2014 Annual Report
Final Submission
03/27/2014

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
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/cc/pdf/catalog13-14/000-003-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/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2013: 9,008 Fall 2012: 8,670 Fall 2011: 8,756
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	8,540
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,808
9.	Number of courses offered via distance education:	Fall 2013: 86 Fall 2012: 84 Fall 2011: 89
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 2,884 Fall 2012: 2,835

		Fall 2011: 2,891
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

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 2013 semester:	70.7%
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, what is it? — 0 b. If you have separate institution-set standards fo r 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 2012-2013 academic year:	688
16b.	Number of students who received a degree in the 2012-2013 academic year:	603
16c.	Number of students who received a certificate in the 2012-2013 academic year:	210
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?	822
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	1,067

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:	77
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:	77
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:	0

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:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate

21. 2011-2012 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
Accounting	52.01	6 %	25 %
Automotive Technology	47.06	6 %	13.3 %
Business Administration	52.02	6 %	2.3 %
Child Development	19.07	6 %	3 %
Computer Info Systems	11.09	6 %	5.6 %
Environmental Technology	15.08	6 %	6.3 %
Graphic Design	50.04	6 %	4.2 %
Ornamental Horticulture	01.06	6 %	2.2 %

	Occupational Safety & Health Technology	15.07	6 %	16.7 %
	Paralegal	22.03	6 %	17.4 %
	Water & Wastewater Technology	15.05	6 %	12.1 %

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).

We are the only community college in the state that has implemented acceleration courses in Math, Eng lish, and ESL. The impetus for this development was the overwhelming need to help more students attain momentum points and therefore more likely to complete their education. Due to consistently low student achievement rates for Elementary Algebra, a crucial course that was keeping students from succeeding, the Math Department implemented AfterMath program which provides students supervised study sessions with faculty and tutors as well as Gear Up for Success program that provides incoming students review sessions before the start of the semester to prepare them for their math courses. As outcomes analysis showing effectiveness of the programs, the department expanded them to all basic skills courses as well as Calculus I. Additionally, in response to the achievement gap from historically disadvantaged students, First Year Experience (FYE) Program was created to identify, support, and track the progress of student cohorts from historically disadvantaged and underperforming gro ups to help them succeed in college. All of these programs use data to measure their effectiveness and foster continuous improvement.

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	667
	b. Number of college courses with ongoing assessment of learning outcomes	353
	Auto-calculated field: percentage of total:	52.9
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other	81

		programs as defined by college):	
	b.	Number of college programs with ongoing assessment of learning outcomes	13
		Auto-calculated field: percentage of total:	16

	Courses		
26.	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 programs:	http://www.cuyamaca.edu/cc/learning-outcomes.asp
28.	Number of courses identified as part of the GE program:	197
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	60.4%
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 program Student Learning Outcomes:	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.	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). ILOs are measured in many different ways. First, ILOs are assessed through course and program outcomes via linking these SLOs at different levels. Instruction, Student Services, Administrative Services, and Learning & Technology Resources use 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 program called "Online Guest Librarian" for online Counseling classes that support the development of information literacy, which hel ps our students become critical consumers of information and supports our ILO Critical and Creative Thinking. The Institutional Effectiveness Survey is another way of assessing ILOs. Faculty,	

	staff, administrators and students rate the effectiveness of students attaining ILOs. This spring, a workshop during Professional Development Week involved faculty, staff, administrators, students, and the public to discuss and analyze the assessment of ILOs, develop new and innovative ways to further assess ILOs, as well as necessary changes within ILOs. Notes are taken and discussed at College Council and then reported back to the college via newsletters, emails and the College Intranet.
	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 c olleges in our report to the Commission and the field in June.
36.	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).
	All outcomes are mapped. Course outcomes are mapped to program outcomes which are mapped to ILOs. In addition, Student Services, Administrative Services and Learning & Technology Resources m ap each of their outcomes to ILOs. When departments analyze outcome assessment through dialogue it is determined if changes to curriculum or delivery of instruction are necessary. If changes are made, the department implements those changes and reassesses to determine if improvement in assessment results has been accomplished. There are many examples throughout the college in which expected outcomes have changed or programs have been clarified, two of them are given in #39. Overall, each department or program has different practices and some programs are behind in the process.
37.	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).
	Department meetings, program review (Instruction, Student Services and Administrative Services), workshops during Professional Development week, college councils and committees, Student Government meetings, CTE Advisory Committee Meetings, and individual department or program planning meetings are a few of the venues where outcomes assessment results are communicated at our College. Within each, results are incorporated into program review reports. As part of these reports, departments reflect on assessment results to help with curricular or program changes that may be needed. Within the CTE areas, the Advisory Committees 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 im pact student behavior and achievement since departments are able to make changes as a result of the assessment results and dialogues occurring. The enhancements to individual departmental programs then contribute to positive student behavior and achievement.
38.	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).
	Dialogue and reporting of SLO assessment results at the departmental level take place at department meetings along with Program Review and Planning Committee sessions. In

	addition, there are often smaller work groups within the de partment that work on individual course outcomes. Within these smaller work groups assessment techniques, results and plans are developed through dialogue and then reported to the department. This practice does not involve all programs at the college. Dialogue and reporting of Institutional level outcomes take place at various shared governance committees such as Program Review, College Council, Associated Students and the Research Committee as well as through campus workshops during Professional Development weeks. These dialogues influence the decisions made by departments through program review and planning process since evidence from the assessment results informs program improvement, guides departmental decisions, and is utilized for resource allocation. As program review and planning occurs, updates are made through the shared governance process leading to College Council. Thus, activities identified within departmental program review and planning guides resource alloca tion.
39.	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). Within Veteran Services, a survey found that only 51.4% of the veteran students used financial aid, 45.9% used Tutoring, and 50% used assessment services. With new institutional services, students are gaining awareness on how to access student services early in their admissions process and Veteran Services are continuing to provide veteran students with information on services through Facebook and the Veteran's Services newsletter. Numerous assessments of a particularly important SLO in PreAlgebra found that as low as 33.3% of students attaining the SLO. Through dialogue it was recognized t he textbook did not address this outcome. As a result, two ways instructors would need to provide additional help were implemented. The last assessment in spring 2013 showed the results rose to 69.1%. This is a great improvement and one in which the department is striving to expand on. English department designed a series of multiple choice questions to assess its grammar and punctuation SLOs for two levels below transfer. That later was found to be different from the way in which most instructors framed their standard quizzes. This has led to ongoing discussions about teaching more effectively and created a more mindful approach to assessments.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 1 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

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 institution's instructional sites out of state and outside the United States:	n/a