



## Information Extracted from 2013 Annual Report

### Student Achievement Data

14a. Successful student course completion rate for the fall 2012 semester: **71.6%**  
Data provided by Institutional Research 3/18/13

14b. Institution-set standard for student course completion rate: **71%**

Fall 2011 69.3%

Fall 2010 67.3%

Fall 2009 66.1%

Fall 2008 64.6%

Based on the average percentage of the differences between years: 1.56% ( $69.3 + 1.56 = 70.86$ )

Data provided in Cuyamaca College Key Performance Indicators Fall 2008- Spring 2012

Question 14b justification (Course Completion):

*The Student Success Taskforce Subgroup suggested:* The recommendation of an institutional-set standard of 83% is based on the average course completion rate for our students over the last eight semesters. [Note 83% is from the KPI for Overall Course Completion Rates, we should have looked at the Overall Course Success Rates, which is reflected in our institution-set standard.]

*The Deans suggested* we look at data from our growth years (04-08), however, that data is not available at this time. With the recent hiring of a new IR dean, this data will be made available. The trends of the growth years (2004-08) and years of contraction (2009-13) will allow us to make a better informed institutional standard, with the possibility of preparing two sets of standards and goal that reflect these trends.

15a. Percent of students retained from fall 2011 to fall 2012 semesters: **47.3%**  
Data provided by Institutional Research 3/18/13

15b. Institution-set standard for student retention percentage: **40%**

Fall 2010 – 2011 39.3%

Fall 2009 – 2010 39.8%

Fall 2008 – 2009 38%

Based on the average percentage of the differences between years: 8.75% ( $39.3 + .875 = 40.175$ )

Question 15b justification (Persistence Rates/Retention):

*The Student Success Taskforce Subgroup suggested:* The recommendation of an institutional-set standard of 70% is based on the traditional standard of satisfactory. We acknowledge that our rate is less than 40%; however given the recent reduction in course offers, due to the State's fiscal crisis, this low rate may not be an accurate reflection of our students' ability to persist.

Our recommended plan is to improve by at least 2% every year to meet our 70% standard. The following are ways in which we are currently addressing this issue:

1. Improving matriculation services, by offering on-line orientations, assessments, and advisement. Providing these services on-line allows students 24-hour access to these resources.
2. Institutionalizing the First Year Experience (FYE) program
3. Applying for a Hispanic Serving Institution (HSI) grant, with a focus on FYE student, supplemental instruction and other wrap-around services
4. Designating Basic Skills funding for college-wide tutoring services
5. Hiring counselors with expertise in high-risk and underrepresented populations (e.g. veterans, FYE)

*The Deans suggested:* The recommendation of an overall institutional-set standard of 40% is based on the varied educational goals of our students and an institutional goal of 50% based on the fluctuate in enrollment and course offerings due to state allocations. Also consideration should be made for students only wanted one or two courses for CTE/work related advancement or professional development. However, there should be an institutional-set standard for our first year students, which could be 70%.

16a. Number of students who received a degree in the 2011-12 academic year: **474**  
Data provided by Institutional Research 3/18/13

16b. Institution-set standard for student degree completion number: **475**  
# of Students

2011-2012	482
2010-2011	440
2009-2010	377
2008-2009	353

Based on the average percentage of the differences between years: 8% ( $.08 * 440 = 35.2$ ) ( $440 + 35.2 = 475.2$ )

17a. Number of students who transferred to 4-year colleges/universities in 2011-2012: **1,363**  
Data provided by Institutional Research 3/18/13

17b. Institution-set standard for student transfer to 4-year colleges/universities: **822**

Fall 2012	1,363	[7,992 total enrollments 17.0%]
Fall 2011	754	[8,137 total enrollments 9.26%]
Fall 2010	841	[10,684 total enrollments 7.87%]
Fall 2009	930	[13,096 total enrollments 7.10%]
Fall 2008	676	[12,614 total enrollments 5.36%]

Based on transfers to 4-year colleges data from IR (National Clearinghouse)

Standard based the average percentage of the differences between years: 9% ( $.09 * 754 = 68$ )  
( $754 + 68 = 822$ )

There were discussions regarding what the percentage should be based on, with regard to setting a standard. The discussion included how we should define transfer. The following are two sets of data utilizing the different ideas regarding a definition.

Information regarding students' preparation for transfer:

2011-2012	396
2010-2011	343
2009-2010	351
2008-2009	323

Based on courses stated in catalog to "prepare" for a 4-yr degrees:

2011-2012	527
2010-2011	387
2009-2010	250
2008-2009	87

Based on "Transfer Ready" which includes:

1. GPA of over 2.0
2. Completed at least 60 degree applicable units
3. Took a course in 2011 Summer, 2011 Fall or 2012 Spring
4. Indicated a desire to transfer on educational goal (This number may be inflated due to financial aid requirements nor is it listed in priority)
5. Did not take a course in the following semester
6. Took a transferable math course, COMM-120 or COMM-124 or ENGL-120 Or ENGL-124

18a. Number of students who completed certificate requirements and received a certificate in the 2011-12 academic year: **242** (We are only counting Certificates of Achievement)  
Data provided by Admissions & Records 3/13/12

18b. Institution-set standard for student certificate completion number: **224**

2011-2012	242
2010-2011	198
2009-2010	158
2008-2009	155

Based on the average percentage of the differences between years: 13% ( $.13 * 198 = 25.74$ ) ( $198 + 26 = 224$ )