CUYAMACA
· COLLEGE ·

**ACCREDITATION
MIDTERM REPORT**

OCTOBER 13, 2023

Accreditation Midterm Report

Submitted by:
Cuyamaca College
900 Rancho San Diego Parkway
El Cajon, CA 92019

Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Date of Submission: October 13, 2023
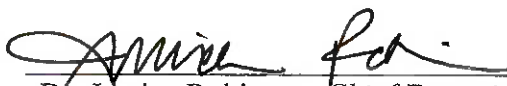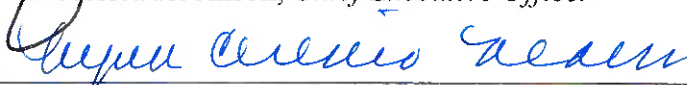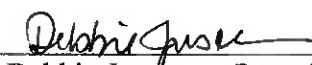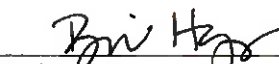
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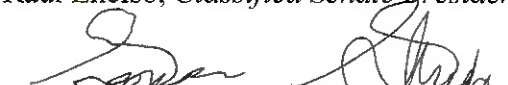
Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From:

Jessica Robinson, Ed.D.
President/CEO
Cuyamaca College
900 Rancho San Diego Parkway
El Cajon, CA 92019

I certify there was broad participation/review by the college community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Jessica Robinson, *Chief Executive Officer*	09/14/2023 — Date
Dr. Lynn Neault, *Chancellor*	9-14-2023 — Date
Debbie Justeson, *President of the Governing Board*	9/16/2023 — Date
Brianna Hays, *Accreditation Liaison Officer*	9-11-2023 — Date
Manuel Mancillas-Gomez, *Academic Senate President*	9-14-2023 — Date
Raul Enciso, *Classified Senate President*	9-14-2023 — Date
Seinna Shaba, *Associated Student Government President*	08/31/23 — Date

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Report Preparation
Process and Timeline for the Preparation of the Midterm Report

The Accreditation Liaison Officer and Accreditation Faculty Co-Chair for Cuyamaca College worked with the College's Outcomes and Assessment Co-Coordinators, the Open Educational Resources (OER) Coordinator, and Teaching and Learning Coordinator to develop the Midterm Report. The Institutional Effectiveness Council served as the primary participatory governance body overseeing the preparation of the Midterm Report. The Academic Senate, Classified Senate, Associated Student Government, and administrative leadership team reviewed the evidence and information gathered and summarized in this Midterm Report. This Report was drafted and vetted according to the following timeline:

Time Frame	Group
October 2022	President's Cabinet discusses Midterm Report Requirements
November 2022 – February 2023	Timeline Developed for Report Preparation and Vetting Midterm Report Evidence Gathered
January 2023 – April 2023	Report Drafting
May 2023	Report Vetting with: Institutional Effectiveness Council (RP-1; RP-2) Administrative Leadership Advisory Team (RP-3) College Council (RP-4) Academic Senate (RP-5)
June 2023 - August 2023	Report Vetting with: Associated Student Government (RP-6) Classified Senate (RP-7) Final Report Revisions
September 2023	Final Report Submitted to Governing Board
October 2023	Report Submitted to ACCJC

The College's Midterm Report was discussed at both the district and college levels. The response involved a coordinated effort by the Institutional Effectiveness Council; Institutional Effectiveness, Success, and Equity (IESE) Office; faculty; members; administrators; classified professionals; and other employees within the College. The Midterm Report writing team included the following:
- Dr. Rachel Polakoski, Outcome and Assessment Co-Coordinator, Math Faculty Member
- Dr. Tania Jabour, Outcome and Assessment Co-Coordinator, English Department Chair
- Dr. Josh Franco, Open Educational Resources Coordinator, Political Science Faculty Member
- Moriah Gonzalez-Meeks, Teaching and Learning Coordinator, History Department Chair
- Marvelyn Bucky, Accreditation Faculty Co-Chair, English Faculty Member
- Bri Hays, Accreditation Liaison Officer, Interim Vice President of Student Services

Plans Arising from the Self-Evaluation Process

During the College's institutional self-evaluation process, the College identified four actionable improvement plans, including the following:

Actionable Improvement Plan 1 (Standard I.A.4): Codify a new triennial mission statement review process that aligns with the College's six-year strategic planning process and ensures the broad engagement of college faculty, staff, students, administrators, and the community.

- **Progress Update:** In 2019, Cuyamaca College began its mission statement review process, which was facilitated by the College Council Tri-Chairs and the Senior Dean of Institutional Effectiveness, Success, and Equity. The process was paused in spring 2020 due to the onset of the COVID-19 pandemic and sudden shift to remote instructional and operations. In fall 2020, the Cuyamaca College Institutional Effectiveness Council (IEC) and Grossmont College Institutional Effectiveness Committee recommended revisions to GCCCD Administrative Procedure (AP) 3225 Institutional Effectiveness and Planning, combining it with the former AP 3250 Institutional Planning, to encompass planning and institutional effectiveness processes, plans, as well as review cycles for college and district plans (PA-1; PA-2; PA-3; PA-4; PA-5). This revision codified the mission statement review cycle as occurring at minimum every six years and as a precursor to the development of each subsequent strategic plan. In spring 2021, Cuyamaca College revised its Mission, Vision, and Values statements based on input from students and employees. This effort was spearheaded by the College Council Tri-Chairs and facilitated by the Senior Dean of Institutional Effectiveness, Success, and Equity. The new Mission, Vision, and Values served as the foundation for the new 2022-2028 Comprehensive Strategic and Facilities Plan (PA-6; PA-7).

Actionable Improvement Plan 2 (Standard I.B.2, Standard I.B.4, Standard II.A.9, Standard II.A.11, Standard II.C.2): Improve the infrastructure and culture of outcome assessment on campus, strengthening processes for Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO) assessment as well as instructional and student services assessment.

- **Progress Update:** The College has built new infrastructure to support outcome assessment, with a specific focus on instructional learning outcome assessment at all levels, from course-level to institutional-level. In spring 2021, the College launched its new Outcomes and Assessment Committee (OAC) and in fall 2021, the College onboarded its second Outcomes and Assessment Co-Coordinator (PA-8). Each of the two Outcomes and Assessment Co-Coordinators served as leads for implementing aspects of the College's 2018 Institutional Effectiveness Partnership Initiative (IEPI) Innovation and Effectiveness Plan, which included a pilot for outcome assessment in the Canvas learning management system and Institutional Learning Outcome (ILO) direct assessment (PA-9; PA-10; PA-11). Both projects were completed by fall 2021. The College provided support for a cohort of faculty to assess learning outcomes in Canvas and document their process and findings. This effort grew far beyond the initial cohort. Therefore, the College and District recently purchased a curriculum management system that integrates with Canvas, which will help streamline and automate information flow on course Student Learning Outcomes (SLO) from the curriculum management system into Canvas.

The ILO direct assessment pilot provided meaningful results but also yielded more questions. For the pilot project, faculty from a variety of disciplines came together to assess class assignments based on the Communication ILO. The assessments were disaggregated by race/ethnicity and examined from an equity lens as well. The project findings were disseminated with OAC and the Academic Senate as well as in other governance and operational groups. Faculty who participated in both pilots were compensated for their work through the College's IEPI Seed Grant; however, those were one-time funds, so sustaining the work has proven more challenging in the case of the ILO direct assessment, as continued funds for faculty participation will need to be added to the College budget. The ILO direct assessment project was quite labor intensive, and the College is exploring more sustainable approaches as well as ways to fund this initiative. At the same time, the College is currently exploring the adoption of a newer and more integrated system for assessment and integrated planning, Nuventive Improve. If the College is able to purchase and implement this system, many current time-intensive, manual processes will be automated, including the mapping of course SLOs, Program Learning Outcomes (PLOs), and ILOs, which would greatly improve the assessment process and infrastructure. The College's latest IEPI Innovation and Effectiveness Plan and Seed Grant application includes funding for purchase of this upgraded system (PA-12).

Actionable Improvement Plan 3 (Standard I.C.5): Improve alignment of college document review cycles through an integrated document review calendar in alignment with the College's Mission, Vision, and Values.

- **Progress Update:** In fall 2022, the Cuyamaca Institutional Effectiveness Council established a Document Review Cycle workgroup which creates an inventory of college critical documents, notes groups or departments responsible for revising each document, identifies the current review cycle, and in some cases proposes a new review cycle (PA-13). The group met several times between fall 2022 and spring 2023, and produced a working list of critical documents that became the impetus for some of these documents to undergo much-needed revision. The inventory was shared with the College Council and will be monitored annually to ensure adherence to established review cycles (PA-14).

Actionable Improvement Plan 4 (Standard IV.A.1): Revise participatory governance documentation, including the annual planning process map and governance handbook to accurately represent and more broadly communicate current college decision-making structures and processes based on the new governance structure.

- **Progress Update:** Various college planning documents were revised during the development of the 2022-2028 Comprehensive Strategic and Facilities Plan (PA-7). The Annual Planning process map is revised as committees and councils change, and the governance handbook is updated manually to reflect changes to committee and council charge and composition. The governance handbook is still in need of additional updates to reflect connections to district governance groups and more clearly delineate between governance and operational groups (PA-15). The District is currently engaged in an IEPI Partnership Resource Team (PRT) process focused exclusively on district-level participatory governance processes and structures. The GCCCD IEPI Innovation and Effectiveness Plan will guide improvements to the district governance structure (PA-16). Simultaneously, Cuyamaca College has also engaged an IEPI PRT to assist with

improving enrollment management following years of enrollment declines, as well as improving long-term budget planning to account for total cost of ownership, developing more sustainable and transparent budgeting processes, and clarifying resource prioritization processes. To assess progress on this actionable improvement plan and overall effectiveness of the governance structure, the IESE Office and IEC developed an annual governance group evaluation, which is administered to members of participatory governance groups at the end of each spring semester (PA-17). Feedback is shared at the start of the fall semester with governance group co-chairs and the College Council Tri-Chairs. Furthermore, the IEC Co-Chairs developed annual goal-setting and evaluation forms for each college governance committee to complete at the start of the academic year and at the end of the academic year (PA-18). The form includes the College's Mission, Vision, and Strategic Goals and requires committees and councils to document their goals for the year, aligned with college mission and goals. At the end of the year, each council and committee evaluates progress toward these goals and documents their findings in the form. Goals are reported out to the College Council each fall semester (PA-19). These evaluation mechanisms allow for the College to regularly assess, improve, and document governance group work, structures, and processes. During the 2023-24 academic year, IEC will facilitate the revision of key sections of the College's participatory governance handbook in support of the new IEPI Innovation and Effectiveness Plan objectives.

Institutional Report on Quality Improvements

A. Response to Recommendations for Improvement

College Recommendation 1: In order to improve institutional effectiveness, the team recommends that the College updates its long-range capital plans to include comprehensive total cost of ownership projections for new facilities and equipment (Standard III.B.4)

Progress Update: In spring 2023, the College developed an IEPI Innovation and Effectiveness Plan to address long-range capital planning and total cost of ownership (QI-1). The plan was finalized in June 2023 and will be implemented in the 2023-2024 academic year. The College recognized that external resources were needed to address this issue and enlisted the support of an IEPI Partnership Resource Team (PRT) in spring 2023 accordingly (QI-2; QI-3; QI-4).

In addition, the College began implementing total cost of ownership projections into its budget planning model in 2022-23. Factors included are facilities maintenance, repairs, staffing implications, and other long-term costs (QI-5). As part of the program review process, resource request forms are being revised to address the total cost of ownership and build awareness among requesting departments and programs about the long-term cost of technology, facilities, and equipment investments (QI-6). The College also produces a five-year plan for replacing equipment to address instructional technology needs, and the plan serves as the basis for annual budget allocations for technology replacement. As new technology is purchased, the College considers the long-term cost of replacement (QI-7; QI-8).

During budget development, the College makes sure to address short-term and long-term fiscal needs by building in contingency funding to ensure that facilities maintenance issues and critical needs are addressed without impacting the overall fiscal stability of the College. BP/AP 6250 Budget and Reserve Management were updated in February 2023 to allocate ending balances in order to build reserves. For example, 10% of ending balances are allocated to reserves for building maintenance, repairs, and total cost of ownership in the Capital Outlay Fund. Another 10% of the College's ending balance was used to fund the technology needs in the Restricted General Fund (QI-9; QI-10).

The College has also adopted the Association of Physical Plant Administrators (APPA) Standards to determine whether staffing is adequate to support new buildings in both maintenance and custodial service. While emerging from the pandemic, the College has only been able to hire the new staff that are most critical to college operations; some positions remain vacant after the loss of several facilities, maintenance, and operations staff during the pandemic (QI-11; QI-12). The College has recently hired for some of these positions and has budgeted for the remaining positions. However, the College has experienced challenges in attracting applicants to maintenance and custodial positions. Thus, this remains an area of focus for the College as classes, programs, and events continue to increase across the campus following the COVID-19 pandemic.

B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution-Set Standards

Student Learning Outcomes

In addition to the work undertaken before its 2019 accreditation comprehensive evaluation, the College initiated two significant adjustments to the infrastructure for outcomes and assessment work in 2021. First, the College transitioned from a single faculty Student Learning Outcomes Coordinator to two faculty Outcomes and Assessment Co-Coordinators (QI-13). Second, the College revised the Outcomes and Assessment Committee (OAC) charge and composition to establish a faculty liaison model, wherein representatives on the committee from different instructional, student services, and administrative areas act as ambassadors to support timely and meaningful assessment (QI-14; QI-15). These two changes serve as the basis for many of the College's current strengths with outcomes assessment processes in relation to improving teaching and learning.

By working closely with department chairs and coordinators each semester to analyze assessment progress/completion, support best practices in assessment, and help facilitate the use of assessment data for program review, faculty liaisons have been able to strengthen links between outcomes assessment and course/program improvements. Furthermore, the Outcomes and Assessment Co-Coordinators regularly offer professional development workshops on topics such as outcomes assessment basics, equitable assessment, and using Canvas for outcomes assessment (QI-16; QI-17; QI-18). At the end of each semester, the Outcomes and Assessment Co-Coordinators offer drop-in SLO office hours for any faculty members that have questions about assessing outcomes and/or submitting assessment data (QI-19).

The Outcomes and Assessment Co-Coordinators, with the support of OAC, have made significant progress with streamlining the outcomes assessment process and integrating those processes with existing program assessment, reflection, and development practices, which has helped promote a culture of meaningful outcomes assessment, and in turn, has supported better approaches to teaching and learning. These efforts were supported by an IEPI PRT and IEPI Seed Grant in both 2017 and 2019. Areas of focus for the IEPI grants included improving data collection for outcomes, increasing participation in outcomes assessment across all areas of campus, and connecting outcomes assessment with program review, guided pathways work, and building capacity for program and institutional learning outcome assessment (QI-20; QI-21).

The College made significant progress with its outcomes assessment processes with the assistance of the IEPI PRTs and the support of grant funding. The following list highlights improvements recently made to college processes, as well as innovative pilot projects in outcomes assessment, based on the College's previous IEPI Plans:

Improvement 1. The College previously identified technology as a barrier to outcome assessment tracking processes. To address this in the short-term, the College developed an online assessment data entry form. Instructional faculty now submit SLO data via a Student Learning Outcome Assessment Form, which has proven far more user-friendly and effective than data submission processes the College has used in the past. Program leads in Student and Instructional Service areas (such as Counseling, Career, Veterans, Library, and Tutoring) have

their own Student and Instructional Services SAO/SLO Assessment Entry Form, which is better tailored to practitioners' outcomes and assessment practices. This has led to greater reporting and communication regarding SLO assessment findings and programmatic improvements, particularly for instructional areas. Data from both forms are routed to a specialist in the IESE Office, who then transfers the information to Nuventive Improve (TracDat). The assessment forms include questions that prompt reflection on strengths and challenges regarding student learning, student success, and/or program efficacy; that information is not only documented in TracDat, but also becomes available to department chairs, coordinators, and program leads in the form of regular "Assessment Updates" for use in program reviews, and to support a continuous cycle of improvement (QI-22; QI-23; QI-24; QI-25; QI-26). Rather than trying to navigate through lengthy TracDat reports with scattered information, OAC faculty liaisons and program leaders can now quickly and easily determine assessment progress and needs by department at a glance. Every semester, OAC conducts Assessment Needs Reviews and members report out on, discuss, and strategize around each department's successes and challenges with outcomes assessment (QI-27).

Improvement 2. In 2019, the Outcomes and Assessment Coordinator initiated a PLOs-by-Academic and Career Pathways (ACP) project, which is ongoing. The goal of the project is to support shared Program Learning Outcomes by ACP groupings. The goals of that work include making learning outcomes more accessible to students, aligning outcomes with actual student learning experiences, streamlining program assessments, and encouraging cross-disciplinary collaboration in the interest of student learning and success. Programs with PLO data to submit from direct assessment measures now have a new PLO Data Submission Form to use (QI-28).

Improvement 3. In 2020-21, members of OAC led an ILO Direct Assessment Project, wherein faculty members from across various instructional divisions directly assessed the College's Communication ILO in their classes. The participating faculty designed a common rubric, created assessment prompts, conducted assessment, and analyzed results. This pilot was meaningful in providing proof of concept for direct assessment of ILOs across disciplines. The College is still exploring how it can fund and sustain this work in the future (QI-29).

Improvement 4. In 2021, members of OAC began a Canvas Assessment Project, in which a multi-disciplinary group of faculty members convened to explore possibilities of embedding assessments in Canvas, document advantages and disadvantages in using Canvas to assess learning outcomes, create tools and guidance for using Canvas to assess learning outcomes, and reinforce best practices in outcomes assessment among Canvas users overall. As a result of this project, resources and professional development opportunities have been offered to faculty interested in using the Canvas Outcomes feature to easily assess SLOs. The Outcomes and Assessment Co-Coordinators work closely with the Instructional Design Technology Specialist to provide regularly offered professional development and support for faculty using Canvas to assess SLOs (QI-30).

Improvement 5. In 2021, through its IEPI grant, the College offered faculty grants for Innovations in Outcomes and Assessment, which encouraged faculty to develop and pilot innovative outcomes assessment projects that foster improvement in our courses, programs, departments, and service areas. Projects included an Academic Integrity Training module for

students, work on equitable grading frameworks and approaches, and student-oriented projects in self-assessment, storytelling/oral history, and project-based learning (QI-31; QI-32).

Improvement 6. In 2019, the College launched a Student Services Outcomes and Assessment Project, which was designed to reframe and reinvigorate outcome and assessment work in student services areas, and which later included instructional service areas such as the Library and Tutoring. The Outcome and Assessment Coordinators developed and led division-wide and department-specific workshops and trainings to orient faculty and staff to outcomes and assessment basics, to reintroduce the option of Service Area Outcomes (SAOs) for student services departments and offer new resources for assessment planning and data submission both in assessment tracking and program review and planning (QI-33; QI-34).

Outcomes assessment is now even more integrated into both annual and comprehensive program reviews for Instruction and Student and Instructional Services, and outcomes across the college are increasingly tied to the College's Mission, Vision, Values, and Strategic Goals (QI-35; QI-36). The result of these integrations across areas is that outcomes assessment work is increasingly becoming the thread that ties together professional development in teaching and learning, curriculum changes, and program review (QI-37; QI-38).

Overall, broader faculty engagement, more distributed faculty leadership for outcomes and assessment, robust outreach and professional development, as well as numerous faculty-led projects have collectively driven success in connecting improvements in teaching and learning to outcomes and assessment work. The College now has more programs that are assessing, revising outcomes statements, evaluating and adjusting methods of assessment, creating more innovative, equitable, student-centered approaches, and offering more substantive reflections on teaching and learning related to outcomes and assessment following these changes.

Opportunities for Enhancing an Authentic Culture of Assessment
The College is currently not able to disaggregate student learning outcomes data by student demographic information, including gender and race/ethnicity. The ability to do that would make outcomes assessment more meaningful and specific, further promote an authentic culture of assessment, better leverage outcomes data for course and program improvements, and center outcomes assessment in the College's priority of closing equity gaps in student success. Even with these limitations, the College is currently doing innovative equity work with other disaggregated data through its multiple communities of practice, which bring together individual faculty who participate in a number of professional learning experiences across the College (QI-39; QI-40). Faculty members participating in these communities of practice review their own disaggregated course retention and success data in order to identify ways to improve student learning and reduce equity gaps. Additionally, program review authors receive robust program and course level data that is disaggregated by student demographic information, and twice annually the college uses institution-level disaggregated data for strategic planning purposes (QI-41; QI-42).

Disaggregated outcome assessment data is not yet readily available due in part to systems/software challenges in linking outcomes assessment data to student demographic information. The Outcomes and Assessment Co-Coordinators are approaching this as an opportunity to improve systems and infrastructure for accessing and using disaggregated student

learning outcomes data. At present, the Canvas learning management system offers features for more real-time insightful data and promoting practices of outcomes assessment that spark meaningful conversations about student learning, such as group assessment of student work samples, in which faculty use group evaluation of student work for SLO assessment and data discussion (QI-43).

One of the most powerful group assessments the College conducted of student work was in the ILO Direct Assessment pilot project. The Outcome and Assessment Coordinator and IESE Office ensured that demographic data could be captured for the students who were assessed. The inclusion of those details made the results far more impactful. The project's assessment results showed no equity gaps in student performance by race/ethnicity, despite the fact that there were equity gaps in course success, retention, and program completion across the college. The College is currently assessing the feasibility of scaling that project in order to expand direct assessment of ILOs in future semesters (QI-29).

The College's PLOs by Academic and Career Pathways project represents a more integrated approach to program learning outcome assessment and a significant growth opportunity. As programs continue to adopt shared PLOs and establish shared assessment structures, the College will need to revise its current curriculum and data management processes to enable those shared assessment structures to remain intact through regular curriculum changes. The College is committed to finding a more streamlined, efficient, meaningful, and sustainable assessment practice for programs and ACP groupings, and this will be critical to institutionalizing and maintaining PLO assessments (QI-28). With the implementation of a new curriculum management system, CourseLeaf, the College is making strides toward a more streamlined and integrated system for learning outcome assessment and improvement to student learning.

With the leadership of the Outcomes and Assessment Co-Coordinators, the College has made significant progress in integrating outcomes assessment with program review, Guided Pathways, strategic planning, and other significant College initiatives that were previously not well linked to outcomes assessment. Strengthening communication channels will be another essential step to improving integration and utilization of assessment results. Currently, program chairs and coordinators receive regular contact about outcomes assessment from the Outcomes Assessment Co-Coordinators and from OAC faculty liaisons; however, the information shared does not always reach the broader faculty who are teaching classes throughout the college. Through OAC's goal-setting and action-planning processes, instructional and student services deans will also serve an important role in championing meaningful assessment work and highlighting programs that are innovating and excelling in outcomes assessment (QI-44).

Examples of Course, Program, or Service Improvements Based on Outcomes Assessment Data
Across the Math, Science, and Engineering division, there has been a substantial effort to collect and analyze more reliable, nuanced, and meaningful data to drive improvements, such as the following:

Physics. In previous years, the Physics department used to assess SLOs by one question on a final exam per outcome statement. Due to the inherent unreliability of that data, these

departments have moved to project-based learning and holistic assessment methods, marking an overall improvement in instruction and assessment (QI-45).

Biology and Chemistry. For the Biology and Chemistry departments, it was similarly a lack of assessment data that led them to revise their course outlines, streamline their outcomes statements, and rethink their assessments. It was common for those departments to have 12 to 20 outcomes statements per course, and the assessment burden was proving to be too great of an obstacle to provide meaningful empirical data. Updated course outlines for those departments now have on average 3 to 6 outcome statements per course, and both departments are currently revisiting their assessments and assessment schedule to better leverage outcomes for gauging and improving student learning (QI-46; QI-47; QI-48; QI-49).

Math. Math courses are increasingly adopting Canvas Outcomes for more comprehensive course outcomes assessment and are making adjustments to course assignments, instruction, and student support in real time as assessment happens.

In Arts, Humanities, and Social Sciences division, departments are using SLO data as a part of their equity initiatives to center student voices and experiences, and evaluate how to better meet student needs:

ESL. The ESL department recently moved to exclusively using student self-assessment and reflection for outcomes assessment. Each semester, the department evaluates qualitative and quantitative data to collectively discuss course and program improvements (QI-50).

English. The English department adopted a common assessment and shared rubric, based on the course SLOs, for their traditional freshman composition course. Each semester, all department faculty gather for a group assessment session where they collectively look at student work, discuss bright spots and student learning challenges/needs, and determine topics for professional development in the coming semesters (QI-43).

History. The History department recently revised and aligned all their course SLOs, and SLO #2 in each class always assesses how students "analyze and apply historical patterns and current events to students' own lives and experiences" (QI-51).

Across the College, faculty are leveraging the narrative portion of the SLO Assessment Entry Form to offer meaningful reflection on successes and challenges with student learning in their courses, and plan adjustments to the content, instruction, and/or assessment in future semesters.

Efforts to Complete Assessments on the College's Established 4-Year Cycle
One of the primary goals of creating the Faculty Liaison Model for the Outcomes and Assessment Committee was to ensure that departments assess all outcomes at least once every four years, and to identify and support those that may be falling behind. Each semester, Faculty Liaison representatives from OAC complete a comprehensive assessment for their areas and report to the committee on where they find success and challenges, including a plan to support programs that have the most pressing assessment needs (QI-15; QI-27).

The faculty liaison then sends a communication to the department chairs/coordinators providing an update on the program's current assessment status and needs, offer resources, and suggest updating assessment plans to reflect current or planned changes to assessment in the department. The OAC faculty liaison for Student and Instructional Services and Outcomes and Assessment Co-Coordinator worked with student services departments to help adopt new outcome statements, create assessment plans, complete assessments, and use the data in program reviews (QI-52). This partnership has led the Outcomes and Assessment Co-Coordinator, who liaises with Student Services areas, to attend the Student Services Leadership Team (SSLAT) at least once per semester to improve communication, foster meaningful assessment and integration of data, and support compliance (QI-34; QI-53).

Additionally, the IESE Office creates ad hoc, on-demand assessment updates for OAC in the form of SLO submission summaries showing which departments have submitted outcomes assessments in the last academic year. These more easily accessible spreadsheets serve as reference points in communications and meetings, demonstrating the importance and visibility of this information at the College beyond the IESE Specialist and Outcome and Assessment Co-Coordinators (QI-54).

To further engage deans and managers in the assessment process, the OAC Co-Chairs began attending a deans' meeting each semester starting in spring 2023, with the goal of better communicating assessment successes and challenges within in each division. This has led to collectively strategizing on interventions for departments that consistently struggle to complete their assessments. Many of these challenges are addressed by helping chairs update outcome statements so that they better align with the instruction and assessment that is happening in the course, streamlining statements so that they do not present an assessment burden, capturing assessment data from the platforms that instructors are already using, or addressing staffing issues. Deans are uniquely equipped to offer an additional layer of support for departments, and regular communication with the Outcomes and Assessment Co-Coordinators and IESE Office will help ensure faculty leaders within each department receive the support they need to assess SLOs on schedule.

Ultimately, the Outcomes and Assessment Co-coordinators are working with the Curriculum Committee to leverage the five-year curriculum review process to incorporate an additional requirement that course SLOs be assessed before new course outlines can be approved. This change would make curriculum updates to course outlines of record (COR) contingent on timely SLO assessment. The five-Year Curriculum Cycle is already a highly effective process in that courses that are overdue are not permitted on the schedule (QI-55). Attaching the SLO assessment requirement to this process would have the potential to ensure compliance with SLO assessment cycles in every instructional department. The College is in the process of migrating its curriculum process to a new online system. The curriculum management and online catalog system, CourseLeaf, was launched in fall 2023, beginning with the implementation of a fully online catalog (QI-56). The online curriculum system is slated to launch in 2024. The Outcomes and Assessment Co-Coordinators are working to integrate the SLO assessment requirement into revised curriculum processes as they move online.

Institution-Set Standards

Cuyamaca College currently serves approximately 8,000 students per semester. The College reached a peak for student headcount and enrollment in the 2016-17 academic year, with nearly 10,000 students enrolled. While headcount and enrollment remained similar in 2017-2018, both began declining in 2018-19 and then sharply declined after the onset of the COVID-19 pandemic (see Appendix A). These trends are in line with statewide and national trends and represent a new challenge for community colleges, including Cuyamaca College. In response to the recent declines in enrollment, Cuyamaca College established "increasing equitable access" as one of its new strategic goals (QI-36). As such, the College has dedicated additional resources to increasing enrollment through increased community outreach, signature community events, such as its now-annual Open House, and outreach to students who stopped out between fall and spring semesters (QI-57; QI-58). The College has some made strides in rebuilding its student headcount and enrollment and will continue to prioritize efforts to address these goals in the 2023-24 academic year.

The College has identified several other strategies to achieve its goal of increasing student headcount and enrollment, particularly among historically marginalized and underserved populations. Strategies focused on these goals include increasing dual and concurrent enrollment sections, increasing adult education pathways into and through the College, increasing community partnerships, and expanding culturally-responsive outreach and in-reach efforts for communities of color.

In 2019, the College updated its institution-set standards for each of its key performance indicators, including ACCJC performance metrics (QI-59). The College has maintained these standards and targets but is in the process of revising them based on its new strategic goals and the California Community Colleges Chancellor's Office (CCCCO) Vision 2030.

Performance Metric	Institution-Set Standard	Aspirational/ Stretch Goal	Actual (2023 Annual Report)
Successful Course Completion Rate	75%	77%	74%
Number of Certificates Awarded	200	250	240
Number of Associate Degrees Awarded	900	1,100	1,011
Number of Transfers to Four-Year Institutions	525	565	494

Successful Course Completion Rate
As of the 2023 ACCJC Annual Report, the College fell just below its institution-set standard for successful course completion, to 74% as of 2021-2022 (QI-60; see Appendix B). While this slight decrease calls for a moment of pause and reflection, it should be noted that the College and California Community College system experienced significant policy changes in the 2021-22 academic year and higher education as whole was greatly impacted by the pandemic and subsequent return to on-campus operations. These factors may have impacted student success in classes, as the COVID-19 was still present and presented a cause for caution and concern among students. While some students had the necessary resources to thrive in an online environment,

other students experienced challenges learning in this modality due in part to limited technology access, limited availability of hands-on laboratory experiences, family and work responsibilities, and limited opportunities to build community inside and outside the classroom (QI-61).

Based on an analysis of disaggregated data on course success, the College identified a new strategic goal of eliminating equity gaps in course success rates (QI-62). To address this goal, the College has dedicated resources to improving student learning and classroom experiences, including the re-envisioning of the Teaching and Learning Coordinator position, the hiring professional development support staff, the re-envisioning of the Outcome and Assessment Committee, and the funding of several faculty communities of practice focused on improving successful course completion (QI-14; QI-39; QI-40).

Associate Degrees and Certificates Awarded
As of 2021-22, the College exceeded its institution-set standards for number of certificates awarded and number of associate degrees awarded; however, the College did not exceed its stretch goals for either of these metrics. In order to facilitate the College reaching these stretch goals of 1,100 associate degrees awarded and 250 certificates awarded, the College has expanded its guided pathways implementation efforts, including the following:
- Identification of faculty leads for each Academic and Career Pathway
- Increase in pathways-focused outreach and in-reach efforts (QI-58)
- Hosting new Find Your Pack resource fairs throughout the academic year (QI-63)
- Engaging in strategic enrollment management to build a more student-centered class schedule
- Incorporating program-course rotations into class schedule-building efforts (QI-64; QI-65).

To address the new strategic plan, the Institutional Effectiveness Council developed new Institution-Set Standards and stretch goals for each new performance indicator and presented them to the campus community via the spring 2023 college planning workshops. The feedback received from breakout discussions was affirming overall on the recommended standards and stretch goals (QI-66). IEC is refining these standards and stretch goals with the intent to implement them in 2023-24.

Transfers to Four-Year Universities
In 2021-22, the College saw a significant decline in the number of students transferring to four-year universities. The largest decrease was in transfers to California State University campuses. While the sheer number of transfers declined, among students who applied to the College's largest transfer institution, San Diego State University, the acceptance rate was over 70%, the highest in the San Diego region (QI-67). The College is actively undertaking efforts to increase transfers to four-year institutions, including creating a Transfer Canvas Course for students who identify a goal of transfer and establishing the Equity in Transfer workgroup to increase equitable transfer outcomes for students. Additional efforts to increase transfers are outlined in the College's 2022 Student Equity Plan (QI-68).

Engaging the Campus in Evaluation of College Performance in Achieving Its Mission
The College regularly engages in broad-based discussion of college performance via its fall and spring planning workshops, which invite the campus community to engage in discussions on key performance indicators and overall college progress in achieving its mission and strategic goals. Each fall, IEC facilitates a workshop that focuses on a specific strategic goal and ways in which the College could improve its performance related to the goal. These workshops include student panels and student participation in breakout discussions with employees. Fall workshops focus on process and implementation and spring workshops focus on outcomes and progress toward stretch goals.

Examples of this in 2022-23 include the fall college-wide workshop, which focused on increasing equitable access through student-centered scheduling. A panel of students from a variety of majors shared their experiences, including both bridges and barriers to their success, to over 80 college employees across two workshops, one virtual and one in person (QI-69). Similarly, during the spring planning workshop, ten students participated in breakout discussions with employees about college performance indicators in comparison to standards and stretch goals recommended by IEC. These breakout discussions, in which included over 85 people across two workshops--both online and in-person--also included discussions of where the College should focus in 2023-24, in light of its performance data overall and through an equity lens (QI-42).

The resulting notes and recommendations from these discussions are compiled by the IESE Office and presented to IEC and College Council to help inform action plans for the subsequent year. Cuyamaca College is committed to improving access and success for all students, as outlined in its new Vision, Mission, and Values Statements (QI-35). In addition, materials for each planning workshop are posted to the IESE website, and to ensure broad participation during the pandemic, the College posted materials used to inform its new strategic plan to websites that were sent to workshop participants and are also linked to the IESE website (QI-70; QI-71).

C. Report on the Outcomes of the Quality Focus Essay

During the development of the 2019 Institutional Self-Evaluation Report, the College identified two projects for its Quality Focus Essay: the creation of a teaching and learning center (Project #1) and the expansion of open-educational resources (OER), zero textbook cost materials (ZTC), and low textbook cost (LTC) course materials (Project #2). Each project was aimed at improving student outcomes through culturally responsive teaching and learning practices and by providing access to high-quality course texts and learning materials at little to no cost to students.

Project 1: Establish a Center for Teaching and Learning
In spring 2020, the College began initial discussions around building a virtual and physical Teaching and Learning Center. These discussions were paused when the College was forced to shift to remote operations and instruction in March 2020. Following the national racial reckoning that was brought to light in June 2020, then-president Dr. Julianna Barnes established the Racial Equity and Social Justice Task Force and charged the IESE Office with facilitating discussions on areas of focus. Working closely with several faculty leaders, the IESE Office identified four areas of focus for the task force: student conduct, professional development, equity in

employment, and institutionalizing anti-racist efforts. Four inquiry groups were then created, three of which were led by faculty members. One of these inquiry groups was the Profession Development (PD) Inquiry Group, which was led by then-Articulation Officer, Dr. Ticey Hosley.

The Articulation Officer and the other members of the PD Inquiry Group interviewed a number of college governance groups and constituent groups, reviewed documents including the 2017-2022 PD Plan and PD Coordinator Job Description, and gathered information from key individuals associated with the professional development function at the College. From these inquiry sessions and document reviews, the PD Inquiry Group formed recommendations for a new model of professional development. Based on these recommendations, the PD function was moved to the IESE Office, and the PD Coordinator job description was revised to focus explicitly on equity and anti-racism and to serve a more programmatic role than a technical and reporting role (QF1-1; QF1-2).

Following this effort, the PD Committee was re-envisioned as the Teaching and Learning Committee (TLC) with a thematic focus on equity. The new committee expanded its charge to include equity-minded professional development for classified professionals in addition to faculty (QF1-3; QF1-4; QF1-5). Examples of the professional development opportunities offered in the first year of this new structure include the following: group discussions following Lasana Hotep equity webinars, trauma-informed care workshop series, and the Uncomfortable Conversations with a Black Man discussion series, which focused on racial equity (QF1-6; QF1-7; QF1-8). These were in addition to the ongoing Teaching Dialogues community of practice and the Equity-Minded Teaching and Learning Institute. The new vision of professional development centered on equity was codified in the College's 2022 Student Equity Plan (QF1-9).

To provide technical and administrative support to the new professional development structure, a new Professional Development Specialist positioned was piloted in fall 2021 and continued through the 2022-23 academic year while the new structure is assessed. Furthermore, the Teaching and Learning Coordinator job description was again reviewed and revised in spring 2023 to increase faculty reassigned time for this position and distribute the workload between two Teaching and Learning Co-Coordinators (QF1-10).

In spring 2023, the new Professional Development Plan for 2023-2028 was completed to align with the College's new strategic plan. Additional faculty communities of practice were also developed in 2022-23, including the Equity in Grading community, centered on equitable grading and assessments, and new communities of practice focused on equity in science, technology, engineering, and math (STEM) disciplines (QF1-11; QF1-12; QF1-13). In addition, a new community-building and employee retention-focused program, THRIVE, was also launched by the Teaching and Learning Coordinator and IESE Office in fall 2022 (QF1-14). While a physical space for a teaching and learning center is still being assessed, and as it is represented in the facilities plan for the anticipated updates to the Learning Resource Center, a virtual center exists through the IESE Office and Professional Development Webpages as well as the Vision Resource Center, the College's online professional learning platform (QF1-15).

A summary of Project 1 Progress is included on the subsequent page.

Action Step	Person(s) or Group(s) Responsible	Completion Date	Notes
Phase 1: Inquiry and Vision-Setting			
Convene a task force to facilitate the Center for Teaching and Learning vision-setting and planning	College Council	November 2019	The group met in person and virtually in late fall 2019 and early spring 2020. The group's work was paused due to the shift to remote operations and instruction brought about by the COVID-19 pandemic. This work was taken up by the Racial Equity and Social Justice Task Force Inquiry Group on Professional Development in fall 2020.
Host faculty, staff, and administrator forums to discuss the scope, vision, and leadership for the Center for Teaching and Learning	Center for Teaching and Learning (CTL) Task Force	May 2021	Initially this work was to be completed by the CTL Task Force. It was instead completed via interviews with committees, groups, and individuals by the PD Inquiry Group, a subgroup of the Racial Equity and Social Justice Task Force.
Create and administer surveys and conduct focus groups with faculty, students, and staff to assess needs and frame future of Center for Teaching and Learning	CTL Task Force and Institutional Effectiveness, Success and Equity (IESE) Office	Spring 2021 - Present	This work is currently being undertaken as needs assessment conducted by the IESE Office on behalf of the Teaching and Learning Committee. Initial feedback was received via interviews conducted by the PD Inquiry Group.
Conduct site visits to colleges with established teaching and learning centers	CTL Task Force	Not completed	Due to the pandemic, this action step was not completed.
Outline and summarize for the campus various models for teaching and learning centers	CTL Task Force	Not completed	Not completed
Develop, present, and gather feedback from the campus on proposed models for a Center for Teaching and Learning	CTL Task Force	June 2021	This work was completed by the PD Inquiry Group through its vetting of a new model for professional development. This model was implemented in fall 2021 with the professional development function now housed in the IESE Office.
Phase 2: Planning/Proposal			

Develop a three-year plan, budget, and scope of work for establishing the Center for Teaching and Learning	CTL Task Force	May 2023	The new 2023-2028 PD Plan was completed by the new Teaching and Learning Committee.
Establish annual goals for the Center for Teaching and Learning to focus on student learning and achievement	CTL Task Force, College Council, Student Success and Equity Council	November 2021	2-year goals were established by the new Teaching and Learning Committee.
Identify space on campus for the Center for Teaching and Learning	President's Cabinet and CTL Task Force	June 2022	An updated plan for the College's Learning Resource Center, which includes space for a Teaching and Learning Center, was included in the College's 2022-2028 Facilities Plan.
Apply for and secure resources required to launch the Center for Teaching and Learning	CTL Task Force	Not completed	Grant funding has yet to be identified, but the College is exploring options for funding a remodel to the Learning Resource Center, which would include the Teaching and Learning Center.
Phase 3: Implementation			
Develop model for Center for Teaching and Learning website and integrate Cornerstone	CTL Task Force; PD Coordinator	February 2022	A new PD website was developed and published by the IESE Office in collaboration with the Teaching and Learning Coordinator.
Curate resources for Center for Teaching and Learning website	CTL Task Force; PD Coordinator	Ongoing	The Teaching and Learning Coordinator worked with other faculty to collect materials and resources for the IESE Office to post to the PD website.
Create Center for Teaching and Learning website - Link to CCCCO Vision Resource Center (Cornerstone) and Online Teaching and Learning Committee Resources	CTL Task Force; PD Coordinator	December 2021	The College integrated the new PD structure, model, and process with the Vision Resource Center, which was launched by the previous PD Coordinator. Resources are posted to the PD website.
Launch marketing campaign for Center services and workshops	CTL Task Force Members; Director of College and Community Relations	Ongoing	The Teaching and Learning Coordinator works with the IESE Office to send campus-wide emails and all-faculty emails to inform the campus about upcoming PD events.
Begin offering workshops	PD Coordinator;	September	While not officially offered by the Center

and services through the Center for Teaching and Learning	faculty, staff, administrators	2021	for Teaching and Learning, workshops and services are offered via the IESE Office on behalf of the Teaching and Learning Committee and Teaching and Learning Coordinator.
Phase 4: Sustainability and Assessment			
Conduct surveys to assess perceptions of Center for Teaching and Learning website, workshops, and resources	CTL Task Force and IESE Office	Not completed	This will be implemented in the 2023-24 academic year after the new Teaching and Learning Co-Coordinator model is implemented.
Develop annual action plan to improve resources, website workshops, and communication related to the Center for Teaching and Learning	CTL Task Force, PD Coordinator, Student Success and Equity Council	Projected completion: December 2023	This will be institutionalized as part of the IESE Office program review.

Project #2: Expand Open Educational Resources/ Low-Cost Course Materials

In fall 2020, Cuyamaca College's Academic Senate for California Community College (ASCCC) Open Education Resource (OER) Liaison, Dr. Josh Franco, was appointed and took the lead role in implementing the OER project. During the spring 2023 semester, he created the college's OER Website to establish an online presence that would serve as a gateway for faculty, students, and staff to stay up to date about the OER project and repository for all things OER (QF2-1).

Additionally, the ASCCC OER Liaison prepared drafts of the OER Committee's Charge and Composition and OER Coordinator position (QF2-2; QF2-3). Both drafts were submitted to the Academic Senate and went through the participatory governance process (QF2-4). Additionally, data was collected from the college's class schedule system regarding the number of Zero Textbook Cost (ZTC) sections. During fall 2020, the College offered 738 sections. In all, 704 (95.4%) of these courses did not have a ZTC label in the Description field, while 34 courses (4.6%) were labeled ZTC.

In spring 2021, the Academic Senate approved the creation of an OER Committee that reported to the Senate and the Student Success and Equity Council (QF2-5). The College Council subsequently approved the creation of the OER Committee, and the College committed to fund an OER Coordinator position as a pilot through categorical funds (QF2-6). During fall 2020 and spring 2021, the ASCCC OER Liaison attended webinars, sent monthly newsletters to the campus community, and consulted with individual faculty about OER (QF2-7).

By end of Academic Year 2020-2021, ten faculty members across nine disciplines were supported in their OER efforts (QF2-8). In keeping with class schedule data collection, during spring 2021, the College offered 815 sections; 772 (94.7%) of these courses did not have a ZTC

label in the Description field, while 43 courses (5.3%) were labeled ZTC. This demonstrates a slight uptick in the number of faculty who self-reported on the adoption of ZTC for their section.

During fall 2021 and spring 2022, the campus did not have an ASCCC OER Liaison since the prior Liaison stepped down from his role to complete other professional and personal responsibilities. During this academic year, the College's and District's internal budgetary processes were engaged to fund an OER Coordinator position with 30% reassigned time for the next academic year. Additionally, at the end of spring 2022, the Academic Senate adopted a resolution that established Low Textbook Costs (LTC) designation as $40 or less (QF2-9).

Starting fall 2022, the college's inaugural OER Coordinator was appointed for a two-year term from fall 2022 to spring 2024 (QF2-10). The college's OER Coordinator also serves as the college's ASCCC OER Liaison. In September 2022, the Coordinator delivered an OER Presentation to the Academic Senate (QF2-11). Additionally, the OER Coordinator helped update the "Referencing Online Education Resource (OER) Materials on Course Outlines of Record (COR's)" document and it was processed by the Curriculum Committee (QF2-12; QF2-13).

During the spring 2023 semester, the College had 134 ZTC sections out of a total of 746 sections, meaning 18% of sections are ZTC. This demonstrates double-digit growth in ZTC sections from the prior reported semester of spring 2021. Additionally, the OER Coordinator developed the CCCCO ZTC Program Phase 1 proposal for submission in consultation with the Academic Senate and other Faculty Coordinators (QF2-14). Since submission of the proposal, the OER Coordinator has continued to collaborate with the Classified Senate and Associated Student Government to gather input (QF2-15).

Finally, in spring 2023 the college's OER Committee held its first meeting with three faculty, one classified professional, and three student representatives. During their first meeting, the Committee reviewed the QFE Project Plan, learned from the campus's inaugural ASCCC OER Liaison, and began to develop their goals for the remainder of the academic year (QF2-16). Further, during the spring 2023 semester, the Coordinator/Liaison attended webinars, continued to send monthly newsletters, and consulted with individual faculty. As of the 2022-23 academic year, faculty across eight disciplines have been supported in their OER efforts (QF2-8). As of the spring 2023 semester, the College had 14 sections marked LTC, and 144 sections marked ZTC out of a total of 764 sections with 19% of sections ZTC (QF2-17).

The Project featured an Action Plan that consisted of four phases: Phase 1: Inquiry and Vision-Setting; Phase 2: Broaden Campus Awareness/Training on OER; Phase 3: Resource Development; and Phase 4: Implementation and Assessment. Below is a summary of each Phase.

Phase 1 was completed from 2019 through 2021. The major steps in this phase were to create an OER workgroup, promote readily available OER training, and pilot a faculty leadership role. Faculty member, Karla Gutierrez, Assistant Professor of Spanish and Chair of the World Languages Department, served as the college's inaugural Academic Senate for California Community College (ASCCC) Open Education Resource (OER) Liaison during the 2019-2020 Academic Year. In this role, the Liaison was able to form a network of faculty focused on OER,

encourage colleagues to attend OER training, and prepare an outline for a future OER Committee and Coordinator position.

Phase 2 was completed throughout 2021. The College's new ASCCC OER Liaison promoted CalOER, a statewide OER conference hosted by the ASCCC during August 2021. Additionally, the ASCCC OER Liaison supported faculty in applying for ASCCC OER Initiative grants and shared monthly newsletters with faculty.

Phase 3 was scheduled from 2021 to 2022. During this time frame, the College initially intended to apply for an OpenStax Institutional Partnership, but the aims of this partnership were largely addressed by the support provided by the ASCCC OER Initiative. Additionally, before completing his term in spring 2021, ASCCC OER Liaison, Dr. Josh Franco maintained the college's OER website (QF2-18).

Finally, Phase 4 began in 2022 and ongoing. In spring 2022, an inaugural OER Coordinator was selected and onboarded. The OER Coordinator is now responsible for completing the steps within this phase and helping the college and its faculty, students, and staff transition into its next phase of OER/ZTC/LTC implementation and assessment.

A summary of Project 2 Progress is included below.

Action Step	Person(s) or Group(s) Responsible	Completion Date	Notes
Phase 1: Inquiry and Vision-Setting			
Expand and formalize OER workgroup to include cross-functional team of people interested in OER	Academic Senate; Student Success and Equity Council	Spring 2021	Completed by initial OER Liaison before OER Coordinator position was finalized
Facilitate faculty feedback sessions on a proposed faculty OER leadership structure	OER Workgroup	Spring 2021	Completed via informal feedback from faculty
Conduct research on how other colleges have implemented OER and funded these initiatives	OER Workgroup	Spring 2021	OER Liaison and other faculty participate in ASCCC OER professional learning activities

Send a team of faculty to OER workshops and conferences	OER Workgroup	Spring 2021	OER Liaison and other faculty participate in ASCCC OER professional learning activities
Convene a team of faculty to attend regional professional development on effective OER practices	OER Workgroup	Not completed	Faculty participated in statewide professional learning related to OER
Pilot OER faculty leadership or coordinator role	Academic Senate and President's Cabinet	June 2022	Initial job description for OER coordinator was created.
Develop a plan/model for regularly collecting student feedback and engaging students in the OER expansion and assessment process	OER Workgroup and IESE Office	March 2022	OER Committee Charge and Composition approved by the Academic Senate
Phase 2: Broaden Campus Awareness/Training on OER			
Host an OER-ZTC Summit to increase campus awareness	OER Workgroup	Not completed	Infrastructure-building work was taking place, and the new OER Coordinator position was established at the end of spring 2022, but only a statewide ASCCC OER Summit was held/attended.
Apply for and secure funding for faculty stipends to curate or create OER that can be replicated/used by other faculty	OER Workgroup and OER Coordinator	Not completed	ASCCC OER grant funding was obtained instead and has helped pay faculty to create/curate OER materials.
Create marketing campaign to expand awareness of OER and OER-related professional development opportunities	OER Workgroup; OER Coordinator; Director of College and Community Relations	Fall 2023	OER Coordinator has sent out regular correspondence and OER newsletters to faculty; this is ongoing.

Host flex workshops on adopting OER and campus viewings of OER webinars	OER Workgroup and OER Coordinator	Fall 2022	OER Coordinator has met and consulted with interested faculty to support them in adopting OER.
Deliver presentations to academic departments on adopting OER, including the value and need for OER as a whole	OER Coordinator	Fall 2022	The OER Coordinator has expanded outreach on OER across the campus and sends regular correspondence to the campus.

Phase 3: Resource Development			
Apply for OpenStax Institutional Partnership	OER Workgroup and OER Coordinator	Not completed	The College has not yet taken this step.
Develop and vet guidelines for OER-related work	OER Workgroup and OER Coordinator	Spring 2022	The OER Liaison and Coordinator have created and maintained an OER website with resources and information for faculty.
Organize content for OER website	OER Workgroup and OER Coordinator	Spring 2022	Completed early spring 2022 with the creation of robust OER website.

| *Phase 4: Implementation and Assessment*			
Provide flex workshop opportunities for faculty to share effective practices	OER Workgroup; OER Coordinator; PD Coordinator	Fall 2022-Ongoing	The OER Coordinator currently meets with individual faculty regarding their projects/needs.
Develop and maintain a repository of OER by discipline	OER Coordinator	Not completed	The OER Coordinator is currently engaged in this effort.
Identify/designate OER/ZTC sections in the online schedule of classes	OER Workgroup; OER Coordinator; Instructional Operations Team	Fall 2022	OER and ZTC sections have been coded and identified in the College's Self-Service registration system and online schedule of classes.

Host a ZTC Day or similar event for students to increase awareness of OER	OER Workgroup and OER Coordinator	Not completed	This is slated for a future date but has not yet been completed.
Conduct student success analysis, surveys, and focus groups to assess the effectiveness of OER implementation	OER Workgroup and IESE Office	Fall 2022	The District generated an initial report for both Cuyamaca College and Grossmont College on the effectiveness of OER classes.
Conduct faculty and student surveys to assess the effectiveness of OER implementation	OER Workgroup and IESE Office	Fall 2021	Surveys were conducted at both Cuyamaca College and Grossmont College to assess student and faculty perceptions of LCT, but additional surveys are needed to assess effectiveness
Develop an annual action plan to improve OER support for faculty and students	OER Workgroup and OER Coordinator	Not completed	This will become a regular part of the assessment process related to OER in the spirit of continuous quality improvement.

D. Fiscal Reporting

As evidenced by Cuyamaca College's most recent ACCJC Fiscal Report, the college is addressing its financial challenges and Student Loan Default Rates are not only within acceptable rates for public 2-year colleges but at a record low for the College as of the most recent cohort. Cuyamaca College is not on enhanced fiscal monitoring. The past two fiscal reports include an infusion of additional funding streams, including Higher Education Emergency Relief Fund (HEERF) funds, which have been leveraged to improve the student experience as the College emerges from the COVID-19 pandemic (FR-1).

Appendix A: College Headcount and Enrollment

Figure 1. Cuyamaca College Student Headcount and Enrollment, Fall 2019 to Fall 2023
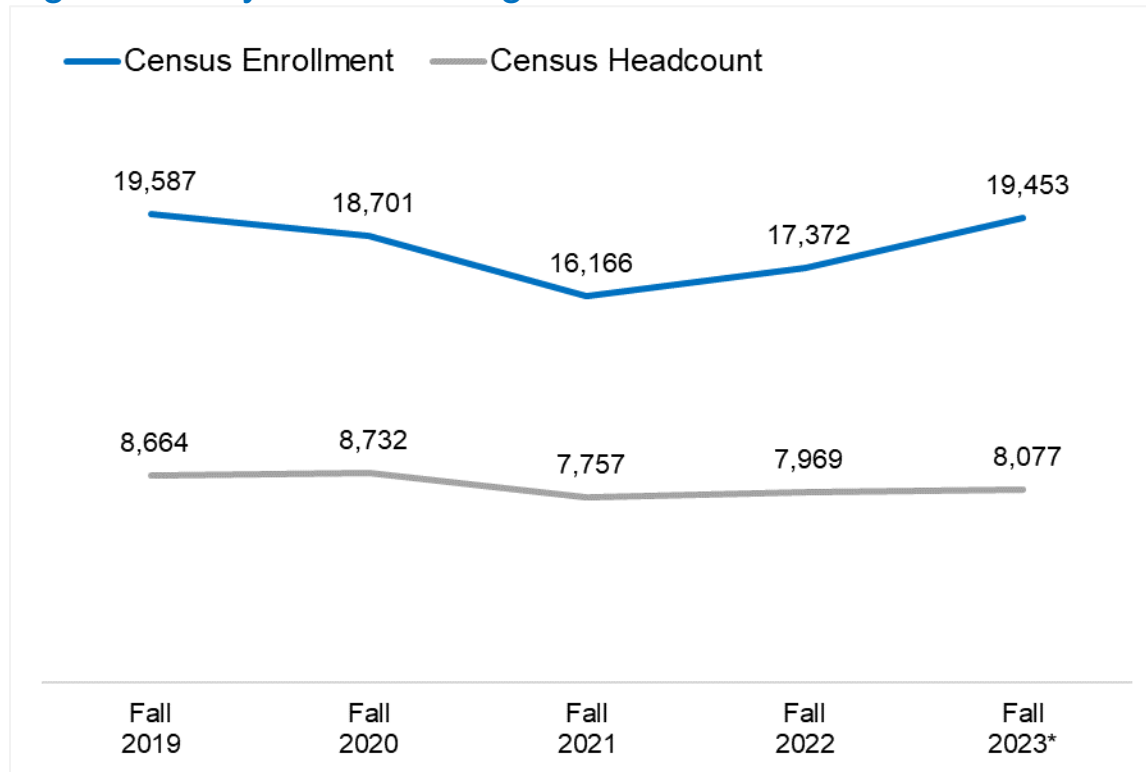
*Note: Fall 2023 enrollment and headcount reflect data as of 9/1/2023, five days before Census.

Figure 2. Cuyamaca College Student Headcount and Enrollment Percent Change Year-Over-Year

*Note: Fall 2023 enrollment and headcount reflect data as of 9/1/2023, five days before Census.

Appendix B: Institution-Set Standards

Performance Metric	2019 Annual Report	2020 Annual Report	2021 Annual Report	2022 Annual Report	2023 Annual Report	Institution-Set Standard	Aspirational/ Stretch Goal
Successful Course Completion Rate	76%	76%	76%	75%	74%	75%	77%
Number of Certificates Awarded	207	199	229	187	240	200	250
Number of Associate Degrees Awarded	1,065	1,165	1,144	935	1,011	900	1,100
Number of Transfers to 4-year Institutions	455	631	630	588	494	525	565
Career Education Employment Rates							
Cohort/Year	2016-17	2017-18	2018-19	2019-20	2020-21	Institution-Set-Standard	Aspirational/ Stretch Goal
010900 Horticulture	57%	86%	75%	82%	43%	75%	78%
010910 Landscape Design and Maintenance	100%	100%	67%	60%	100%	75%	78%
010920 Floriculture/Floristry	40%	50%	33%	50%	0%	75%	78%
010930 Nursery Technology	100%	N/A	0%	0%	0%	75%	78%
010940 Turfgrass Technology	100%	100%	100%	100%	N/A	75%	78%
030300 Environmental Technology	82%	64%	82%	77%	75%	70%	90%
061430 Website Design and Development	40%	50%	75%	100%	50%	75%	80%
070100 Information Technology, General	56%	62%	82%	75%	45%	75%	80%
070810 Computer Networking	87%	100%	88%	82%	75%	75%	80%
050100 Business and Commerce, General	80%	50%	50%	40%	70%	60%	74%
50200 Accounting	81%	82%	68%	67%	79%	80%	85%
050500 Business Administration	82%	91%	80%	76%	83%	60%	74%
050600 Business Management	88%	100%	50%	0%	100%	60%	74%
050640 Small Business and Entrepreneurship	N/A	80%	N/A	0%	N/A	60%	74%
051100 Real Estate	80%	53%	78%	55%	53%	65%	65%
051400 Office Technology/Office Computer Applications	76%	67%	73%	57%	67%	75%	85%
094800 Automotive Technology	72%	89%	82%	80%	86%	90%	100%

Cohort/Year	2016-17	2017-18	2018-19	2019-20	2020-21	Institution-Set-Standard	Aspirational/Stretch Goal
095300 Drafting Technology	100%	80%	100%	83%	67%	65%	65%
095310 Architectural Drafting	100%	100%	N/A	100%	100%	65%	65%
095340 Mechanical Drafting	33%	100%	100%	33%	100%	65%	65%
095670 Industrial and Occupational Safety and Health	100%	75%	50%	100%	71%	70%	90%
095730 Surveying	50%	100%	100%	100%	75%	65%	65%
095800 Water and Wastewater Technology	80%	81%	82%	74%	88%	60%	70%
103000 Graphic Design	65%	44%	73%	52%	80%	65%	65%
126000 Health Professions, Transfer Core Curriculum	83%	73%	85%	80%	80%	65%	65%
130500 Child Development/Early Care and Education	75%	78%	61%	61%	55%	90%	95%
130540 Preschool Age Children	77%	79%	61%	60%	52%	90%	95%
130550 The School Age Child	N/A	100%	N/A	N/A	N/A	90%	95%
130590 Infants and Toddlers	83%	40%	100%	0%	100%	90%	95%
140200 Paralegal	79%	83%	75%	82%	100%	60%	84%
210400 Human Services	68%	63%	88%	73%	86%	65%	65%
093400 Electronics and Electric Technology	N/A	N/A	0%	100%	0%	65%	65%
070800 Computer Infrastructure and Support	N/A	N/A	N/A	0%	N/A	65%	65%
093500 Electro-Mechanical Technology	N/A	N/A	N/A	N/A	N/A	65%	65%

Evidence Index

Report Preparation

Plans Arising from the Self-Evaluation Process

Institutional Reporting on Quality Improvements

QI-1	[Cuyamaca IEPI Innovation and Effectiveness Plan 2023](#)
QI-2	[Cuyamaca IEPI PRT Letter of Interest 2023](#)
QI-3	[Cuyamaca IEPI PRT Questions 2023](#)
QI-4	[Cuyamaca IEPI PRT MOO 2023](#)
QI-5	[Annual Fiscal Impact Projections Worksheet](#)
QI-6	[ROC Request Form 2022-23](#)
QI-7	[Technology Request Form 2022-23](#)
QI-8	[Technology 5-Year Replacement Plan](#)
QI-9	[BP 6250 Budget and Reserve Management](#)
QI-10	[AP 6250 Budget and Reserve Management](#)
QI-11	[Vacant Positions Update 4-11-2023](#)
QI-12	[Hired Positions Update 4-11-2023](#)
QI-13	[SLO Co-Coordinator Job Description](#)
QI-14	[OAC Charge and Composition](#)
QI-15	[OAC Faculty Liaison Model](#)
QI-16	[SLOs and Assessment for Biology Fall 2023](#)
QI-17	[Outcomes and Assessment ILAT Workshop Fall 2022](#)
QI-18	[SLO Assessment on Canvas Workshop](#)
QI-19	[SLO Drop-In Office Hours Announcement Fall 2022](#)
QI-20	[Cuyamaca IEPI Innovation and Effectiveness Plan 2017](#)
QI-21	[Cuyamaca IEPI Innovation and Effectiveness Plan 2018](#)
QI-22	[SLO Assessment Update for Chemistry](#)
QI-23	[SLO Assessment Update for Arabic](#)
QI-24	[SLO Assessment Update for Paralegal](#)
QI-25	[SLO Assessment Update for Communication](#)
QI-26	[SLO Assessment Update for Math](#)
QI-27	[Assessment Needs Report for Faculty Liaisons](#)
QI-28	[PLOs and Pathways Pilot Overview](#)
QI-29	[ILO Direct Assessment Pilot Project Report](#)
QI-30	[Faculty How-Tos on Assessment](#)
QI-31	[Assessment Innovation Academic Integrity Project](#)
QI-32	[Assessment Innovation Oral History Project](#)
QI-33	[Meaningful Outcomes Assessment in Student Services Overview](#)
QI-34	[Outcome and Assessment SSLAT Presentation 11-10-2022](#)
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QI-36	[Comprehensive Strategic and Facilities Plan 2022-2028](#)
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QI-40	[Teaching Dialogues Flyer Spring 2023](#)
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QI-42	[College Planning Workshop Slides Spring 2023](#)
QI-43	[English 120 Common Final Prompt and Rubric](#)
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QF1-2	[Revised PD Coordinator Job Description](#)
QF1-3	[TLC Charge and Composition](#)
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QF1-6	Lasana Hotep Workshops
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QF1-8	Trauma-Informed Care Workshop Flyer
QF1-9	Cuyamaca Student Equity Plan 2022
QF1-10	Teaching and Learning Co-Coordinator Job Description 2023
QF1-11	Teaching and Learning Plan 2023-2028
QF1-12	Teaching Dialogues Webpage
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QF2-2	OER Committee Charge and Composition
QF2-3	OER Coordinator Job Description
QF2-4	Academic Senate Minutes 11-12-2020
QF2-5	Academic Senate Minutes 3-11-2021
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QF2-7	OER Newsletter February 2023
QF2-8	OER Consultations 2-16-2023
QF2-9	Academic Senate Minutes 9-8-2022
QF2-10	OER Coordinator Announcement
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QF2-13	Curriculum Committee Minutes 10-18-2022
QF2-14	ZTC Phase 1 Grant Submission
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QF2-17	Self-Service ZTC Search Screenshot
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Fiscal Reporting

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