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Page 1: I. Service Area Overview and Update

Q1

I.1 Department(s) Reviewed:

Student Affairs

Q2

1.2 Lead Author:

Lauren Vaknin

Q3

I.3 Collaborator(s):

Kaylin Rosal, Jason Astorga, and Bityeoul Kim

Q4

Dean/Manager(s):

Lauren Vaknin

Q5

I.4. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the Spring 2021 program reviews on the program review webpage.

Civic Engagement & Voter Empowerment Advisory Group

The Civic Engagement & Voter Empowerment Advisory Group was established during the Fall Semester 2020 to develop Civic Learning & Voter Registration programs at Cuyamaca College. The Advisory Group continues to have monthly meetings. Cuyamaca College is committed to engaging our campus community in Civic learning and Voter Registration programs.

Student Engagement Ambassador- Civic Engagement

Student position hired through Student Affairs to develop student-initiated civic engagement programs. Student Engagement Ambassadors will be trained to make class and student presentations on registering to vote and other civic engagement topics. The Student Engagement Ambassador will work closely with student leaders and programs on campus to make presentations during outreach and orientation sessions.

Civic Engagement Workshops (Spring Semester 2021)

During the Spring Semester 2021, the Civic Engagement group developed a Civic Engagement leadership series. Students who complete three workshops will receive a Civic Engagement leadership certificate. During the Spring Semester 2021, the following workshops were offered to students:

Workshop 1: Post-Election Empowerment Plan (April 15, 2021)

The 2020 election season created a lot of feelings, questions, and convictions. Many of these emotions and perspectives were amplified by the violence on the Nation's Capitol. With the Inauguration complete, it's important to reflect on those experiences and create a personal plan for how you will continue to stay educated and involved in civic engagement, though the National Election cycle is complete for this past year. This workshop will feature a guided opportunity to do just that. (Civic Identity and Commitment/Civic Contexts and Structures)

Workshop 2: Civic Action and Reflection (May 6, 2021)

Civic action and reflection is a key component of developing one's civic engagement identity. In this workshop, student leaders from UC San Diego Office of External Affairs and CALPIRG will share examples of civically focused actions they have participated in and open space for reflection on how these actions benefit individuals or communities. (Civic Action and Reflection)

Workshop 3: Civic Engagement and Me (May 20, 2021)

Often, we don't realize that the things we're doing out of personal interest also translate to being civically engaged. Using the AAC&U definition of Civic Engagement which states Civic Engagement, "means promoting a quality of life in a community, through both political and non-political processes," participants in this workshop will think about their own hobbies, majors, and organizational involvement to identify areas of community impact from the things they are already studying or spending time on. (Analysis of Knowledge)

Academic Integrity Team

During the Student Conduct Inquiry group, the members made a recommendation to establish an Academic Integrity Advisory team to review academic misconduct trends and to provide resources for faculty to promote academic integrity with their students in the classroom. The coalition of faculty, staff, and students are meeting monthly to develop a culture of academic integrity on campus.

Maxient Software

During the 2020-2021 year, Student Affairs implemented the Maxient software program for student conduct, grievances, complaints, and students of concern. The Maxient program allows us to compile pertinent data information including Clery numbers, reported Title IX cases, behavioral incidents and academic integrity cases. The system also allows Behavioral Intervention/ Crisis Prevention/ Early Alert documentation.

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Alcohol & Drug Prevention Programs

During the Fall Semester 2020, we expanded the Alcohol & Drug education programs offered to students by including the Alcohol & Drug education program to the Get Inclusive student trainings. Students were sent the information at the beginning of the semester, and they received reminders throughout the semester to complete the training.

Commencement 2021

Due to COVID restrictions, we were not able to offer the Commencement Ceremony in person, but additional programs for Commencement were developed.

Photo Day

Graduates had the opportunity to take professional photos on the soccer field in their graduation regalia. The graduates and their families were invited to attend and take graduation photos on stage. In addition to the professional photos, there will be several stations and photo backdrops for graduates to take photos.

Drive thru Parade

Graduates and families were invited to the Drive thru graduation celebration. Graduates were encouraged to decorate their cars for the graduate parade. Students and their families were greeted by faculty, staff, and administrators waiving along the route. Graduates received a diploma cover for attending the event.

Personal Counseling

Since the last program review, the personal counseling program has expanded its engagement with the Cuyamaca campus to include more workshops and presentations, as well as facilitating support groups for students to connect with each other and better understand themselves. Here is a list of the workshops, presentations, and support groups which were offered over the past academic year:

- Election Reflection: A support group allowing students to process the different challenges, such as stress and anxiety that the elections were bringing into their day-to-day activities and personal life.
- Black History Month Poetry Reading: A workshop for Black History month to highlight and acknowledge black poets. A way to preserve and continue to share messages through writing and/or listening. Facilitating the process on how these messages are working in their lives.
- Coping with Life and College During COVID-19: A support group allowing students to process stress, feelings of guilt and sadness, and hard experiences with other student community members.
- Surviving the Semester: A workshop for Mental Health Awareness Month to join other students to hear and/or share about the struggles of reaching the end of semester and learning about coping strategies.
- Let's Talk About It: A workshop for Asian identifying students to explore their Asian identity around cultural upbringing, childhood experiences, stigmas and relationships.
- Signs and Referral: A presentation that informed student mentors from the Psychology Club about signs of a student in crisis and how to refer the students.
- Gratitude for Yourself: A workshop to highlight the importance of self-compassion and ways to practice self-compassion.
- Catch some Zzzz's: A workshop to create awareness on the importance of sleep and ways to practice sleep hygiene.
- Checking in With Yourself: A workshop to identify current stressors and to provide coping skills to manage stress.
- Stress Management: A presentation to provide an overview of stress and coping skills to manage stress.

In addition to these workshops and groups aimed at students, the personal counseling program was able to form stronger connections with other departments on campus to increase referrals to its services. These outreach events included presentations to different programs including Pathways, student organizations like the Psychology Club and Associated Student Government and classroom instructors on how to help students in crisis and how to refer them to personal counseling services.

Cuyamaca Cares

Since the last program review we have streamlined our Emergency Assistance Fund process and launched an online application with a 3-step approval process. Previously, our Emergency Assistance Fund was a paper application with a 2-step approval process. Transferring the application online has greatly increased accessibility considering the barriers the pandemic has created.

The Cuyamaca Cares Housing program has implemented an online intake form in response to the pandemic. This online form can be referred to students by teachers or staff and allow for the students to complete it in whatever privacy feels comfortable to them. This application format has allowed Cuyamaca Cares to gather all pertinent information for an effective referral to housing partners and

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application format has allowed Cuyamaca Cares to gather all pertinent information for an effective referral to housing partners and allowed for accurate data collection.

The Cuyamaca Cares Pantry program has consolidated all food programs into one large distribution which took place once a month, on campus, in a drive through model. This new model, in response to the pandemic, allowed for our students to continue to receive free food services. Upon new construction in the parking lots, and "Return to Campus" procedures which both occurred in fall 2021, Cuyamaca Cares has worked in conjunction with the Athletics Department to utilize the concession window in the gym to provide walk-up services. This concession-style model allows for the students to regain their "Right to Choose" while maintaining social distancing, keeping the students and the Cuyamaca Cares staff safe. This concession-style pantry service has allowed for Cuyamaca Cares to expand services from once a month to once a week.

Beginning in Fall 2020, Cuyamaca Cares remodeled all on campus food programs into one drive-through style pantry to accommodate the COVID-19 pandemic. These drive-through distributions occurred once a month and each student/participant received from 4-9 bags of groceries each month. Along with the groceries, students were given resources to help relieve some of the basic need insecurities exacerbated by the COVID-19 shutdown. These resources included but were not limited to: an additional food distribution list for San Diego County, a diaper bank list for San Diego County, CalFresh application/eligibility information (including pandemic EBT), vaccine clinic information. Over the course of 11 months, Cuyamaca Cares distributed approximately 25,000 pounds of food.

Since July 2020, Cuyamaca Cares has connected 15 students experiencing homelessness with cash aid for hotel stays totaling \$7,500 and connected 17 homeless students with off-campus housing navigators. These students were also given referrals to the Cuyamaca Cares Personal Counseling department.

Our largest program continues to be the Cuyamaca Cares Emergency Assistance Fund. From August 1, 2020, to December 31, 2020, Cuyamaca Cares distributed \$464,000 to 928 students. From January 1, 2021, to June 30, 2021, Cuyamaca Cares distributed \$364,000 to 728 students.

Page 2: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success

Q6

II.1. Student services and administrative areas collect data in many different ways. Please discuss the access, success and/or other data that your service area is using to inform its plans for the year and/or to evaluate its progress. This may include student achievement data from comparison reports, service utilization data from SARS or another database, demographic information on the students your area serves, student or employee survey results, reports prepared by external organizations, or other data collected by your service area. Please include information on the implications for practice (e.g., on how your service area used the data for improvement).

Student Affairs

The Student Affairs Department utilizes data for program improvement. We are reviewing data for student conduct, engagement program, alcohol and drug prevention, Title IX, Cuyamaca Cares, and Personal Counseling. The staff review the results from the various assessments to determine the best approaches for making improvements to the programs.

Student Conduct

The Student Conduct program advances the college's student success goals by utilizing a student development approach. The goal is to address the student conduct concerns at an early stage to avoid students receiving sanctions and having disciplinary files that could be a barrier for student success. When there are conduct issues, students are provided the chance to learn from their mistakes and have an opportunity to make a better choice the next time wo student groups were significantly overrepresented in their contact with the Student Conduct Office. Based on the demographic data report the following groups were overrepresented in student conduct:

- Middle Eastern students (21% overrepresentation)
- White students (13% overrepresentation)

Student Conduct by Race/Ethnicity

African American/Black- 2%

Asian- 6%

Hispanic/Latinx- 5%

Middle Eastern- 31%

White- 48%

Two or More- 7%

Unknown- 1%

Student Conduct by Gender

Female- 58%

Male- 41%

Unknown- 1%

There were no significant differences between genders in their contact with the Student Conduct Office

Student Conduct Cases

Fall 2020 (August- December 2020)

65 total conduct cases

- 64: Academic Misconduct Case
- 1: General Conduct Case

Spring 2021 (January-June 30, 2021)

103 total conduct cases

- 101: Academic Misconduct Cases
- 2: General Conduct Cases

Breakdown of Academic Misconduct Cases (Fall 2020):

Plagiarism: 48 cases

Unauthorized Collaboration: 6 cases

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Unauthorized Collaboration: 9 cases

Other Cheating Violations (copying from other students, purchasing exams and assignments, using notes from websites without permission, and obtaining unauthorized exams): 10 cases

Breakdown of Academic Misconduct Cases (Spring 2021):

Plagiarism: 52 cases

Unauthorized Collaboration: 23 cases

Other Cheating Violations (copying from other students, purchasing exams and assignments, using notes from websites without permission, and obtaining unauthorized exams): 26 cases

Total Cases (2020-2021)

168 cases

- General Conduct: 3 cases
- Academic Misconduct Cases: 165 cases

Breakdown (2020-2021)

- Plagiarism: 100 total cases
- Unauthorized Collaboration: 29 total cases
- General Cheating: 36 total cases

Student Conduct

Compared to 2019-2020

77 cases

- General Conduct: 3 cases
- Academic Misconduct Cases: 74

Get Inclusive report

During the 2020-2021 year, there were 985 total GCCCD students who completed the Get Inclusive training program. The training focused on Title IX and alcohol/drug prevention programs.

The following questions were asked for a pre and post-assessment (refer to attachment):

(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

- I can do something about sexual assault and sexual violence on campus.
- Sexual assault on campus is something my classmates and I need to worry about
- Doing something about sexual assault is solely the responsibility of the police or crisis centers.
- It is my responsibility to intervene if I see a situation that could potentially lead to sexual assault.
- I would speak out if someone makes a joke about someone's body in a sexual way.
- I would speak out if someone blames a victim for being raped.
- I am very comfortable talking to a classmate whom I suspect is in an abusive relationship
- It is my responsibility to ask a stranger who looks very upset at a party if they are alright or need help.
- A person who is raped while drunk is at least somewhat responsible for what happened.
- A person who is drunk might rape someone unintentionally.
- I know a variety of strategies that can be used to intervene if I see a potentially dangerous situation.
- I would be more likely to intervene in a dangerous or potentially dangerous situation if I knew the person who was being victimized
- I would be less likely to intervene in a dangerous or potentially dangerous situation if I didn't know the person who was being victimized.
- It is necessary to intervene even if I witness behavior I don't think is dangerous, such as catcalling on the street.
- Shared power in a relationship causes conflict and often leads to sexual violence
- When it comes to sexual activities, consent is implied when you are in a committed relationship.

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- Consent is granted on a case by case basis, consent for one activity does not mean consent for another activity
- We can challenge rape culture by speaking out against nonconsensual interactions.
- Victim blaming is a significant contributor to maintaining rape culture.

Personal Counseling

From July 1st 2020 - June 30th 2021, the personal counseling program was able to screen and/or receive interest for services from approximately 75 students. Of the students who were screened, there were 33 students who later received a counseling session. There was an estimated total of 269 sessions given to students during this time, giving an average of roughly eight sessions per student served.

In addition to the students who received personal counseling services, there were an estimated number of 94 students who attended workshops and presentations by the program, as well as an estimated number of 64 participants consisting of various faculty who were present during the program's outreach events listed earlier in this report.

Surveys were given to students at the time of or after their termination of their counseling services in order to provide feedback on areas for improvement. Here is a sample of the questions given to students:

How Satisfied Are You With The Mental Health Counseling You Received?

1-----2-----3-----4-----5

LOW

HIGH

How Satisfied Are You With The Services Provided By Your Therapist?

1-----2-----3-----4-----5

LOW

HIGH

Did You Obtain Benefits From Your Mental Health Sessions?

1-----2-----3-----4-----5

LOW

HIGH

How Many Sessions Did You Have?

1----2----3----4----5----6----7----8----9----10----11----12----More Than 12

How Satisfied Are You With Our Mental Health Program Overall?

1-----2-----3-----4-----5

LOW

HIGH

How Satisfied Are You With Our Health & Wellness Center Overall?

1-----2-----3-----4-----5

LOW

HIGH

How Likely Are You To Recommend Mental Health Counseling From Us?

1-----2-----3-----4-----5

LOW

HIGH

Cuyamaca Cares

We have seen a significant increase in the number of students utilizing the services of Cuyamaca Cares since the 2019/2020 academic year. In 2019/2020, we had a total of 432 students utilize our services; in 2020/2021 we had a total of 2,400, according to comparison reports.

	2019/2020	2020/2021
African American/Black	15	96
American Indian/Alaskan Native	1	7
Hispanic/Latinx	90	523
Female	296	1,554
Male	139	827
Total # of students	436	2,400

It was a goal of Cuyamaca Cares (Program Review 2019-2020) to reach our Native American students and our Black students with a

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plan to achieve this goal by working closely with our Umoja program, our Native American club, and our FYE program. Cuyamaca Cares has upheld that goal and the success of our efforts is reflected in the comparison report of the two academic years.

Data reports can be found at: https://drive.google.com/drive/folders/1IZytOck2_ESHcWAwUTD_fMxo5AH4pFo3?usp=sharing

Q7

II.2. What did your service area learn from the transition to remote operations over the past year? How can this be used to improve the student experience in the future?

As a result of the transition to remote operations over the past year, we were able to offer remote services and programs and allow for flexibility with student participation. Prior to the pandemic, the engagement programs and events were only offered on campus. The Culture & Community Circle workshops were a good example of how the transition to remote operations allowed for increased attendance. In addition, we developed new programs for students during Commencement. Students and their families had the opportunity to attend the Photo Day event and the Drive-thru parade.

Based on previous student feedback, students were not always able to attend engagement programs due to family and work obligations. However, offering the programs through zoom allowed students to participate. We were also able to accommodate student schedules by allowing for students to schedule meetings during evening hours.

The pandemic has affected engagement, connection, and retention across educational institutions. The Personal Counseling program is planning on increasing outreach efforts to all students, especially with the campus plans to transition into a hybrid model.

To address the underserved groups in the demographic table above, the program can improve by providing more info sessions and workshops about its services to the communities, who specifically had a 10% or lower representation in receiving personal counseling services. The Personal Counseling program plans to reevaluate and consider the differences in cultural perspectives around mental health and find creative ways to normalize its services and make it more accessible.

The Personal Counseling program is planning on being a part of the process of welcoming incoming students to the college, including high school graduates, during “welcome week” and other onboarding activities for these students. To assist with reaching students, the program is planning to hold weekly support groups such as, a general check in for all students, students who are planning and preparing to transfer, and student veterans. There are plans to create temporary support groups that could help with stressors during finals week and current events.

While the campus remained shut down due to the Covid-19 pandemic, the personal counseling program continued to conduct telehealth sessions that met the regulations associated with telemental health. The SARS software has allowed the personal counselors to connect with students by appointment and the digital format of walk-ins. The program implemented new ways to advertise its services, such as creating and providing a zoom background for staff and faculty to use and creating a social media platform through Instagram. The zoom background allows students to scan a QR code leading to the personal counseling website, which includes more information about personal counseling and an access to the online appointment system. In addition to the weekly support group addressing the stressors around the pandemic, the personal counselors facilitated workshops and/or healing circles reflecting the cultural awareness month and current events.

Cuyamaca Cares

We learned that the publicly accepted definition of “basic needs” was incorrect. The idea that a person needs only food, water, and shelter to survive is to look at a person like a machine, but we are more complex than that. We want our students to not only survive but thrive. In talking to students over the past year, we have come to understand that things like silence, safety, access to technology, knowledge of constitutional rights, and affordable healthcare, in addition to food and shelter, are basic needs. Therefore in 2021, we have transitioned Cuyamaca Cares from being the basic needs office to the basic rights office, where students can come and feel empowered as they navigate acquiring their right to housing, food, safety, knowledge, and peace.

We are confident that this shift will empower students to take charge of their lives, with the advocacy of Cuyamaca Cares, and break the stigma of seeking help and instead embolden them to obtain what students deserve.

Q8

II.3. In light of the goals set in your program review, what are your plans to improve equitable student access and outcomes (enrollment, matriculation, success, retention, persistence, graduation, etc.) in the coming year?

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The Student Affairs Department will work closely with the Academic Integrity team to develop a culture of academic integrity on campus and improve student outcomes. The team is working to develop various resources for students, staff, and faculty to bring an awareness of academic integrity. In addition, we are in the process of developing a Restorative Justice program as an option for resolving general student conduct cases on campus.

During the upcoming year, there will be an expansion of services offered through the Personal Counseling program to improve student access and outcomes. The Personal Counselors will offer additional small group sessions and increase hours to provide personal counseling sessions during evening class hours. The Personal Counselors are in the process of finalizing a student resource guide for students, staff, and faculty. The goal is for students to be aware of the personal counseling resources and to allow faculty and staff to refer students.

The Student Affairs Department will continue to work closely with the Validation & Engagement Advisory group to develop engagement programs which improve equitable student access.

Personal Counseling

The personal counselors are planning on increasing outreach efforts to all students, especially with the campus plans to transition into a hybrid model. The program is planning on being a part of the process of welcoming incoming students to the college, including high school graduates, during “welcome week” and other onboarding activities for these students. To assist with reaching students, the program is planning to hold weekly support groups such as, a general check in for all students, students who are planning and preparing to transfer, and student veterans. There are plans to create temporary support groups that could help with stressors during finals week.

During this pandemic there has been a significant loss of engagement, connection and retention across educational institutions. Therefore the personal counseling program has been exploring different avenues of interfacing with students. Part of this effort includes a social media presence where students can access mental health resources, tabling on campus to outreach student that plan to attend classes in person or are that are attending to school business, and providing a hybrid model to increase flexibility and accessibility. We are also continually working with departments, staff and faculty in outreaching to students that they feel could benefit from our services.

After assessing the personal counseling program over the previous year, we found that the program was able to adapt to the changes caused by the pandemic, yet it was still impacted. There was a significant decrease in students receiving services and students screened, despite the creative outreach efforts. As the plan for the campus to transition into a hybrid model, the program will conduct more in-person outreach such as tabling, class presentations, and connecting with students between passing periods.

To further expand outreach efforts, the program will create workshops and presentations that will follow the hybrid model, which can increase accessibility to these workshops. The program will also continue to work across departments and with individual faculty and staff in outreaching and providing needed support to our students. Another initiative will include working with our team at Cuyamaca in reaching out to our community partners and collaborating on how to connect and access community resources in this new landscape. Lastly, the program plans to collaborate with more organizations such as the athletic department to serve the student athletes, and CARES program to serve the single parent population.

Cuyamaca Cares

Beginning in the spring semester of 2022, Cuyamaca Cares will be staffed by a full-time Coordinator; prior to this, the coordinator has been part-time. This expansion of staffing will allow the Cuyamaca Cares program to grow with focused intention. The coordinator plans to improve student access by focusing on collaboration. Collaboration with other student services, such as the Career Center and EOPS, as well as with community partners, such as the East County Homeless Task Force, Feeding San Diego/Leah’s Pantry, and the San Diego Housing Commission. These collaborations, and relationship building, will ensure that students have a resource for every issue and an avenue for Cuyamaca Cares to be an advocate. Having a student’s basic rights met will ease stress and allow the student to focus on their education. We are confident that we can assist students in creating environments in their lives that are safe for learning. By doing this we are hopeful to impact enrollment, retention and graduation.

Q9

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Student Conduct Demographics Report.pdf (114KB)

Q10

OPTIONAL UPLOAD 2: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Get Inclusive - Voices for Change - Alcohol and Consent (67) - Analytics.pdf (2.2MB)

Page 3: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success continued

Q11

Yes

II.3. Are the SLOs and/or SAOs an accurate reflection of the department's major priorities?

Q12

Yes

II.4. Does your service area have an SLO/SAO assessment plan on file with the SLO Coordinator (or the Outcome Assessment Committee)?

Q13

II.5. What are your key assessment findings over the past year and what have you changed (or will you change over the next year) as a result?

Student Affairs- Get Inclusive Program

The Student Affairs Department utilized the survey results from Get Inclusive (refer to attached report) for program improvement purposes. Based on the assessment results, there needs to be additional workshops and resources for students focusing on the topic of bystander intervention and alcohol and drug prevention. Although there was an increase in understanding from the pre to post-assessment, there are still improvements that need to be made to these programs. Student Affairs will continue to work with the Alcohol & Drug Prevention team and the Validation & Engagement workgroups to develop additional programs and resources.

Academic Misconduct

Based on the increase in academic misconduct cases, the Academic Integrity Team was established. Student Affairs will be working closely with the team to implement an assessment for the 2021-2022 year.

Cuyamaca Cares

The annual update in January 2021 reflected a goal of expanding the idea of what basic needs is, which we have begun to do. In response to this goal, we have combined rights we are trying to address as an office. For example, we have combined the right to food with the right to legal knowledge by delivering our pantry food in tote bags with a short, constitutional right printed on it. Inside these bags, along with the free pantry items, is an infographic explaining in more detail this right. These tote bags are then for the student to keep and reuse.

Moving into the next academic year, Cuyamaca Cares plans to continue to incorporate basic rights beyond food and shelter into its programs.

Page 4: III. Previous Goals: Update

Q14

1. Previous Goal 1:

The Student Affairs Department will develop programs that encourage a strong understanding of the importance of academic integrity and honoring the Student Code of Conduct. In addition, the Student Affairs Department will develop training and resources focused on handling Title IX issues and student conduct related matters.

Q15

Student Validation and Engagement

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q16

In Progress - will carry this goal forward into next year

3. Goal Status

Page 5: III. Previous Goals: Update continued

Q17

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q18

Respondent skipped this question

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q19

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

No resources requested.

Action steps: Since we were able to launch the Maxient software program for conduct cases, we are able to track and the types of academic misconduct cases. This information is helpful for developing academic integrity training programs and resources for students. In collaboration with the Academic Integrity Team, we will be developing additional academic integrity training programs and resources for students.

Q20

Yes

Do you have another goal to update?

Page 7: III. Previous Goals: Update continued

Q21

1. Previous Goal 2:

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

Q22

Student Validation and Engagement

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q23

In Progress - will carry this goal forward into next year

3. Goal Status

Page 8: III. Previous Goals: Update continued

Q24

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q25

Respondent skipped this question

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q26

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

No resources requested

Action steps: The program reorganized the personal counseling website to immediately show students the personal counselor's availabilities and appointment portal. Additionally, the program created and distributed personal counseling flyers to faculty to post on canvas or provide to their students via email. These flyers were also posted in different areas of the Cuyamaca College website. Lastly, the program joined a various range of student-led and faculty meetings to quickly provide information about its services.

The goals of the personal counseling program which were outlined in the annual review update were as follows:

- Increasing outreach efforts to the underserved populations reflecting the demographic report.
- Increase efforts in creating workshops and support groups with topics that can relate to these demographics

The personal counseling program is significantly expanding its outreach efforts across campus to raise awareness of personal counseling and its benefits. By adapting to the campus shut down, the program has increased collaborating efforts with staff and faculty to post information about personal counseling services on Canvas to improve accessibility for students. Additionally, personal counselors have increased engagement with student organizations in effort to reach various ranges of age groups.

With the campus planning to transition into a hybrid model for their classes, the program will push in-person outreach efforts to get more students to utilize the personal counseling services both in-person and online. The program is working on more collaborations with different departments in order to expand the students being reached. For example, the program is in the work with collaborating with programs like Pathways, EOPS, and CARES. This work will create more specific support groups and healing circles that will introduce counseling and its benefits to the students in these programs. Throughout the process of these groups, the program will be intentional about creating trust and normalizing counseling. Lastly, the personal counselors are creating more specific weekly support groups that will be open, but not limited to, student veterans, the LGBTQIA+ community, men of color, and international/immigrant students.

Q27

Yes

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q28

1. Previous Goal 3:

Cuyamaca Cares will expand student awareness and acceptance of social insecurities by providing services in an inclusive and dignified manner.

Q29

Student Validation and Engagement

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q30

In Progress-will carry this goal forward into next year

3. Goal Status

Page 11: III. Previous Goals: Update continued

Q31

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q32

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q33

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

No resources requested

Action step: Cuyamaca Cares will expand student awareness and acceptance of social insecurities by providing services in an inclusive and dignified manner.

Q34

No

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q35

Respondent skipped this question

1. Previous Goal 4:

Q36

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q37

Respondent skipped this question

3. Goal Status

Page 14: III. Previous Goals: Update continued

Q38

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 15: III. Previous Goals: Update continued

Q39

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Page 16: IV. New Goals

Q40

No

Would you like to propose any new goal(s)?

Page 17: IV. New Goals continued

Q41

Respondent skipped this question

1. New Goal 1:

Q42

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q43

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q44

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q45

Respondent skipped this question

5. Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q46

Respondent skipped this question

6. How will this goal be evaluated?

Q47

Respondent skipped this question

Do you have another new goal?

Page 18: IV. New Goals continued

Q48

Respondent skipped this question

1. New Goal 2:

Q49

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q50

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q51

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q52

Respondent skipped this question

5. Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q53

Respondent skipped this question

6. How will this goal be evaluated?

Q54

Respondent skipped this question

Do you have another new goal?

Page 19: IV. New Goals continued

Q55

Respondent skipped this question

1. New Goal 3:

Q56

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q57

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q58

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q59

Respondent skipped this question

5. Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q60

Respondent skipped this question

6. How will this goal be evaluated?

Q61

Respondent skipped this question

Do you have another new goal?

Page 20: IV. New Goals continued

Q62

Respondent skipped this question

1. New Goal 4:

Q63

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q64

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q65

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q66

Respondent skipped this question

5. Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q67

Respondent skipped this question

6. How will this goal be evaluated?

Page 21: Resources Needed to Achieve Goal(s)

Q68

My program is currently not requesting any resources at this time

What resources is your program requesting this year to achieve the program's goal(s)?

Page 23: Final Check

Q69

I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section a click "Next."
