

## Chapter 6

### Cuyamaca College Vision, Mission and Priorities

Cuyamaca College is one of two colleges serving the Grossmont-Cuyamaca Community College District. Cuyamaca College is located at 900 Ranch San Diego Parkway just outside the City of El Cajon. Part of the community of Rancho San Diego, Cuyamaca College's 165-acre site was at one time a part of the Old Monte Vista Ranch. The name for the college was selected by the Board of Trustees as a reflection of the history and heritage of this area of San Diego County. Writers have interpreted the Indian meaning of the name "Cuyamaca" in various ways, including "above rain" and "place where the rain comes from heavens." The Heritage of the Americas Museum and the Water Conservation Garden are also located on the Cuyamaca College campus.

The site was acquired by the Board of Trustees in September 1972, and the college officially opened in Fall 1978. The second phase of buildings was completed in January 1980. Construction has continued since then on an incremental basis in response to the growing community surrounding the college and to meet the educational needs in the Grossmont-Cuyamaca Community College District. The college is designed to provide a comprehensive curriculum of programs and course of study, and when completed, will accommodate an enrollment of an estimated 15,000 students in 2015.



### *Vision, Mission and Values*

***Vision:*** Learning for the Future

***Mission:*** The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides:

- ◆ Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses
- ◆ Community education programs and services
- ◆ Programs that promote economic, civic and cultural development

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

***Values:*** Our Mission is reflected in the college's six core values:

- Academic Excellence
- Strong Community Relations
- Innovation and Creativity
- Student Access and Success
- Environmental Stewardship
- Diversity and Social Harmony

The College's core values are expressed through an institutional culture of collegial consultation, planning and evaluation and help shape the unique experience that is Cuyamaca College. This unique experience is best described by the 13 words that the college community identified to represent the "Cuyamaca Way:"

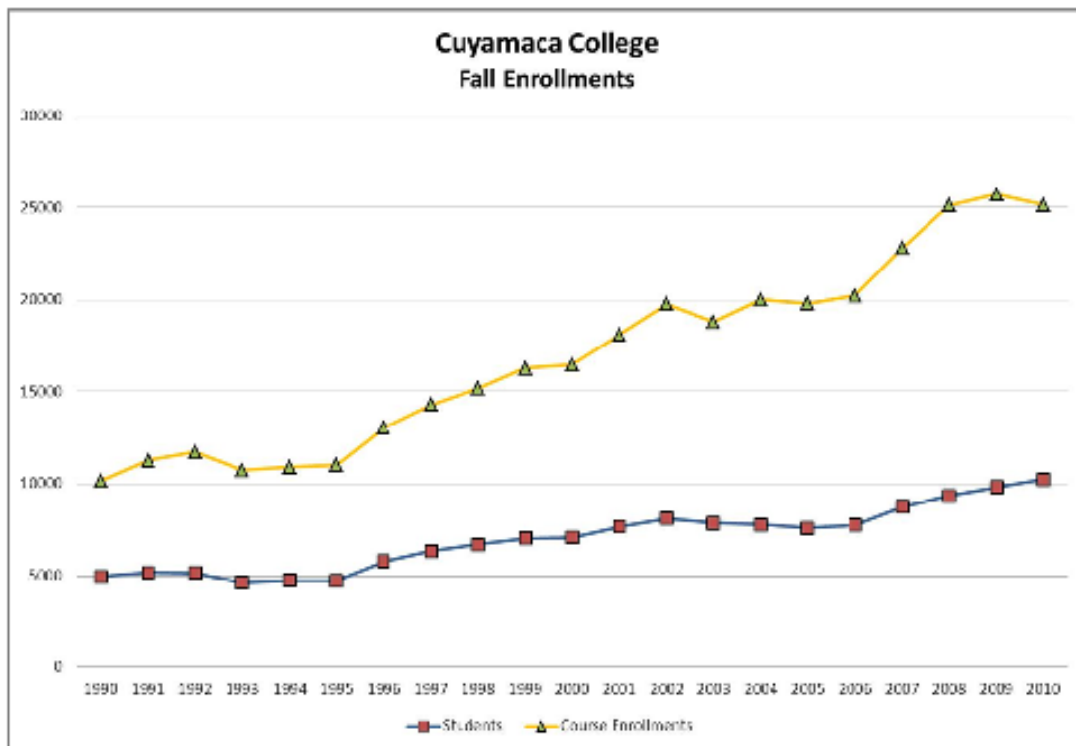
Beautiful \* Dedicated \* Collaborative \* Integrity \* Excellence \*  
Community \* Vision \* Friendly \* Passionate \* Student-Centered \*  
Welcoming \* Innovative \* Teamwork

*Environmental Scan: Student Access and Success*

**Student Characteristics**

**Enrollment.** Cuyamaca College enrolled 10,239 students in fall 2010, more than double the 4,940 students enrolled in fall 1990. The number of student enrollments in courses (seats) has increased even faster, growing 148% between fall 1990 and fall 2010. The college's growth has been particularly fast between 2005 and 2010; both student and course enrollments grew by 35% during that period as new facilities have enabled the college to offer more classes.

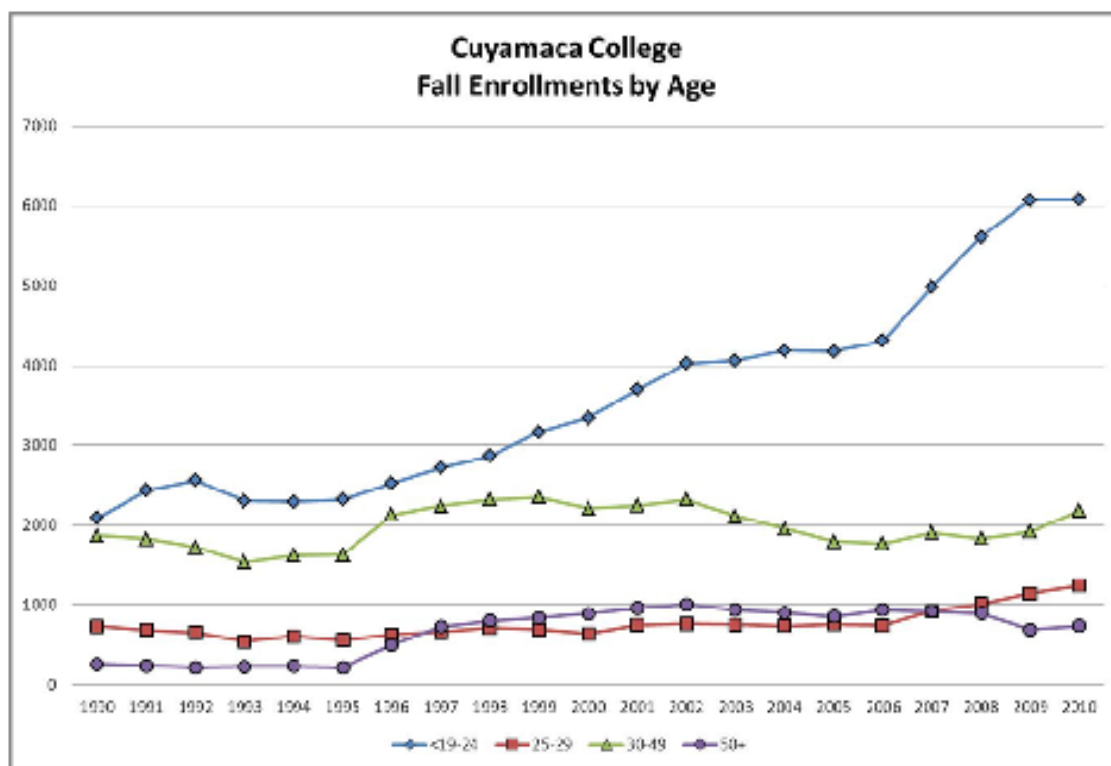
**Figure 6.1 Cuyamaca College Student and Course Enrollments, 1990 - 2010**



**Gender.** In fall 2010, 55% of the students enrolled at Cuyamaca College were female. This is down slightly from 2005, when 57% of Cuyamaca College's students were female, meaning that a greater percentage of male students have been enrolling in recent years.

**Age.** In fall 2010, 59% of the students were age 24 or younger; 12% were between the ages of 25 and 29, 21% were between the ages of 30 and 49, and 7% of the students were over age 50. The number of students age 24 or younger has grown more rapidly since 1990 than any other age group, increasing 192%; the number of students over age 50 had the second largest growth, increasing 185% between 1990 and 2010.

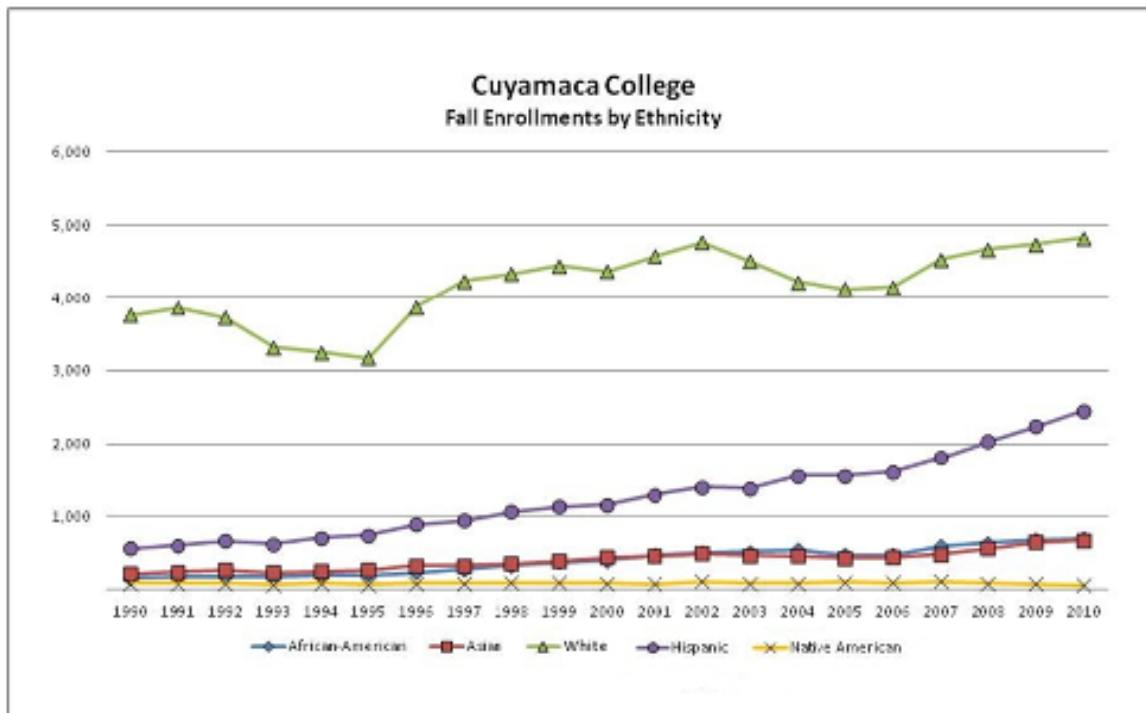
Figure 6.2 Fall Course Enrollments by Age, Cuyamaca College



When the number of courses that students enrolled in is considered (rather than the number of students), the fastest growth was among students over age 50, with their number of course enrollments increasing 312% between 1990 and 2010. Course enrollments by students age 24 or younger grew second fastest since 1990, increasing 204%. The number of course enrollments by students between the ages of 30 and 49 increased by 59% over the past two decades.

**Ethnicity.** In fall 2010, about 47% of the students were White, 24% were Hispanic, 7.3% were Asian/Pacific Islander, 6.8% were African-American, and 13% were "other" (which may include mixed race/ethnicity). The racial and ethnic composition of the student body has been changing; the percentage of Cuyamaca College students who are White dropped from 54.3% in 2004 to 47.1% in 2010, while the percentage of students who are Hispanic increased from 21.5% to 24% during that time period.

Figure 6.3 Fall Enrollments by Ethnicity, Cuyamaca College



**Primary language.** In fall 2010, about 87% of the students at Cuyamaca College reported that English is their primary language – up about 2 percentage points from 2007, when 85% of students reported that English is their primary language.

**Citizenship.** In 2010, 83.8% of the students at Cuyamaca College were U.S. citizens, down from 88.8% in 2004. The percentage of students who are permanent residents increased by just over 1 percentage point between 2004 and 2007 (from 6.4 to 7.5%). The percentage of students on a student visa dropped by 2.7 percentage points between 2004 and 2010.

The biggest percentage point increase is in the percentage of students who are refugees or asylees; between 2004 and 2010, the percentage of students at Cuyamaca College who are refugees or asylees increased by 6.1 percentage points. This reflects the increase in the total number of refugees who came to San Diego County during that time.

**Table 6.1 Citizenship of Cuyamaca College Students, in Percent**

	2004	2007	2010
U.S. Citizen	88.8	88.8	83.8
Permanent Resident	6.4	6.0	7.5
Temp Resident	0.1	0.1	0.2
Refugee/Asylee	1.1	1.0	7.2
Student visa	3.1	3.3	0.4
Other	0.5	0.9	1.0

**Student residence within the GCCCD District boundaries.** Almost 75% of Cuyamaca College students live within the GCCCD boundary area.

**Table 6.2 Residency Status (%)**

	2004	2007	2010
GCCCD resident	79.1	78.6	74.9
Non-GCCCD, CA res	18.3	18.8	22.1
Non-CA resident	1.0	1.0	1.8
Non-resident exempt	0.8	0.9	0.8
International student	0.8	0.7	0.5

**Student educational status.** In fall 2010, 9.7% of Cuyamaca College students were new high school graduates, 13.5% were new GCCCD students, 73.8% were continuing or returning students, and 3% were high school students earning college credit.

**Student educational goals.** The percentage of students who enter college with the goal of earning a degree or transferring to a four-year institution has increased over the past five years, increasing from 49% in fall 2006 to 57% in fall 2010. The second largest group of students is those who are undecided about or did not report their educational goal; 22% of entering students were undecided about their educational goal in both 2006 and 2010.

The percentage of students attending Cuyamaca College to earn a vocational degree (or transfer in a vocational program) stayed stable at 3%; the percentage of students coming to the college for basic skills instruction decreased slightly, from 10% in 2006 to 9% in 2010. The percentage of students declaring that their educational goal was to plan or maintain their career dropped significantly, from 16% in 2006 to 10% in 2010.

*The percentage of students who enter college with the goal of earning a degree or transferring to a four-year institution has increased over the past five years, increasing from 49% in fall 2006 to 57% in fall 2010.*

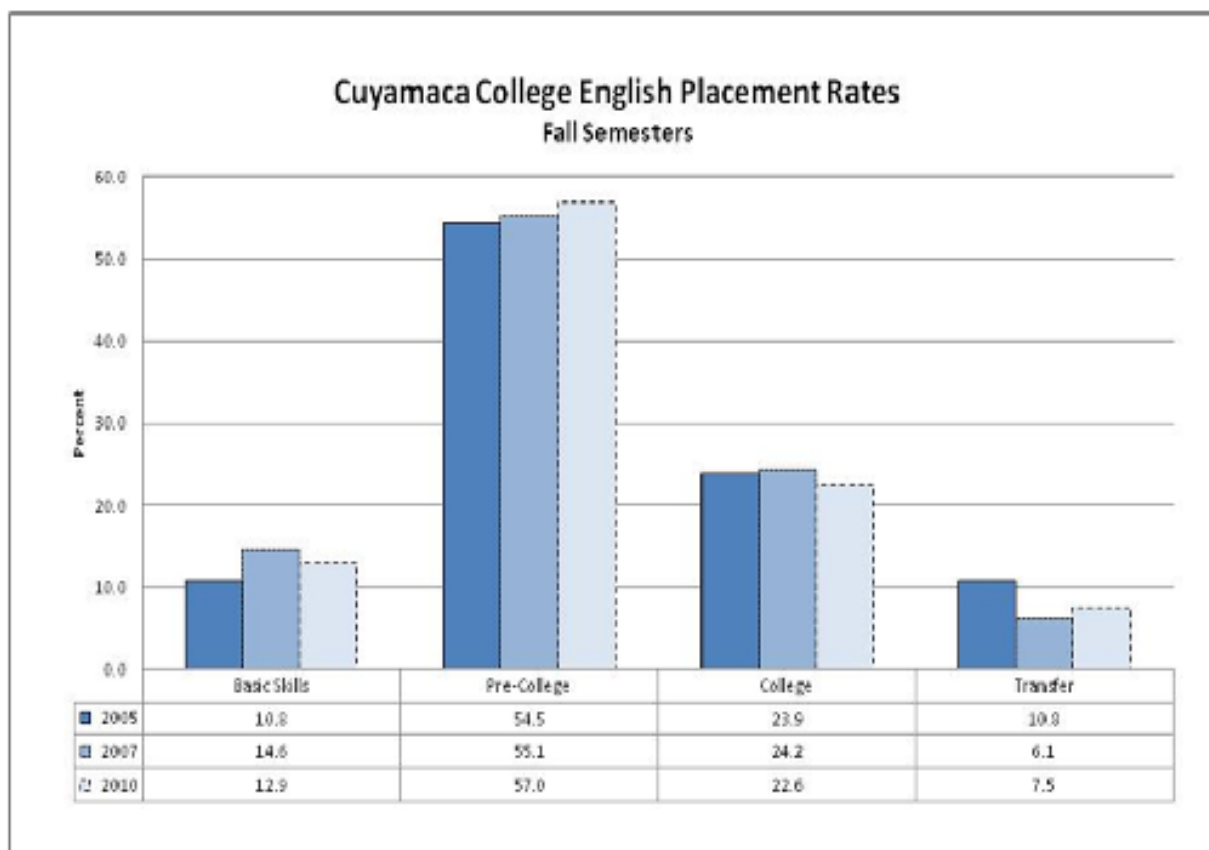
*The percentage of students who are prepared for college-level or transfer-level coursework in English has decreased since 2005.*

### **Student preparation and placement into basic skills courses.**

The percentage of students who are prepared for college-level or transfer-level coursework in English has decreased since 2005. In fall 2010, 30.1% of new students tested ready for college- or transfer-level coursework in English, down from 34.7% in fall 2005.

In fall 2010 about 57% of the students tested into pre-college-level English courses, up from around 54% in 2005. The percentage of students placing into the lower levels of basic-skills English courses (English 90) also rose from 2005, to 12.9% (although the rates had dropped a bit from their highs in fall 2007). It should be noted that only 40% of new Cuyamaca students took the English assessment tests in fall 2010.

Figure 6.4 Cuyamaca College English Placement Rates



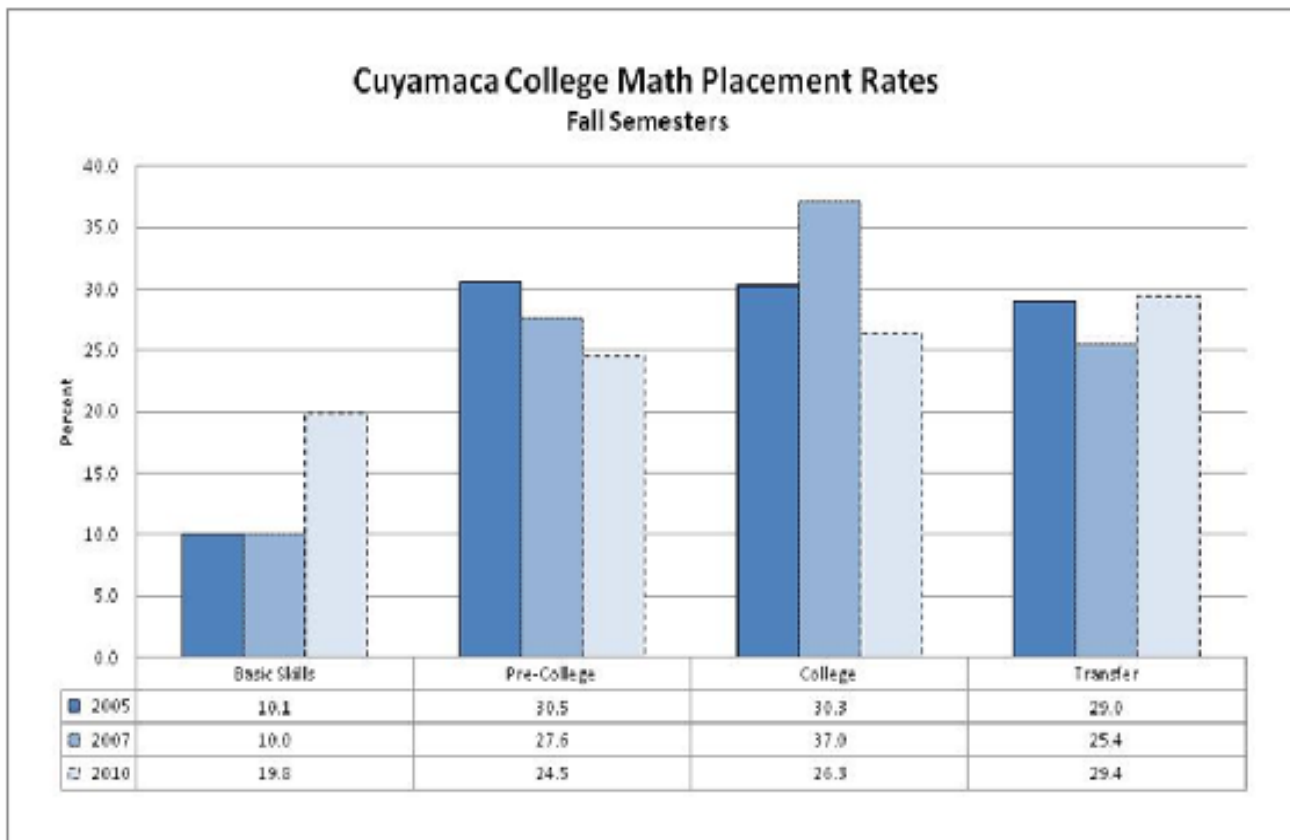
Students were somewhat more likely to be prepared for college-level or transfer-level coursework in mathematics. In 2010, 55.7% of new students tested ready for college or transfer level coursework in math – more than the percentage who tested ready for these levels of coursework in English but down from 59.3% in 2005.

Just over 44% of new Cuyamaca College students were not ready for college-level math. The percentage of students testing into the lowest level, basic skills math courses (Math 88 or below) nearly doubled between 2005 and 2010, going from 10.1% in fall 2005 to 19.8% in fall 2010. Just over half of the new students in the fall 2010 semester (51.6%) completed assessment tests in mathematics.



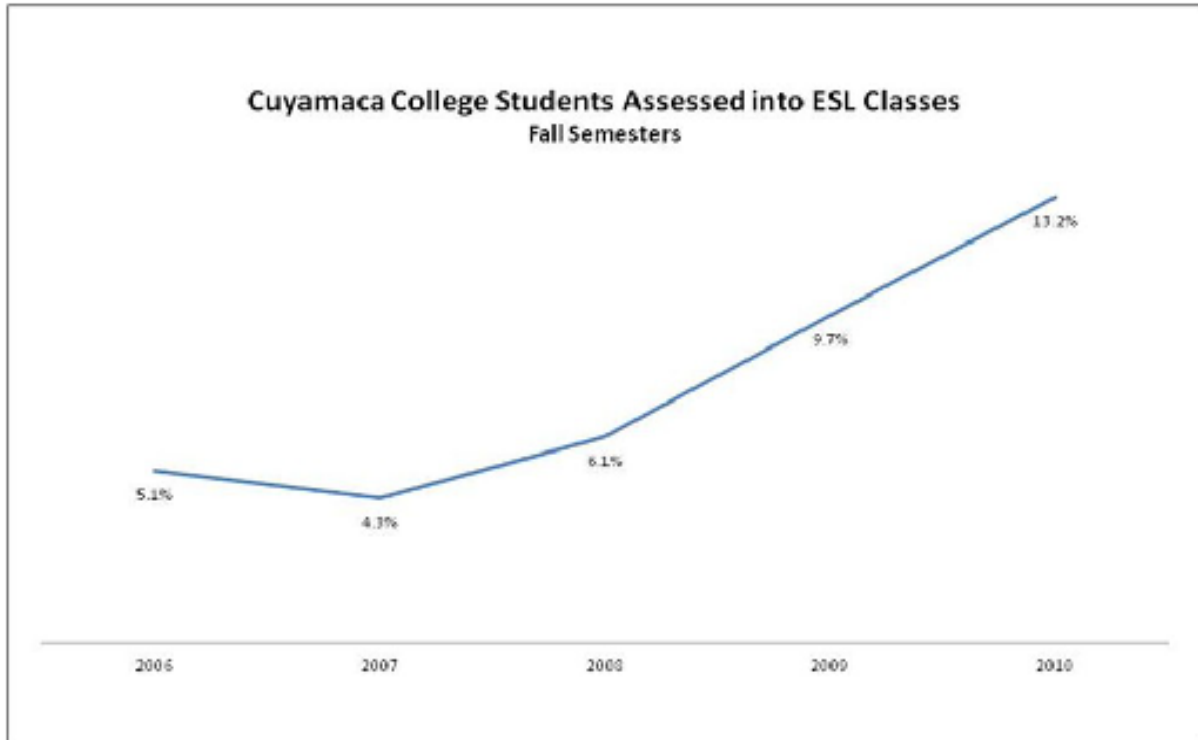
Figure 6.5 Cuyamaca College Math Placement Rates

In fall 2010, 13.2% of the new students at Cuyamaca College were assessed in their English as a Second



Language (ESL) skills. This assessment rate is the best data available about student need for ESL classes, but may be an underestimate of the total number of students needing ESL.

Figure 6.6 Percentage of Cuyamaca College Students Assessed into ESL Classes



In fall 2010, a little more than 46% of the students assessed in ESL tested into an introductory, non-college level course (ESL 070 or ESL 080), and another 26.7% tested into the first core (but non-college credit) ESL course, ESL 096. Just over 27% of the students assessed in ESL at Cuyamaca College in fall 2010 tested into a college-credit-level ESL course (ESL 100, 103, 106, or 110).

**Student enrollments in credit and online classes.** Most Cuyamaca College students in fall 2010 (93.3%) were enrolled in credit courses (up from 69% in 2004). About 80% of the students attend during the day, with the others attending either only at night (17%) or attending both day and night classes (3%). About 39% of students enrolled in occupational classes.

Although 57% of Cuyamaca College students tested into pre-college or basic skills courses in English and 44.3% tested into pre-college or basic skills math, most Cuyamaca College course sections (83%) offered transfer-level coursework, and 10% of course sections were degree-applicable but non-transfer courses.

In fall 2010, 15.9% of the 24,639 credit course enrollments were in fully online courses, and other 5.9% were in hybrid courses (a combination of online and in-person).

**Student Outcomes**

**Units attempted and completed.** Almost one-quarter of the students enrolled in fall 2010 (24.5%) attempted at least twelve units; 38% attempted at least nine units. Almost 43% of students took fewer than six units in fall 2010.

**Table 6.3 Semester Units Attempted and Completed**

Fall 2010 units	% Attempted	% Completed
0.0	-	20.5
0.1 - 5.9	42.9	38.0
6.0 - 8.9	19.4	17.2
9.0-11.9	13.1	11.1
12.0 and above	24.5	13.2

Many students did not complete the units they attempted (finishing the course with a grade of D or higher). In fall 2010, 20.5% of students did not complete any semester units; about 54% of the students who attempted 12 or more semester units finished at least 12 units.

**Course success.** While course completion is defined as finishing the course with a valid grade other than W, success is defined as finishing the course with a grade of A, B, C or Credit. In fall 2010, one third of the students were not successful ; 16.4% withdrew before the semester ended, and another 16.3% did not pass the course. About the same percentage of males and females withdrew from a class, but female students were somewhat more likely to pass the course. African-American students were most likely to withdraw from a class, and had lower success rates than did students of other races and ethnicities. Hispanic students were also more likely to withdraw than were Asian or White students, and had lower success rates than Asian and White students.

Table 6.4 Course Completion and Success Percentages

Fall 2010	Completion	Success
<b>Overall</b>	83.6	67.3
<b>Age</b>		
<20	86.8	66.4
20-24	81.4	65.2
25-29	81.6	66.0
30-49	82	70.6
50+	83.9	74.3
<b>Gender</b>		
Female	83.6	69.1
Male	83.5	65.1
<b>Ethnicity</b>		
Asian	83.0	70.4
African-American	79.2	52.9
Hispanic	82.8	62.8
White	84.5	71.0
Other/not reported	84.4	68.6

**Success in online courses.** In fall 2007, about 53% of students were successful in an online course, compared to a 61% success rate for students in traditional lecture/lab courses. Success rates for both types of courses increased by fall 2010, when 69% of students in traditional lecture-lab courses were successful, and 59% of students in all-online courses were successful. Hybrid/blended learning courses, which use both online and classroom instruction, were introduced in fall 2008. By fall 2010, students in hybrid courses were much more successful than were students who took all-online courses (67% compared to 59%), and almost as successful as students in traditional courses (67% compared to 69%).

**Semester Grade Point Average (GPA).** In fall 2010, 55.1% of Cuyamaca College students earned at least a 3.0 GPA. However, more than 22% of students earned a GPA of under 2.0, the minimum cumulative grade point average needed to transfer to a CSU. Another 16.3% earned a GPA between 2.0 and 2.5, and 6.3% earned a GPA between 2.6 and 2.9.

**Degrees and certificates awarded.** In 2009/2010, Cuyamaca College awarded 372 associate degrees and 128 certificates. The number of associate degrees that the college awarded declined and then rebounded between the 2005/2006 and the 2009/2010 academic years. However, the number of certificates that Cuyamaca College awarded dropped by more than 38% between the 2007/2008 academic year and the 2008/2009 academic year (from 226 to 140), and declined further in the 2009/2010 academic year (to 128). This coincides with the timing of the recession that started in December 2007, ended in June 2009, and has been followed with an extended period of economic stagnation.

**Table 6.5 Degrees and Certificates Awarded  
2005/'06 to 2009/'10**

Academic Year	Districtwide			Cuyamaca College	
	Degrees	Certificates		Degrees	Certificates
2005/2006	1,459	551		414	205
2006/2007	1,500	575		373	213
2007/2008	1,598	572		389	195
2008/2009	1,517	510		349	141
2009/2010	1,495	492		372	129

**Transfer to four-year institutions.** The number of students from Cuyamaca College who transferred to a four-year institution increased almost 47% between 2004 and 2010.

**Table 6.6 Fall Transfers to Four-Year Universities  
within 6 years of attending Cuyamaca College**

Units	2004	2007	2010
Completed <30 units	391	428	637
Completed 30+ units	182	224	204
Total	573	652	841

An increasing percentage of students transfer to a private or out-of-state four-year institution. The total number of students who transferred to a California State University campus or a University of California campus decreased between the 2005/06 academic year and the 2009/10 academic year.

Table 6.7 Transfers to CSU and UC

Univ. Transfer	2005/06	2007/08	2009/10
CSU	276	230	196
UC	44	39	37
Total	320	269	233

Continuation at the four-year institution. About 84% of Cuyamaca College students who transferred to a CSU campus in 2008/2009 enrolled again in the following year, slightly below the 85% average continuation rate for all CSU transfer students.



## Cuyamaca College Priorities

### A. *Student Access*

#### A.1 *Make learning accessible*

A.1.1 Provide comprehensive educational services for the community we serve

A.1.2 Provide comprehensive educational services for all students, including emerging and growing populations, such as:

- ♦ Active duty military, veterans, and their families
- ♦ Socially, demographically, and economically diverse
- ♦ Academically underprepared
- ♦ Refugees, asylees and immigrants
- ♦ Non-native English speakers students

A.1.3 Increase public transportation to the college, with express buses to the campus from transportation centers and trolley lines

A.1.4 Develop a strategic plan for distance education that identifies college program priorities and includes instructional standards and professional development

#### A.2 *Provide clear direction for student success and completion throughout the College entry process*

A.2.1 Maximize student access to One-Stop services by restructuring and reorganizing the delivery of matriculation, enrollment, registration and support services

A.2.2 Require students to participate in a mandatory and comprehensive matriculation process that includes staff and peer orientation, skills assessment, and academic and financial aid advising

- A.2.3 Ensure that students develop a college/career goal, a program of study, and an individualized plan that identifies specific steps to goal completion
- A.2.4 Make student services available online through a comprehensive student web portal that operates as an online One-Stop
- A.3. Enhance community awareness of the educational, social, arts, cultural, and athletic opportunities available at the college

**B. Student Learning and Success**

- B.1 Continue to develop as a comprehensive college by offering a complete range of fully supported programs and services
  - B.1.1 Explore, promote, and implement educational programs that are forward thinking, technologically sound, relevant and that prepare students to excel in their chosen field of study, university transfer and career
  - B.1.2 Promote a culture of innovation that is cutting edge, self-reflective, and responsive to the ever changing, technological and complex world in which our students must excel
  - B.1.3 Ensure students can access the courses they need to complete a degree or certificate in a timely manner
  - B.1.4 Provide courses that align with student needs, and that are offered regularly and on a varied schedule
- B.2 Increase K-12 student, parent and community awareness and readiness for college and career training

*Explore, promote, and implement educational programs that are forward thinking, technologically sound, relevant and that prepare students to excel in their chosen field of study, university transfer and career.*



- B.2.1 Strengthen partnerships with feeder schools to support student outreach
  - B.2.2 Identify barriers to new student participation in college and career education, and work with K-12 schools to ameliorate them
  - B.2.3 Work collaboratively with local high schools to align curriculum and programs, effectively remove potential barriers, and promote success as students matriculate from these high schools to Cuyamaca College
- B.3 Promote student behaviors that lead to successful learning and achievement of their educational goals, including life-long learning
- B.3.1 Promote and actualize the idea that “Graduation Starts Today” as a distinguishing characteristic of our institution
  - B.3.2 Establish Cuyamaca College's reputation as the “Premier College for Completion” through the implementation and promotion of effective teaching and learning practices and student support services
  - B.3.3 Create an effective mix of automated educational planning systems and in-person counseling
  - B.3.4 Provide in-person and web-based access to high quality academic and student support services that are available just in time to meet student needs and life-long learning
  - B.3.5 Ensure that all students have online access to their individualized education plan, which identifies their educational goals and their plans to achieve them
- B.4 Provide multiple pathways to learning and success that facilitate student completion of personal and educational goals

*Promote and actualize the idea that “Graduation Starts Today” as a distinguishing characteristic of our institution.*

- B.4.1 Support structured and intentional approaches to student learning and achievement
- B.4.2 Provide condensed, accelerated, and contextualized English as a Second Language and basic skills programs
- B.4.3 Develop more fully and further implement instructional programs and student support services to facilitate student attainment of key momentum points such as passing a transfer-level English or math class
- B.4.4 Provide short term certificates that offer opportunities for employment and sequence into more advanced certificates and degrees
- B.4.5. Provide multiple avenues for student engagement

B.4.5.1 Develop a step-by-step program for college success that makes family members aware of student needs and how to support student success

B.4.5.2 Embed engagement strategies in a comprehensive student web portal

B.4.5.3 Develop and implement engagement strategies tailored to the needs of diverse populations of learners to help close the achievement gap

B.4.5.4 Continue to align and integrate efforts between instructional and student support services to improve

- B.5 Streamline pathways to course sequence and degree or certificate completion by using student outcomes and completion data to inform decisions about which courses are critical to include in each program of study
- B.6 Enhance partnerships with four-year colleges and universities to facilitate articulation and transfer

*C. Value and Support of Employees*

- C.1 Support the development and implementation of a comprehensive Human Resources Plan that addresses the following key needs:
  - C.1.1 Promote the college's commitment to diversity, equity, and inclusion
    - C.1.1.1 Strive to have the employee population reflect the community demographics
  - C.1.2 Ensure staffing levels support a comprehensive college that meets student needs
    - C.1.2.1 Increase Cuyamaca College's full-time: part-time faculty ratio to meet or exceed state standards
    - C.1.2.2 Ensure that appropriate and equitable administrative and classified staffing is established for all college programs and services
  - C.1.3 Attract, recruit, and retain diverse, highly-qualified employees
  - C.1.4 Develop and implement a robust orientation and mentoring process for new employees
- C.2 Support a culture of continuous, career-based professional learning for all employees
  - C.2.1 Provide all employees with training to promote student learning and success
  - C.2.2 Focus professional development on career pathways, cultural competencies, and leadership development
  - C.2.3 Develop succession plans that provide career ladder opportunities for employees through technical training, education and personal and professional development
- C.3 Provide health and wellness programs and activities for all employees
  - C.3.1 Offer on-campus and off-campus opportunities for health and wellness

Strive to have the employee population reflect the community demographics

C.3.2 Implement the Cuyamaca Way to create a collegial and supportive work environment that recognizes the social and emotional needs of employees

C.3.3 Actively disseminate information about employee assistance programs (EAP)

C.4 Support a culture of innovation for new approaches and improvements in all areas of the institution

*D. Economic and Community Development*

D.1 Research, develop and implement a collaborative strategy to meet the workforce training needs of the community

D.2 Collaborate with business, educational institutions, and community workforce development organizations to create an East County Workforce Solutions and Training Center

D.3 Partner with four-year institutions to provide more access to university degrees to meet the demand in East County

D.4 Develop strong and vibrant Career Technical Education partnerships with local business and industry to ensure that college programs meet economic needs of the community

D.5 Explore the possibilities of the College entering into partnerships to meet the social, educational and health care needs of aging members of the community

D.6 Market programs, facilities, events, and capabilities to community development organizations and potential partners

D.6.1 Support entrepreneurship as a way to address community needs and interests

D.6.2 Develop strategic partnerships with community organizations to support College programs

D.6.3 Create a coherent and well-justified statement that communicates funding challenges to the community

D.6.4 Effectively utilize the noncredit and fee-based programs as pilots for new program development and structuring career ladder options

*Partner with four-year institutions to provide more access to university degrees to meet the demand in East County*

D.6.5 Organize community supporters to help them be a strong voice to communicate college needs to elected leaders

**E. Fiscal and Physical Resources**

E.1 Ensure that resource decisions are transparent, collegial, equitable, driven by strategic priorities for learning and student success, and consider total cost of ownership (TCO) in cooperation and collaboration with Grossmont College

E.2 Update and implement a comprehensive Facilities Master Plan that is driven by student learning and success needs

E.2.1 Build facilities needed to support the College's mission of serving current and future education and workforce training needs of the community.

E.2.2 Refurbish, repair, or replace buildings to address student needs, safety and access standards.

E.3 Update and implement a comprehensive Instructional Technology Plan that identifies and addresses support for innovative and successful teaching, learning, student support, and administrative operations, and includes a funding strategy

E.3.1 Provide technically relevant and up-to-date equipment and software that supports the College's commitment to student success

E.3.2 Develop an equipment and software acquisition, replacement, and re-use plan that promotes currency and efficiency, and features the total cost of ownership (TCO) as a major component and factor

E.3.3 Provide faculty and staff with the training and skill development that allows optimal use of, and instruction in, technology

E.3.4 Maximize the availability of computers on campus for student and employee use

E.4 Evaluate facility use and administrative operations to increase efficiency and cost-effectiveness

- E.5 Support and implement a Sustainability Plan that makes Cuyamaca College a regional leader in responsible and accountable stewardship of all resources

- E.5.1 Integrate cost-effective green practices for facility, landscape, and infrastructure into all facilities planning and operations.

- E.5.2 Minimize use of water, energy, gasoline, and other natural resources

- E.5.3 Use technology to promote resource conservation



- E.6 Identify and secure new sources of revenue to augment traditional funding to advance strategic priorities

- E.6.1 Collaborate with Grossmont College and District Services in grants development and management

- E.6.2 Support activities of the Foundation for Grossmont and Cuyamaca Colleges for fund-raising and friend-raising

- E.6.3 Leverage partnerships with business, industry, education, government, and community-based organizations

- E.6.4 Develop a robust revenue stream derived from contract education, facility rentals, and other innovative practices