

ACCJC Annual Report 2025

Due: April 11, 2025

Support Contacts

For technical support:

Tom Lane (tlane@accjc.org)

For all other questions:

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Background: About the ACCJC Annual Report

In accordance with federal regulations and the Commission [Policy on Monitoring Institutional Performance](#), ACCJC applies a set of annual monitoring and evaluation approaches to assess member institutions' strengths, stability, and ongoing alignment with the Standards during the course of the accreditation review cycle. The Annual Report (AR) is one of the tools used for this process. Using institutions' self-reported data, the ACCJC Annual Report collects headcount information to monitor institutional growth (including growth in distance and correspondence education) and institution-set standards for key indicators of student achievement, licensure exam pass rates, and job placement rates.

To assist you as your institution prepares its responses, you can find additional information, data definitions, and a printable version of the 2025 survey questions at <https://accjc.org/wp-content/uploads/Annual-Report-Instructions-and-Questions-1.pdf>.

Technical Notes for the 2025 Annual Report Survey

The 2025 Annual Report collects data for the three-year period that includes 2021-2022, 2022-2023, and 2023-2024.

Additional information and data definitions are provided in the instruction text where relevant.

All questions with an * are required.

If a question is not applicable, please enter n/a.

If you are copying and pasting figures from a Word or PDF document, please ensure your numbers don't have extra (trailing) spaces in the end.

Answers are saved automatically, and can be accessed and revised as many times as needed prior to submission.

Use the "Section Navigator" buttons on the next page to jump between sections.

Submitting the 2025 Annual Report Survey

To submit a final copy, follow the instructions in the Final Step page of the online survey. When the survey has been submitted, the College ALO and the individual completing the survey (if different) will receive email confirmation of submission and a copy of the survey responses. ACCJC will forward a final PDF copy of the Annual Report to the ALO and CEO for final review (and adjustment, if needed). If no corrections or adjustments are needed, the PDF copy will stand as the final, certified copy of the Annual Report.

This is the Section Navigator which will allow you to jump to any sections of the survey. You can complete the sections in any order and if you need to return to the main page, please use the back button.

To begin or return to a section, please click the **Answer** button.

The **Next** button at the bottom of this page will bring you to the final page of the survey. You will not be able to proceed until all sections of the survey have been completed.

If you can't complete a section in one sitting, click **Back** to navigate back to the section navigator to complete a different section.

Questions marked with an * are required.

Confirm college name:

Cuyamaca College

Name of individual preparing report:

Brianna Hays

Phone number of person preparing report:

619-660-4380

Email of person preparing report:

brianna.hays@gcccd.edu

For numerical fields, commas can be entered to delineate 1000s (e.g. 1,000,000).

5. Total unduplicated headcount enrollment for last three years:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

2021-2022

12427

2022-2023

12934

2023-2024

13548

5a. The table below shows an auto-calculation of year-to-year changes in unduplicated headcount for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	12427	12934	13548
% Change from Prior Year:		4.08%	4.75%

5b. If your institution experienced an increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2021-2022

12271

2022-2023

12746

2023-2024

13342

6a. The table below shows an auto-calculation of year-to-year changes in degree-applicable enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	12271	12746	13342
% Change from Prior Year		3.87%	4.68%

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Anthropology (73% decrease - historically low enrollment); Ethnic Studies (68% increase - new program with full-time faculty member and new courses); Geology (56% increase); Kumeyaay Studies (89% increase - new courses and shift of courses into this department); Physics (60% increase)

7. Do you offer Distance Education?

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

Yes

7a. Total unduplicated headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are offered 100% in the distance education modality in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2021-2022

10917

2022-2023

10640

2023-2024

11113

7b. The table below shows an auto-calculation of year-to-year changes in distance education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	10917	10640	11113
% Change from Prior Year		-2.54%	4.45%

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

7d. Total unduplicated degree-applicable headcount enrollment in distance education in the last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are offered 100% in the distance education modality in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2021-2022

10834

2022-2023

10561

2023-2024

11047

7e. The table below shows an auto-calculation of year-to-year changes in degree-applicable distant education for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	10834	10561	11047
% Change from Prior Year		-2.52%	4.60%

7g. % of all students that took at least one degree applicable distance education course:

2021-2022

88%

2022-2023

82%

2023-2024

82%

7h. % of all degree applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2021-2022

59%

2022-2023

57%

2023-2024

56%

8. Do you offer Correspondence Education?

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 7, above).

No

8a. Total unduplicated headcount enrollment in all types of Correspondence Education for last three years:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 7, above).

8b. The table below shows an auto-calculation of year-to-year changes in correspondence education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:			
% Change from Prior Year		%	%

9a. Does your institution participate in Title IV funding?

Yes

9b: List the current Graduation Rate per the US Education Department College Scorecard.

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

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9c: List the current Transfer Rate per the US Education Department College Scorecard.

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, click on View School and scroll to the Graduation & Retention drop-down. After you expand the section, you will see the % of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

40

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

College established dashboard

11a. Please provide a link to the exact page on your institution's website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution's entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

<https://www.cuyamaca.edu/about-cuyamaca-college/planning/evaluation.php>

11b. Please review and score your institution's website on the [Rubric for Effective Institutional Outcome Transparency](#)

Score

6

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution's public website? (100 words)

Cuyamaca College is committed to continuous improvement and innovation. The Institutional Effectiveness, Success, and Equity (IESE) Office is developing an Institutional Effectiveness Report with highlights of key performance indicators on the college home page for the campus and community. This will be linked to the college home page and will include a summary of discussion priorities from the College's spring planning workshops. The College regularly disaggregates data on key performance indicators and publishes timely data. The IESE Office is also redesigning its webpages with the end-user in mind in an effort to improve campus and community access to data.

12. Course Completion Rates

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

	2021-2022	2022-2023	2023-2024
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	75%	75%	75%
12b. List your stretch goal (aspirational) for successful student course completion rate:	77%	77%	77%
12c. List the actual successful student course completion rate:	74%	74%	77%

13. Does your college offer Certificates for 16 or more units/credits?

For the purposes of the Annual Report, report only certificate awards for 16 or more units.

Yes

13a. Type of Institutional-set standard for certificates: (Please select one option from the menu):

Number of certificates

13. Certificates

	2021-2022	2022-2023	2023-2024
13a. List your Institutional-Set Standard (floor) for certificates:	200	200	200
13b. List your stretch goal (aspirational) for certificates:	250	250	250
13c. List actual number or percentage of certificates:	240	163	144

14. Type of Institutional-set standard for associate degrees: (Please select one option from the menu):

Number of degrees

14. Associate Degree (A.A./A.S.)

	2021-2022	2022-2023	2023-2024
14a. List your Institutional-Set Standard (floor) for degrees:	900	900	900
14b. List your stretch goal (aspirational) for degrees:	1100	1100	1100
14c. List actual number or percentage of degrees:	1011	892	912

15. Does your college offer a Bachelor's Degree (B.A./B.S.)?

No

16. Does your college offer a Direct Assessment Program? (*Direct Assessment is a form of Competency Based Education as discussed in ACCJC's [Policy on Competency Based Education](#). ACCJC has included this section in the Annual Report Survey in anticipation of colleges seeking to implement Competency Based Education programs using the Direct Assessment approach and will be required to report this data upon the delivery of their programs to students.*)

No

17. Does your college offer Transfer Programs?

Yes

17a. Type of Institute-set standard for transfers (Please select one option from the menu):

Number of transfers

17. Transfer

	2021-2022	2022-2023	2023-2024
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	525	525	525
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	565	565	565
17c. List actual number or percentage of students who transfer to a 4-year college/university:	478	413	447

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

No

19. Does your college offer Career and Technical Education Programs?

Yes

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-2023 job placement rate will be the number of students who completed the program in 2021-2022.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-2022, you do not need to report a job placement rate for 2022-2023. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Our institution has programs that meet these conditions.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

Program

Environmental Management

Institution-Set Standard (%) (Floor)

70

Stretch (Aspirational) Goal (%)

90

2021-2022 Job Placement Rate

75

2022-2023 Job Placement Rate

86

2023-2024 Job Placement Rate

80

Program

Accounting

Institution-Set Standard (%) (Floor)

80

Stretch (Aspirational) Goal (%)

85

2021-2022 Job Placement Rate

79

2022-2023 Job Placement Rate

72

2023-2024 Job Placement Rate

62

Program

Real Estate

Institution-Set Standard (%) (Floor)

60

Stretch (Aspirational) Goal (%)

74

2021-2022 Job Placement Rate

53

2022-2023 Job Placement Rate

56

2023-2024 Job Placement Rate

71

Program

Automotive Technology

Institution-Set Standard (%) (Floor)

90

Stretch (Aspirational) Goal (%)

100

2021-2022 Job Placement Rate

86

2022-2023 Job Placement Rate

88

2023-2024 Job Placement Rate

82

Program

Water/Wastewater Technology (All Water/Wastewater Programs)

Institution-Set Standard (%) (Floor)

60

Stretch (Aspirational) Goal (%)

70

2021-2022 Job Placement Rate

88

2022-2023 Job Placement Rate

81

2023-2024 Job Placement Rate

88

Program

Early Childhood Education

Institution-Set Standard (%) (Floor)

90

Stretch (Aspirational) Goal (%)

95

2021-2022 Job Placement Rate

55

2022-2023 Job Placement Rate

71

2023-2024 Job Placement Rate

67

Program

Preschool Children

Institution-Set Standard (%) (Floor)

90

Stretch (Aspirational) Goal (%)

95

2021-2022 Job Placement Rate

52

2022-2023 Job Placement Rate

59

2023-2024 Job Placement Rate

56

Program

Paralegal Studies

Institution-Set Standard (%) (Floor)

60

Stretch (Aspirational) Goal (%)

84

2021-2022 Job Placement Rate

100

2022-2023 Job Placement Rate

85

2023-2024 Job Placement Rate

84

Program

Business Administration

Institution-Set Standard (%) (Floor)

60

Stretch (Aspirational) Goal (%)

74

2021-2022 Job Placement Rate

83

2022-2023 Job Placement Rate

76

2023-2024 Job Placement Rate

77

20. Please use this text box to provide any comments or context regarding the data submitted in this report (optional, no word limit).

Employment rate data are provided for programs with 10 or more cohort members in the reporting year. Data are sourced from the California Community Colleges Chancellor's Office Perkins Core Indicator Reports by Taxonomy of Program (TOP) Code, which for some rows of data includes multiple programs under the same TOP Code.

In this Annual Report, ACCJC seeks to gain additional insights from our member institutions. Regarding student achievement data, these questions seek to learn more about how colleges are advancing student achievement, challenges faced, and support needed.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved. (max 200 words)

Cuyamaca College's commitment to equitable student access and outcomes, as codified in its mission, vision, and values, is a strong driver for institutional successes, including recent increases in successful course completion rate and overall student headcount. The College regularly reviews data at the institutional level, department or academic program level, and at the service area level and practitioners take community-based, innovative approaches to serving students more equitably. This is evidenced in the College's acceleration work in math, English, and English as a Second Language, dual enrollment efforts, community outreach, and equity-minded communities of practice. The campus community is authentically committed to serving students and advancing students' social and economic mobility through its career education programs, courses offered in partnership with community and K-12 agencies and organizations, and alignment of efforts across the Grossmont-Cuyamaca Community College District. The College's faculty have greatly expanded open educational resources to support more equitable access to course materials, and strong efforts to support students in distance education classes have resulted in closing gaps overall between on-campus and distance education course success. The College continues to assess equity gaps and support innovation and improvement to processes, professional learning, and technology in support of its mission.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle? (max 200 words)

Any opportunity to learn best practices from other member institutions is helpful in supporting institutional student success goals over the next three years. Guidance, templates, and models/examples are incredibly useful.

Final Step

Thank you for completing the survey. Please take a moment to review your submission. If you need to make any changes, you can click the back button or the navigation buttons below. When you are ready, please click the submit button at the very bottom on the survey.

By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.

Check to confirm and acknowledge

Thank you for your submission!

ACCJC emails copies of the final submission to the ALO and CEO of each institution. Please contact support@accjc.org if your institution does not receive a final copy.