



CUYAMACA COLLEGE



CUYAMACA
· COLLEGE ·

REVIEW OF CAREER EDUCATION PROGRAMS 2021-2022





INTRODUCTION

In keeping with California Education Code 78016 which states that "Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district." Program reviews for this report have been conducted in the following career education programs at Cuyamaca College:

- Accounting
- Automotive & Electronics Technology
- Business
- Business Office Technology
- Computer Aided Design and Drafting (CADD) and Advanced manufacturing
- Computer and Information Science
- Child Development
- Entrepreneurship

Definitions and Data Sources

Term definitions and data sources used in compiling this report

LABOR MARKET DEMAND

<http://www.labormarketinfo.edd.ca.gov/Content.asp?pagejd=1011>

TOP CODE

The Taxonomy of Programs (TOP) is a system of numerical codes, used at the state level, to collect and report information on programs and courses, in different colleges throughout the state, which have similar outcomes.

SOC CODE

The Standard Occupational Classification (SOC) system is developed and maintained by the Federal Bureau of Labor Statistics and is used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. S8or M3N New employment positions created by growth in the industry

PERCENT

Percent of increase (decrease) in New Jobs over the 10-year period REPLACEMENTS Employment openings created by current employees retiring, relocating, etc.

TOTAL JOBS

Sum of new jobs and replacements.

STUDENT PROGRESS MEASURES

https://misweb.cccco.edu/perkins/CoreIndicatorReports/Core_PerformanceTrendReport_College.aspx

COMPLETION

The number of CTE students who received an industry-recognized credential, a certificate, or a degree, or who completed a transfer program and were classified as transfer ready. (Perkins Core Indicator 2: Performance Goal = 80.93%)

PERSISTENCE & TRANSFER This measure is the number of CTE student who: 1) persisted in education at the community college level; or 2) transferred to a four year institution. The measure excludes Life- Long-Learners and those who left with a certificate or degree AND did not transfer. (Perkins Core Indicator 3: Performance Goal = 85.80%)

EMPLOYMENT

This is the number of CTE students who did not transfer to a two or four year institution and was found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the Federal Government, or the military. This number does not include self-employed or other types of employment not reported to the EDD (Perkins Core Indicator 4: Performance Goal = 74.74%)

Accounting

Students can earn an A.S. degree in Accounting which prepares students to continue to a 4-year institution to pursue a bachelor's degree. Students who complete only the major requirements listed in the catalog qualify for a Certificate in Accounting. The degree and certificate both lead to employment in entry-level positions such as accounts receivable, payroll clerk, accounting clerk, accounting assistant and tax technician. The Accounting degree is student focused and primarily assists students in their goal of transferring to a four-year institution or sitting for the CPA examination. The Bookkeeping certificate allows graduates to seek immediate employment (either self-employed or working for an organization)

Degrees

- Associate of Science, Accounting
- Associate of Science, Business - General

Certificates

- Certificate of Achievement, Accounting
- Certificate of Achievement, Bookkeeping

Top Career Categories

Auditor

Budgeter *

Bank Examiner *

Bookkeeper

Cost Accountant *

Certified Accountant *

Controller *

Credit card Clerk

Securities Clerk

Systems Analyst *

Tax Specialist/Accountant *

Treasurer *

*- Generally requires a bachelors degree or higher



ACCOUNTING (TOP CODE 0502)

EMPLOYED IN THE FOURTH FISCAL QUARTER AFTER EXIT

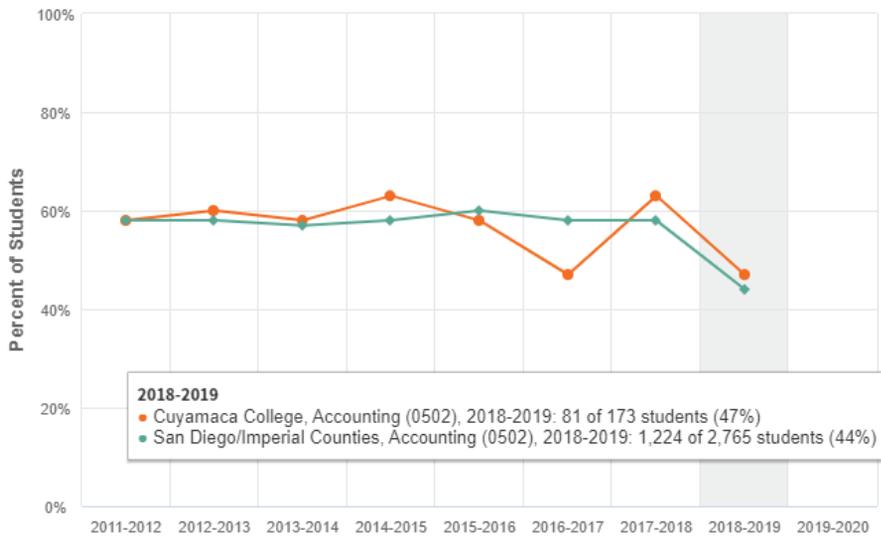
Employed in the Fourth Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the fourth fiscal quarter after exit

● Cuyamaca College, Accounting (0502), 2018-2019 ● San Diego/Imperial Counties, Accounting (0502), 2018-2019

DRILL DOWN

Time Trend ▼

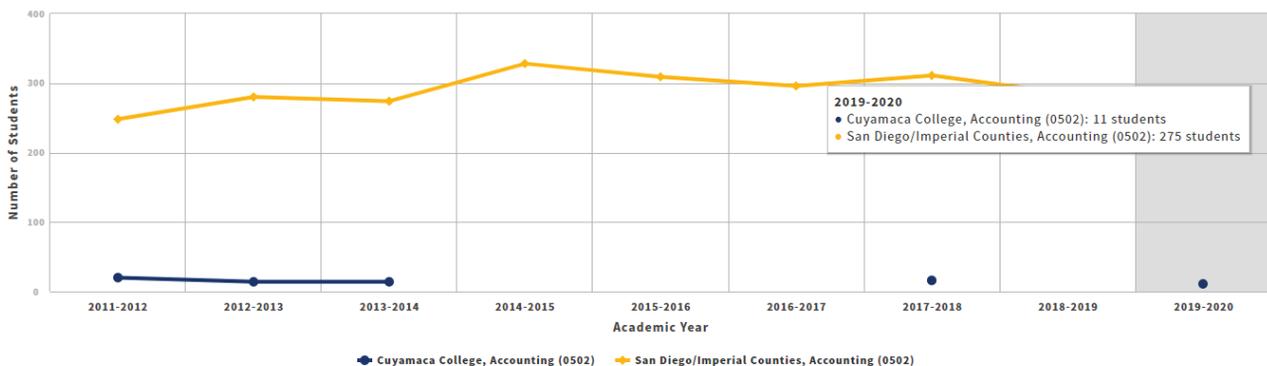


Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status

Number of unduplicated Strong Workforce Program students who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code



Source: Chancellor's Office Management Information System, Department of Apprenticeship Standards

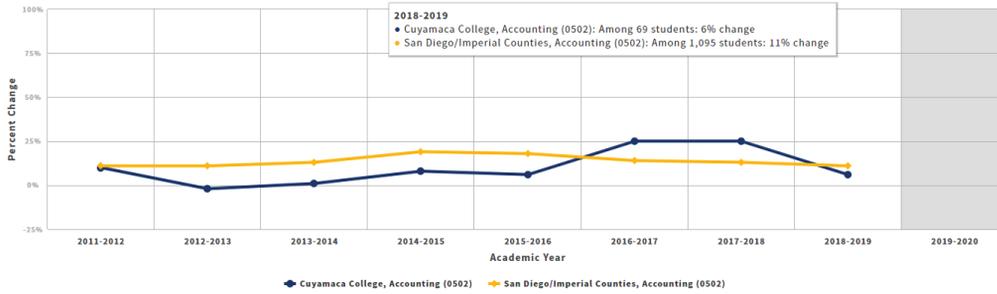
EARNINGS

Did Students Make a Living Wage?



Median Change in Earnings for SWP Exiting Students

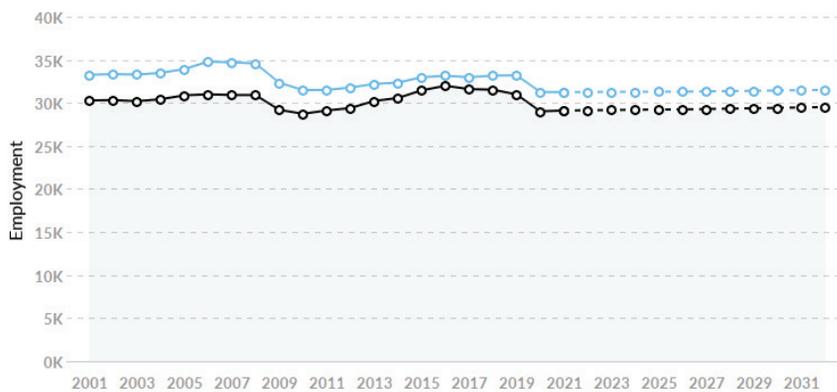
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Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

Regional Employment Is About Equal to the National Average

An average area of this size typically has 31,254* jobs, while there are 29,116 here.



Region	2021 Jobs	2030 Jobs	Change	% Change
● San Diego-Chula Vista-Carlsbad, CA	29,116	29,424	308	1.1%
● National Average	31,254	31,441	188	0.6%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and San Diego-Chula Vista-Carlsbad, CA. In other words, the values represent the national average adjusted for region size.

STUDENT PROGRESS MEASURES

ACCOUNTING (TOP CODE 0502)	COMPLETION		PRESISTENCE & TRANSFER		EMPLOYMENT	
	%	#	%	#	%	#
2017-2018						
DISTRICT	95.40	87	86.32	117	86.27	51
STATEWIDE	90.96	100,436	88.06	179,184	76.93	52,324

Recommendations:

According to BLS (Bureau of Labor and Statistics) the accounting field should see an average growth rate of 10.7% over the next 8 to 10 years and this is well above the average rate of 7% of most other fields. Auditors and tax preparers will be one of the fastest growing fields within the accounting industry. These projections by the BLS are being revised upward since due to the new IRS regulations and tax policies just passed into law in the past month. These fields lend themselves toward ranking high in the earnings spectrum. Accounting is often at the top when looking at a list of jobs with high demand.

The Accounting programs is exploring the CTEC (California Tax Education Council) certification for the BUS 150 Individual Income Tax Accounting course which would certify a student to be able to prepare taxes for a fee in the state of California by completing only this course. This would enable a student to start their own business or work for an accounting firm. It is a fast path to a job, but it is also a path to continuing on toward an Accounting degree or Bookkeeping certificate.

The Accounting faculty is working with the Cuyamaca Cares department to organize a tax information session for students with quick consult sessions to get individual tax questions answered. This will be a great opportunity for a student who has never filed a tax return before to get information and assistance with something that can be confusing and intimidating.

The Business & Professional Studies department developed an articulation agreement with Point Loma Nazarene University in February 2021 for students who may want to pursue a Bachelor's in Business Administration (BBA) degree beyond the AS offered by Cuyamaca for the Accounting degree.

The department plans to create a Business Club on campus to create student leadership and engagement opportunities for all Business students, including Accounting and Bookkeeping.

Statistics:

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Automotive and Electronics Technology

Automotive technology is a highly sophisticated field requiring vast technical knowledge of applied sciences. Employers seek students who have completed a formal training program in a post-secondary institution. Cuyamaca College's Automotive Technology Programs are designed to exceed manufacturer's and ASE training requirements. The most successful students complete all general education requirements and partner with an automotive repair facility for valuable work experience. The Automotive Department faculty and staff will help students accomplish education and career goals. Student success is our number one priority. The department partners with Ford Motor Company and General Motors using modern intellectual property for instruction. Our employment opportunities include government agencies federal and state, municipalities, and businesses.

Degrees

- Automotive Technology
- General Motors ASEP
- Ford ASSET
- Automotive Service Councils of California ASCCA
- Chassis Specialist
- Engine Performance Specialist
- Engine Repair Specialist
- Service Management

Certificates

- Automotive Technology
- Automotive Service Councils of California ASCCA
- Drivetrain Specialist
- Electronics and Electric Vehicle Specialist
- Engine Performance Specialist
- Engine Repair Specialist
- General Motors ASEP
- Service Management

Top Career Categories

- Automove Technicians
- Automove Mechanics
- Automove Service Technicians
- Field Service Technicians
- Lube Technicians

AUTOMOTIVE TECHNOLOGY (TOP CODE 0948)

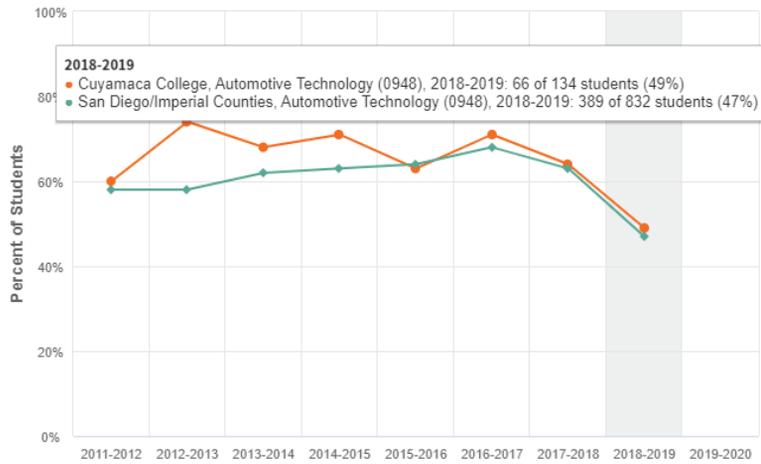
Employed in the Fourth Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the fourth fiscal quarter after exit

● Cuyamaca College, Automotive Technology (0948), 2018-2019 ● San Diego/Imperial Counties, Automotive Technology (0948), 2018-2019

DRILL DOWN

Time Trend ▼

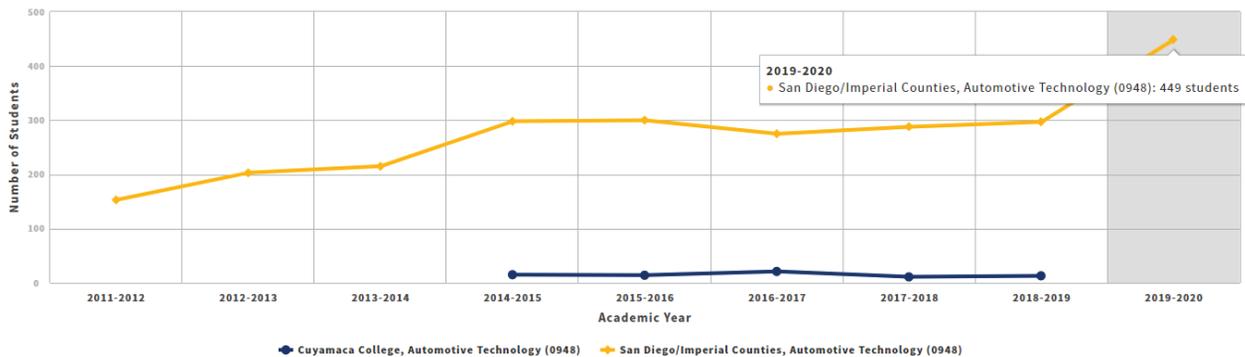


Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

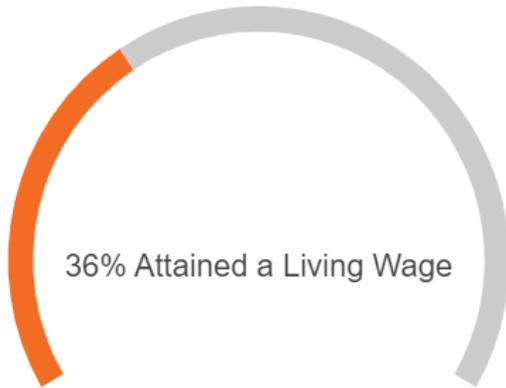
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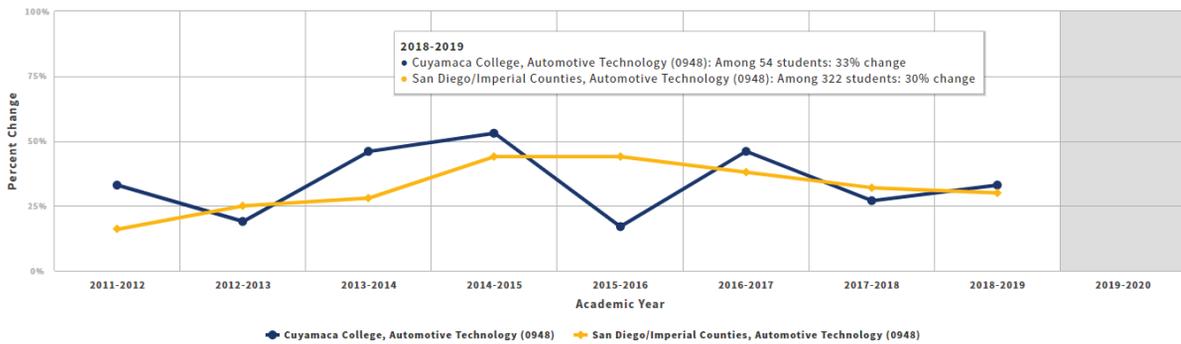
Source: Chancellor's Office Management Information System, Department of Apprenticeship Standards

Did Students Make a Living Wage?



Median Change in Earnings for SWP Exiting Students

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Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

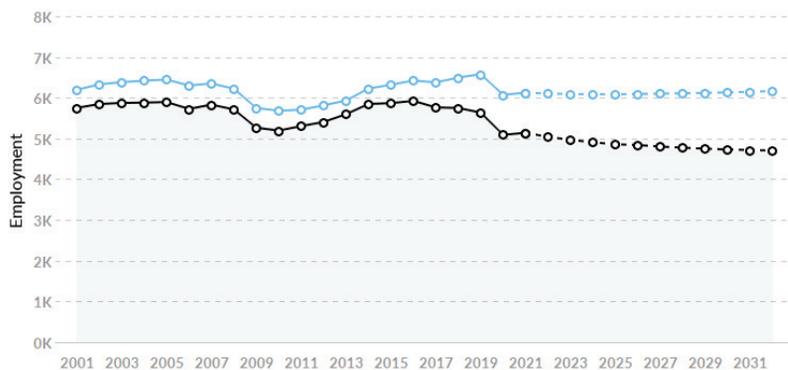


OCCUPATIONAL PROJECTIONS

REGIONAL EMPLOYMENT

Regional Employment Is Lower Than the National Average

An average area of this size typically has 6,123* jobs, while there are 5,139 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2021 Jobs	2030 Jobs	Change	% Change
● San Diego-Chula Vista-Carlsbad, CA	5,139	4,731	-408	-7.9%
● National Average	6,123	6,132	9	0.1%

STUDENT PROGRESS MEASURES

AUTOMOTIVE TECHNOLOGY (TOP CODE 0948)	COMPLETION		PRESISTENCE & TRANSFER		EMPLOYMENT	
	%	#	%	#	%	#
2017-2018						
DISTRICT	66.20	71	72	150	83.33	48
STATEWIDE	76.38	28,499	80.95	64,041	80.88	25,087

Recommendations:

The department recently completed a complete curricula redesign that allows students to graduate using universally designed pathways that use criterion based assessment tests.

Soon, we hope to implement our Ford ASSET program expansion. This will include a learning a Canvas management course "A Department Home" to manage: students, teachers, career counselors, managers, other college students and college teachers, using distance education. We are implementing a digital task leading to competency tracking program also using Canvas. The department lab is being designed by specialization for assessment of competency and maximization of space.

All courses have equal graduation rights by examination, with smaller degrees formed by specialization that can be stacked to attain a Master specializations.

We are encouraged by supportive college administration of Larry McLemore helping us implement and improve change.

Business and Business Administration

This degree program is designed to provide students who choose to work toward a bachelor's degree a well-balanced introduction to a professional career in business. The curriculum fulfills the lower division requirements for most majors in the School of Business Administration at San Diego State University and is typical of requirements at other four-year schools.

BUSINESS GENERAL: This degree program is designed to develop and foster those skills and understandings which can be utilized for employment in an increasingly challenging business environment. The curriculum provides students with a broad preparation for a career in business.

Business courses are included which provide a solid background for future promotion in a chosen occupational area. The degree is designed for students who do not plan to transfer to a four-year college or university.

Degrees

- Associate of Science, Business Administration
- Associate of Science, Business - General

Certificates

- Certificate of Achievement, Business Administration
- Certificate of Achievement, Business - General

Top Career Categories

Retail Manager
Personnel Manager
Advertising/Marketing Manager
Buyer
Consultant
Banker
Broker
Credit Analyst
Financial Analyst
Securities Analyst/Trader

BUSINESS (TOP CODE 0501)

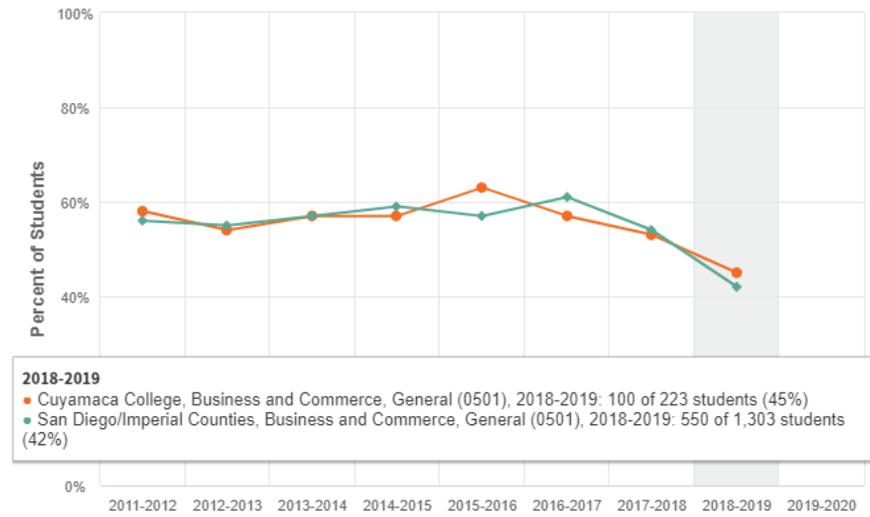
Employed in the Fourth Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the fourth fiscal quarter after exit

● Cuyamaca College, Business and Commerce, General (0501), 2018-2019 ● San Diego/Imperial Counties, Business and Commerce, General (0501), 2018-2019

DRILL DOWN

Time Trend ▼

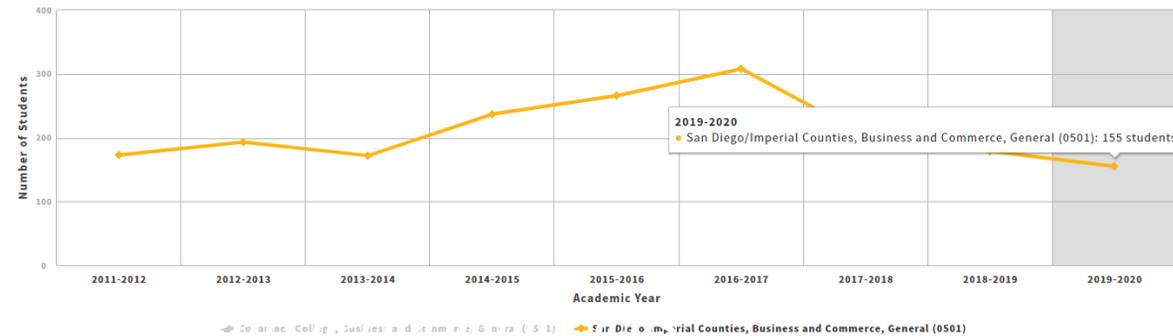


Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

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→ Cuyamaca College, Business and Commerce, General (0501) → San Diego/Imperial Counties, Business and Commerce, General (0501)

Source: Chancellor's Office Management Information System, Department of Apprenticeship Standards

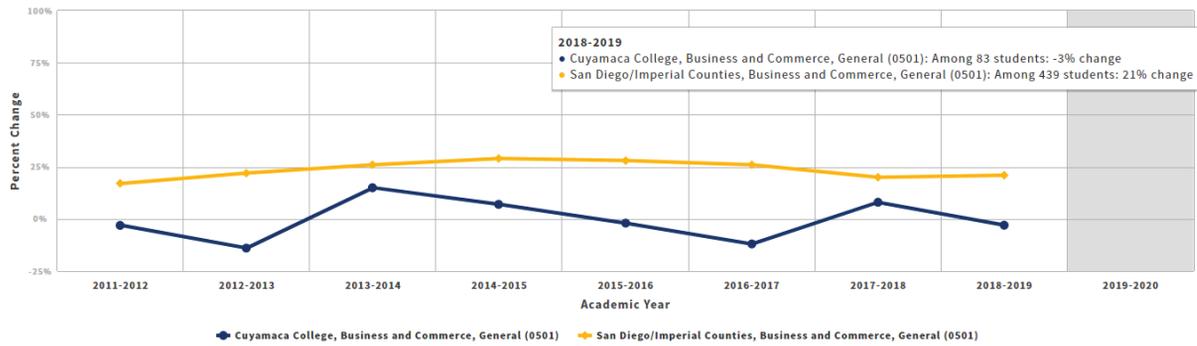
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Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

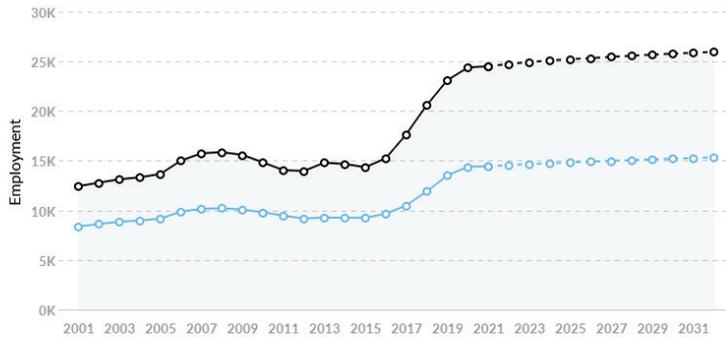


OCCUPATIONAL PROJECTIONS

REGIONAL EMPLOYMENT

Regional Employment Is Higher Than the National Average

An average area of this size typically has 14,441* jobs, while there are 24,524 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2021 Jobs	2030 Jobs	Change	% Change
● San Diego-Chula Vista-Carlsbad, CA	24,524	25,795	1,271	5.2%
● National Average	14,441	15,213	772	5.3%

STUDENT PROGRESS MEASURES

BUSINESS (TOP CODE 0501)	COMPLETION		PRESISTENCE & TRANSFER		EMPLOYMENT	
	%	#	%	#	%	#
2017-2018						
DISTRICT	89.27	587	81.39	822	79.23	414
STATEWIDE	92.79	311,876	87.83	490,771	73.29	182,589

Recommendations:

The Business (Business Administration and Business General) program has been a part of the college since 1978. This program offers lower division courses for transfer to San Diego State University and other four-year institutions. The Business & Professional Studies department developed an articulation agreement with Point Loma Nazarene University in February 2021 for students who may want to pursue a Bachelor's in Business Administration (BBA) degree beyond the AS offered by Cuyamaca for the Business degrees.

The goals for this program for the upcoming year:

- Maintenance of teaching excellence.
- Strive to increase the transfer, success, and retention rates.
- Work together to develop a more cohesive departmental plan and unified vision.
- Prepare students for the post COVID-19 economy.
- Create a Business Club on campus to create student leadership and engagement opportunities

Business Office Technology

The Business Office Technology curriculum prepares students for employment and advancement in today's technology intensive office. The curriculum has been planned to accommodate a variety of needs and career paths. In addition to traditional office skills, students will acquire proficiency in using computers and current software to perform a variety of essential administrative functions. Graduates of the program will be prepared to work with management in all types of business environments. With additional training at a baccalaureate level college or university, students may prepare for a position in business education or business management.

Degrees

- Associate of Science, Business Office Technology
- Associate of Science, Administrative Assistant
- Associate of Science, Executive Assistant

Degrees

- Certificate of Achievement, Business Office Technology
- Certificate of Achievement, Administrative Assistant
- Certificate of Achievement, Business Office Worker
- Certificate of Achievement, Executive Assistant
- Certificate of Specialization, Account Clerk
- Certificate of Specialization, Front Office Receptionist
- Certificate of Specialization, Office Assistant Level I
- Certificate of Specialization, Office Assistant Level II
- Certificate of Specialization, Office Professional
- Certificate of Specialization, Office Software Specialist

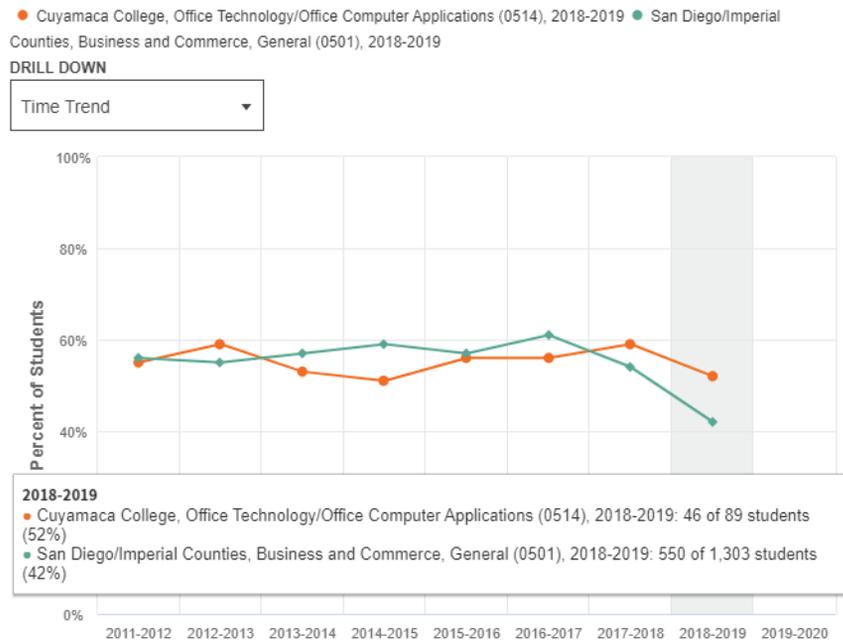
Top Career Categories

Account Clerk
 Administrative Assistant
 Bank Teller
 Billing Clerk
 Bookkeeper
 Brokerage Clerk
 Computer Operator
 Court Clerk
 Customer Service Representative
 Executive Assistant
 Executive Secretary
 File Clerk
 General Office Clerk
 Hotel/Motel Desk Clerk
 Information Clerk
 Insurance Clerk
 Legal Secretary
 Loan/Credit Clerk
 Medical Secretary
 Office Manager
 Personnel Clerk
 Real Estate Clerk
 Secretary
 Word Processing Specialist

BUSINESS OFFICE TECHNOLOGY (TOP CODE 0514)

Employed in the Fourth Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the fourth fiscal quarter after exit

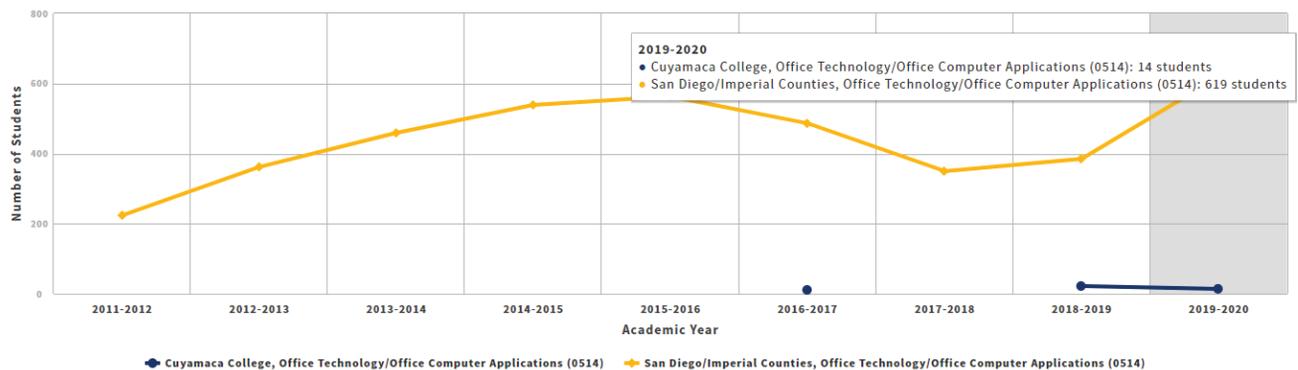


Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

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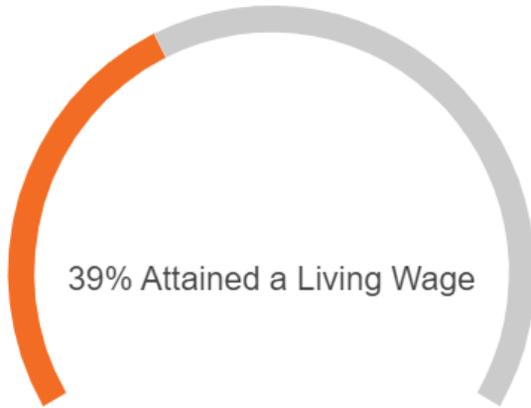
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Source: Chancellor's Office Management Information System, Department of Apprenticeship Standards

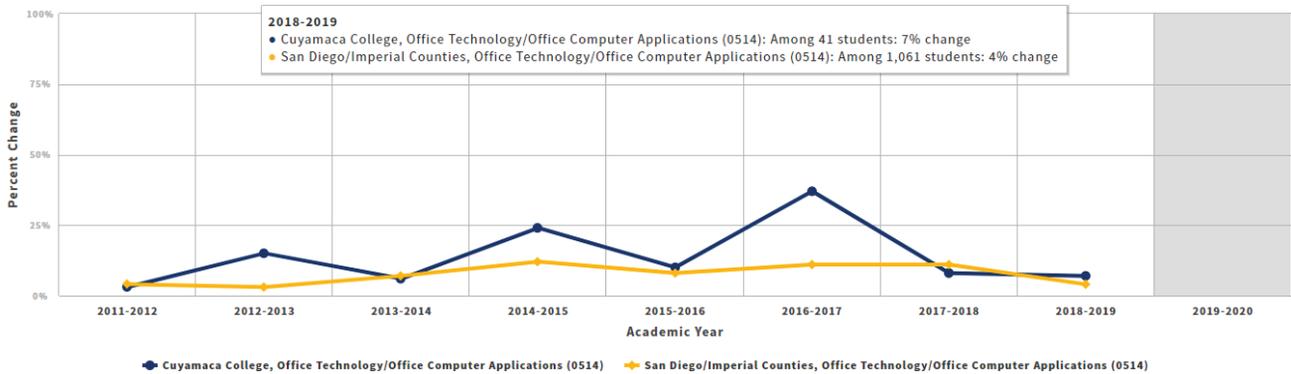
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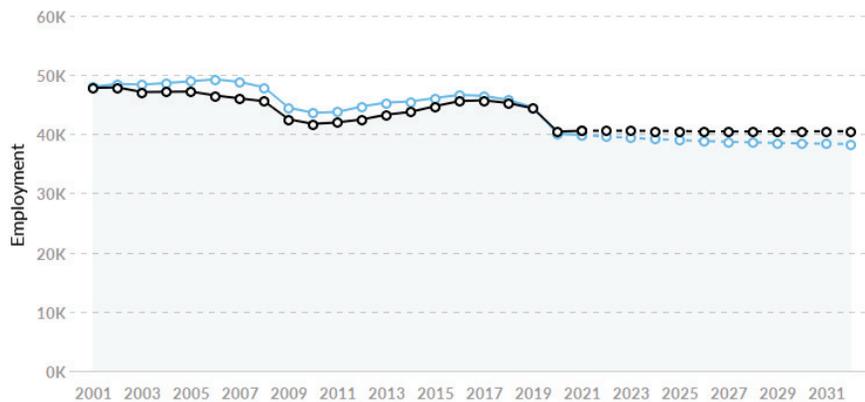


OCCUPATIONAL PROJECTIONS

REGIONAL EMPLOYMENT

Regional Employment Is About Equal to the National Average

An average area of this size typically has 39,840* jobs, while there are 40,570 here.



Region	2021 Jobs	2030 Jobs	Change	% Change
● San Diego-Chula Vista-Carlsbad, CA	40,570	40,477	-92	-0.2%
● National Average	39,840	38,443	-1,397	-3.5%

STUDENT PROGRESS MEASURES

OFFICE TECHNOLOGY (TOP CODE 0514)	COMPLETION		PRESISTENCE & TRANSFER		EMPLOYMENT	
	%	#	%	#	%	#
2017-2018						
DISTRICT	50	102	66.95	236	80.68	88
STATEWIDE	88.67	32,340	85.64	59,062	69.19	21,765

Recommendations:

The Business & Professional Studies department developed an articulation agreement with Point Loma Nazarene University (PLNU) in February 2021 for students who may want to pursue a Bachelor’s in Business Administration (BBA) degree beyond the AS offered by Cuyamaca for Business Office Technology, Administrative Assistant and Executive Assistant degrees. The BOT degree is also articulated with the B.A. in Organization Management from PLNU. Additionally, the Business Office Technology degree is articulated with the Business Degree at University of Phoenix (UOPX) which allows BOT graduates to enter University of Phoenix as juniors.

The program continues to support students in other majors such as BUS and PARA to acquire the skills needed in those professional fields. BOT collaborated with the Arabic Studies program to create a computer skills course that will incorporate typing in Arabic along with computer skills needed to be successful in the Arabic Studies degree.

CADD and Advanced Manufacturing

Occupational preparation in Computer-aided Drafting and Design (CADD) is the primary purpose of the CADD Technology degree programs. Students complete two core courses and select from two potential career paths: Building Design Industry or Manufacturing Industry. Adherence to industrial practices and standards is stressed, including problem solving in a simulated industrial environment.

Degrees

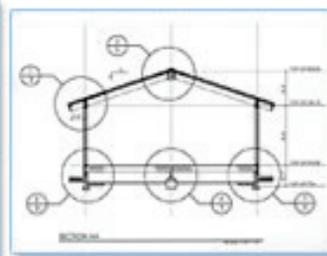
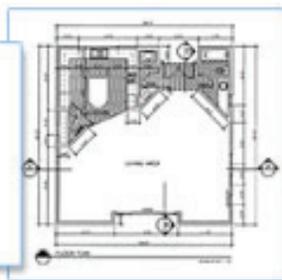
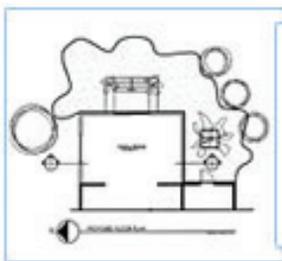
- Associate of Science -
CADD Technology Building Design Industry
- Associate of Science -
CADD Technology Manufacturing Industry

Certificates

- Certificate of Achievement -
CADD Technology Building Design Industry
- Certificate of Achievement -
CADD Technology Manufacturing Industry

Top Career Categories

- Aerospace Engineer
- Aircraft Technology
- Architecture
- Biomedical Technology
- CNC Operator
- Computer Technology
- Drafting and Design Technology
- CNC Operator



CADD TECHNOLOGY (TOP CODE 0956)

EMPLOYED IN THE FOURTH FISCAL QUARTER AFTER EXIT

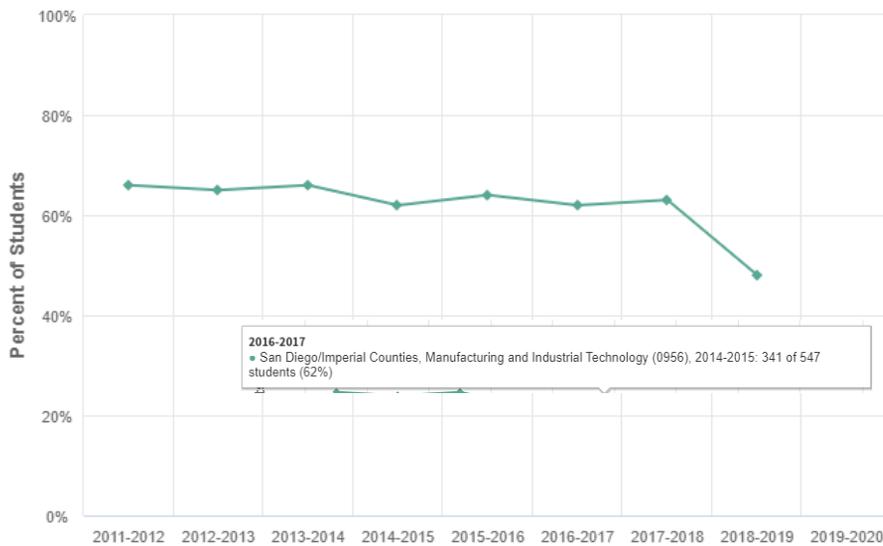
Employed in the Fourth Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the fourth fiscal quarter after exit

● Cuyamaca College, Manufacturing and Industrial Technology (0956), 2013-2014 ● San Diego/Imperial Counties, Manufacturing and Industrial Technology (0956), 2014-2015

DRILL DOWN

Time Trend ▼

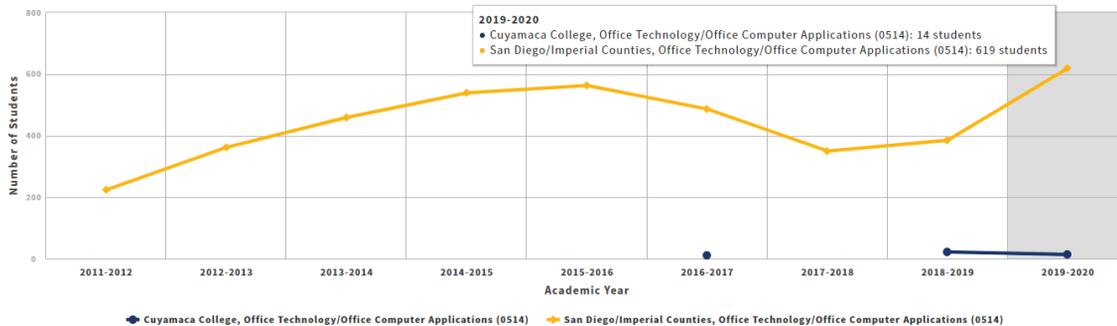


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SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status

Number of unduplicated Strong Workforce Program students who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

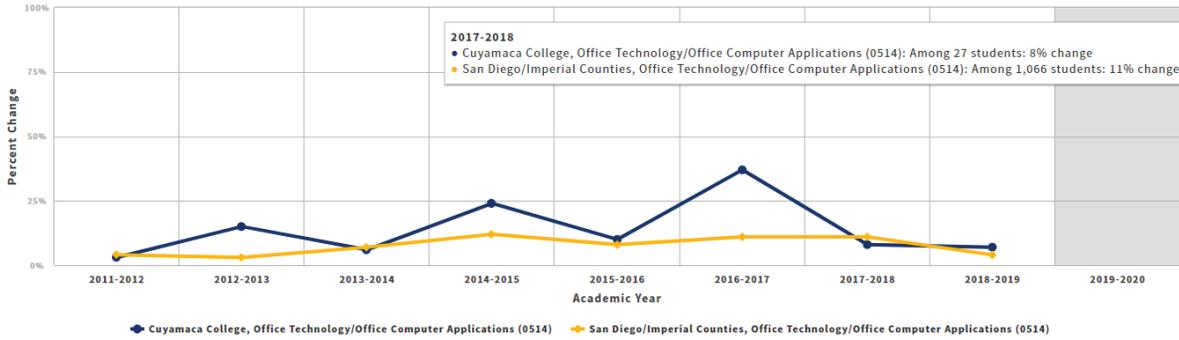


Source: Chancellor's Office Management Information System, Department of Apprenticeship Standards

EARNINGS

Median Change in Earnings for SWP Exiting Students

Among Strong Workforce Program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended



Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

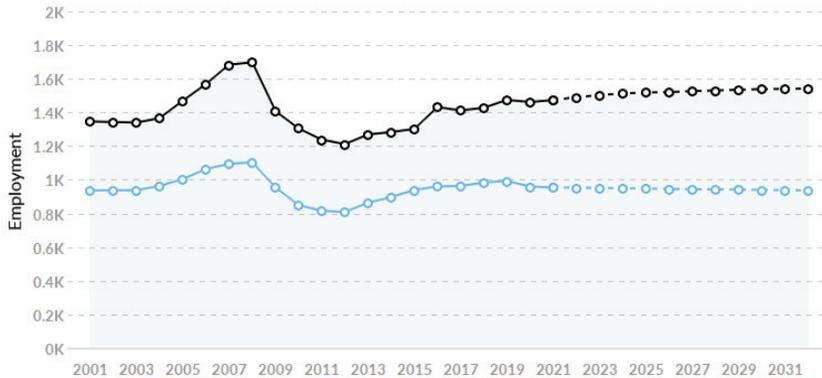


OCCUPATIONAL PROJECTIONS

REGIONAL EMPLOYMENT

Regional Employment Is Higher Than the National Average

An average area of this size typically has 954* jobs, while there are 1,474 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2021 Jobs	2030 Jobs	Change	% Change
● San Diego-Chula Vista-Carlsbad, CA	1,474	1,539	64	4.3%
● National Average	954	940	-14	-1.5%

STUDENT PROGRESS MEASURES

MANUFACTURING AND INDUSTRIAL TECHNOLOGY (TOP CODE 0956)	COMPLETION		PRESISTENCE & TRANSFER		EMPLOYMENT	
	%	#	%	#	%	#
2017-2018						
DISTRICT	100	1	100	2	0	1
STATEWIDE	71.73	16,577	80.59	42,862	83.79	15,382

Recommendations:

Industry 4.0 signifies the fourth generation of industrial revolutions, which are characterized by their ability to transform economies, jobs and even society itself through the introduction of new technologies and processes. The Advanced Manufacturing (AM) program at Cuyamaca College provides the opportunity for students to be ready for the 21st century challenges in the field of manufacturing industry. Our AM labs are equipped with the latest and finest state-of-art machinery, such as CNC- milling and lathe, vacuum forming and laser cutter, for training and practical purpose in the program. Also, students will be trained how to stay ahead of manufacturing changes. So, it's important for them to understand what these changes may mean for the industry in general and one's career and business specifically.

Child Development

The child development curriculum is designed to prepare students for employment as teachers, directors and aides in preschools and child care centers, including infant/toddler and extended day facilities. The curriculum is also appropriate for parents, administrators, health care professionals, and others working with children. Course work meets the educational components of the Department of Social Services license regulations for child care programs. The degree meets the educational requirements of the Teacher, Master Teacher and Site Supervisor Child Development Permits. The curriculum meets lower-division course preparation for students planning to obtain a bachelor's degree in Child Development at most CSU campuses.

Degrees

- Associate of Science, Child Development
 - Infants and Toddlers
- Associate of Science, Child Development
 - Preschool Children

Certificates

- Certificate of Achievement, Child Development –
 - Infants and Toddlers
- Certificate of Achievement, Child Development -
 - Preschool Children

Top Career Categories

Camping Guide
 Child Care Specialist
 Curriculum Development
 Infant/Toddler Teacher
 Outdoor Education Specialist
 Preschool Director
 Preschool Teacher
 Recreation Leader
 School-Age Child Care Teacher
 Special Education Assistant -
 Children with Special Needs
 Adoption Counselor
 Child Psychologist
 Development Specialist
 (Child, Adolescent, and Family)
 Early Intervention Aide
 Educational Consultant
 Recreation Specialist
 Social Service Specialist

CHILD DEVELOPMENT (TOP CODE 1305)

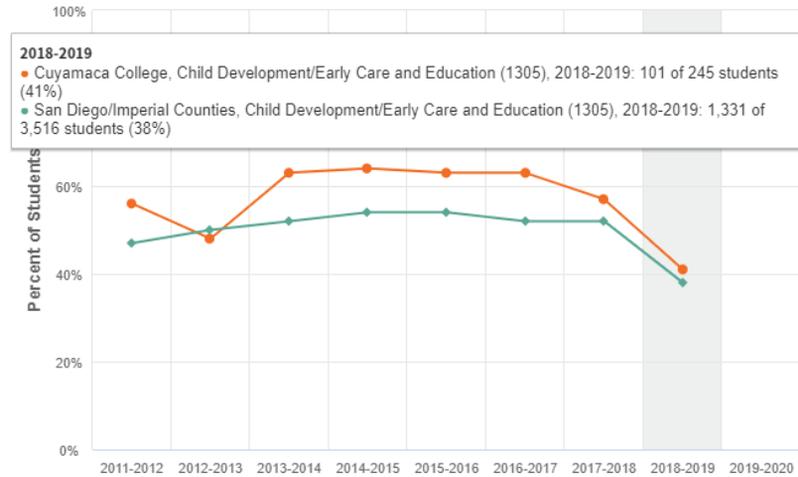
Employed in the Fourth Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the fourth fiscal quarter after exit

● Cuyamaca College, Child Development/Early Care and Education (1305), 2018-2019 ● San Diego/Imperial Counties, Child Development/Early Care and Education (1305), 2018-2019

DRILL DOWN

Time Trend ▼

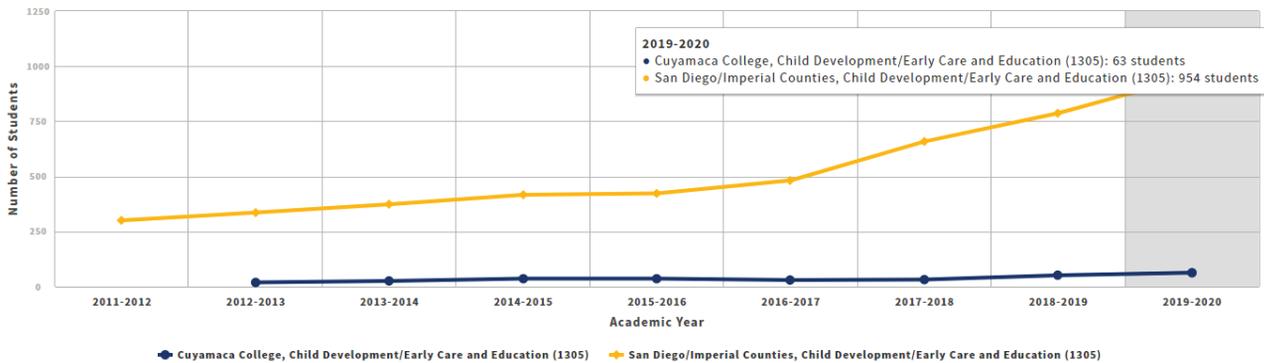


Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

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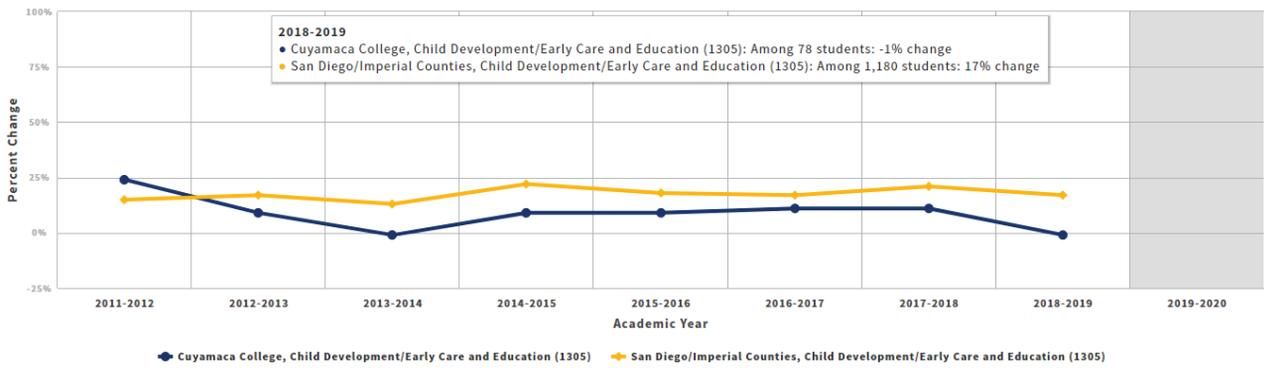
Source: Chancellor's Office Management Information System. Department of Apprenticeship Standards

Did Students Make a Living Wage?



Median Change in Earnings for SWP Exiting Students

Among Strong Workforce Program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended



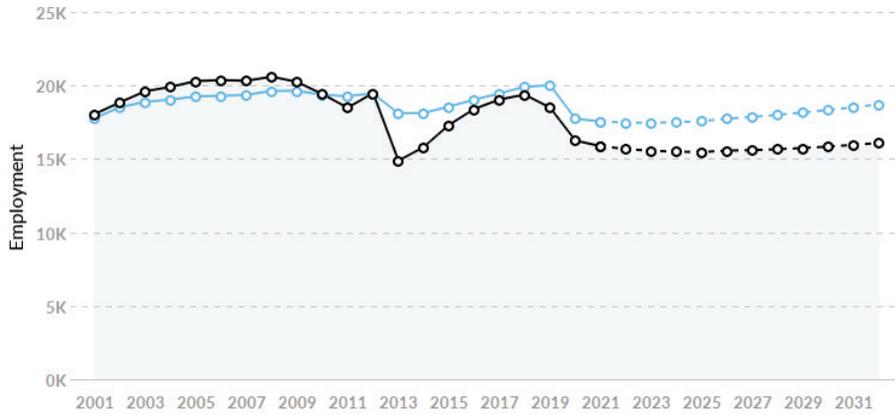
Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match



OCCUPATIONAL PROJECTIONS

REGI Regional Employment Is About Equal to the National Average

An average area of this size typically has 17,551* jobs, while there are 15,867 here.



Region	2021 Jobs	2030 Jobs	Change	% Change
● San Diego-Chula Vista-Carlsbad, CA	15,867	15,838	-29	-0.2%
● National Average	17,551	18,329	778	4.4%

STUDENT PROGRESS MEASURES

CHILD DEVELOPMENT/EARLY CARE AND EDUCATION (TOP CODE 1305)	COMPLETION		PRESISTENCE & TRANSFER		EMPLOYMENT	
	%	#	%	#	%	#
2017-2018						
DISTRICT	85.20	233	81.21	447	75.86	145
STATEWIDE	90.94	133,351	87.82	247,311	78.10	90,174

Recommendations:

Our vision for the future is to continue our commitment to incorporating best and current research and practices into our Child Development curriculum, content, and program. As part of that vision, we plan to expand our program to include Early Childhood Social-Emotional Certificate. The certificate will allow students to have a deeper understanding of the social and emotional needs of young children. Our first step is to use the California Teaching Pyramid as a guide for course development. We also plan to work with local school districts to support the implementation of new guidelines for the Transitional Kindergarten workforce. We will continue to staff, equip, and revitalize our classes and lab setting, the Child Development Center, to support our program excellence. Along with continuing to work with our community partners to support the Child Development workforce throughout San Diego County.

Computer and Information Science

Networking, Security and System Administration

This degree program prepares students for careers in computer networking or system administration and related fields. Upon completion, students may find entry-level positions as computer support technicians, junior network administrators, junior system administrators, hardware technicians, data/voice video cabling technicians, network project managers, designers/estimators, or technical support personnel. The major prepares students to work as team members in an information technology group that designs, evaluates, tests, installs, and maintains corporate networks. Preparation for the following Industry certifications: A+, Network+, Security, Linux-, Microsoft Certified Technician (MCT) in Windows and Windows Server (active directory, network infrastructure, and applications infrastructure). Linux Profession Institute Certification Level 2, Certified Wireless Network Administrator (CWNA) and/or CCNA (Cisco Certified Network Associate).

Degrees

- Associate of Science - Networking, Security and System Administration

Certificates

- Certificate of Achievement - Networking, Security and System Administration
- Certificate of Specialization - Cisco Certified Network Associate
- Certificate of Specialization - Cisco Network Professional
- Certificate of Specialization - Computer Programming

Top Career Categories

Communications Specialist
 Computer Game Programmer
 Computer Graphics Designer
 Computer Hardware Specialist
 Computer Help Desk Technician
 Computer Maintenance Technician
 Computer Software Technician
 Computer Systems Engineer
 Computing Analyst
 Database Manager
 Network Administrator
 Systems Analyst
 Systems Programmer
 Technical Support Representative
 Telecommunications Programmer
 Telecommunications Technician

COMPUTER AND INFORMATION SCIENCE (TOP CODE 0701)

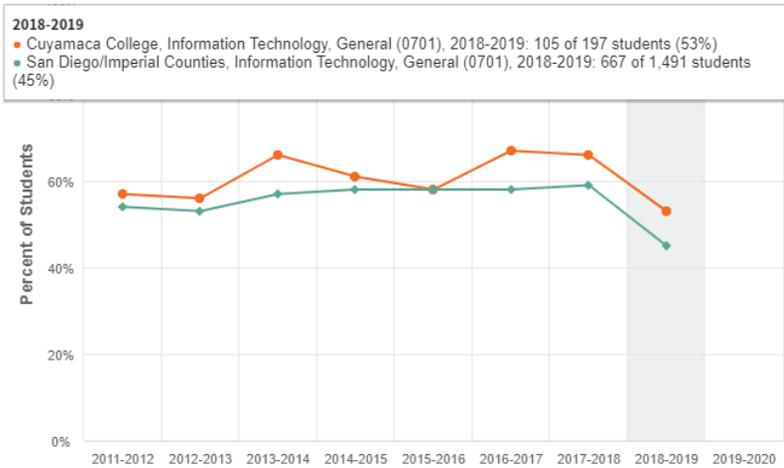
Employed in the Fourth Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the fourth fiscal quarter after exit

● Cuyamaca College, Information Technology, General (0701), 2018-2019 ● San Diego/Imperial Counties, Information Technology, General (0701), 2018-2019

DRILL DOWN

Time Trend ▾

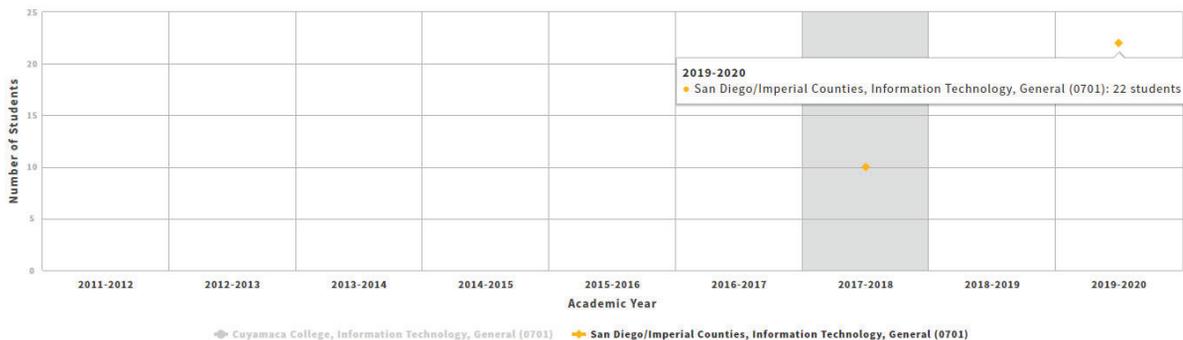


Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

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Source: Chancellor's Office Management Information System, Department of Apprenticeship Standards

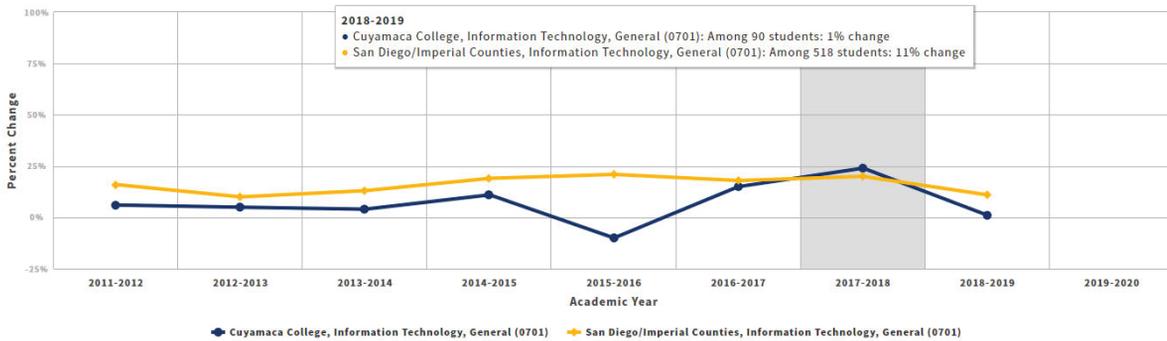
EARNINGS

Did Students get Jobs?

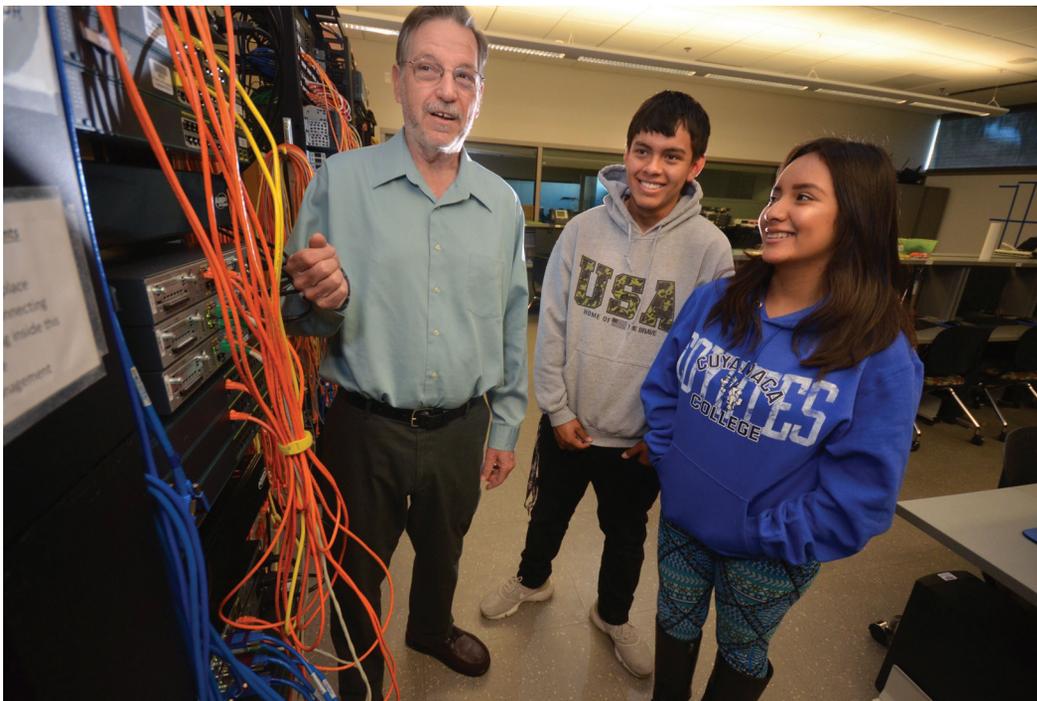


Median Change in Earnings for SWP Exiting Students

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Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

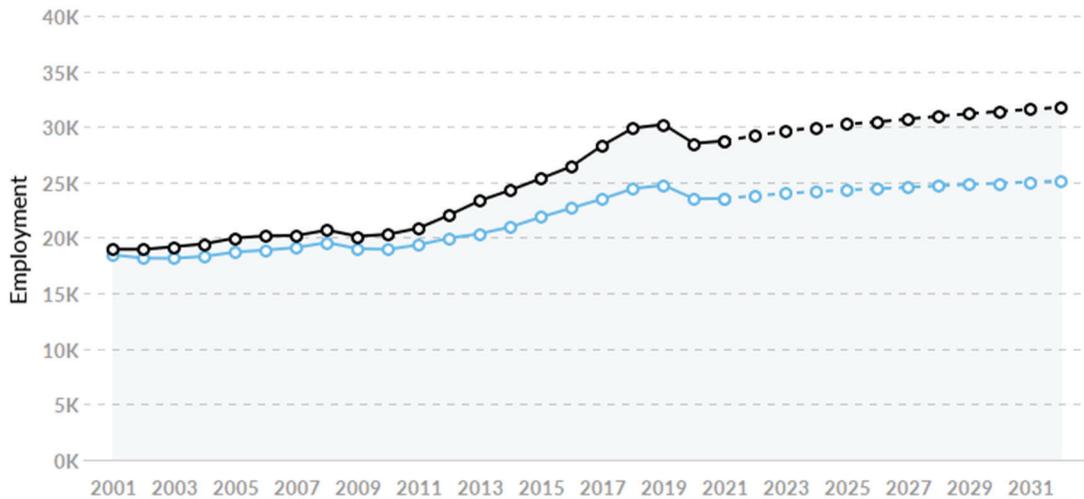


OCCUPATIONAL PROJECTIONS

REGIONAL EMPLOYMENT

Regional Employment Is Higher Than the National Average

An average area of this size typically has 23,535* jobs, while there are 28,728 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2021 Jobs	2030 Jobs	Change	% Change
● San Diego-Chula Vista-Carlsbad, CA	28,728	31,380	2,652	9.2%
● National Average	23,535	24,914	1,379	5.9%

STUDENT PROGRESS MEASURES

INFORMATION TECHNOLOGY (TOP CODE 0701)	COMPLETION		PRESISTENCE & TRANSFER		EMPLOYMENT	
	2017-2018	%	#	%	#	%
DISTRICT	2017-2018	94.61	167	87.41	278	74.12
STATEWIDE	2017-2018	91.99	68,294	88.68	123,099	67.17

Recommendations:

There continues to be a strong demand for skilled employees in the information and communications technology (ICT) industry. The Cuyamaca College CIS department is working on new curriculum to meet the growing need for cyber security professionals in collaboration with regional, statewide, and national consortium of “ethical hacker” programs. It is recommended that the CIS program be continued.

Entrepreneurship

The Entrepreneurship program provides a working knowledge of small business operations to both the prospective business person as well as the manager of an existing business. The program helps students learn how to identify their strengths as an entrepreneur and how to build an effective leadership team. It will help them understand what it takes to start a new venture. It will help them establish connections in the entrepreneurship community. And it will help them hone their entrepreneurship skills and thinking.

Degrees

- Associate of Science -
Entrepreneurship-Small Business Management

Certificates

- Certificate of Achievement -
Entrepreneurship-Small Business Management
- Certificate of Specialization -
Craft Industries Entrepreneurship

Top Career Categories

- Small Business Owner/Manager
- Entrepreneur
- Intrapreneur (acting as an entrepreneur within a large company)
- Franchisee
- Consultant
- Assistant Manager
- Small Business Specialist
- Associate Account Manager
- Small Business Developer
- Business Assistant Coordinator



ENTREPRENEURSHIP (TOP CODE 050640)

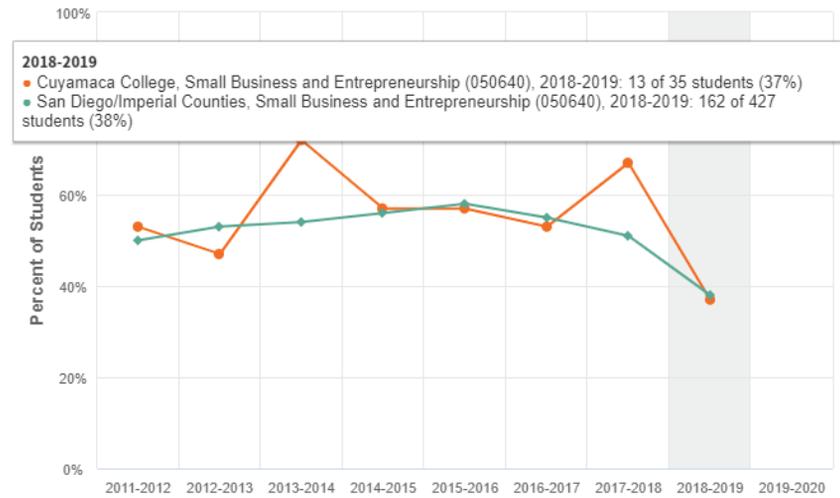
Employed in the Fourth Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the fourth fiscal quarter after exit

● Cuyamaca College, Small Business and Entrepreneurship (050640), 2018-2019 ● San Diego/Imperial Counties, Small Business and Entrepreneurship (050640), 2018-2019

DRILL DOWN

Time Trend ▾

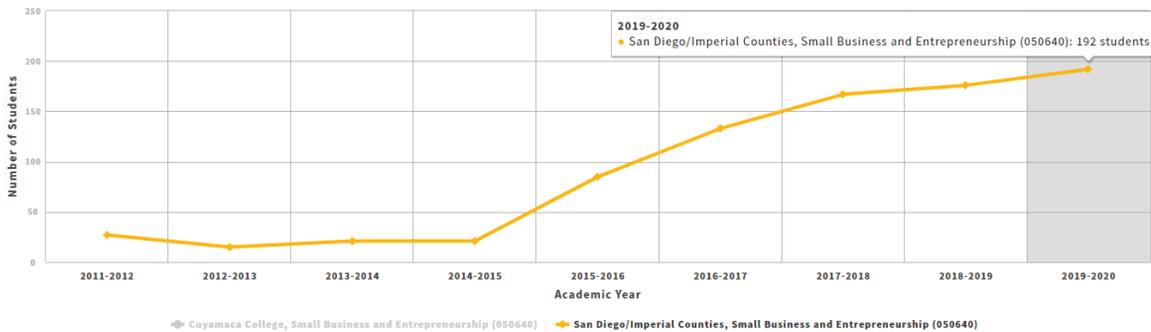


Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

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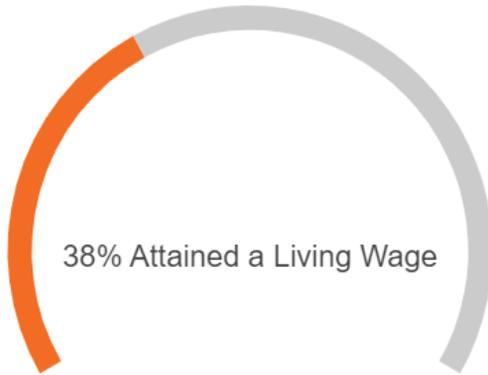
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Source: Chancellor's Office Management Information System, Department of Apprenticeship Standards

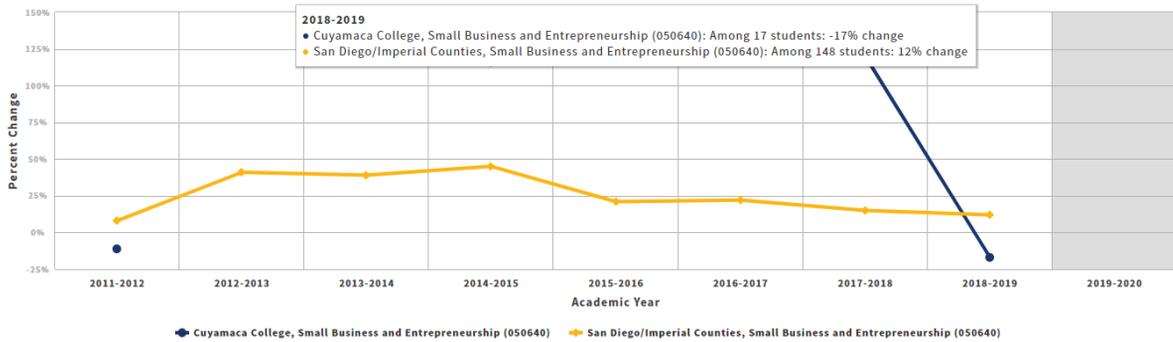
EARNINGS

Did Students Make a Living Wage?



Median Change in Earnings for SWP Exiting Students

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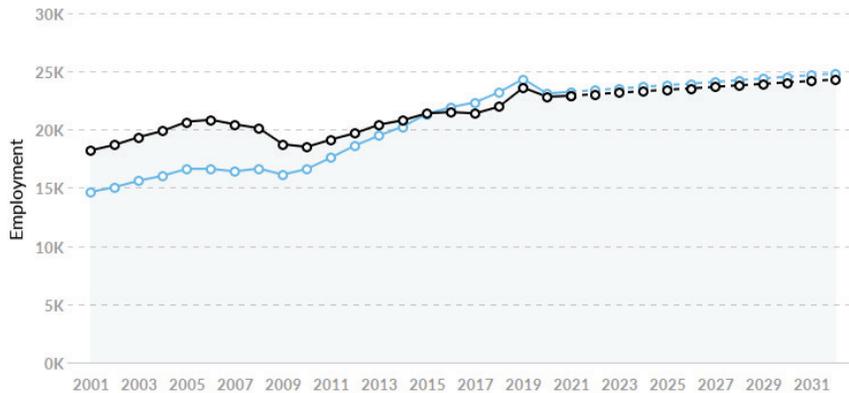
Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric.

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student

OCCUPATIONAL PROJECTIONS REGIONAL EMPLOYMENT

Regional Employment Is About Equal to the National Average

An average area of this size typically has 23,255* jobs, while there are 22,915 here.



Region	2021 Jobs	2030 Jobs	Change	% Change
● San Diego-Chula Vista-Carlsbad, CA	22,915	24,062	1,146	5.0%
● National Average	23,255	24,548	1,293	5.6%

STUDENT PROGRESS MEASURES

SMALL BUSINESS & ENTREPRENEURSHIP (TOP CODE 050640)	COMPLETION		PRESISTENCE & TRANSFER		EMPLOYMENT	
	%	#	%	#	%	#
2017-2018						
DISTRICT	75	4	75	4	75	4
STATEWIDE	73.47	1,572	86.33	3717	73.47	1572

Recommendations:

Students can earn either an AS Degree or certificate of achievement in Entrepreneurship–Small Business Management. Many of the same courses can be applied to a certificate in Craft Industries Entrepreneurship, which focuses on craft businesses that specialize in goods that are handmade by artisans or those skilled in a particular trade. The Business & Professional Studies department developed an articulation agreement with Point Loma Nazarene University in February 2021 for students who may want to pursue a Bachelor’s in Business Administration (BBA) degree beyond the AS offered by Cuyamaca for the Entrepreneurship–Small Business Management degree.

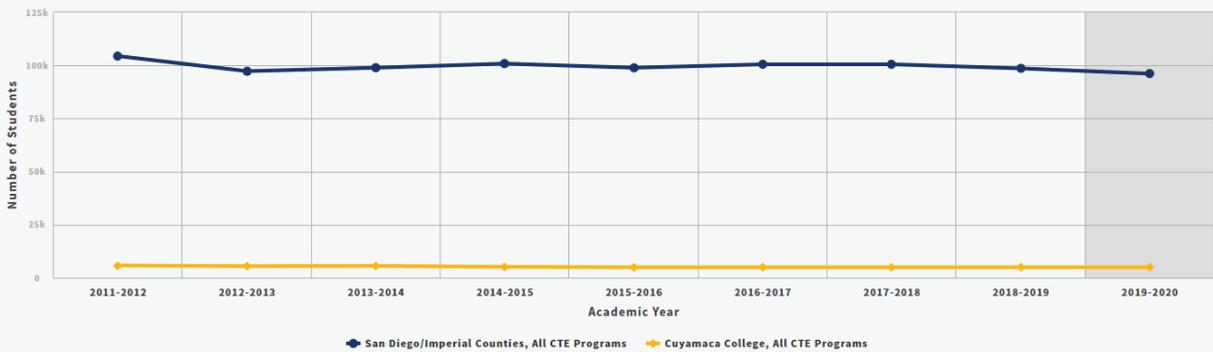
The goals for this program for the upcoming year:

- Work with non-profits to support program growth
- Prepare students that want to start a business for a post COVID-19 economy
- Network with local entrepreneurs to provide presentations in classes and panel discussions
- Create a Business Club on campus to create student leadership and engagement opportunities

Strong Workforce Program Students

Strong Workforce Program Students

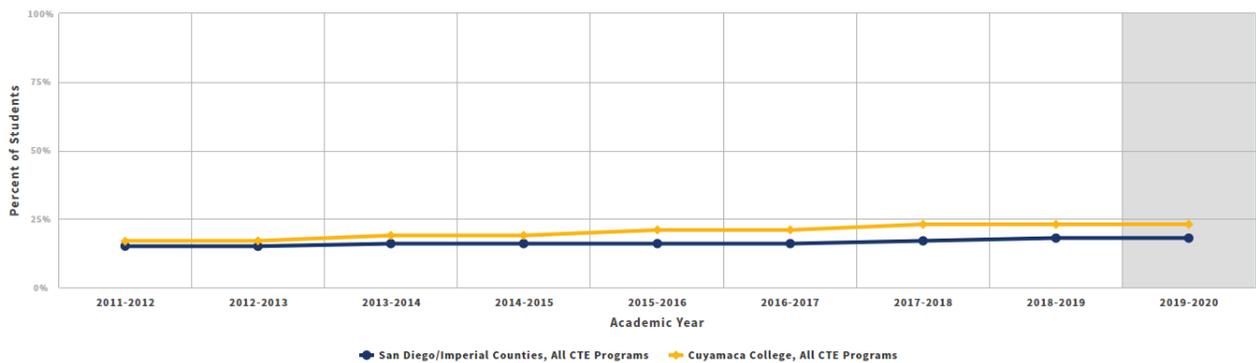
All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year



Source: Chancellor's Office Management Information System
[Technical Definition](#)

SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Among all Strong Workforce Program students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district



Source: Chancellor's Office Management Information System
[Technical Definition](#)

Note: In consideration of the economic conditions that resulted from the Covid-19 Pandemic which directly impacted the SWP formula factors (Unemployment Rate, CTE FTES, and Job Openings), the Chancellor's Office has elected to calculate both the 2021-22 Base Allocation and 17% Incentive Funding using the same data factors as Fiscal Year 2020-21 with the goal of funding stability to colleges. Therefore, the metric values displayed on the SWP dashboard for the latest year available were not used in the calculation of the 17% SWP Incentive Funding local or regional allocations for 2021-22.