities for students to become aware of campus resources.

- Filipinx Heritage Month Workshop: This workshop explored the intersection of Filipinx heritage and mental health.
- Undocumented Student Action Workshop: This workshop centered on the vital contributions and unique challenges faced by undocumented students in the United States.
- Domestic Violence Awareness Workshop: This workshop discussed the impact of domestic violence on individuals and communities and explored strategies for prevention and intervention.
- Navigating Single Parenthood Workshop: This workshop provided support and resources for single parents navigating their unique challenges.
- Veteran's Workshop: This workshop discussed ways that military veteran students can adapt to life as college students and highlighted personal counseling services available to them.
- International Day for Elimination of Violence against Women Workshop: This workshop focused on the impacts of gender-based violence and how individuals can work together to eliminate it.
- Transgender Day of Remembrance Workshop: This workshop commemorated the lives of transgender individuals lost to violence and discrimination.
- Healthy Love Workshop: This workshop focused on building healthy connections in romance, family, and friendships.
- Coping with Anxiety & Stress as College Students Workshop: This workshop fostered a supportive environment, promoted mental well-being, and empowered students to navigate stressors more resiliently.
- Art of Storytelling: Honoring Black History Month Workshop: This workshop deepened the understanding of the profound impact of storytelling on shaping collective memory and fostering unity. It focused on

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exploring storytelling as a means to preserve and share the diverse experiences, struggles, triumphs, and contributions of the Black community.

- Women's History Month Workshop: This workshop explored inspiring women throughout history, examined women's contributions to society, and reflected on challenges and progress to honor and empower women's stories.
- Foundations of a Relationship Workshop: This workshop explored how to foster mutual respect, understanding, and trust for individuals to develop healthy relationships.
- Femme-Identifying Mental Health Workshop: This workshop addressed the unique mental health challenges faced by femme-identifying individuals and provided strategies for support and resilience.
- Finding Hope in Difficult Times Workshop: This workshop focused on fostering the strength to endure adversity with courage and determination.
- Queer Allyship Workshop: This workshop fostered a supportive environment while dismantling unspoken biases within the queer community.
- Middle Eastern Heritage Month Workshop: This workshop honored and discussed different aspects of Middle Eastern culture while recognizing the contributions of Middle Easterners to the country and the world.
- Sexual Assault Awareness Month/Safe Spaces, Strong Bonds: Fostering Community Workshop: This workshop focused on building connected communities, promoting consent culture, and developing skills for bystander intervention.
- Cultivating Respect, Understanding, and Boundaries in Relationships Workshop: This workshop focused on the foundational elements of healthy and fulfilling relationships.
- Black Student Success Workshop: This workshop addressed systemic barriers.
- Asian American & Pacific Islander Heritage Month Workshop: This workshop discussed barriers to mental health services for the AAPI community and ways to support and honor the AAPI community.
- Mental Health Awareness Month Workshop: This workshop brought awareness to Mental Health Awareness Month and provided tools for self-care.
- PRIDE Month Workshop: This workshop focused on the history, challenges, and triumphs of the LGBTQ community.
- Test Anxiety Workshop: This workshop taught effective strategies for overcoming stress and excelling in exams.
- 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.

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SLO 1: Students will be able to effectively identify and access resources to support their physical and emotional well-being.

In order to assess SLO #1, we used case management tracking to assess the persistence of 28 students living in their cars. We found that 89% of students completed the semester they originally reached out to Cuyamaca Cares in. 48% of those students persisted into the next semester. We know that these students need more support to remain in college. In the 24/25 academic year, we will open our student safe parking program which will connect our students to community housing resources quicker and more efficiently. This safe parking is coupled with on-site case managers from Crisis House to provide direct assistance to our students, affording them the supports they need to persist in school.

In addition, we also used case management tracking to assess the persistence in 29 students experiencing homelessness who entered into the Cuyamaca Cares Hotel Bridge program. Of those 29 students, 62% persisted into the next full semester or summer session, and 48% were housed in permanent or transitional housing. We also assessed that in spring 2024, UP! had 18 students, and of the 18 students, 10 were living in the hotel at the time of admission.

During the 24/25 academic year, Cuyamaca Cares has begun working with EOPS, CARE, UP! And NextUP! more closely to ensure that students experiencing homelessness are best supported by Cuyamaca College. We conduct monthly meetings to discuss avenues for improvements as well as the progress of our shared students. Furthermore, in addition to the added support the student safe parking will give our students, Cuyamaca College has been chosen by the State Chancellor's office to participate in the Housing Insecurity and Homelessness Pilot Program (HHIP) to implement rapid rehousing via Cuyamaca Cares and in partnership with Home Start of El Cajon. Our MOU for this partnership was approved in October of 2024 and we are hoping to launch in the spring 2025 semester. These implementations and programs will provide better support to our students and allow them to focus on school rather than their life needs.

Related Documents - Service Area Assessment

[Personal Counseling Survey.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