

{ Institutional Effectiveness Report }

2020-2021



Prepared by the Institutional Research and Planning Office
April 2021

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President's Message

Cypress College's achievements during the 2019-2020 academic year accurately reflect our mission, core values, and commitment to the success of our students. Although we continue to be focused on ensuring that Cypress College will continue as the premier college of choice for all of our students, this year the college added equity as a fifth core value, placed at the center of all we do. In addition to being named the #1 community college in California by Niche, Inc. in 2020, after being designated the top ranking in 2018, we are proud that our college continues to lead the way on student success. Although a portion of the last year was interrupted by the pandemic, Cypress College was nationally and regionally acknowledged for our outstanding instructional and vocational programs, made transformative changes in how we approach our diversity, equity, and inclusion efforts, and continues to lead the state in our innovative implementation of Guided Pathways.

Students are taking note of our successes: our enrollment growth was observed among directly matriculating students from the high schools within our service area, which is indicative of the success of our Dual Enrollment Program and the Charger Experience/Promise Program. Both programs provide a high touch, and guided pathway approach before and after our high school students arrive at Cypress College. In addition, the percentage of students enrolling in 12 or more units has also been increasing. This is especially true for students attempting 15 or more units, which increased from 8.5% in Fall 2017 to 10.4% in Fall 2019.

The 2019-2020 academic year saw dramatic increases in transfer-level English and math completion in the first year—one of the key metrics in the new Student Success Funding Formula (SCFF). The implementation of AB 705 significantly improved one-year completion of transfer-level English and math across all ethnic groups, with the largest relative gains observed in our African American and Latinx students. Overall, the completion rate of transfer-level English within one year increased from 46.5% in Fall 2015 to 71.2% in Fall 2019, and the completion rate of transfer-level math within one year increased from 23.2% in Fall 2015 to 43.3% in Fall 2019.

At Cypress College, we focus on our students and in support of that commitment, the college focused its Guided Pathways framework on clear and equitable outcomes for students. With the support of the Title V grant awarded in Fall 2019, we have established cross-functional Completion Teams for eight of our academic divisions that work together to support students achieve their educational goals. Early indicators have shown promising trends, including increases in average units attempted, and increases in completion of transfer-level English and math.

The signature event of the College every year is our graduation ceremony. In May of 2020, the college awarded 1,860 associate degrees and 2,657 certificates, which was more than any previous year in the history of the college for the third year in a row. The college traditionally exceeds the state averages in awarding degrees and certificates and this last year was no different. Additionally, in 2019-2020, two students graduated with a bachelor's degree in Funeral Services.

The work of the College is the product of many people. To all who contribute to our work, I want to express my gratitude. The success we have experienced at the College is a direct result of this team approach. This past year was the most challenging that our employees and students have ever experienced, but Cypress College met that challenge and will continue to be an important contributor to the educational lives of countless students for years to come. It is our honor to play a role in the economic and academic future of so many worthy students.

JoAnna Schilling, Ph.D.
President

Introduction

The Cypress College Institutional Effectiveness Report (IER) provides an annual update on various effectiveness measures related to institutional performance and planning to support our college mission, vision, and core values. The IER has been produced annually since 2005 and continues to evolve each year to ensure the information shared is timely and relevant. The 2019-2020 IER includes student and employee demographics, student outcomes, enrollment-related trends, as well as an update on large-scale planning initiatives, including the response to COVID-19, and accreditation.

Cypress College Mission, Vision, and Core Values

Vision Statement

We strive to be a premier, innovative, and equitable learning community recognized for supporting students and enriching society.

Mission Statement

Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.

Core Values

Equity: Eliminating barriers to educational success and career goals by ensuring fairness and access to resources and support.

Excellence: Quality and high standards in instruction and student services, enhanced by professional growth for faculty and staff.

Integrity: An ethical standard of honesty, fairness, accountability, and trust.

Collegiality: Teamwork, collaboration, communication, courtesy, and respect both on campus and with the surrounding community.

Inclusiveness: A community that embraces diversity, fosters individuality, provides an accessible, supportive climate, and encourages a variety of perspectives and opinions.



Chapter One: Student and Employee Demographics

Student Demographics

Over the past 10 fall terms, unduplicated student headcount has ranged from a high of 16,718 students in Fall 2010 to a low of 15,646 students in Fall 2012, but has remained relatively stable over the past three fall terms. Duplicated enrollment has followed a similar trend with a high in Fall 2010 of 48,848 and has stabilized to around 43,000 in more recent fall terms (see Figure 1).

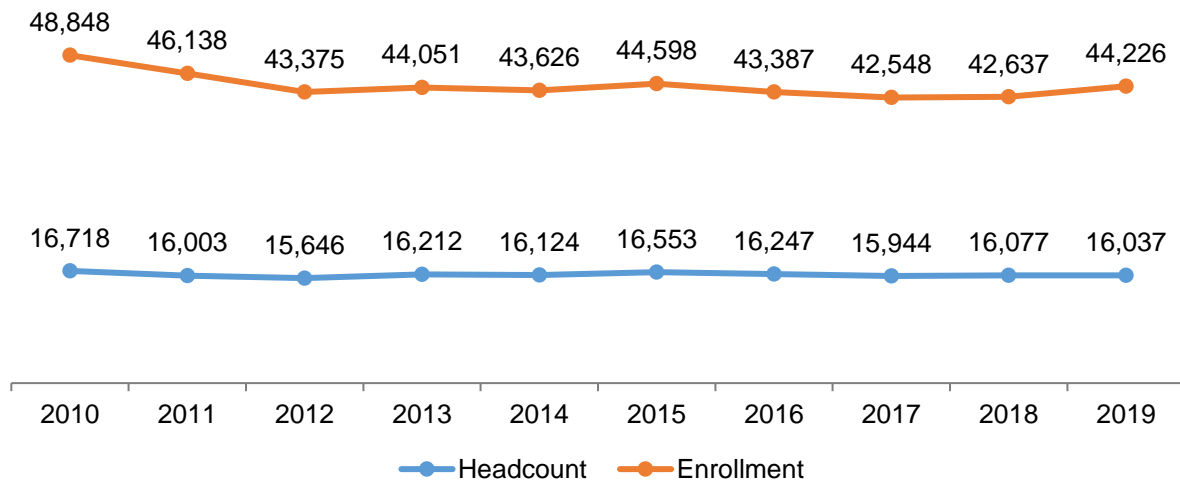


Figure 1. Student headcount and enrollment trends for fall terms

Source: Student Academic History

Figure 2 shows the distribution of female and male students at Cypress College by fall semester. The proportion of female students at Cypress College has consistently been higher than male students, with female students representing around 55% of the student population.

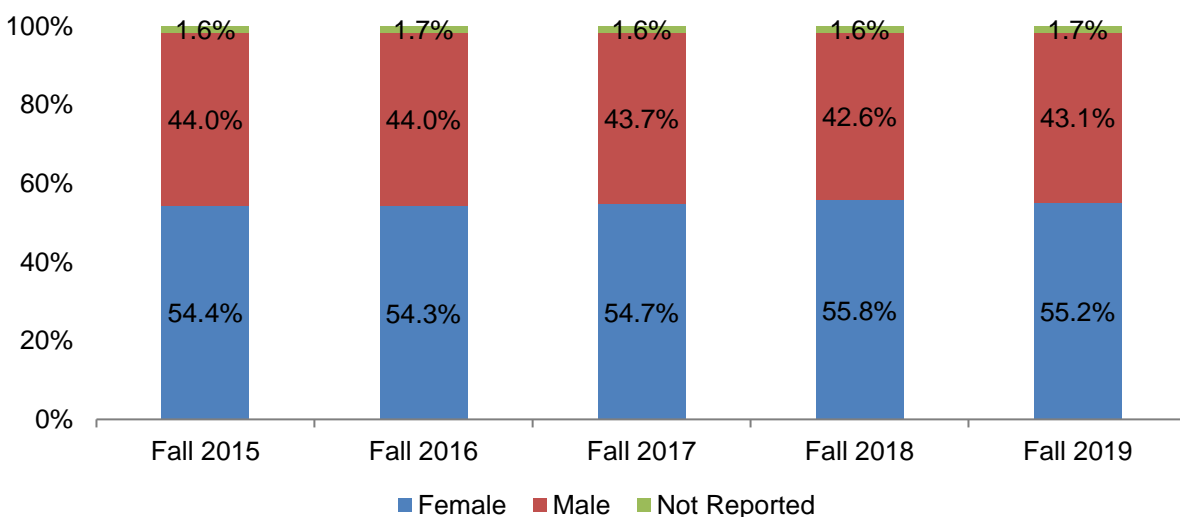


Figure 2. Proportion of students by gender

Source: Student Academic History

Figure 3 shows the distribution of students by ethnicity for fall terms. The most notable change includes the declining proportion of white students from 17.8% to 14.2% from Fall 2015 to Fall 2019. These trends are reflective of the demographic changes occurring within our service area.

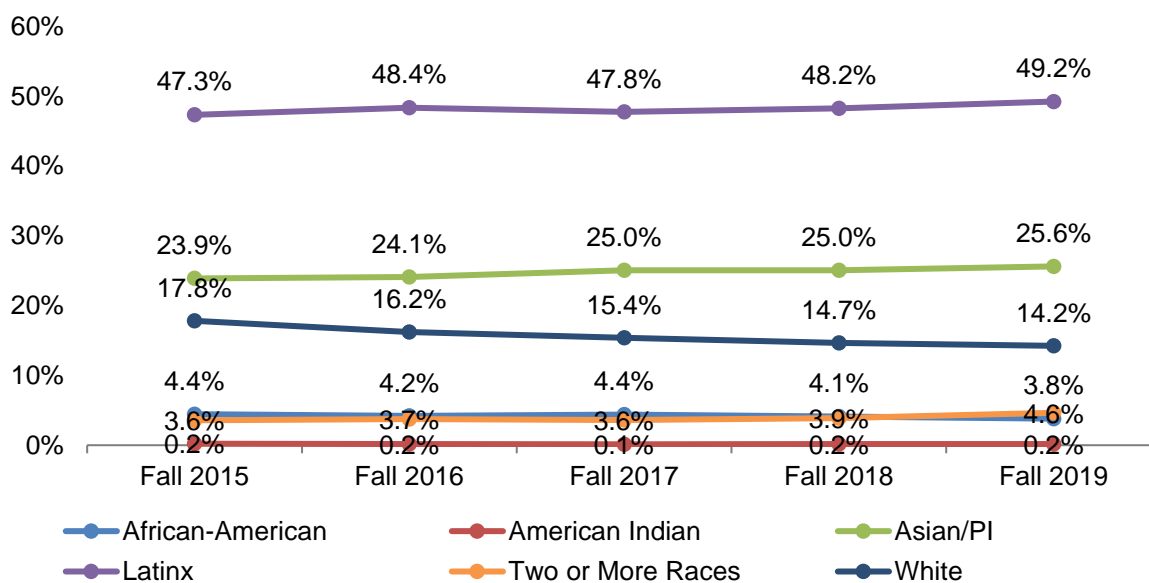


Figure 3. Proportion of students by ethnicity
Source: Student Academic History

Figure 4 shows the distribution of students by age group for the past five fall terms. The average age of our student population has decreased over the past five fall terms from 25 years old to 24 years old. The increase in the percentage of students aged 19 or less was particularly notable between fall 2017 and fall 2018 as a result of the expansion of the Dual Enrollment program.

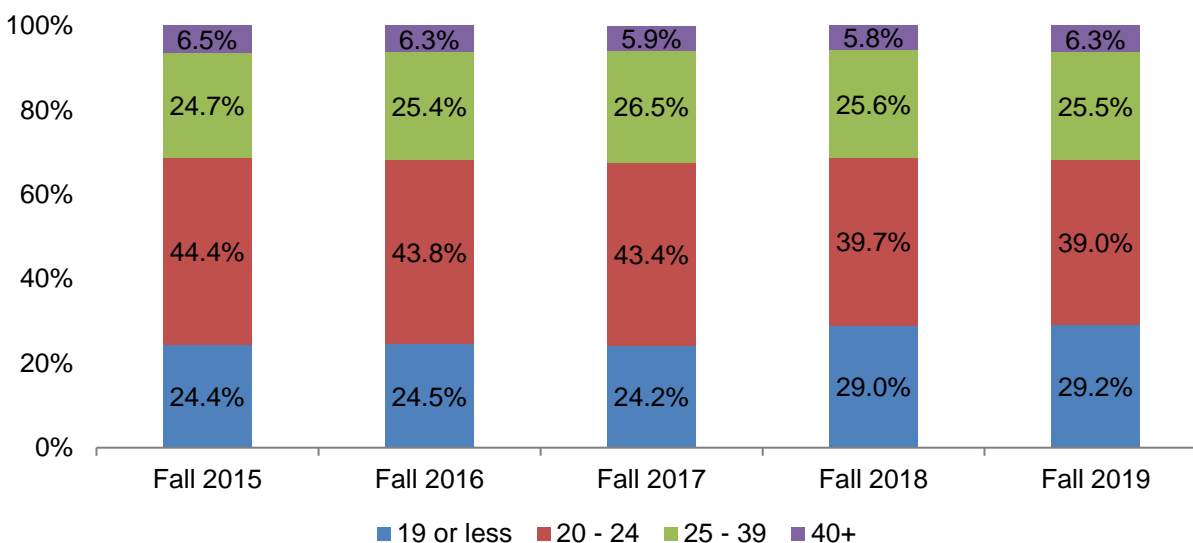


Figure 4. Proportion of students by age
Source: Student Academic History

Figure 5 shows the trends of several special populations at Cypress College, including students receiving disability support services (DSS), veterans, foster youth, and LGBT students. There has been an increase in DSS students in recent fall terms, from 3.9% in Fall 2018 to 5.7% in Fall 2019, but the other special populations have been mostly stable over the past five years.

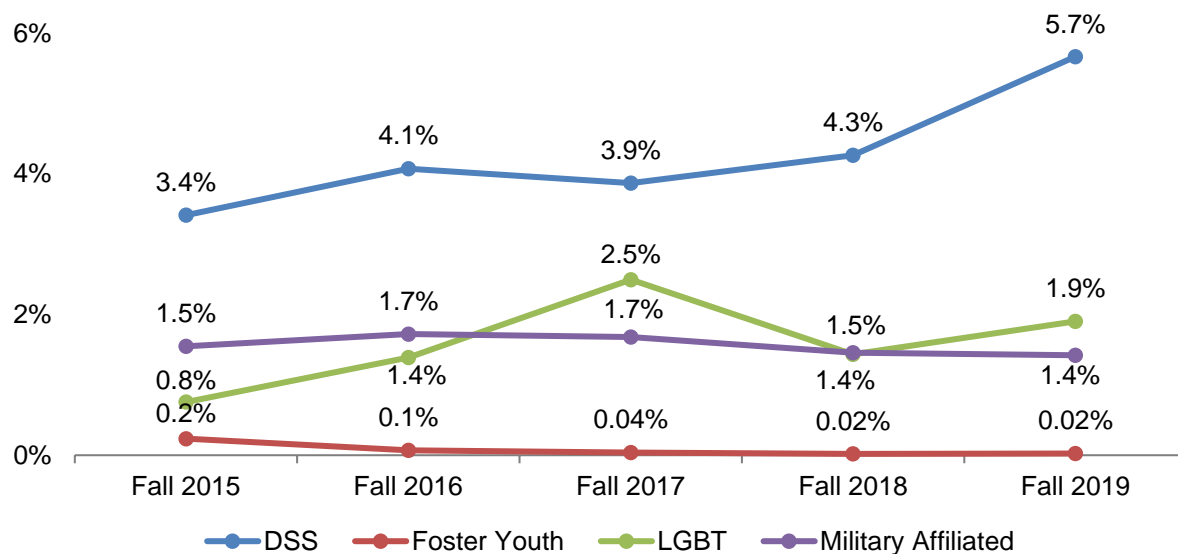


Figure 5. Proportion of students by special population
Source: NOCCCD Information Systems

The percentage of first-generation college students at Cypress College has consistently been around 45% and has remained relatively stable across all examined terms (see Table 1).

Table 1. Highest Parental Education Level

	Fall 2017		Fall 2018		Fall 2019	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No High School Diploma ¹	2,785	17.5%	2,850	17.7%	2,890	18.0%
High School Diploma ¹	4,392	27.5%	4,373	27.2%	4,355	27.2%
Some College/No Degree	3,446	21.6%	3,356	20.9%	3,264	20.4%
Associate Degree	1,265	7.9%	1,251	7.8%	1,276	8.0%
Bachelor's Degree	2,554	16.0%	2,636	16.4%	2,563	16.0%
Graduate Degree	946	5.9%	1,115	6.9%	1,057	6.6%
Not Reported	556	3.5%	496	3.1%	632	3.9%
Total	15,944	100.0%	16,077	100.0%	16,037	100.0%

¹first-generation college student

Source: Student Academic History

Table 2 below summarizes the number of units attempted by students in recent fall terms. The percentage of students enrolling in 12 or more units has increased in Fall 2019. This is especially true for students attempted 15 or more units, which went from 8.5% in Fall 2017 to 10.4% in Fall 2019. The increase in full-time students can largely be attributed to success of both the [North Orange Promise](#) and our guided pathways efforts.

Table 2. Term Units Attempted

	Fall 2017		Fall 2018		Fall 2019	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Less than 6 units	4,454	27.9%	4,768	29.7%	4,670	29.1%
6 - 11.5 units	6,069	38.1%	5,861	36.5%	5,702	35.6%
12 - 14.5 units	4,066	25.5%	4,068	25.3%	3,994	24.9%
15 or more units	1,355	8.5%	1,380	8.6%	1,671	10.4%
Total	15,944	100.0%	16,077	100.0%	16,037	100.0%

Source: Student Academic History

Most of our students (approximately 70%) have an educational goal of earning an associate degree or transferring to a four-year university. Figure 6 below indicates that nearly 50% of students had an educational goal of earning an associate degree and transferring, around 30% had an educational goal related to personal or professional growth, and around 20% had an educational goal to either only earn an associate degree or only transfer.

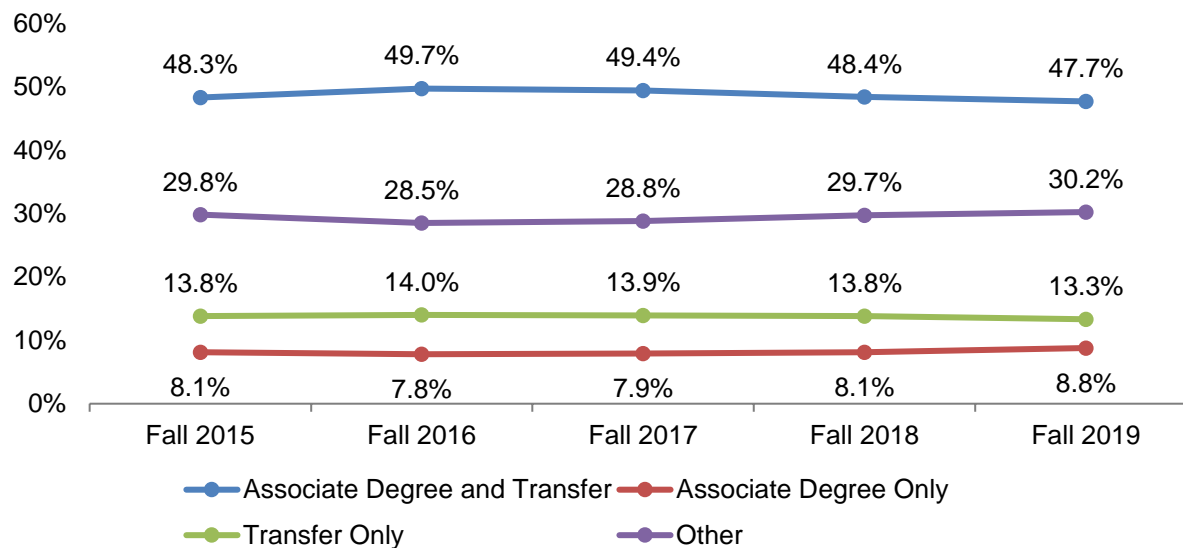


Figure 6. Proportion of students by educational goal

Source: Student Academic History

The Cypress College service area includes eight primary cities: Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Rossmoor/Seal Beach, and Stanton. However, we have a large number of students who enroll from other cities within Los Angeles County, Orange County, and beyond. Table 3 indicates that all of the top 10 feeder high schools in Fall 2019

were within the Cypress College service area. Additionally, enrollment growth was observed among directly matriculating students from the high schools within our service area, which is another indication of the success of the [North Orange Promise](#) program.

Table 3. Directly Matriculating Students from Top 10 Feeder High Schools

High School Name	Fall 2015		Fall 2019		# Change	% Change
	<i>n</i>	%	<i>n</i>	%		
Kennedy (John F.) High ¹	104	5.7%	255	11.4%	151	145.2%
Cypress High ¹	96	5.2%	232	10.3%	136	141.7%
Western High ¹	106	5.8%	195	8.7%	89	84.0%
Savanna High ¹	47	2.6%	99	4.4%	52	110.6%
Magnolia High ¹	57	3.1%	98	4.4%	41	71.9%
Buena Park High ¹	28	1.5%	71	3.2%	43	153.6%
Los Alamitos High ¹	43	2.3%	66	2.9%	23	53.5%
Katella High ¹	31	1.7%	56	2.5%	25	80.6%
Loara High ¹	56	3.1%	55	2.4%	-1	-1.8%
Rancho Alamitos High ¹	55	3.0%	53	2.4%	-2	-3.6%

¹ high school is within the service area
Source: Student Academic History

Table 4 summarizes the top ten resident zip codes in Fall 2019 as compared to Fall 2015. Of the top ten zip codes, eight were cities from our primary service areas, and enrollment growth was observed in most zip codes with the exception of Norwalk and Cerritos.

Table 4. Top 10 Zip Codes of Residence for All Cypress College Students

Zip Code and City		Fall 2015		Fall 2019		# Change	% Change
		<i>n</i>	%	<i>n</i>	%		
92804 ¹	Anaheim	1,621	9.8%	1,772	11.0%	151	9.3%
90630 ¹	Cypress	1,167	7.1%	1,347	8.4%	180	15.4%
90620 ¹	Buena Park	1,167	7.1%	1,217	7.6%	50	4.3%
92801 ¹	Anaheim	749	4.5%	866	5.4%	117	15.6%
90680 ¹	Stanton	522	3.2%	563	3.5%	41	7.9%
92805 ¹	Anaheim	396	2.4%	476	3.0%	80	20.2%
90650	Norwalk	565	3.4%	453	2.8%	-112	-19.8%
90621 ¹	Buena Park	408	2.5%	415	2.6%	7	1.7%
90703	Cerritos	507	3.1%	395	2.5%	-112	-22.1%
92802 ¹	Anaheim	303	1.8%	359	2.2%	56	18.5%

¹ zip code is within the service area
Source: Student Academic History

Faculty and Staff Demographics

Figure 7 summarizes Cypress College's employee composition in comparison to the district and statewide trends. As can be seen below, Cypress College employs a higher percentage of faculty and a lower percentage of classified employees when compared to both the district and all California Community Colleges.

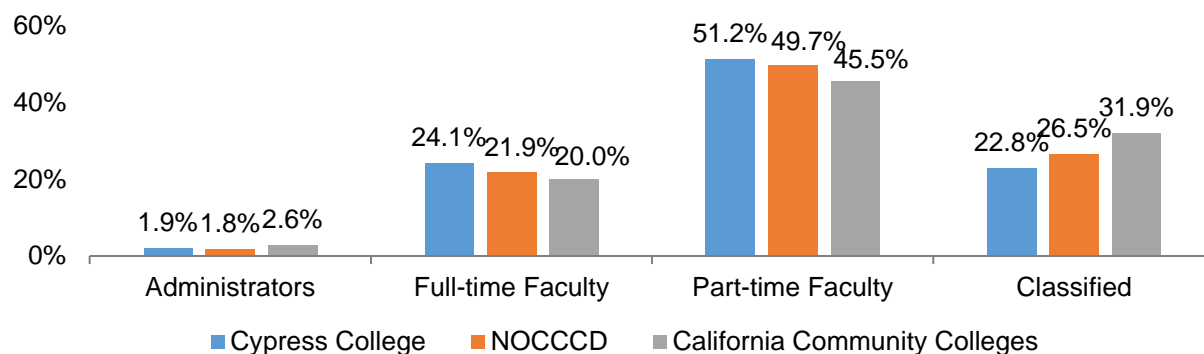


Figure 7. Employees classifications at Cypress College, NOCCCD, and statewide

Source: California Community Colleges Chancellor's Office Data Mart

In Fall 2019, a greater proportion of females were employed across all employment categories at Cypress College, ranging from 64.7% for administrators to 50.5% classified (see Table 5).

Table 5. Cypress College Employees by Gender, Fall 2019

Gender	Administrator		Classified		FT Faculty		PT Faculty		Overall	
	n	%	n	%	n	%	n	%	n	%
Female	11	64.7%	105	50.5%	124	56.4%	248	53.1%	488	53.5%
Male	6	35.3%	103	49.5%	96	43.6%	219	46.9%	424	46.5%
Total	17	100.0%	208	100.0%	220	100.0%	467	100.0%	912	100.0%

Source: California Community Colleges Chancellor's Office Data Mart

As seen in Table 6, approximately two-thirds of Cypress College employees were 40 or older in Fall 2019, with part-time faculty representing the youngest employee group and administrators representing the oldest employee group.

Table 6. Cypress College Employees by Age, Fall 2019

Age	Administrator		Classified		FT Faculty		PT Faculty		Overall	
	n	%	n	%	n	%	n	%	n	%
18 to 34	1	5.9%	42	20.2%	25	11.4%	131	28.1%	199	21.8%
35 to 39	1	5.9%	21	10.1%	20	9.1%	71	15.2%	113	12.4%
40 to 49	4	23.5%	66	31.7%	64	29.1%	98	21.0%	232	25.4%
50 to 59	5	29.4%	63	30.3%	69	31.4%	85	18.2%	222	24.3%
60 and older	6	35.3%	16	7.7%	42	19.1%	82	17.6%	146	16.0%
Total	17	100.0%	208	100.0%	220	100.0%	467	100.0%	912	100.0%

Source: California Community Colleges Chancellor's Office Data Mart

Cypress College employees come from diverse ethnic backgrounds. The largest ethnic group represented is white at 43%, followed by 24% Hispanic, 17% Asian, 5% African-American, and 12% from other ethnic backgrounds. However, ethnic diversity varied greatly by employee category (see Table 7).

Table 7. Cypress College Employees by Ethnicity, Fall 2019

Ethnicity	Administrator		Classified		FT Faculty		PT Faculty		Overall	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%	<i>n</i>
African-American	1	5.9%	9	4.3%	10	4.6%	23	4.9%	43	4.7%
Am. Indian/Alaska Nat.	0	-	1	0.5%	0	-	0	-	1	0.1%
Asian	2	11.8%	33	15.9%	34	15.5%	90	19.3%	159	17.4%
Hispanic	3	17.7%	72	34.6%	44	20.0%	99	21.2%	218	23.9%
Pacific Islander	0	-	1	0.5%	1	0.5%	2	0.4%	4	0.4%
White	9	52.9%	70	33.6%	105	47.7%	209	44.8%	393	43.1%
Multi-Ethnic	1	5.9%	5	2.4%	9	4.1%	18	3.9%	33	3.6%
Not Reported	1	5.9%	17	8.2%	17	7.7%	26	5.6%	61	6.7%
Total	17	100.0%	208	100.0%	220	100.0%	467	100.0%	912	100.0%

Source: California Community Colleges Chancellor's Office Data Mart

Chapter Two: Measures of Institutional Effectiveness

Course Success and Retention

Course success and retention rates serve as two long-standing indicators of student performance. Figures 8 and 9 below summarize course success and retention rates for the past five fall and spring terms. In general, success and retention rates have remained fairly stable over the past five years, showing slight overall increases, particularly in course success. Our ACCJC Institution-Set Standard (ISS) for successful course completion in 2019-20 was 72.0%, with a stretch goal of 75.6%. The Fall 2019 success rates was just above the ISS at 72.2%; however, the success rate in Spring 2020 fell just below the ISS at 71.8%.

It should be noted that the Spring 2020 term was heavily impacted by the sudden transition to remote instruction as a result of the COVID-19 pandemic, and this should be considered when interpreting data and trends that include Spring 2020.

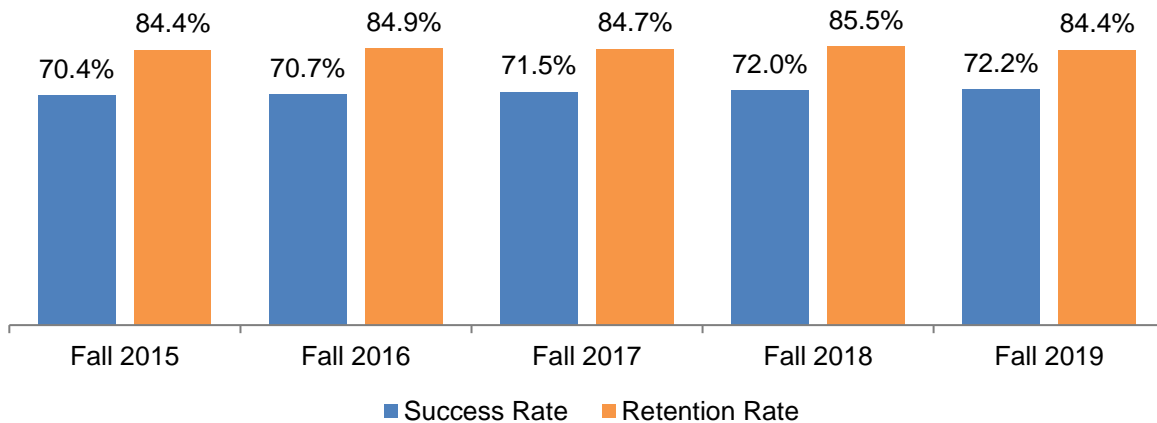


Figure 8. Fall success and retention rates
Source: Student Academic History

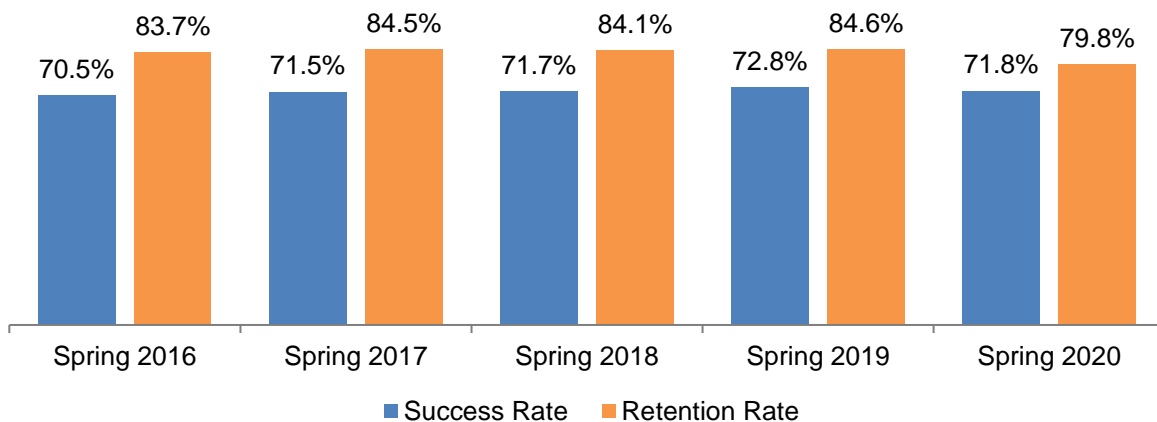


Figure 9. Spring success and retention rates
Source: Student Academic History

Figures 10 and 11 below summarize course success and retention rates by division for Fall 2019 and Spring 2020. Historically, divisions that are smaller, have more selective programs, and/or have career or technical education programs have had higher success and retention rates than other divisions. This is due to the more structured pathways and best practices that have established for these types of programs. In contrast, divisions with general level coursework, higher enrollments, and/or have STEM-related programs have had lower success and retention rates.

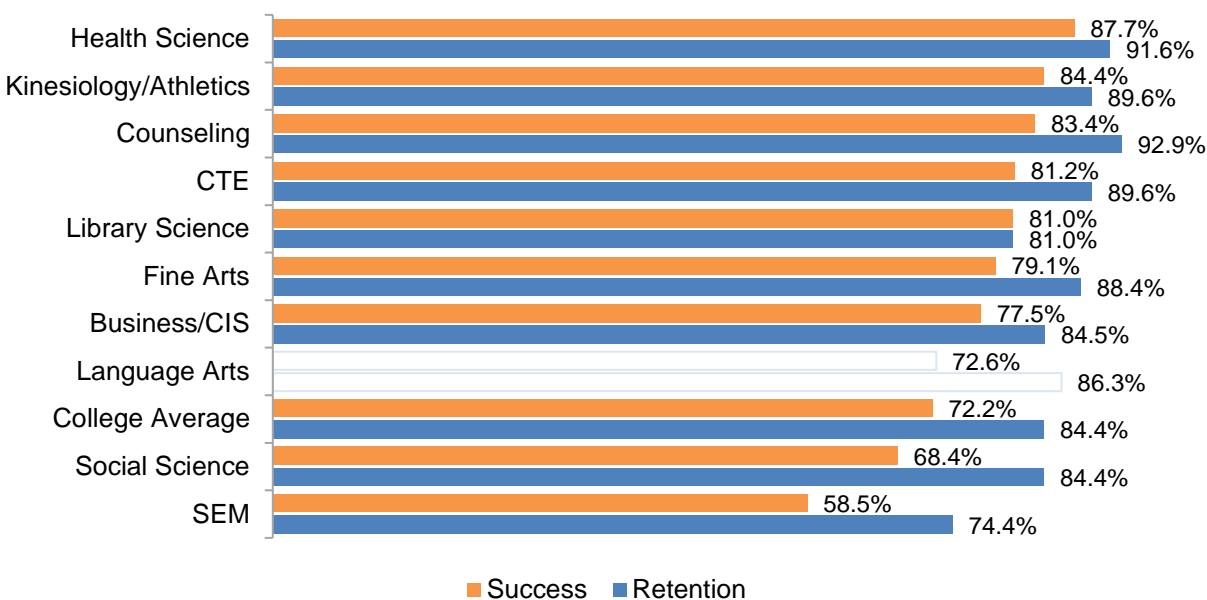


Figure 10. Fall 2019 success and retention rates by division

Source: Student Academic History

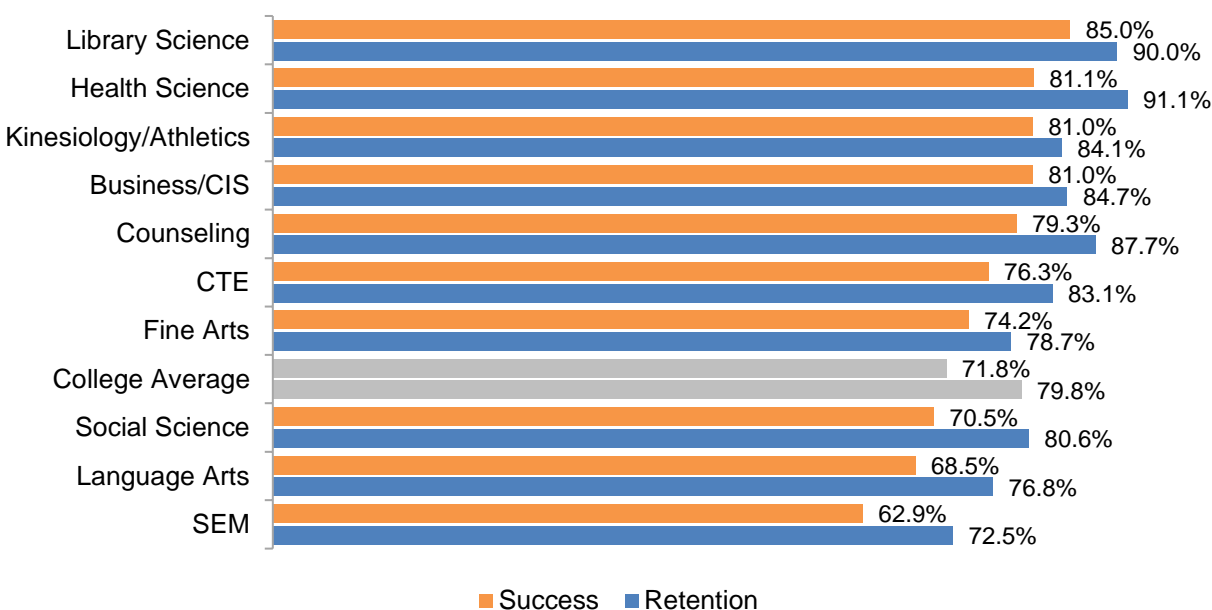


Figure 11. Spring 2020 success and retention rates by division

Source: Student Academic History

Figures 12 and 13 below summarize course success and retention rates by instructional method for Fall 2019 and Spring 2020. It is worth noting that the long-standing gaps in course success and retention rates between face-to-face and distance education modalities have been closing over the past few years and are now essentially non-existent. This is especially important because it is expected that the demand for remote instruction will continue to grow as a result of the COVID-19 pandemic. The closing gap in course success and retention rates is a huge accomplishment for distance education faculty and students and the Distance Education team deserves much credit for their support in this area.

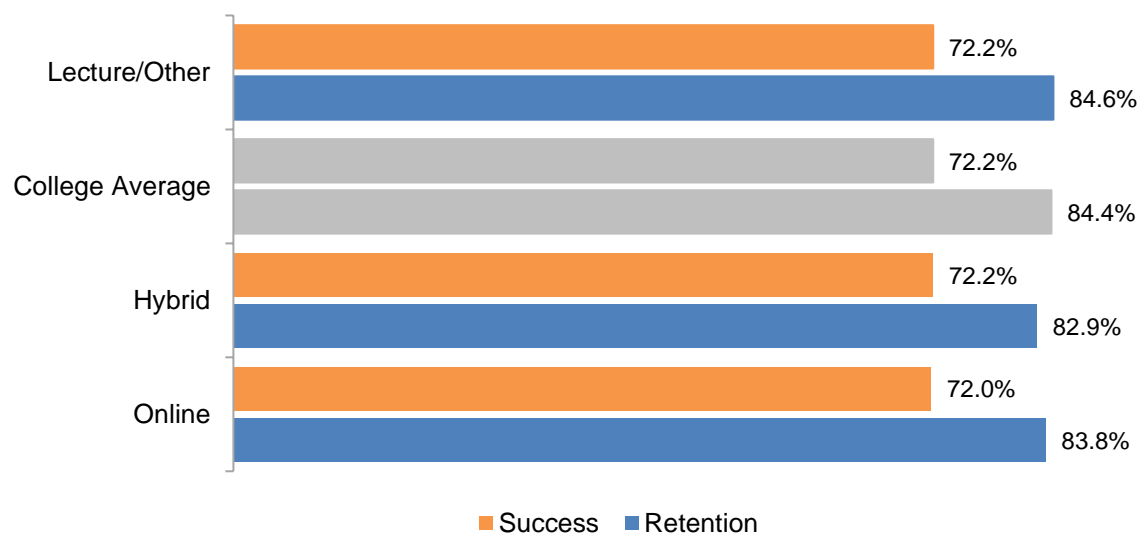


Figure 12. Fall 2019 success and retention rates by instructional method
Source: Student Academic History

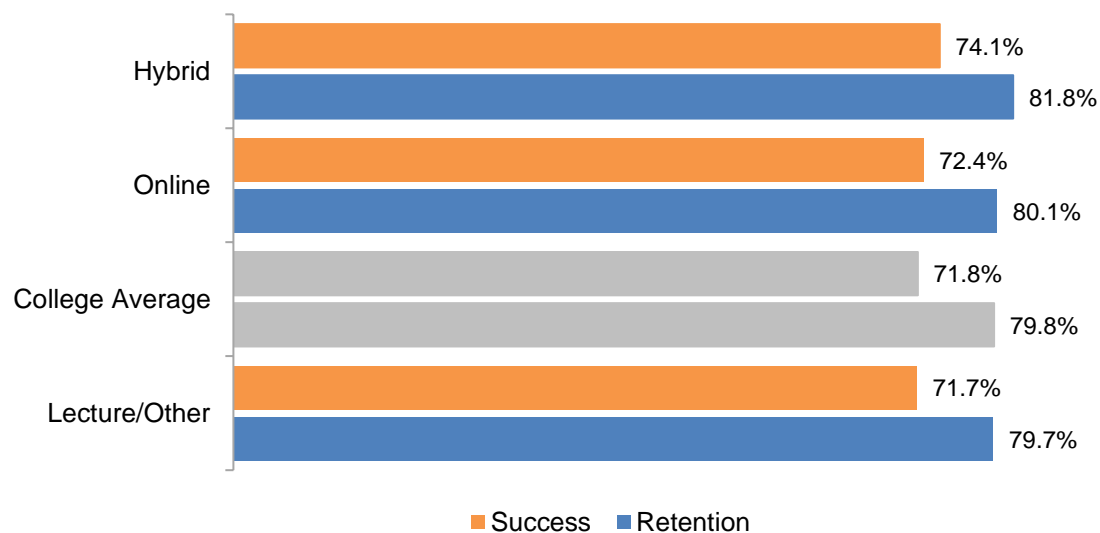


Figure 13. Spring 2020 success and retention rates by instructional method
Source: Student Academic History

Figures 14 and 15 below summarize course success and retention rates by ethnicity for Fall 2019 and Spring 2020. In both Fall 2019 and Spring 2020, Asian and White students had course success and retention rates above the college average, whereas students from other ethnic groups had course success and retention rates lower than the college average. There are several large-scale campus efforts working towards closing equity gaps such as guided pathways, completion teams, and the activities outlined in the Student Equity and Achievement (SEA) Plan. Additionally, in 2019-20 the College affirmed equity as the central core value of the college, in support of all students and their success.



Figure 14. Fall 2019 success and retention rates by ethnicity

Source: Student Academic History

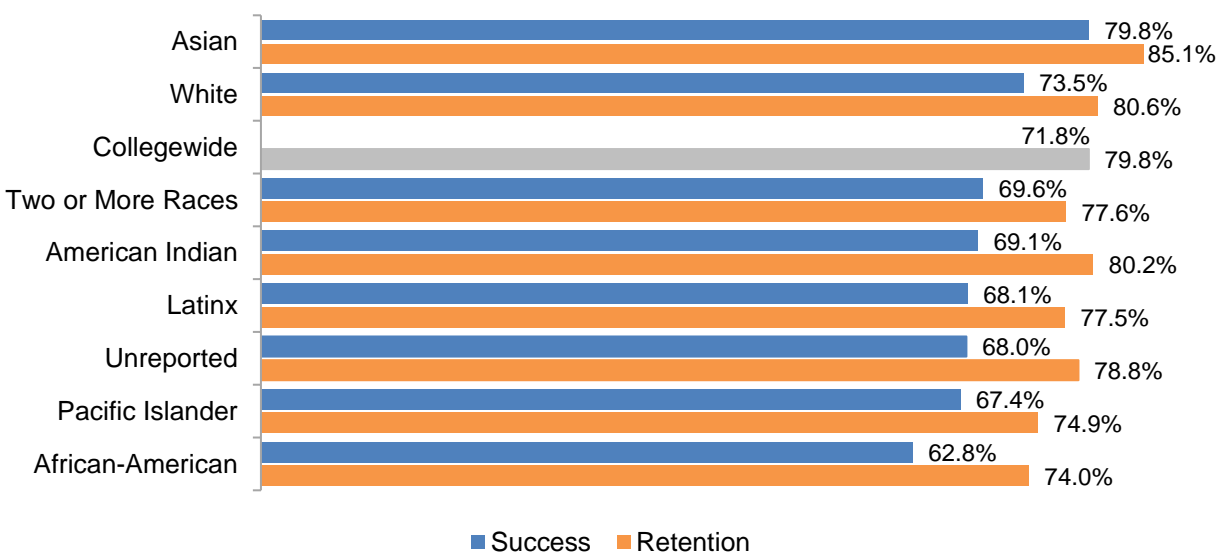


Figure 15. Spring 2020 success and retention rates by ethnicity

Source: Student Academic History

Completion of Transfer-Level English and Math

As a result of [AB 705](#) legislation, the 2018-2019 academic year marked the final year of utilizing placement tests as a part of the assessment process for English and math. To replace placement tests, a [guided self-placement](#) (GSP) tool was developed for students to report on their major, high school GPA and course grades, and other information used to recommend them the appropriate transfer-level English and math course. This is a transformative change in the assessment process and has resulted in significant increases in completion of transfer-level English and math. Some key data trends are summarized in this report but a more detailed analysis is provided in the [2019-20 AB 705 Report](#).

As seen in Figures 16 and 17, the completion of transfer-level English and math within one year increased significantly over the past five years. More specifically, the completion rate of transfer-level English within one year increased from 46.5% in Fall 2015 to 71.2% in Fall 2019, and the completion rate of transfer-level math within one year increased from 23.2% in Fall 2015 to 43.3% in Fall 2019. The increase in transfer-level English completion within one year was more gradual than in math because implementation efforts began earlier in English.

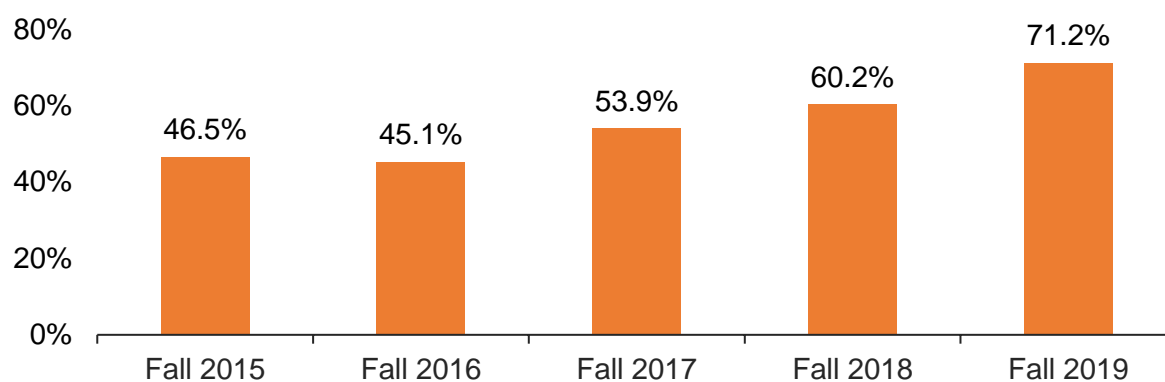


Figure 16. Completion of transfer-level English within one year for fall cohorts

Source: Student Academic History

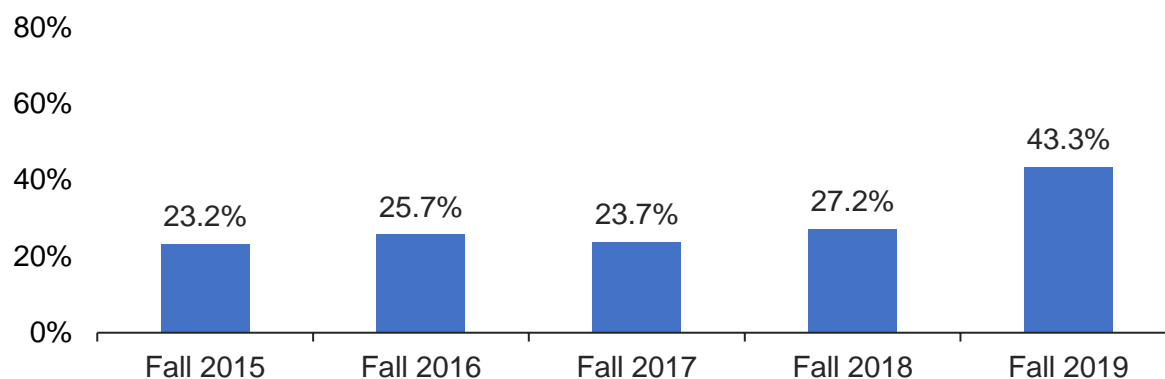


Figure 17. Completion of transfer-level math within one year for fall cohorts

Source: Student Academic History

The implementation of AB 705 significantly improved one-year completion of transfer-level English and math across all ethnic groups. More specifically, completion rates across ethnic groups increased between 8.3 and 27.8 percentage points in English and between 15.9 and 32.4 percentage points in math. In addition, African American and Latinx students demonstrated larger relative gains in comparison to White students, which is an encouraging indication that equity gaps are beginning to narrow (see Figure 18 and Figure 19).

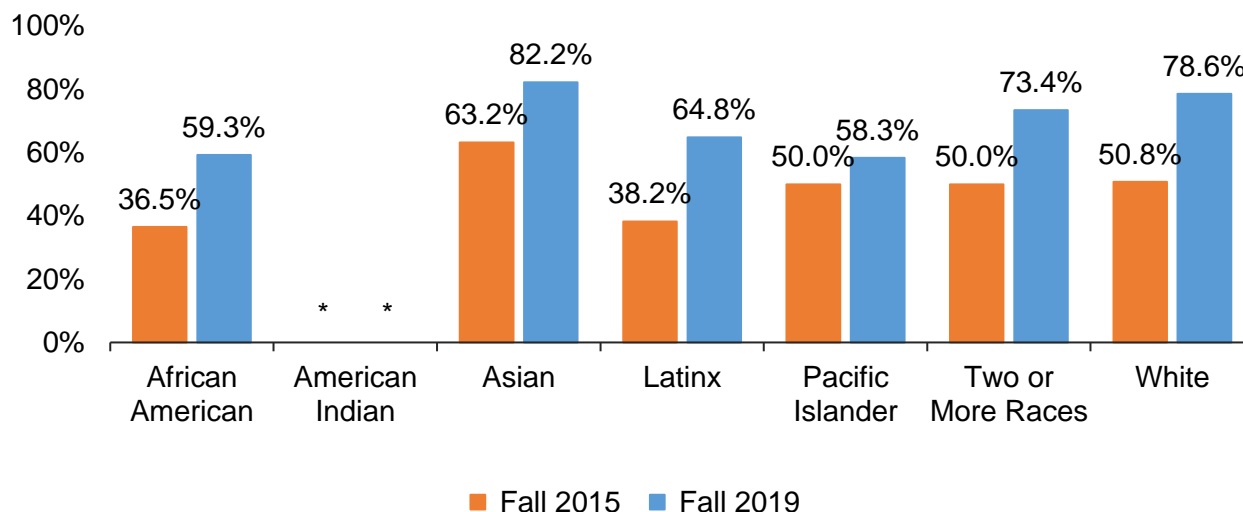


Figure 18. Completion of transfer-level English within one year by ethnic group

Source: Student Academic History

Note. * indicates sample size less than 10

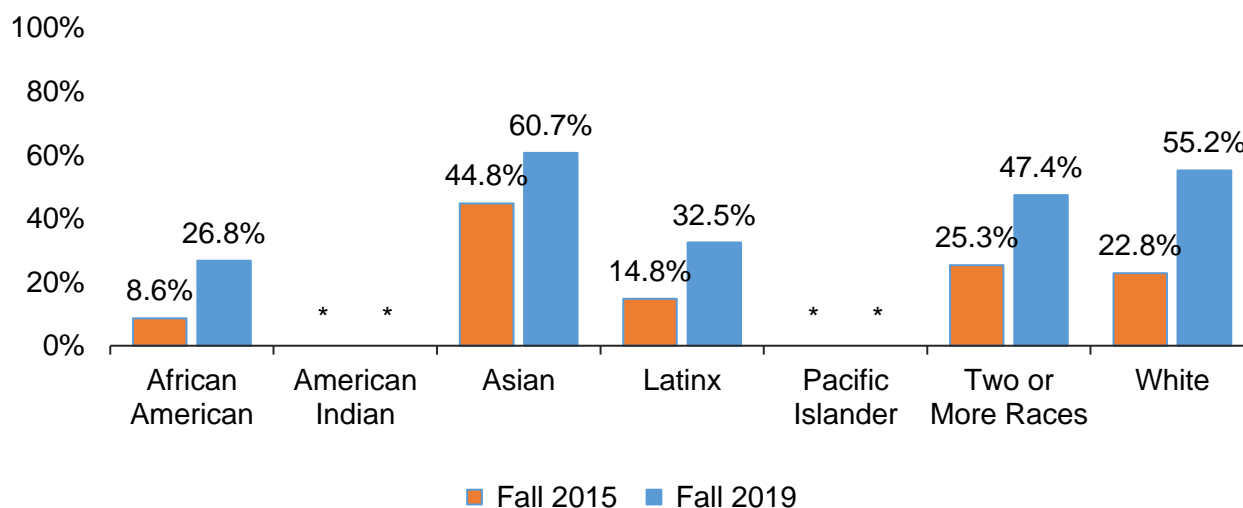


Figure 19. Completion of transfer-level math within one year by ethnic group

Source: Student Academic History

Note. * indicates sample size less than 10

Awards: Degrees and Certificates

Cypress College has two ACCJC Institution-Set Standards (ISS) for award completion: 1,277 degrees awarded and 911 18+ unit certificates awarded represent the floor goals. Stretch goals referred to aiming to award 1,815 associate degrees and 1,395 18+ unit certificates. In the 2019-2020 academic year, the college surpassed these standards by awarding 1,860 associate degrees and 2,657 certificates, more than any previous year in the history of the college. Additionally, in 2019-2020, two students graduated with a bachelor's degree in Funeral Services (see Figure 20).

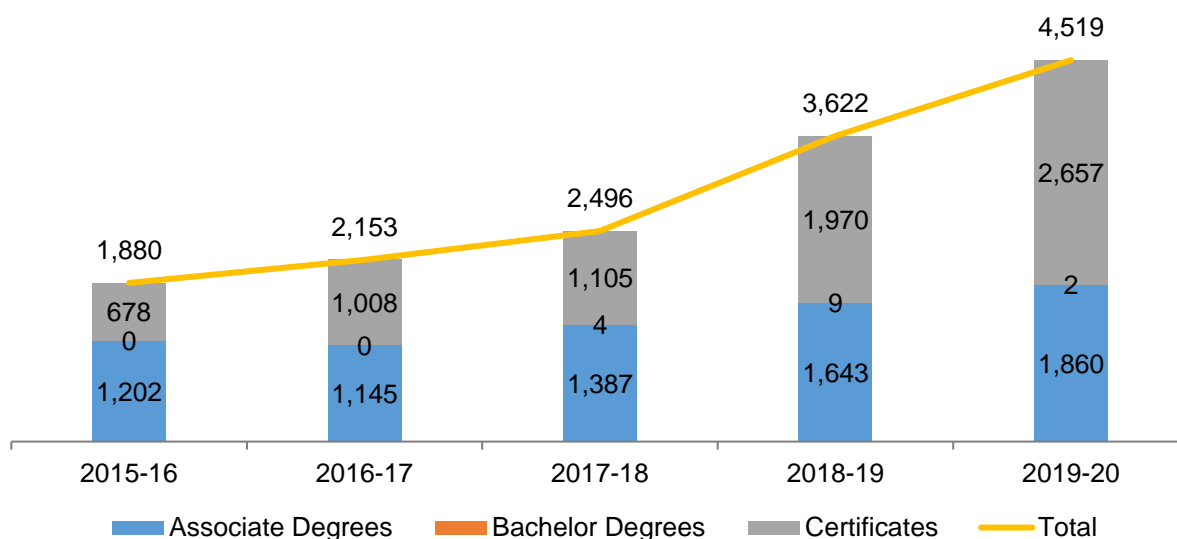


Figure 20. Degrees and certificates awarded by academic year

Source: Degrees and Certificates

In Table 8 below, award data is disaggregated by various student demographics. The trends remained relatively stable when examining gender, disability status, veteran status, and foster youth status. However, trends did display some variation when examining students by ethnicity. More specifically, there was an increase in the percent of awards earned by Asian students from 23.5% to 35.9%, as well as a decrease in the percent of awards earned by White students from 24.7% to 15.4% between 2015-16 and 2019-20.

Table 8. Awards Earned by Demographics

Awards	2015-16	2016-17	2017-18	2018-19	2019-20
Gender					
Female	54.4%	48.1%	52.2%	43.0%	59.5%
Male	44.8%	49.9%	46.4%	36.0%	39.1%
Unknown	0.8%	2.0%	1.4%	1.2%	1.3%
Age					
19 or less	2.4%	4.2%	4.1%	5.0%	6.3%
20-24	49.3%	50.3%	52.4%	53.3%	52.8%
25-39	39.3%	36.0%	35.4%	35.5%	32.8%
40+	9.0%	9.5%	8.1%	6.2%	8.1%

Ethnicity					
African-American	4.0%	3.2%	3.6%	3.7%	3.7%
American Indian	0.1%	0.1%	0.3%	0.1%	0.1%
Asian	23.5%	25.2%	26.5%	26.8%	35.9%
Latinx	41.9%	43.7%	41.3%	46.2%	38.0%
Pacific Islander	0.7%	0.5%	0.4%	0.1%	0.4%
Two or More Races	2.7%	3.3%	3.6%	4.7%	3.6%
Unreported	2.3%	2.7%	2.6%	1.9%	2.9%
White	24.7%	21.2%	21.6%	16.6%	15.4%
Disability Status					
No	92.4%	92.6%	94.4%	93.9%	94.8%
Yes	7.6%	7.4%	5.6%	6.1%	5.2%
Veteran Status					
No	97.0%	97.0%	96.5%	97.5%	97.7%
Yes	3.0%	3.0%	3.5%	2.5%	2.3%
Foster Youth Status					
No	100.0%	99.9%	99.9%	99.9%	100.0%
Yes	0.0%	0.1%	0.1%	0.1%	0.04%
TOTAL	1,880	2,153	2,496	3,622	4,519

Source: Degrees and Certificates

Degrees Awarded

As noted in the previous section, Cypress College awarded 1,860 associate degrees in the 2019-20 academic year, surpassing our ACCJC Institution-Set Standards (ISS) for degree completion. The areas that awarded the most degrees in 2018-20 included Liberal Arts, Business Administration, and Psychology which contributed to 52.6% of the total number of degrees awarded. Areas that displayed the most growth in degrees awarded from 2018-19 to 2019-20 included Liberal Arts, Administration of Justice, and Economics (see Table 9 on the following page).

Table 9. Degrees Earned by Department

Department	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Accounting	9	4	4	4	4	25
Administration of Justice	0	0	0	13	40	53
Air Conditioning & Refrigeration	6	6	4	2	7	25
Anthropology	8	10	7	6	6	37
Art	21	20	35	41	44	161
Automotive Collision Repair	0	0	1	3	1	5
Automotive Technology	6	11	8	8	6	39
Aviation & Travel Careers	18	17	28	34	31	128
Biology	0	0	0	4	8	12
Business Administration	156	203	214	227	243	1043
Chemistry	0	1	2	9	5	17

Department	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Communication Studies	27	30	45	47	63	212
Computer Information Systems	12	13	21	18	20	84
Court Reporting	3	0	1	1	1	6
Dance	1	2	2	5	4	14
Dental Assisting	11	5	3	7	10	36
Dental Hygiene	13	10	11	14	0	48
Diagnostic Medical Sonography	9	8	13	10	8	48
Economics	0	0	1	4	25	30
Education	6	3	12	29	29	79
Engineering	0	0	0	1	0	1
English	11	22	20	23	24	100
Ethnic Studies	1	1	0	1	2	5
Foreign Languages	0	0	1	0	2	3
General Studies	1	0	1	0	4	6
Geography	2	4	11	3	7	27
Geology	1	1	2	3	2	9
Health Information Technology	9	17	15	17	19	77
History	17	16	11	16	30	90
Hotel, Restaurant & Culinary Arts	46	22	38	49	58	213
Human Services	6	14	13	9	9	51
Interdisciplinary Studies	0	0	1	1	0	2
Journalism	0	0	0	3	2	5
Kinesiology	28	35	52	47	48	210
Liberal Arts	417	340	389	469	598	2,213
Management	5	3	6	9	5	28
Marketing	1	0	2	4	4	11
Mathematics	24	26	30	34	40	154
Media Arts Design	0	0	0	3	15	18
Mortuary Science	35	25	37	53	19	169
Music	3	1	2	1	1	8
Nursing	86	81	91	102	86	446
Philosophy	2	0	10	0	5	17
Photography	1	3	1	3	0	8
Physics	16	16	14	22	28	96
Political Science	16	12	13	17	20	78
Psychiatric Technology	12	15	24	27	24	102
Psychology	81	73	101	141	138	534
Radiologic Technology	27	25	33	38	33	156
Sociology	43	40	53	53	70	259
Theater Arts	5	10	4	8	12	39
Total	1,202	1,145	1,387	1,643	1,860	7,237

Source: Degrees and Certificates

In Table 10, degree data is disaggregated by various student demographics. Consistent with the overall awards data, the trends remained relatively stable for gender, disability status, veteran status, and foster youth status. However, trends did display some changes by ethnicity with Asian students earning a larger proportion of degrees and White students earning a smaller proportion of degrees in 2019-20 than in 2015-16.

Table 10. Degrees Earned by Demographics

Associate Degrees Awarded	2015-16	2016-17	2017-18	2018-19	2019-20
Gender					
Female	62.0%	57.0%	61.8%	64.7%	64.1%
Male	37.4%	41.4%	37.4%	34.0%	34.5%
Unknown	0.6%	1.6%	0.8%	1.3%	1.5%
Age					
19 or less	1.6%	3.1%	2.2%	3.0%	4.1%
20-24	58.3%	55.3%	56.9%	55.9%	55.2%
25-39	35.0%	35.5%	35.7%	36.0%	34.0%
40+	5.1%	6.1%	5.2%	5.1%	6.7%
Ethnicity					
African-American	4.2%	3.2%	3.5%	3.5%	3.1%
American Indian	0.0%	0.1%	0.4%	0.1%	0.2%
Asian	25.0%	26.7%	27.4%	26.4%	30.5%
Latinx	40.8%	41.0%	42.2%	45.5%	41.9%
Pacific Islander	0.5%	0.5%	0.6%	0.1%	0.6%
Two or More Races	3.1%	3.5%	3.5%	4.9%	3.9%
Unreported	2.2%	3.1%	2.4%	1.7%	2.7%
White	24.3%	21.8%	19.8%	17.7%	17.0%
Disability Status					
No	93.3%	92.9%	93.8%	93.4%	93.4%
Yes	6.7%	7.1%	6.2%	6.6%	6.6%
Veteran Status					
No	97.8%	97.1%	97.0%	97.4%	97.6%
Yes	2.2%	2.9%	3.0%	2.6%	2.4%
Foster Youth Status					
No	100.0%	99.9%	99.9%	99.9%	99.9%
Yes	0.0%	0.1%	0.1%	0.1%	0.1%
TOTAL	1,202	1,145	1,387	1,643	1,860

Source: Degrees and Certificates

Certificates Awarded

As noted in a previous section, Cypress College awarded 2,657 certificates in the 2019-20 academic year, surpassing our ACCJC Institution-Set Standard (ISS) for certificate completion with 2,442 16+ unit certificates awarded. The areas that awarded the most certificates in 2019-20 included the CSU GE Breadth certificate, ESL, and the IGETC certificate. These areas awarded nearly two-thirds of the total certificates in the 2019-20 academic year (see Table 11).

Table 11. Certificates Earned by Department

Department	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Accounting	5	0	1	3	2	11
Air Conditioning & Refrigeration	38	100	131	94	68	431
Automotive Collision Repair	20	25	21	38	23	127
Automotive Technology	120	216	166	357	181	1040
Aviation & Travel Careers	91	95	112	150	99	547
Computer Information Systems	72	62	60	104	123	421
Court Reporting	5	15	5	8	8	41
CSU GE Breadth	0	0	0	588	876	1464
Dance	4	2	1	1	4	12
Dental Assisting	19	13	17	18	14	81
Dental Hygiene	7	0	0	0	1	8
Diagnostic Medical Sonography	17	18	16	13	18	82
Economics	0	0	0	1	0	1
ESL	0	0	0	0	645	645
Geography	7	1	12	8	4	32
Health Information Technology	9	4	5	2	0	20
Hotel, Restaurant & Culinary Arts	115	100	167	145	136	663
Human Services	38	56	19	50	57	220
IGETC	1	151	264	272	290	978
Kinesiology	4	3	3	1	3	14
Management	8	4	2	1	2	17
Marketing	13	5	2	0	1	21
Media Arts Design	6	23	6	14	7	56
Music	13	15	15	9	17	69
Photography	9	31	10	0	5	55
Psychiatric Technology	28	31	33	47	32	171
Radiologic Technology	26	31	34	40	38	169
Theater Arts	3	7	3	6	3	22
TOTAL	678	1,008	1,105	1,970	2,657	7,418

Source: Degrees and Certificates

Table 12 summarizes certificate data by demographic trends. In 2018-2019, female students earned a higher proportion of the certificates awarded than males for the first time, and this trend continued in 2019-20. Additionally, when examining certificate earning students by ethnicity, Asian students have earned an increasing proportion of the certificates awarded, whereas White students earned a decreased proportion of the certificates awarded in 2019-20 compared to 2015-16.

Table 12. Certificates Earned by Demographics

Certificates Awarded	2015-16	2016-17	2017-18	2018-19	2019-20
Gender					
Female	41.0%	37.9%	40.0%	54.0%	56.3%
Male	57.8%	59.6%	57.8%	44.4%	42.5%
Unknown	1.2%	2.5%	2.2%	1.6%	1.2%
Age					
19 or less	4.0%	5.6%	6.5%	6.7%	7.8%
20-24	33.2%	44.5%	47.0%	51.3%	51.2%
25-39	46.9%	36.5%	34.8%	34.9%	31.8%
40+	15.9%	13.4%	11.7%	7.2%	9.1%
Ethnicity					
African-American	3.8%	3.2%	3.8%	3.8%	4.2%
American Indian	0.3%	0.1%	0.2%	0.1%	0.1%
Asian	20.8%	23.5%	25.5%	27.2%	39.6%
Latinx	43.9%	46.7%	40.5%	46.9%	35.3%
Pacific Islander	1.0%	0.5%	0.0%	0.1%	0.3%
Two or More Races	1.9%	3.2%	3.8%	4.4%	3.4%
Unreported	2.7%	2.4%	2.7%	2.0%	2.9%
White	25.6%	20.4%	23.6%	15.5%	14.2%
Disability Status					
No	90.9%	92.3%	95.0%	94.3%	95.7%
Yes	9.1%	7.7%	5.0%	5.7%	4.3%
Veteran Status					
No	95.4%	96.9%	95.9%	97.6%	97.8%
Yes	4.6%	3.1%	4.1%	2.4%	2.2%
Foster Youth Status					
No	100.0%	99.9%	99.9%	99.9%	99.96%
Yes	0.0%	0.1%	0.1%	0.1%	0.04%
TOTAL	678	1,008	1,105	1,970	2,657

Source: Degrees and Certificates

Transfer Volume

Figure 21 summarizes transfer pattern of our students over the past five years. The college established an ACCJC Institution-Set Standard (ISS) to transfer at least 926 students each year, with a stretch goal of 1,019 students transferring per academic year. In 2019-20, Cypress College met our ISS with 1,039 transfers. The 2018-19 number of transfers to the UC and CSU systems reached the highest point in the past five years.

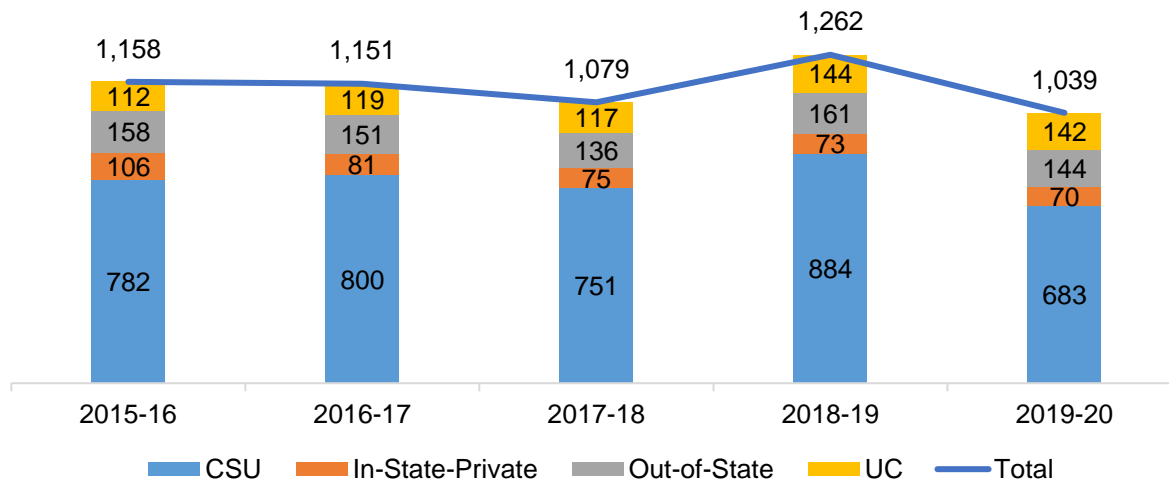


Figure 21. Transfer volume, 2015-16 through 2019-20

Source: California Community College Chancellor's Office Data Mart

Full-Time Equivalent Students (FTES)

Although the Student Centered Funding Formula (SCFF) has deemphasized the role of Full-Time Equivalent Students (FTES) as the primary metric for state funding, FTES remains a key component of funding and serves as an important indicator of enrollment productivity. In 2019-20, the total resident FTES was 12,137.8 which is the most FTES generated over the past five years (see Figure 22).

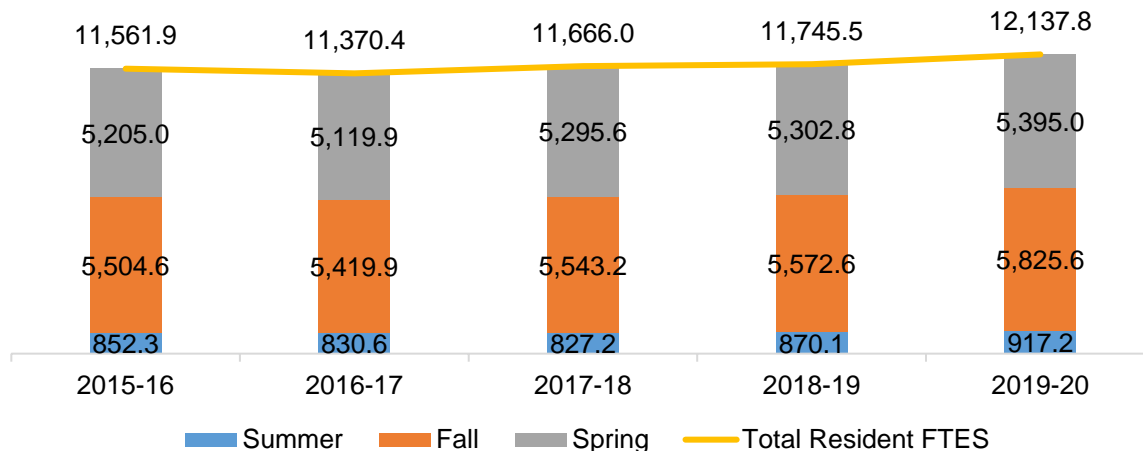


Figure 22. Trends in resident FTES, 2015-16 through 2019-20

Source: Term Section FTE

Table 13 summarizes the resident FTES trends by division. Consistent with enrollment trends, the SEM, social science, and language arts divisions have generated the most resident FTES, whereas the library science, counseling, and kinesiology/athletics divisions have generated the least FTES.

Table 13. Division Trends in Resident FTES, 2017-18 through 2019-20

Division	2017-18			2018-19			2019-20		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Business/CIS	30.7	325.0	316.3	38.1	331.8	314.6	37.1	370.2	347.4
Counseling	16.4	89.1	45.0	10.2	114.2	73.7	12.0	130.0	86.9
CTE	29.9	368.1	390.3	46.9	409.3	425.2	66.8	499.7	471.1
Fine Arts	60.4	531.8	469.4	58.2	516.5	514.7	69.2	549.9	554.5
Health Science	73.7	449.2	512.0	69.9	485.1	500.0	83.1	488.6	479.0
Kinesiology/Athletics	38.6	230.1	256.4	42.4	220.1	239.2	59.1	259.3	274.7
Language Arts	133.4	1,017.2	890.7	144.3	975.5	862.4	115.8	948.1	788.7
Library Science	0.0	0.8	1.3	0.0	0.8	0.7	0.0	0.6	0.6
SEM	205.2	1,489.3	1,414.4	212.2	1,495.1	1,390.2	199.0	1,519.7	1,370.6
Social Sciences	239.0	1,042.4	999.7	247.9	1,024.2	982.1	275.1	1,059.5	1,021.5
Total	827.2	5,543.2	5,295.6	870.1	5,572.6	5,302.8	917.2	5,825.6	5,395.0

Source: Term Section FTE

Weekly Student Contact Hours (WSCH) per Full Time Equivalent Faculty (FTEF)

Full-time equivalent faculty (FTEF) signifies the most significant cost to the college and, in relation to weekly student contact hours (WSCH), is an important measure of college efficiency and cost effectiveness. The community college system has recommended a WSCH per FTEF ratio of 525:1 and an average class size of 35 for optimum college efficiency and cost effectiveness. However, many programs, specifically within the health science and career and technical education, have limitations on enrollment based on external accreditation requirements making the previously noted ratio and class sizes unattainable.

In 2019-20, the college had an especially high per FTEF in summer compared to previous years, whereas other terms remained relatively stable in comparison to the past few like terms (see Figure 23).

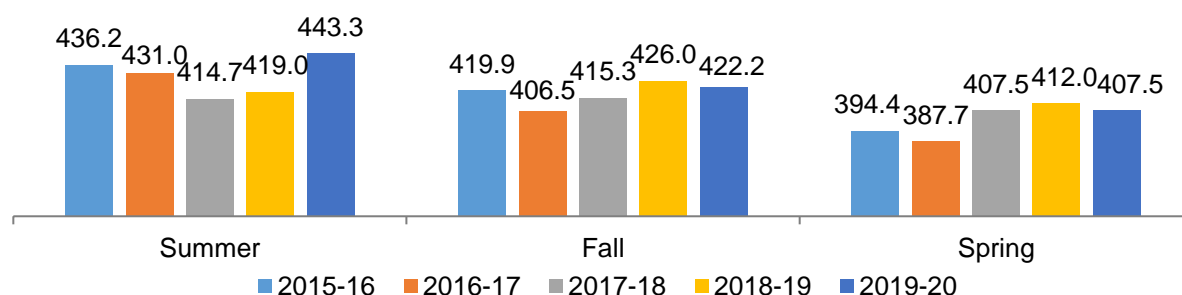


Figure 23. WSCH per FTEF

Source: Term Section FTE

Student Success Metrics (SSM) Dashboard

The [Student Success Metrics \(SSM\) Dashboard](#) is a resource created by the state Chancellor's Office and provides valuable information related to student progression along various educational pathways, from entry to completion, transfer, and employment. The metrics align with the Vision for Success and allow us to view Cypress College student success with the inclusion of systemwide data, which is something we are not able to do locally. The data can be viewed for any California Community College as well as statewide, and an update with 2019-20 data was released in March 2021.

Student Pathway to Completion

Part of our Guided Pathways work has involved more closely examining students' pathway to completion, in addition to equity gaps. The data below summarize key momentum points towards completion of a degree, certificate, or transfer. The data indicate that among Fall 2017 first-time students, less than 16% earn a degree, certificate, or transfer within three years. Furthermore, that are notable differences in completion rates and achievement of pathway milestones by ethnicity (see Figure 24).

Addressing the completion rates and equity gaps have been a major focus for Cypress College, particularly in the past few years. With the support of the Title V grant awarded in Fall 2019, we have established cross-functional Completion Teams for eight of our academic divisions that work together to support students achieve their educational goals. It will take a few more years to see the impact of these efforts reflected in the longitudinal data, however early indicators have shown promising trends, including increases in average units attempted, and increases in completion of transfer-level English and math.

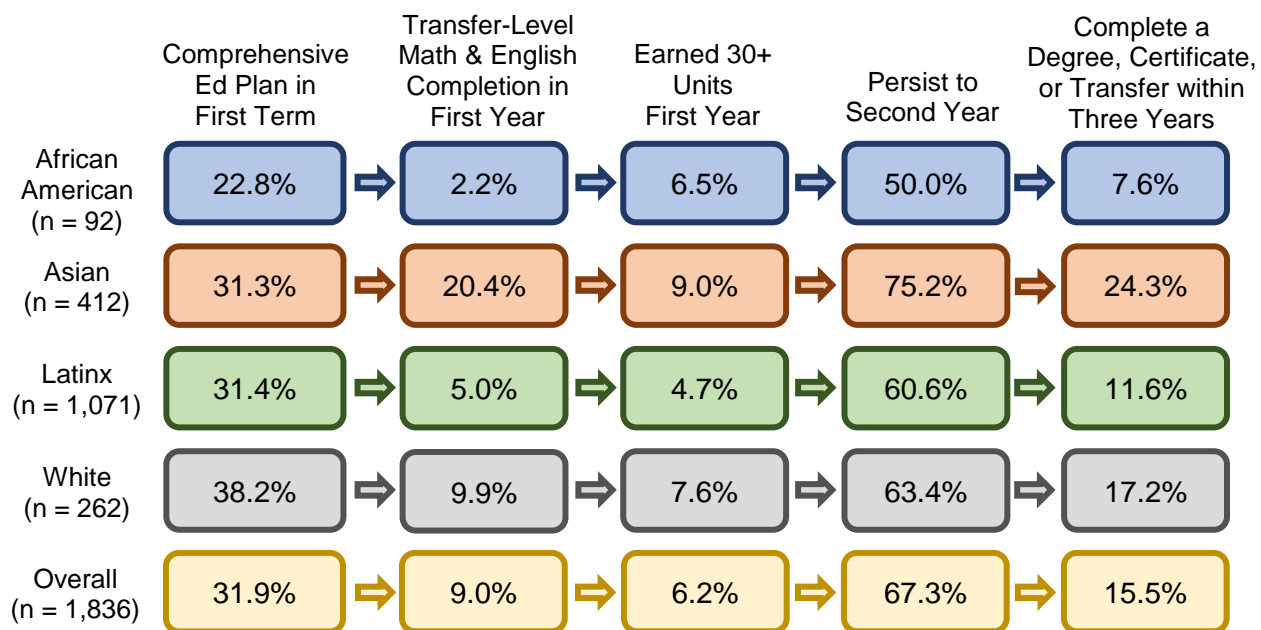


Figure 24. Completion pathway for Fall 2017 first-time students

Source: Student Academic History

Chapter Three: Institutional Planning

The 2019-2020 academic year marked a large planning year for Cypress College. This academic year included planning activities related to the College Mission Statement, Guided Pathways, Program Review, Strategic Planning, and response to the COVID-19 pandemic.

College Mission, Vision, and Core Values

The Mission, Vision, and Core Values are periodically reviewed and updated as a part of our planning process, as well as to meet accreditation requirements. Cypress College engaged in this process during the 2019-20 academic year. In September 2019, student and employee surveys were conducted to obtain feedback about the Mission, Vision, and Core Values, and this was followed by a campus-wide open forum to share and discuss the feedback. In December 2019, a work group was formed to implement the feedback by refining the wording, and this task was completed in February 2020. A central theme to the revision was the addition of equity to the Mission and Vision, as well as a formal adoption of equity as one of the College's Core Values. The updated statements, which are included in the beginning of this report, were approved through campus governance bodies as well as the Board of Trustees, and are the final product of a campus-wide collaborative process.

Guided Pathways

Planning activities related to Guided Pathways were substantial in 2019-20 due to the activities surrounding the Title V grant which was awarded in Fall 2019. The year was spent setting the groundwork for implementing the activities outlined in the grant, such as establishing cross-functional Completion Teams for each academic division, conducting data literacy and equity trainings for the faculty data coaches and peer coaches, and formalizing the Title V grant and Guided Pathways leadership roles. In addition, the College completed the Guided Pathways Scale of Adoption Assessment (SOAA) in Spring 2020, which is an annual update to the state Chancellor's Office as part of our accountability reporting summarizing our progress and plans related to Guided Pathways.

Program Review

The program review process for instruction, student services, and campus services is in the process of evolving, and some important improvements were made in the 2019-20 academic year. For example, there has been a concerted effort to ensure fiscal decision-making is grounded program review by making the connection between program review and resource requests more robust. Additionally, a Student Services Program Review (SSPR) Committee was established to facilitate the program review process for student services. The formation of the SSPR Committee has resulted in many improvements to the process, which are expected to make the process more meaningful and robust. The student services programs who will first participate in the revised process are EOPS, the Transfer Center, and the Charger Experience Program, which will be reviewed in Spring 2021. The campus services program review process was also revised in 2019-20 and will begin in Spring 2021 with the review of the Institutional Research and Planning Office, Campus Communication Office, and the Foundation Office. The next cycle of program review reports will be summarized in the 2020-21 IER.

Strategic Plan

The 2019-20 academic year also marked the final year of implementation for the [2017-2020 Cypress College Strategic Plan](#). The college made substantial progress overall in the areas of student success, organizational effectiveness and excellence, and strong community connections. A summary of progress ratings is seen in Table 14 below, and a comprehensive 2019-20 evaluation is available [on the Institutional Research and Planning Website](#).

The development of a new strategic plan was postponed until 2020-21 in order to ensure alignment with the strategic directions outlined in the District Educational and Facilities Master Plan (EFMP), which was finalized late Spring 2020. In addition to ensuring alignment with the EFMP, this rescheduling will allow the college to include the updated mission, vision, and core values that were established in Spring 2020, as well as hold both an equity and strategic planning retreat in Fall 2020 and Spring 2021 to help develop the next strategic plan. These large-scale campus-wide initiatives will help to inform the next iteration of the strategic plan.

Table 14. 2017-2020 Strategic Plan: Year Three Evaluation

Strategic Direction	Goal	Zero	Minimal	Moderate	Substantial	Major
A: Student Success	OVERALL				X	
	A.1: Achievement of Milestones				X	
	A.2: Enrollment Management & Success Strategies			X		
	A.3: At-Risk Student Success				X	
	A.4: Dedication to Student Success			X		
B: Organizational Effectiveness and Excellence	OVERALL				X	
	B.1: Improve Participatory Governance			X		
	B.2: Enhance Professional Development				X	
	B.3: Improve Campus Climate			X		
	B.4: Resources Available for Needs				X	
	B.5: Hiring Addresses Needs			X		
	B.6: Promote Culture of Safety				X	
C: Strong Community Connections	OVERALL				X	
	C.1: Collaboration with K-12 Schools				X	
	C.2: Community Relationships				X	
	C.3: Collaboration with NOCE			X		
	C.4: Collaboration with 4-Year Universities			X		
	C.5: Strengthen Image of the College					X
YEAR THREE RANKING OF STRATEGIC PLAN: MODERATE/SUBSTANTIAL						

Response to COVID-19 Pandemic

The sudden and unexpected transition to remote operations in Spring 2020 as a result of COVID-19 necessitated a host of planning activities to navigate the campus response to the pandemic. A COVID-19 Response Task Force, which included faculty, staff, campus leadership, and campus health experts, was formed to develop documentation and provide guidance to the campus community on COVID-19 related issues. The campus conducted surveys of both students and employees to ensure needs were met and to identify areas in which additional support was needed ([COVID-19 Response Surveys](#)). In response to the needs identified, the campus ensured all student and academic support services were accessible remotely, laptops and WiFi hotspots were made readily available to students and employees, and basic needs were provided through food drives and direct student aid. Although the transition to remote operations was a hurdle that posed significant challenges, we are proud of our innovations and ability to continue supporting our students during this difficult time.

Chapter Four: Accreditation

In addition to spending the year busy with planning efforts, Cypress College has been working on accreditation-related improvement projects in preparation for the Midterm Report due to the Accrediting Commission for Community and Junior Colleges (ACCJC) in October 2021. The College made 23 plans for improvement as a result of the self-evaluation in 2017, and received four recommendations for improvement from ACCJC. Relatedly, the College will continue the implementation of our College Outcomes Assessment (COA) Plan to strengthen the integration of outcomes assessment data and resource allocation (see Figure 25). Finally, as in previous years, the College established our annual ACCJC Institution-Set Standards (ISS) for award completion, transfer volume, and course success rates, in addition to programmatic standards for licensure exam pass rates and employment.

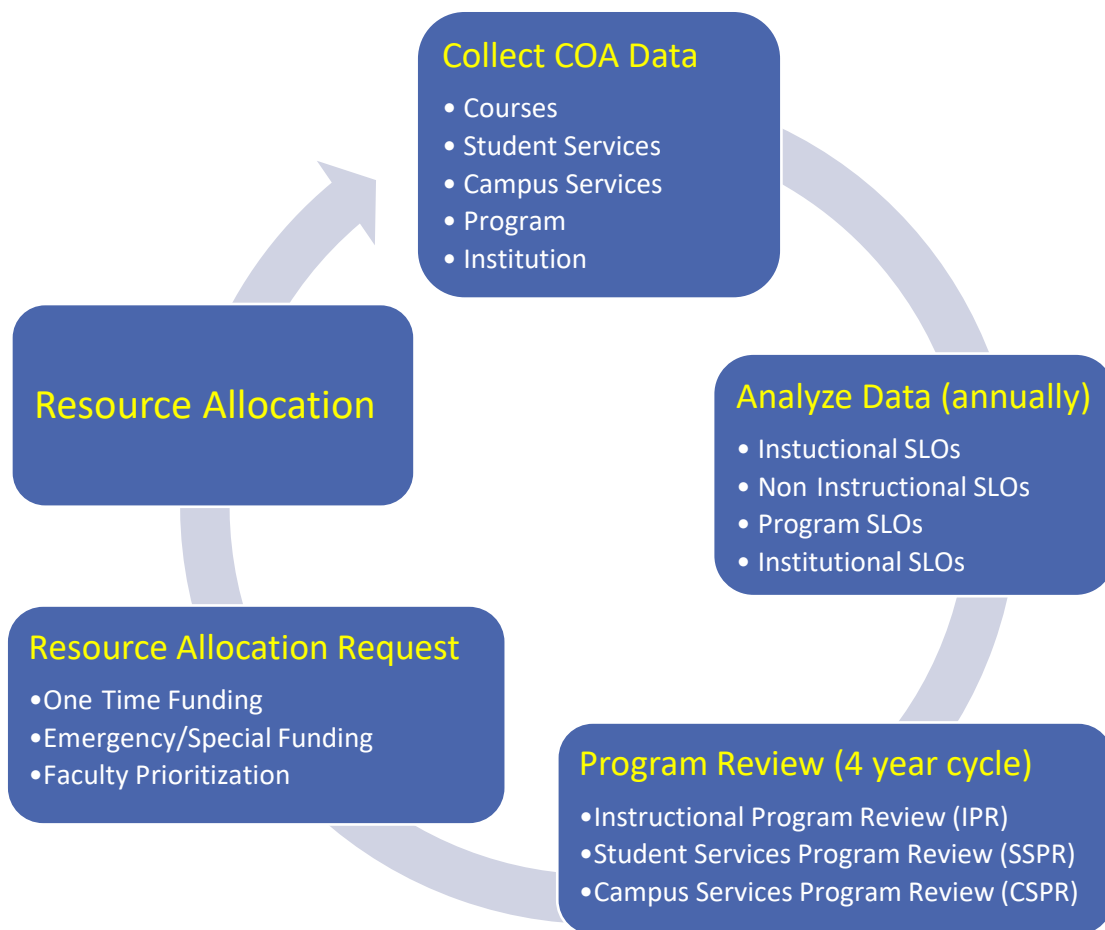


Figure 25. College Outcomes Assessment Plan

Conclusion

Cypress College has made important progress in 2019-2020 towards fulfilling our mission, vision, and core values. This year was comprised of long-term planning and goal-setting for increasing the academic successes of our students, in addition to responding to the sudden and unexpected transition to remote operations due to COVID-19. We are emphasizing equity, creating pathways, and providing support to help students attain their educational goals, particularly during these challenging times. Additionally, we are ensuring that data remain at the forefront of these discussions with the use of dashboards and a more robust program review and outcomes assessment processes. The 2020-2021 academic year is expected to be a continuation of these efforts, with an even greater focus placed equity, guided pathways, and providing support during remote operations.

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