


**2015 Annual Report
 Final Submission**

04/01/2015

 Cuyamaca College
 900 Rancho San Diego Parkway
 El Cajon, CA 92019
General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Wei Zhou, Ph.D.
3.	Phone number of person preparing report:	619.660.4226
4.	E-mail of person preparing report:	wei.zhou@gcccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.cuyamaca.edu/academics/catalog/files/part01-intro.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.cuyamaca.edu/college-info/accreditation/default.aspx
6.	Total unduplicated headcount enrollment:	Fall 2014: 8,776 Fall 2013: 9,008 Fall 2012: 8,760
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	8,374
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,701
9.	Number of courses offered via distance education:	Fall 2014: 86 Fall 2013: 86 Fall 2012: 84
10.	Number of programs which may be completed via distance education:	0
11.		Fall 2014: 2,853 Fall 2013: 2,884

	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2012: 2,835
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	71%									
14b.	Successful student course completion rate for the fall 2014 semester:	72.1%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>0</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>475</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>224</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	0	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	475	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	224
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	0									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	475									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	224									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	572									
16b.	Number of students who received a degree in the 2013-2014 academic year:	502									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	140									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	397									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	1,088									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	California State University General Education Breadth Intersegmental General Education Transfer Curriculum (CSU or UC) American Sign Language Civil Engineering Electrical & Computer Engineering English Mechanical & Aerospace Engineering									

		Spanish		
19a.	Number of career-technical education (CTE) certificates and degrees:	80		
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	80		
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	0		
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	80		
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:			
		CIP Code 4 digits (###.###)	Examination	Institution set standard (%)
	Program			Pass Rate (%)
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:			
		CIP Code 4 digits (###.###)	Institution set standard (%)	Job Placement Rate (%)
	Program			
	Accounting	52.03	76.63 %	56.41 %
	Automotive Technology	47.06	76.63 %	76.32 %
	Business	52.01	76.63 %	45.71 %
	Business Management/Entrepreneurship	52.07	76.63 %	50 %
	Child Development	19.07	76.63 %	55.88 %
	Comuter Info Systems	11.09	76.63 %	56.41 %
	Environmental Technology	15.05	76.63 %	80.65 %
	Graphic Design	50.04	76.63 %	55.17 %
	Ornamental Horticulture	01.06	76.63 %	54.29 %
	Environmental Heath & Safety Management	15.07	76.63 %	66.67 %
	Paralegal	22.03	76.63 %	60 %
	Water & Wastewater Technology	15.05	76.63 %	70.59 %
22.	Please list any other instituion set standards at your college:			
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).			
	Through reviewing student achievement data for basic skills courses to improve student success, it was identified that embedded tutoring is effective for Reading classes. In Fall 2013 and Spring 2014 embedded reading tutors assisted 280 students and 657 one-on-one tutoring sessions were conducted. The Institutional Research (IR) data for the Reading Course Outcomes, Engl 90R completion rates started at 75.1% in 2008-09 to 84.9% for 2009-10, 81% for 2010-11, 88% for 2011-12, resulting in a 12.9% improved course completion rate since the inception of this program. In addition, the new Basic Skills Cohort Tracker revealed that Engl 90R course success rates for this intervention were 54.6% for 2008-09 compared to 67.1% for 2009-10, 66.9% for 2010-11, 68.8% for 2011-12, 66.3% for 2012-13, and 81.7% for 2013-14, resulting in a 27.1% increased course success rate since the inception of this program. Furthermore, based on data collected by IR from fall			

2011 to spring 2013 (4 semesters), students who received the intervention had a 9.1% higher course retention rate, and an 11.9% higher course success rate (passed Engl 90R so they can move up to Engl 98/98R). Through analysis of such type, the college is accustomed to use data to measure institutional effectiveness and foster continuous improvement.

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 726
	b.	Number of college courses with ongoing assessment of learning outcomes: 645
	Auto-calculated field: percentage of total: 88.8	
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 90
	b.	Number of college programs with ongoing assessment of learning outcomes: 65
	Auto-calculated field: percentage of total: 72.2	
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 25
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 25
	Auto-calculated field: percentage of total: 100	
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.cuyamaca.edu/college-info/about/learning-outcomes.aspx
28.	Number of courses identified as part of the general education (GE) program:	196
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	85.2%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	196
32.	Number of Institutional Student Learning Outcomes defined:	6
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).	<p>The most efficient way the ILOs are measured is through mapping course and program outcomes to the ILOs. When these are assessed the ILOs are therefore assessed. These</p>

	<p>assessments are done within the areas of Instruction, Student Services, Administrative Services, and Learning & Technology Resources using a variety of techniques such as exams, pre and post-surveys, focus groups, one-on-one interviews and analyzing student work. An example of this is a survey we have sent to all students who graduated with a University Studies degree asking them how their experiences at Cuyamaca contributed to their knowledge and understanding of each of the ILOs. The Community College Survey of Student Engagement (CCSSE) is another way we assess the ILOs. During 2014-2015 the evaluation of ILOs has come under the direction of the Student Learning Outcomes & Assessment Committee (SLOAC). SLOAC is a small but well represented group of faculty, staff and administrators committed to finding new and innovative ways to assess the ILOs. Some of these include better surveys of students during the submittal of their graduation application, as well as discussion of the ILO assessments during Professional Development week through focus groups including faculty, staff, administrators and students.</p>
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>	
<p>36.</p>	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>In fall 2012 the Curriculum Committee and Academic Senate approved a revised format for our Course Outline of Record (COR) that separated the course SLOs from the Course Objectives in the COR. This allowed faculty content experts to develop broader SLOs that correlate to program level outcomes (PLOs). With the approval in fall 2013 of a Five-Year Curriculum Review policy, all course-level SLOs will be regularly reviewed to insure that they support the PLOs and Institutional Learning Outcomes (ILOs). An example of alignment of SLOs with PLOs and ILOs is in the Computer and Information Sciences department where they use capstone projects done in certain courses to not only measure the SLOs in that course but also the PLOs and ILOs. These assessment results are then discussed with department members as well as industry partners through the Industry Advisory Board. Possible curriculum and program changes are discussed and clarified through this process</p>
<p>37.</p>	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Department Meetings, Program Review (Instruction, Student Services and Administrative Services), workshops during Professional Development week, College Councils & Committees, Associated Student Government meetings, CTE Industry Advisory Board Meetings, and individual department or program planning meetings are a few of the strategies outcome assessment results are communicated at Cuyamaca College. Within each, results are used to prepare program review reports. As part of these reports, departments reflect on assessment results to help with curricular or program changes that may be needed. The enhancements to individual departmental programs then contribute to positive student behavior and achievement. Within the CTE areas, the Advisory Boards are relied on heavily to advise and help make curriculum or program changes based on assessment results and changes within the industry. In addition, these results positively impact student behavior and achievement since departments are able to make changes as a result of assessment results and dialogues. All summative reports from committees and councils are published on the College Intranet viewable by college personnel and many are also posted on the College Internet viewable by the public.</p>
<p>38.</p>	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Dialogue on SLO assessment results takes place at department meetings along with Program Review and Planning. In addition, there are often smaller committees within the department that work on individual course outcomes. Within these smaller committees assessment techniques and results are analyzed and discussed to determine effective strategies to improve student learning. Through planning development and dialogue information is reported to the department and the college's annual program review reports. This practice</p>

	<p>involves all programs and departments at the college as this is a required component of program review. Dialogue and reporting outcomes assessment takes place through shared governance committees. The dialogue influences and guides the decisions that are made by departments through program review and planning and is then utilized for resource allocation. The recommendations from the program review committees are then forwarded to Cuyamaca College Council (CCC). This shared governance council provides a direct link between outcomes assessment and institutional planning, decision-making, and resource allocation</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The First Year Experience (FYE) students who received tutoring in their math courses showed 24% higher success rate when compared with those FYE students who did not. A decision was made to offer more one-on-one tutoring to these students. FYE students are some of the most disadvantaged students on campus; most would not even be in college if it weren't for this program. It is expected that this will increase the overall success rates for our FYE students helping them complete college through a degree and/or transfer. Previous assessment results show students struggle with completing the application process for graduation. After dialogue, changes to the application process were made. The following year, it was found that 82% of students were successful in completing the online graduation application. In addition, 89% of students who applied for graduation were able to successfully graduate from Cuyamaca College. During the assessment of several courses in history, two threads were identified, challenges with primary sources and problems with the proper citation. As a result, faculty developed a process to restrict the number of sources they use in class to allow a focus on depth rather than breadth of content. Additionally, faculty devote time when assigning formal writing to explaining how to cite sources in academic writing.</p> </div>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 1 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	50% or more of a program, certificate, or degree is offered.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	N/A
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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