



2016 Annual Report

Final Submission

03/30/2016

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 2015: 9,148 Fall 2014: 8,774 Fall 2013: 9,002
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	8,692
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,768
9.	Number of courses offered via distance education:	Fall 2015: 67 Fall 2014: 69 Fall 2013: 67
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 2,813 Fall 2014: 2,382 Fall 2013: 2,352
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0

13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a
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Student Achievement Data

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	69%	
14b.	Successful student course completion rate for the fall 2015 semester:	73.5%	
15.	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.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A
	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?	449
	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?	171
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	581	
16b.	Number of students who received a degree in the 2014-2015 academic year:	521	
16c.	Number of students who received a certificate in the 2014-2015 academic year:	121	
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?	965	
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,133	
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 Mathematics Mechatronics 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.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	Horticulture-010900	01.06	65.68 %	46.43 %	
	Landscape Design and Maintenance-010910	01.06	65.68 %	100 %	
	Environmental Technology-030300	15.05	65.68 %	79.31 %	
	Business and Commerce, General-050100	52.01	65.68 %	60 %	
	Accounting-050200	52.03	65.68 %	65 %	
	Business Administration-050500	52.02	65.68 %	69.23 %	
	Small Business and Entrepreneurship-050640	52.07	65.68 %	25 %	
	Real Estate-051100	52.15	65.68 %	64.29 %	
	Office Technology/Office Computer Applications-051400	52.04	65.68 %	80 %	
	Website Design and Development-061430	11.08	65.68 %	75 %	
	Computer Networking-070810	11.09	65.68 %	72.73 %	
	Automotive Technology-094800	47.06	65.68 %	82.86 %	
	Drafting Technology-095300	15.13	65.68 %	100 %	
	Architectural Drafting-095310	15.13	65.68 %	25 %	
	Mechanical Drafting-095340	15.13	65.68 %	100 %	
	Industrial and Occupational Safety and Health-095670	15.07	65.68 %	66.67 %	
	Water and Wastewater Technology-095800	15.05	65.68 %	80.95 %	
	Graphic Art and Design-103000	50.04	65.68 %	38.1 %	
	Child Development-130500	19.07	65.68 %	60 %	
	Preschool Age Children-130540	19.07	65.68 %	54.17 %	
	Paralegal-140200	22.03	65.68 %	66.67 %	
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard		

23.	<p>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).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Based on student achievement data analysis with reference to institution-set standards, the college has identified achievement gaps in African American and Latino students. Through department and institutional dialogue and learning from national trends and best practices, Cuyamaca College initiated accelerated basic skills education in Math, English and ESL. Preliminary data showed that African American and Latino students in the accelerated math pathway were 4.76 and 4.28 times, respectively, more likely to successfully complete a transfer-level math course within 2 years than those in the traditional pathway. African American students in the accelerated English pathway nearly doubled the English sequence completion, whereas Latino students were 1.6 times more likely to complete the English sequence within two years. Latino students showed impressive gains in the program, with 72% successfully completing ENGL098 and enrolling in ENGL110 within one year, nearly 25% higher than other first time Latino students that are recent high school graduates. They also persist at slightly higher rates (73% vs. 66%) and complete more units on average in one academic year (20 vs. 13 units). As a result, the number of Latino students who have received a degree or certificate has more than doubled since 2009-2010.</p> </div>
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Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 838
	b.	Number of college courses with ongoing assessment of learning outcomes 793
	Auto-calculated field: percentage of total: 94.6	
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 95
	b.	Number of college programs with ongoing assessment of learning outcomes 74
	Auto-calculated field: percentage of total: 77.9	
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 24
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 24
	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:	197
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	92%
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> :	197
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.	<p>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> <div style="border: 1px solid black; padding: 5px;"> <p>The assessment of ILOs continues to come under the direction of Student Learning Outcomes and Assessment Committee (SLOAC). SLOAC is a small yet well represented group of faculty, staff, administrators and students committed to finding innovative ways to assess ILOs, such as conducting a survey with graduation application, and discussion of ILO assessment during professional development week through focus groups including faculty, staff, administrators and students. All students graduating with a University Studies degree receive a survey asking how their experience at Cuyamaca contributed to their knowledge and understanding of each of the ILOs. The sustainable continuous improvement of current ILOs has come through the shared governance committees. Recently the college revised the existing ILOs based on faculty, staff, students and administrators' dialogues on ILO assessment results. Three factors were considered: 1) align with the college mission statement and strategic plan; 2) measurable; 3) broad enough to be relevant to students doing coursework within and outside of the general education program. Approval of revised ILOs is eminent. The revised ILOs will be assessed by using a locally-developed graduating senior survey. Assessment results will be shared through the appropriate shared governance structure.</p> </div>
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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.

36.	<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> <div style="border: 1px solid black; padding: 5px;"> <p>The alignment of course and program-level SLOs and ILOs are obtained through mapping of programs with degrees and certificates. The mapping relates the outcomes to the appropriate ILOs. The TracDat portal is used for entering assessment results from course and program level SLOs to ILOs. For example, the library assessed a PLO called information literacy. This PLO mapped to an ILO called critical and creative thinking. Students receiving library instruction completed an online survey documenting their information retrieval behaviors. Student results indicated more direction was needed on locating academic journal articles and further explanation on evaluating the contents of a journal article. With this information the librarians made instructional changes to work collaboratively with instructors to promote academic journal requirements. Another example is that Communication Department faculty meet during professional development week each semester to discuss PLO results. For one of the PLOs, 69% of students passed this assessment. After discussion, faculty had a plan to improve the pass rate. For another PLO, 73% pass rate was obtained. Communication Department faculty felt this pass rate met the expectations but still discussed plans how to further improve student success.</p> </div>
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<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>Various communication strategies are used to share SLO assessment results for usage by external and internal audiences. For example, the Science and Engineering department holds a staff development session each semester dedicated to SLO assessment planning and dialogue so that all faculty have access to the discussion of SLO results and plans. Faculty inform students of SLOs and use SLOs in course syllabi and when designing exam questions, instructional materials, along with assessment rubrics for specific assignments. The communication of the assessment results impacts student behavior by assisting students to prioritize learning, determine relevance of learning materials and experiences, and interpret grades relative to what is expected in specific assignments. The SLOAC makes regular reports to college-wide shared governance committees on assessment process and results. The SLO assessment results communication takes place within the unit areas and shared governance committees such as the Cuyamaca College Council. SLO assessment results are now heavily integrated into the program review process so that outcomes assessment data is explicitly tied to resource allocation requests. All program reviews are posted online for the internal campus community review, including all faculty, staff, administrators, and trustees.</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>The dialogue and reporting is memorialized through TracDat portal and usually takes place the semester following the recording of assessment results at the professional development week department meetings. CIS/CS and English departments consistently schedule conversations relating to completed SLO assessments and occurs during semester professional development week activities when a series of meetings, chaired by the department chair or coordinator, are held. Last year the Academic Senate Officers took the lead in establishing a faculty-driven task force to review the current instructional program review process and revised the process to include an annual report and a comprehensive 4-year program review report. These documents allow program review authors time for SLO analysis, program reflection and instructional improvement. College-wide assessment results and recommendations are summarized into the unit area's program review process. The outcomes reflect resource request and staffing priorities. Through Cuyamaca College Council, the report is disseminated to all constituency groups and easily accessible on the intranet site. The CCC provides a direct link between outcomes assessment and institutional planning, decision-making, and resource allocation. Also, College Convocation serves as a vehicle for institutional dialogue.</p>
<p>39.</p>	<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> <p>For one example, the history department piloted a common skills-based assessment across all sections of their courses for one of the SLOs. Students were directed to use primary sources to create and present a presentation in early world history. Department discussions confirmed that students largely understood the difference between primary and secondary sources, but had challenge explaining it. Instructors agreed that it was necessary to make changes such as using instructional media to help explain primary sources to students. Another example is that Counseling's Transfer Division chose to assess one of their SSOs regarding CSU transfer application process. Students who attended a workshop were assessed using a pre-post survey. The survey results showed that only 64% of students understood the process while the department expects 75%. The department discussions speculated that the CSU application left students more confused when it came to understand how ADT degrees enhance their chances of transferring to SDSU. With the transfer process to SDSU through ADT pathway becoming more cumbersome and confusing, the Transfer Division revised the work shop presentation by adding more details and explanations. The most recent survey results were improved to 78%.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 1 2013-2014: 0 2012-2013: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	New program

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 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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