

Institutional Effectiveness Report 2021-22



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President's Message

Cypress College's achievements during the 2020-2021 academic year accurately reflect our mission, core values, and commitment to the success of our students. As we continue to ensure that Cypress College will continue as the premier college of choice for our students, we have focused our success strategies to include equitable outcomes for all. In addition to being named a national Top 150 college by the Aspen Institute, we are proud that our college was also named a 2021 Equity Champion by Campaign for College Opportunity for successfully supporting the progress of Latinx degree and transfer attainment. Although this past year was disrupted 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: although enrollment decreased during the pandemic, enrollment growth continued 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 11.5% in Fall 2020. Even more impressive, these students achieved an average GPA of 2.9, with more than 15% achieving GPAs of 3.75 or higher.

The 2020-2021 academic year saw a decrease in the success and retention gaps between face-to-face and distance education courses, with distance education courses outperforming traditional on-campus courses for the first time. This is especially important considering the shift to predominantly remote instruction during the COVID-19 pandemic. Closing these achievement gaps in success and retention rates represents an accomplishment for distance education faculty and students.

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 HSI Title V grant, our cross-functional Completion Teams for eight of our academic divisions worked 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. Overall, the completion rate of transfer-level English within one year increased from 45.1% in Fall 2016 to 71.4% in Fall 2020, and the completion rate of transfer-level math within one year increased from 25.7% in Fall 2016 to 48.1% in Fall 2020.

The signature event of the College every year is our graduation ceremony. In May of 2021, the college awarded 1,726 associate degrees and 1,915 certificates, continuing our students' trend upward in the achievement of these critical milestones. The college traditionally exceeds the state averages in awarding degrees and certificates and this past year was no different.

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 one of 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, and to continue to Take This Journey Together!

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 2020-21 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 ranged from a high of 16,553 students in Fall 2015 to a low of 15,578 students in Fall 2020, indicating a small decrease likely due to the COVID-19 pandemic. Duplicated enrollment has followed a similar trend with a high of 46,138 in Fall 2011, stabilizing to around 43,000 in the latest fall terms (see Figure 1).

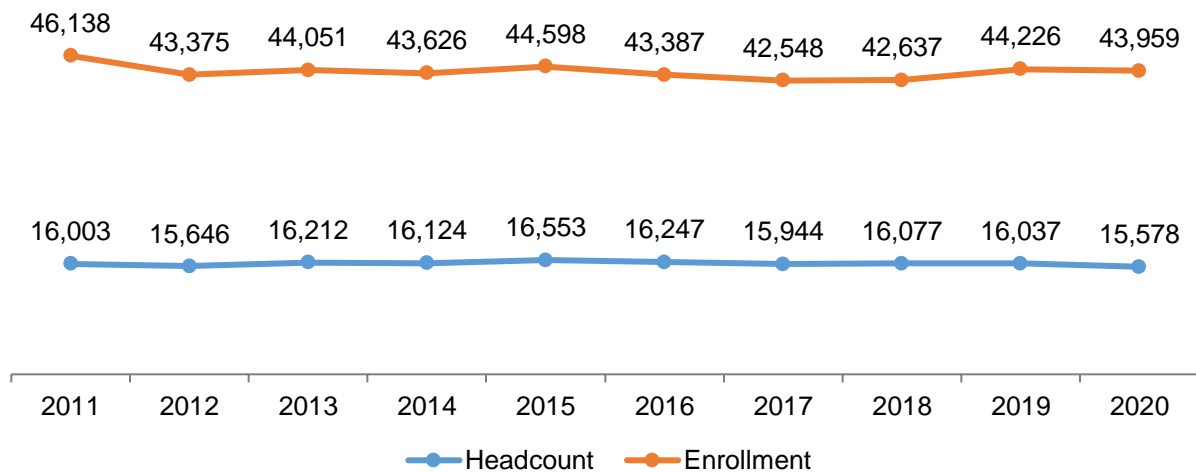


Figure 1. Student headcount and enrollment trends for fall terms

Source: Student Academic History

Figure 2 shows the distribution of female and male students at Cypress College for fall semesters. The proportion of female students at Cypress College has consistently been higher than male students, with the proportion of female students increasing slightly each year. For Fall 2020, female students represented over 56% of the students.

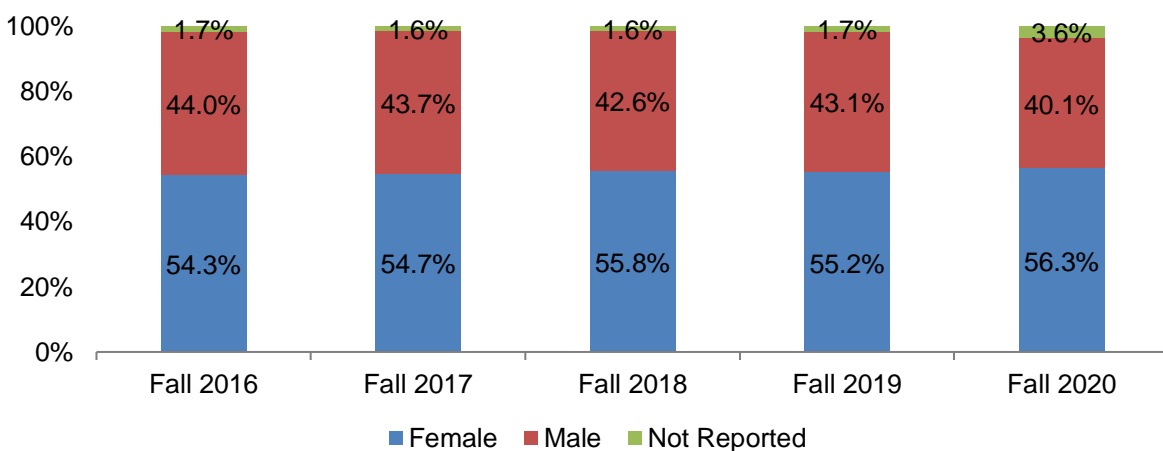


Figure 2. Proportion of students by gender

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 14.0% from Fall 2016 to Fall 2020. These trends are reflective of the demographic changes occurring within our service area.

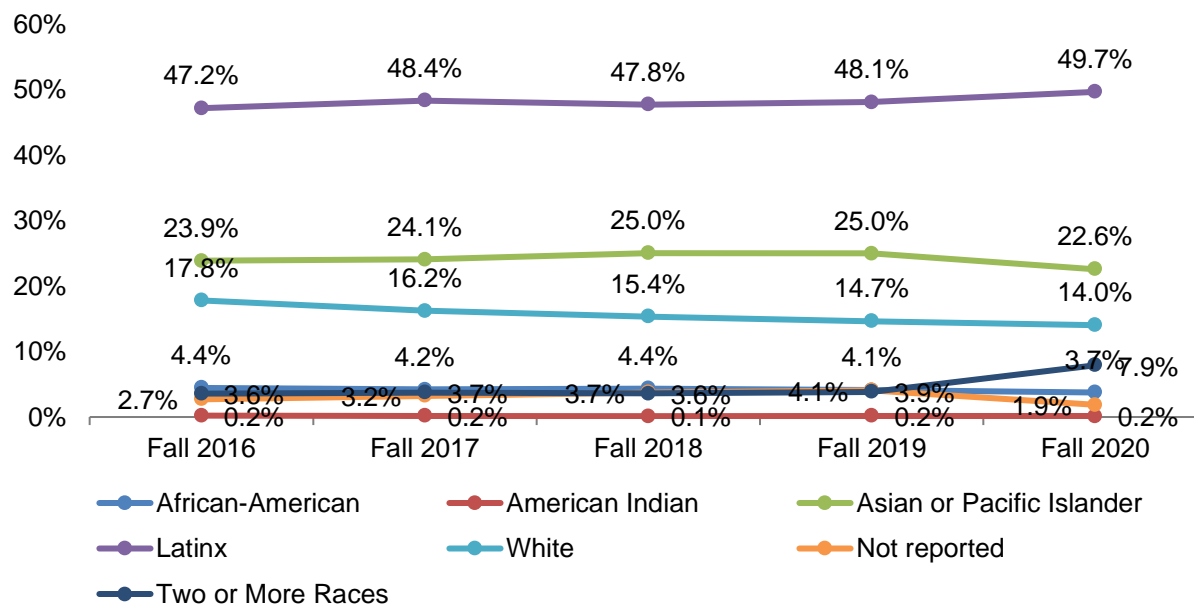


Figure 3. Proportion of students by ethnicity

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.

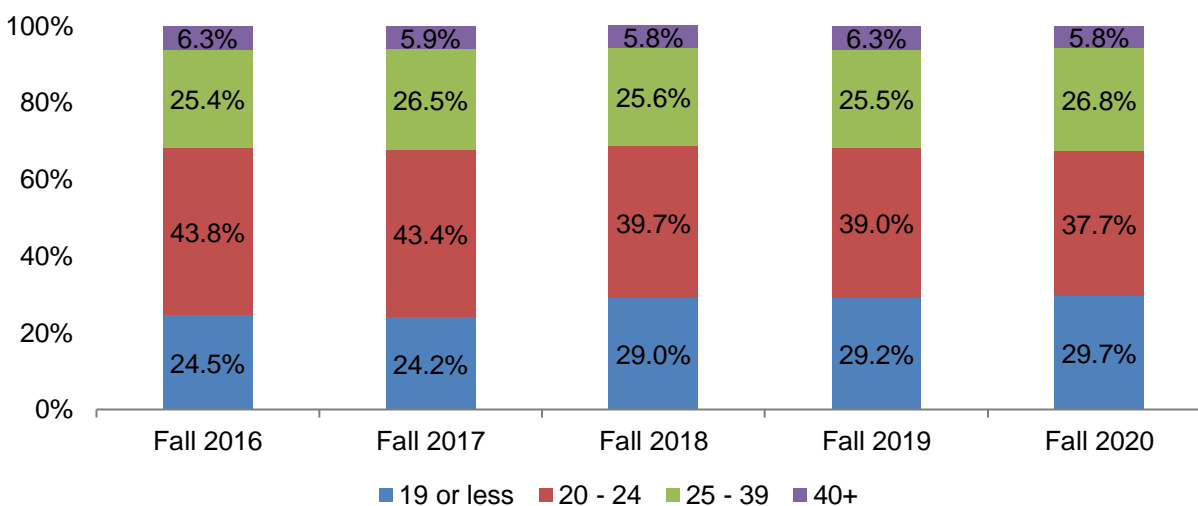


Figure 4. Proportion of students by age

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. The percentage of students in special populations has been mostly stable over the past five fall terms.

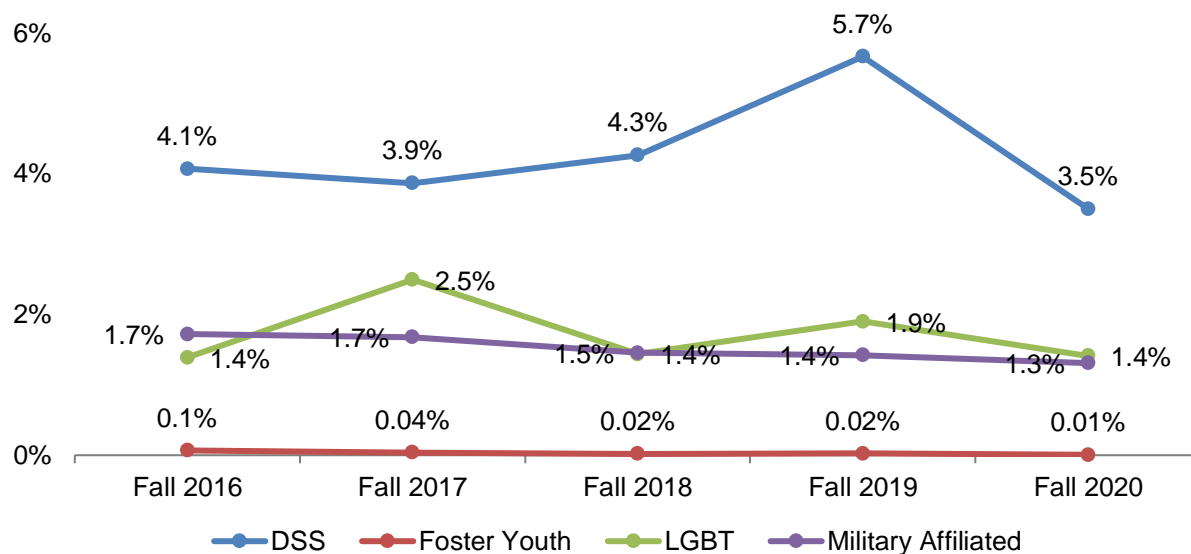


Figure 5. Proportion of students by special population
Source: NOCCCD Information Systems

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 2018		Fall 2019		Fall 2020	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No High School Diploma ¹	2,850	17.7%	2,890	18.0%	2,623	16.8%
High School Diploma ¹	4,373	27.2%	4,355	27.2%	4,176	26.8%
Some College/No Degree	3,356	20.9%	3,264	20.4%	3,239	20.8%
Associate Degree	1,251	7.8%	1,276	8.0%	1,238	7.9%
Bachelor's Degree	2,636	16.4%	2,563	16.0%	2,592	16.6%
Graduate Degree	1,115	6.9%	1,057	6.6%	1,201	7.7%
Not Reported	496	3.1%	632	3.9%	509	3.3%
Total	16,077	100.0%	16,037	100.0%	15,578	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 remained stable in the last three fall terms. However, there has been a notable increase in students attempting 15 or more units, which went from 8.6% in Fall 2018 to 11.5% in Fall 2020. 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 2018		Fall 2019		Fall 2020	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Less than 6 units	4,768	29.7%	4,670	29.1%	4,941	31.7%
6 - 11.5 units	5,861	36.5%	5,702	35.6%	5,297	34.0%
12 - 14.5 units	4,068	25.3%	3,994	24.9%	3,545	22.8%
15 or more units	1,380	8.6%	1,671	10.4%	1,795	11.5%
Total	16,077	100.0%	16,037	100.0%	15,578	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 slightly over 20% had an educational goal to either only earn an associate degree or only transfer.

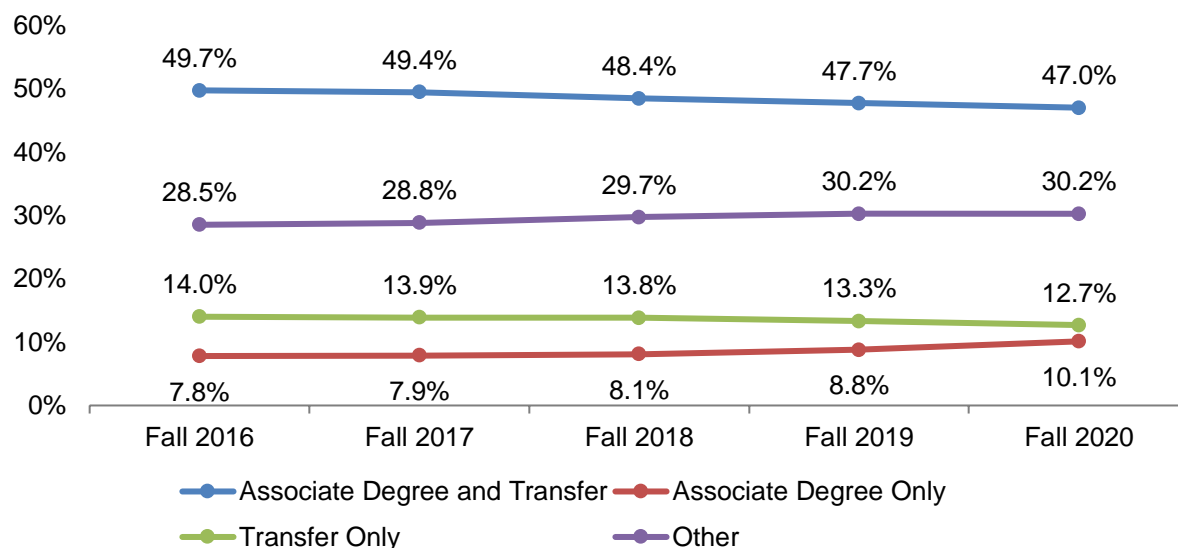


Figure 6. Proportion of students by educational goal

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 many 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 2020 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 as well as program efforts related to matriculation from dual enrollment high school graduates.

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

High School Name	Fall 2016		Fall 2020		# Change	% Change
	<i>n</i>	%	<i>n</i>	%		
Kennedy (John F.) High ¹	81	4.4%	135	8.4%	54	66.7%
Cypress High ¹	86	4.7%	127	7.9%	41	47.7%
Western High ¹	117	6.4%	112	7.0%	-5	-4.3%
Magnolia High ¹	62	3.4%	74	4.6%	12	19.4%
Los Alamitos High ¹	48	2.6%	73	4.6%	25	52.1%
Loara High ¹	54	2.9%	52	3.2%	-2	-3.7%
Rancho Alamitos High ¹	39	2.1%	47	2.9%	8	20.5%
Pacifica High ¹	50	2.7%	41	2.6%	-9	-18.0%
Buena Park High ¹	23	1.3%	45	2.8%	22	95.7%
Savanna High ¹	61	3.3%	43	2.7%	-18	-29.5%
All Other High Schools	1,211	66.1%	1,083	67.5%	-128	-10.6%

¹ high school is within the service area

Source: Student Academic History

Table 4 summarizes the top ten resident zip codes in Fall 2016 as compared to Fall 2020. Of the top ten zip codes, 90% (*n* = 9) were cities from our primary service areas. Enrollment growth was observed in most zip codes, with the exception of Norwalk and Buena Park.

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

Zip Code and City		Fall 2016		Fall 2020		# Change	% Change
		<i>n</i>	%	<i>n</i>	%		
92804 ¹	Anaheim	1,492	9.0%	1,595	10.2%	103	6.9%
90630 ¹	Cypress	1,077	6.5%	1,221	7.8%	144	13.4%
90620 ¹	Buena Park	1,129	6.8%	1,098	7.0%	-31	-2.7%
92801 ¹	Anaheim	723	4.4%	820	5.3%	97	13.4%
90680 ¹	Stanton	483	2.9%	529	3.4%	46	9.5%
92805 ¹	Anaheim	404	2.4%	463	3.0%	59	14.6%
90621 ¹	Buena Park	369	2.2%	381	2.4%	12	3.3%
90650	Norwalk	549	3.3%	370	2.4%	-179	-32.6%
92802 ¹	Anaheim	314	1.9%	359	2.3%	45	14.3%
92841 ¹	Garden Grove	309	1.9%	344	2.2%	35	11.3%
All Other Zip Codes		9,394	56.8%	8,398	53.9%	-996	-10.6%

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 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.

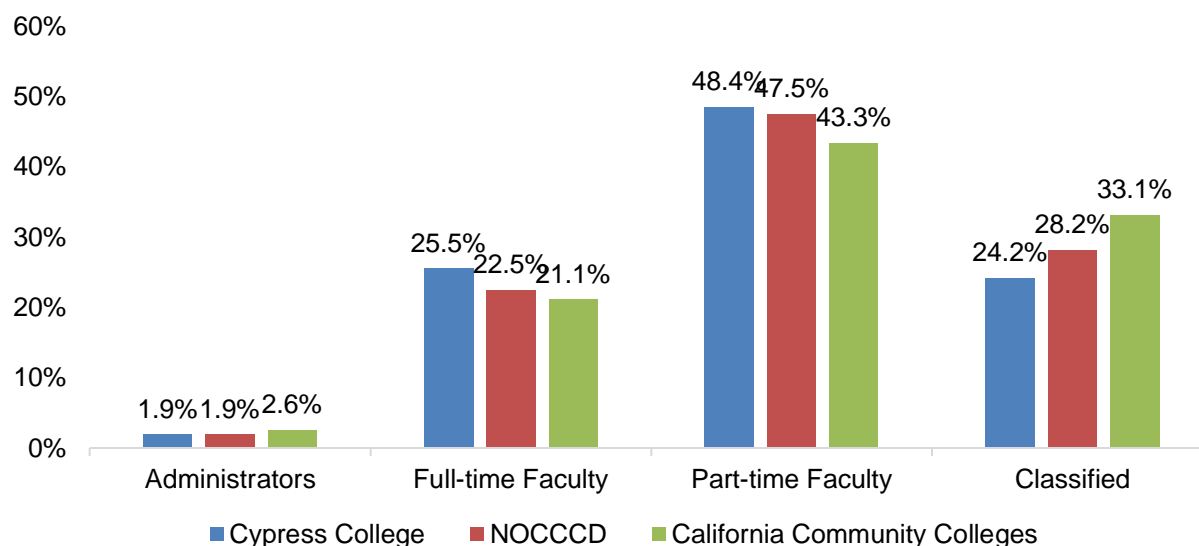


Figure 7. Employee classifications at Cypress College, NOCCCD, and statewide

Source: California Community Colleges Chancellor's Office Data Mart

In Fall 2020, a greater proportion of females were employed across all employment categories at Cypress College, ranging from 64.7% for administrators to 50.5% for classified employees (see Table 5).

Table 5. Cypress College Employees by Gender, Fall 2020

Gender	Administrator		Classified		FT Faculty		PT Faculty		Overall	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Female	11	64.7%	107	50.5%	125	55.8%	233	54.8%	476	54.2%
Male	6	35.3%	105	49.5%	99	44.2%	192	45.2%	402	45.8%
Total	17	100.0%	212	100.0%	224	100.0%	425	100.0%	878	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 2020, with part-time faculty representing the youngest employee group and administrators representing the oldest employee group.

Table 6. Cypress College Employees by Age, Fall 2020

Age	Administrator		Classified		FT Faculty		PT Faculty		Overall	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
18 to 34	1	5.9%	41	19.3%	16	7.1%	122	28.7%	180	20.5%
35 to 39	1	5.9%	27	12.7%	30	13.4%	74	17.4%	132	15.0%
40 to 49	5	29.4%	63	29.7%	58	25.9%	89	20.9%	215	24.5%
50 to 59	3	17.7%	64	30.2%	76	33.9%	75	17.7%	218	24.8%
60 and older	7	41.2%	17	8.0%	44	19.6%	65	15.3%	133	15.1%
Total	17	100.0%	212	100.0%	224	100.0%	425	100.0%	878	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 40.8%, followed by 26.7% Hispanic, 17.8% Asian, 4.6% African-American, and 10% from other ethnic backgrounds. However, ethnic diversity varied greatly by employee category (see Table 7). More specifically, classified employees represented the most diverse employee group, regarding ethnicity, while full-time faculty represented the least diversity with regard to groups of employees.

Table 7. Cypress College Employees by Ethnicity, Fall 2020

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	2	11.8%	8	3.8%	10	4.5%	20	4.7%	40	4.6%
Am. Ind./Alaska Nat.	0	0.0%	1	0.5%	0	0.0%	0	0.0%	1	0.1%
Asian	2	11.8%	35	16.5%	34	15.2%	85	20.0%	156	17.8%
Hispanic	4	23.5%	79	37.3%	45	20.1%	106	24.9%	234	26.7%
Pacific Islander	0	0.0%	0	0.0%	1	0.5%	2	0.5%	3	0.3%
White	7	41.2%	68	32.1%	106	47.3%	177	41.7%	358	40.8%
Multi-Ethnic	1	5.9%	5	2.4%	10	4.5%	13	3.1%	29	3.3%
Not Reported	1	5.9%	16	7.6%	18	8.0%	22	5.2%	57	6.5%
Total	17	100.0%	212	100.0%	224	100.0%	425	100.0%	878	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 on the following pages summarize course success and retention rates for the past five fall and spring terms. In general, success and retention rates have remained 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 2020-21 was 72.6%, with a stretch goal of 73.2%. The Fall 2020 success rate was just below the ISS at (72.1% vs. 72.6%); however, the success rate in Spring 2021 exceeded the ISS stretch goal (74.3% vs 73.2%).

The Spring 2020 through Spring 2021 terms were heavily impacted by the transition to remote instruction due to the COVID-19 pandemic, and this should be considered when interpreting data and trends that include those terms. Additionally, to improve comparability of data and interpretation of data trends, excused withdrawals (EW grades) are included in the success and retention rate calculations in the same way a withdrawal (W grade) is included (see Figures 8 and 9).

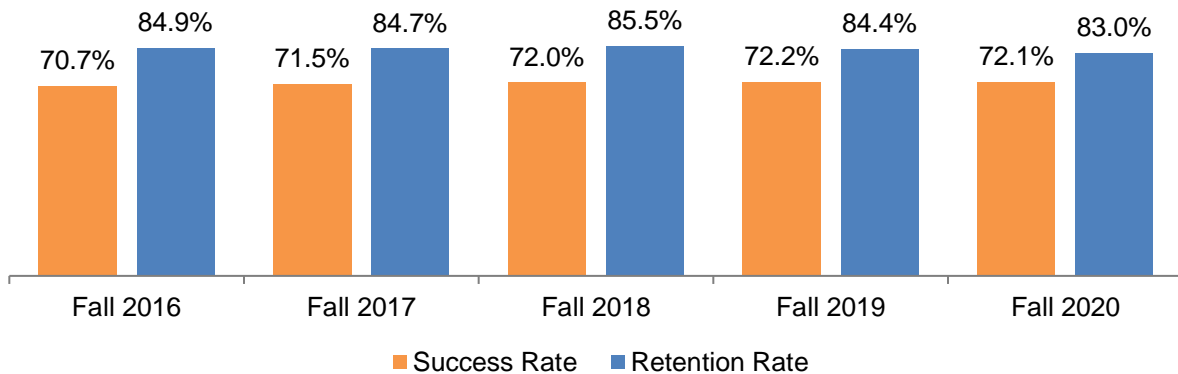


Figure 8. Fall success and retention rates
Source: Student Academic History

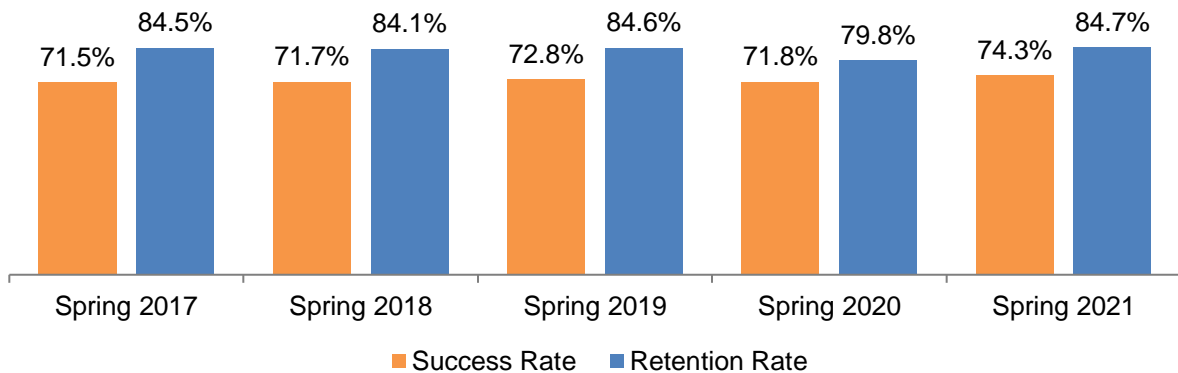


Figure 9. Spring success and retention rates
Source: Student Academic History

Figures 10 and 11 summarize course success and retention rates by division for Fall 2020 and Spring 2021. Historically, divisions that are smaller, have more selective programs, and/or have career or technical education programs have had the highest success and retention rates. This is due to the more structured pathways and best practices that these areas have established. In contrast, divisions with general education coursework, higher enrollments, and/or have STEM-related programs have had lower success and retention rates.

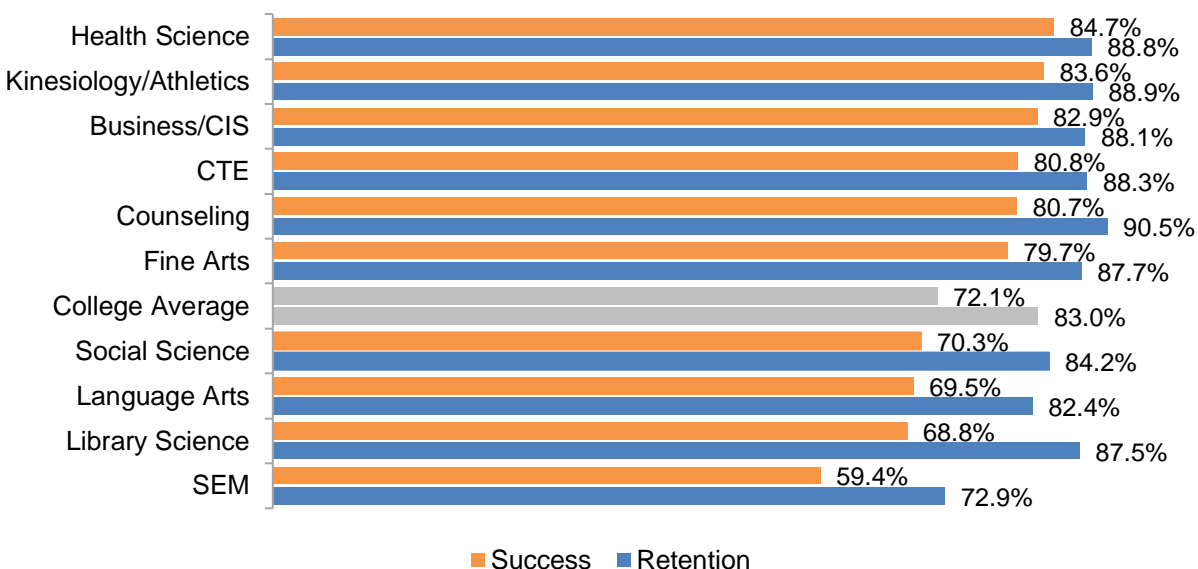


Figure 10. Fall 2020 success and retention rates by division
Source: Student Academic History

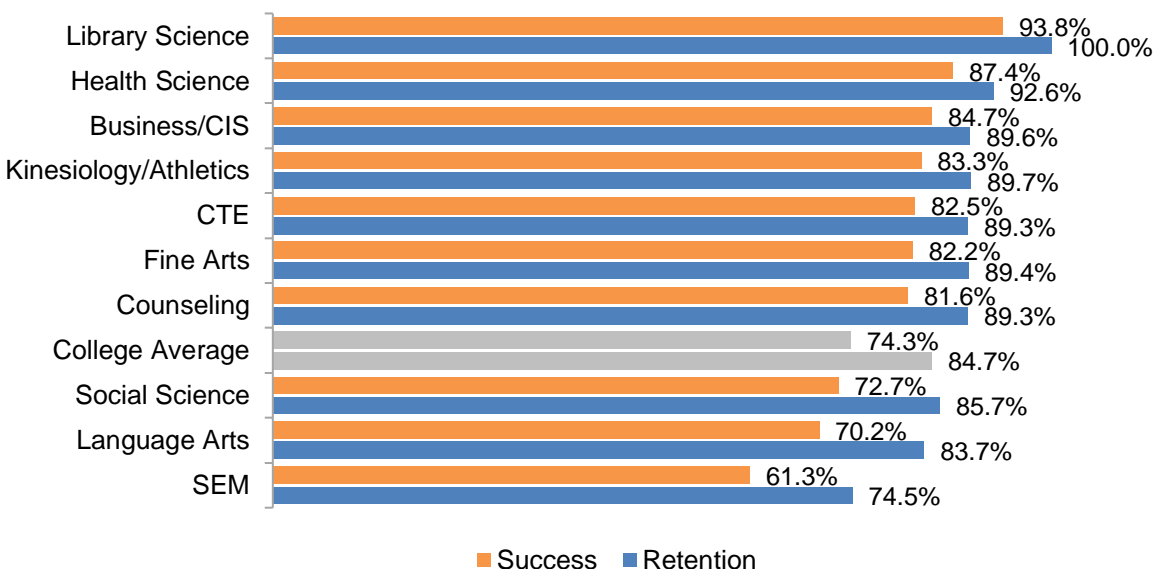


Figure 11. Spring 2021 success and retention rates by division
Source: Student Academic History

Figures 12 and 13 summarize course success and retention rates by instructional method for Fall 2020 and Spring 2021. It is worth noting that the long-standing gaps in course success and retention rates between face-to-face and distance education modalities have closed over the past few years. This is especially important considering the shift to primarily remote instruction during the COVID-19 pandemic. Closing the achievement gaps in success and retention rates represents an accomplishment for distance education faculty and students.

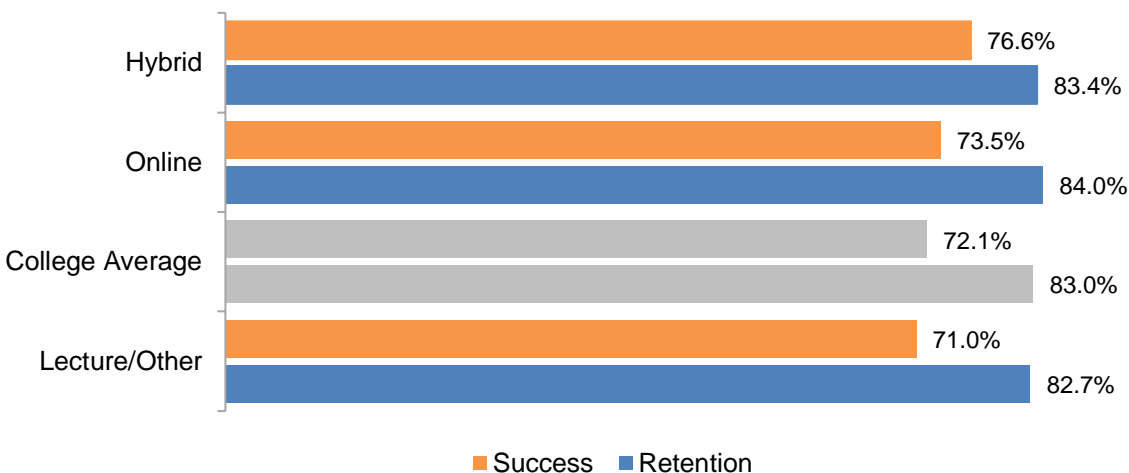


Figure 12. Fall 2020 success and retention rates by instructional method

Source: Student Academic History

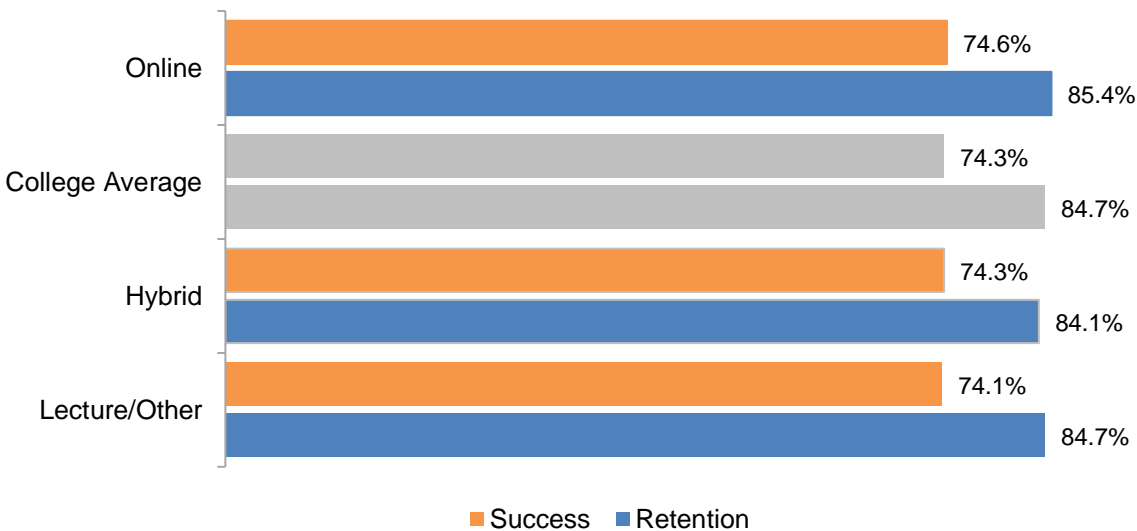


Figure 13. Spring 2020 success and retention rates by instructional method

Source: Student Academic History

Figures 14 and 15 summarize course success and retention rates by ethnicity for Fall 2020 and Spring 2021. In both primary terms, Asian, American Indian/Alaska Native, and White students had course success and retention rates above the collegewide average, whereas students from other ethnic groups had course success and retention rates lower than the collegewide average. There are several large-scale campus efforts focused on closing equity gaps such as guided pathways, completion teams, and the activities outlined in the Student Equity and Achievement (SEA) Plan and Vision for Success (VFS) goals. Additionally, in 2020-21 the College reaffirmed equity as the central core value of the college and is creating an equity framework to help inform this work.

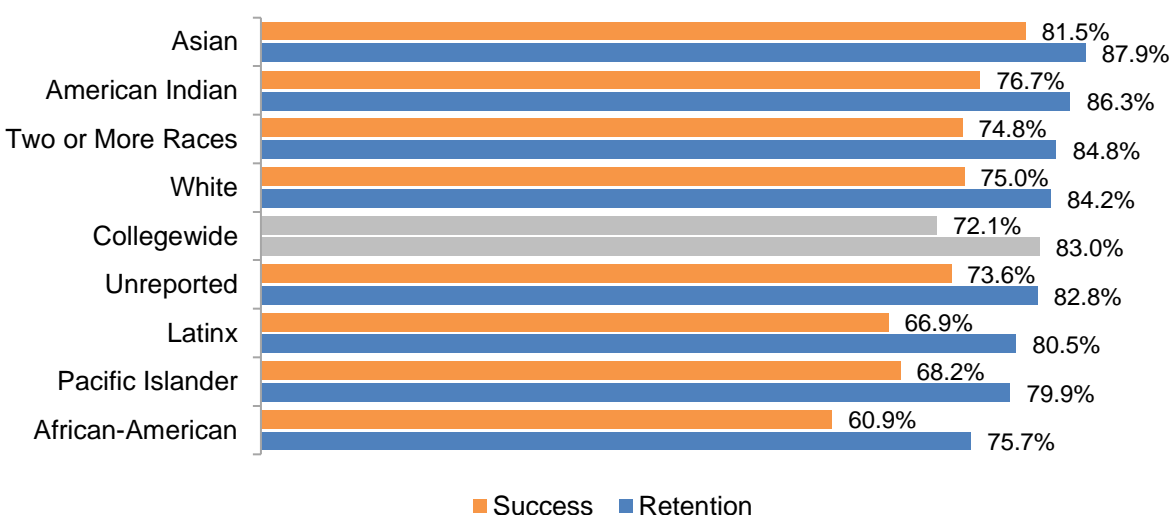


Figure 14. Fall 2020 success and retention rates by ethnicity

Source: Student Academic History

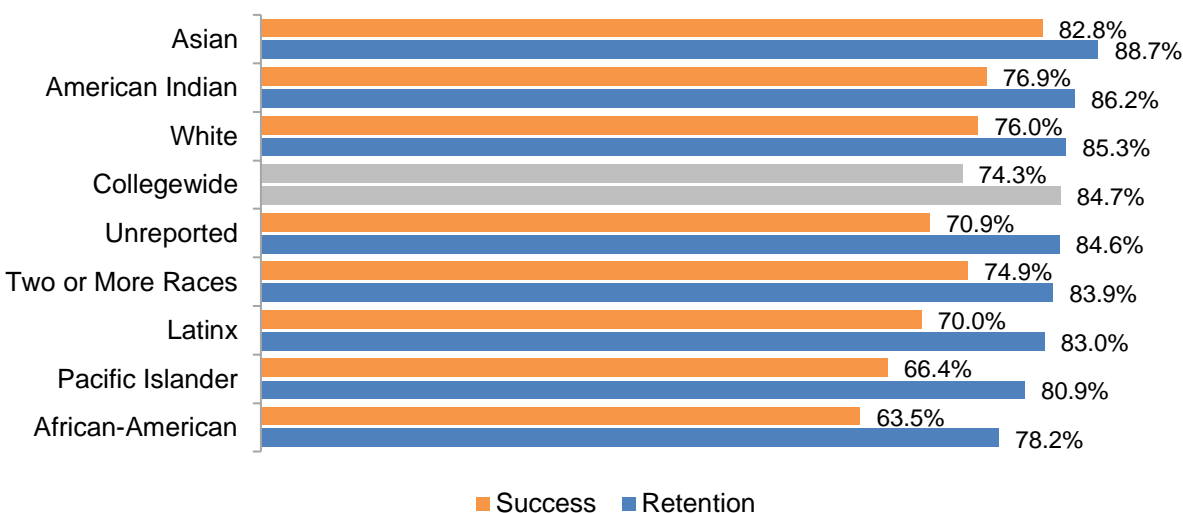


Figure 15. Spring 2021 success and retention rates by ethnicity

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 an 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.

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 45.1% in Fall 2016 to 71.4% in Fall 2020, and the completion rate of transfer-level math within one year increased from 25.7% in Fall 2016 to 48.1% in Fall 2020.

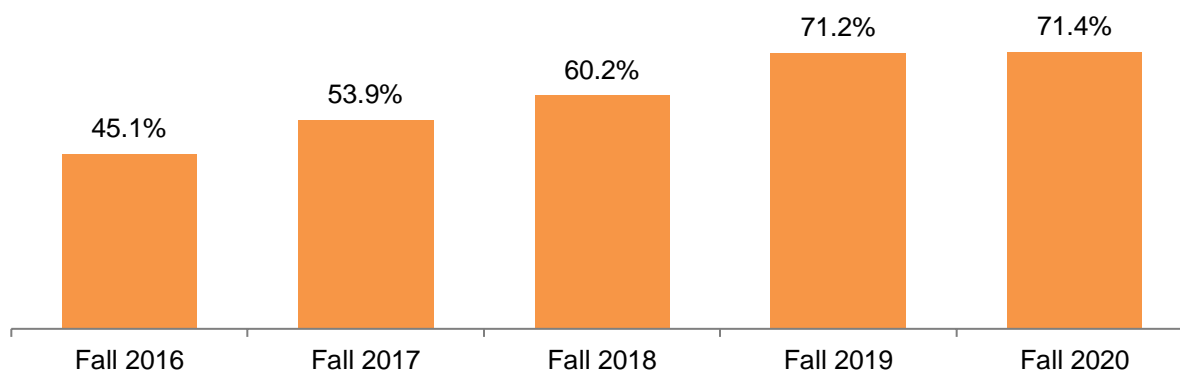


Figure 16. Completion of transfer-level English within one year for fall cohorts

Source: Student Academic History

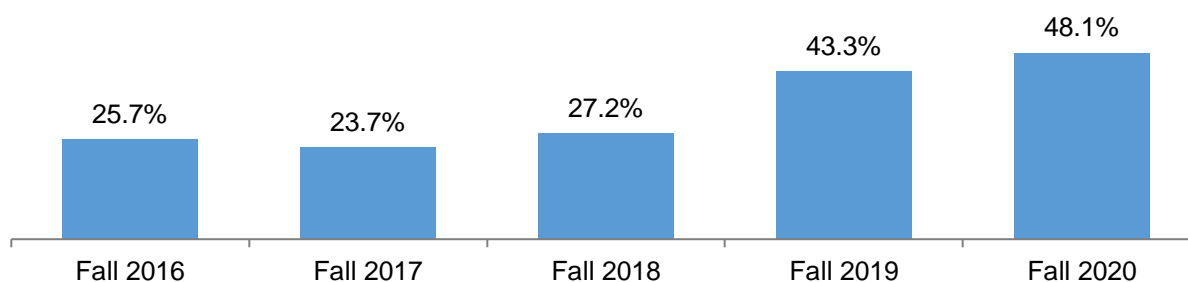


Figure 17. Completion of transfer-level math within one year for fall cohorts

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 22.6 and 34.2 percentage points in English and between 12.0 and 31.7 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).

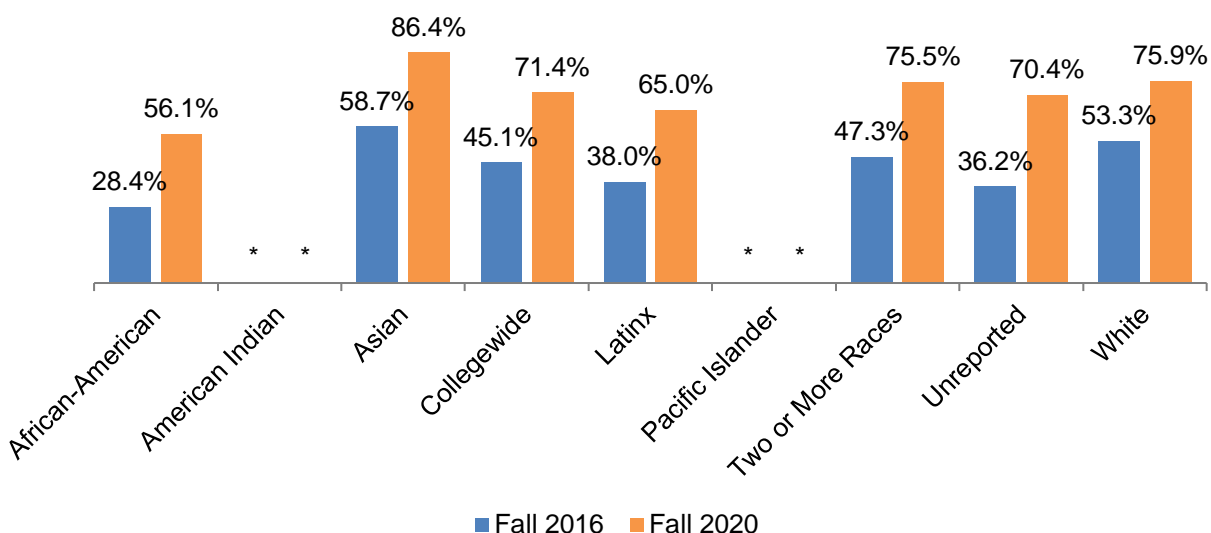


Figure 18. Completion of transfer-level English within one year by ethnic group

Source: Student Academic History

Note. * indicates sample size less than 10

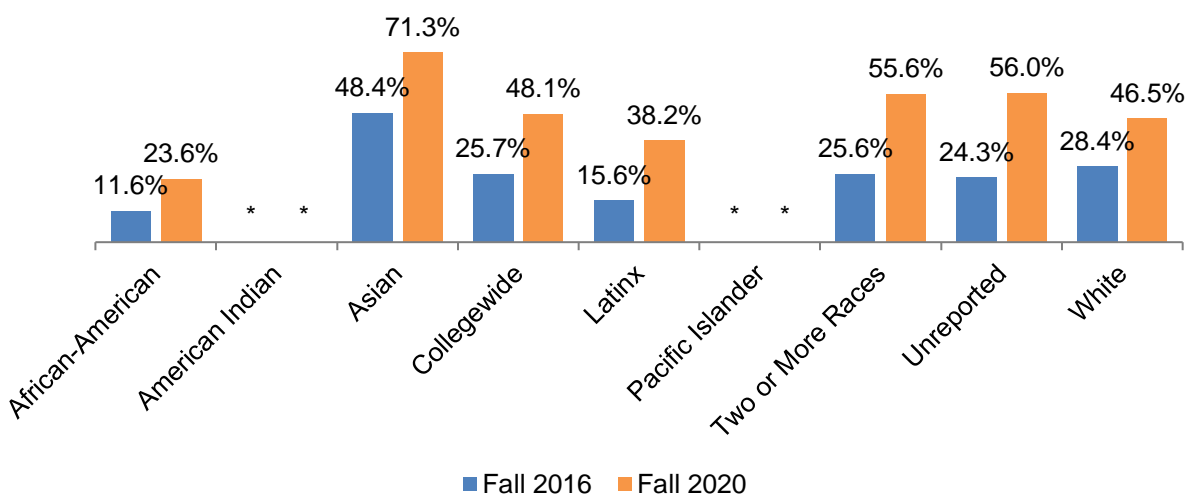


Figure 19. Completion of transfer-level math within one year by ethnic group

Source: Student Academic History

Note. * indicates sample size less than 10

Awards: Degrees and Certificates

Cypress College has three ACCJC Institution-Set Standards (ISS) for award completion: 1,391 associate degrees awarded, 600 16+ unit certificates awarded, and 1 bachelor's degree awarded represent the floor goals. In addition, the college set Stretch, or aspirational, goals for awards – 1,867 associate degrees, 2,374 16+ unit certificates, and 9 bachelor's degrees. In the 2020-2021 academic year, the college surpassed these floor standards by awarding 1,726 associate degrees and 1,841 16+ unit certificates, and 8 bachelor's degrees (see Figure 20).

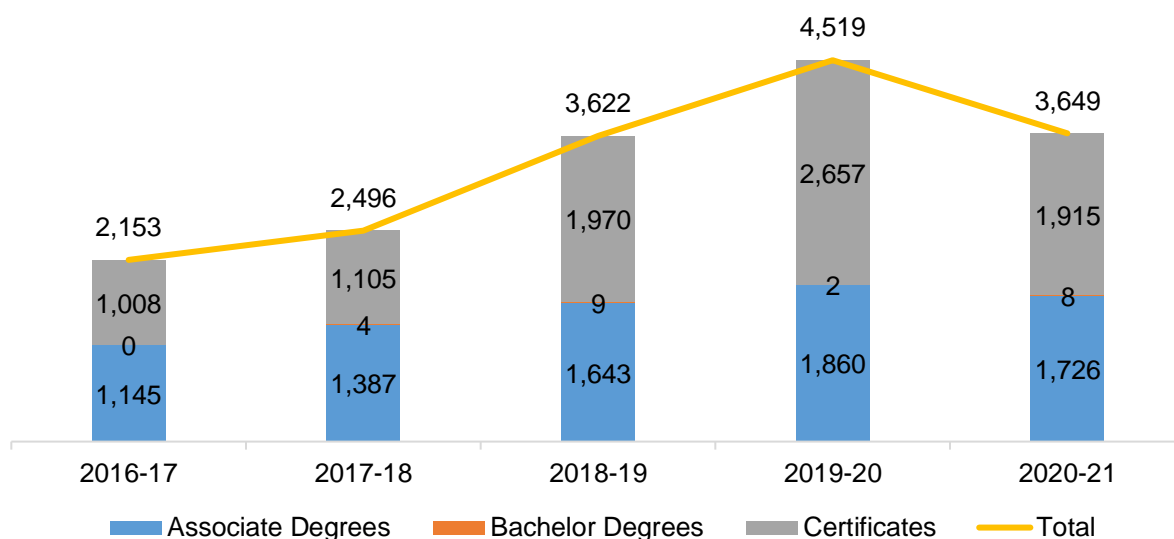


Figure 20. Degrees and certificates awarded by academic year

Source: Degrees and Certificates

In Table 8 below, award data is disaggregated by various student demographics. The trends remained relatively stable when examining awards by age, ethnicity, disability status, veteran status, and foster youth status. However, trends did display some variation when examining students by gender and ethnicity. More specifically, there was an increase in the percent of awards earned by female students from 48.1% to 58.5%, a decrease in percent of awards earned by Asian students from 35.9% to 32.0%, and an increase in awards by Latinx students from 38.0% to 43.8%, in the two most recent academic years.

Table 8. Awards Earned by Demographics

Awards	2016-17	2017-18	2018-19	2019-20	2020-21
Gender					
Female	48.1%	52.2%	53.0%	59.5%	58.5%
Male	49.9%	46.4%	36.0%	39.1%	38.9%
Unknown	2.0%	1.4%	1.0%	1.3%	2.6%
Age					
19 or less	4.2%	4.1%	5.0%	6.3%	8.0%
20-24	50.3%	52.4%	53.3%	52.8%	53.1%
25-39	36.0%	35.4%	35.5%	32.8%	32.8%

Awards	2016-17	2017-18	2018-19	2019-20	2020-21
40+	9.5%	8.1%	6.2%	8.1%	6.1%
Ethnicity					
African-American	3.2%	3.6%	3.7%	3.7%	3.3%
American Indian	0.1%	0.3%	0.1%	0.1%	0.0%
Asian	25.2%	26.5%	26.8%	35.9%	32.0%
Latinx	43.7%	41.3%	46.2%	38.0%	43.8%
Pacific Islander	0.5%	0.4%	0.1%	0.4%	0.4%
Two or More Races	3.3%	3.6%	4.7%	3.6%	3.9%
Unreported	2.7%	2.6%	1.9%	2.9%	2.5%
White	21.2%	21.6%	16.6%	15.4%	14.1%
Disability Status					
No	92.6%	94.4%	93.9%	94.8%	93.1%
Yes	7.4%	5.6%	6.1%	5.2%	6.9%
Veteran Status					
No	97.0%	96.5%	97.5%	97.7%	97.8%
Yes	3.0%	3.5%	2.5%	2.3%	2.2%
Foster Youth Status					
No	99.9%	99.9%	99.9%	99.96%	99.97%
Yes	0.1%	0.1%	0.1%	0.04%	0.03%
TOTAL	2,153	2,496	3,622	4,519	3,649

Source: Degrees and Certificates

Degrees Awarded

As noted in the previous section, Cypress College awarded 1,726 associate degrees in the 2020-21 academic year, remaining above our ACCJC Institution-Set Standard (ISS) floor goal for associate degree completion. The areas that awarded the most degrees in 2020-21 included Liberal Arts, Business Administration, and Psychology which contributed to 49.6% of the total number of degrees awarded. Areas that displayed the most growth in degrees awarded from 2019-20 to 2020-21 included Dental Hygiene, Mortuary Science, and Psychology (see Table 9).

Table 9. Degrees Earned by Department

Department	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Accounting	4	4	4	4	1	17
Administration of Justice	0	0	13	40	46	99
Air Conditioning & Refrigeration	6	4	2	7	9	28
Anthropology	10	7	6	6	16	45
Art	20	35	41	44	34	174
Automotive Collision Repair	0	1	3	1	1	6
Automotive Technology	11	8	8	6	5	38
Aviation & Travel Careers	17	28	34	31	42	152
Biology	0	0	4	8	12	24
Business Administration	203	214	227	243	232	1,119

Department	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Chemistry	1	2	9	5	6	23
Communication Studies	30	45	47	63	41	226
Computer Information Systems	13	21	18	20	14	86
Computer Science	0	0	0	0	3	3
Court Reporting	0	1	1	1	0	3
Dance	2	2	5	4	1	14
Dental Assisting	5	3	7	10	7	32
Dental Hygiene	10	11	14	0	15	50
Diagnostic Medical Sonography	8	13	10	8	10	49
Economics	0	1	4	25	30	60
Education	3	12	29	29	31	104
Engineering	0	0	1	0	1	2
English	22	20	23	24	19	108
Ethnic Studies	1	0	1	2	3	7
Foreign Languages	0	1	0	2	2	5
General Studies	0	1	0	4	8	13
Geography	4	11	3	7	5	30
Geology	1	2	3	2	2	10
Health Information Technology	17	15	17	19	25	93
History	16	11	16	30	14	87
Hotel, Restaurant & Culinary Arts	22	38	49	58	34	201
Human Services	14	13	9	9	14	59
Interdisciplinary Studies	0	1	1	0	0	2
Journalism	0	0	3	2	5	10
Kinesiology	35	52	47	48	47	229
Liberal Arts	340	389	469	598	497	2,293
Management	3	6	9	5	9	32
Marketing	0	2	4	4	3	13
Mathematics	26	30	34	40	52	182
Media Arts Design	0	0	3	15	14	32
Mortuary Science	25	37	53	19	38	172
Music	1	2	1	1	0	5
Nursing	81	91	102	86	61	421
Philosophy	0	10	0	5	6	21
Photography	3	1	3	0	0	7
Physics	16	14	22	28	25	105
Political Science	12	13	17	20	30	92
Psychiatric Technology	15	24	27	24	16	106
Psychology	73	101	141	138	157	610
Radiologic Technology	25	33	38	33	1	130
Sociology	40	53	53	70	71	287
Theater Arts	10	4	8	12	11	45

Department	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Total	1,145	1,387	1,643	1,860	1,726	7,761

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 by ethnicity, disability status, veteran status, and foster youth status. However, trends did display some changes by gender with female students earning a larger proportion of degrees, and male students earning a smaller proportion of degrees in 2020-21 than in 2016-17. Younger students, particularly those in the 19 or less category, and Latinx students also increased in the proportion of degrees earned from 2016-17 to 2020-21.

Table 10. Degrees Earned by Demographics

Associate Degrees Awarded	2016-17	2017-18	2018-19	2019-20	2020-21
Gender					
Female	57.0%	61.8%	64.7%	64.1%	65.4%
Male	41.4%	37.4%	34.0%	34.5%	32.4%
Unknown	1.6%	0.8%	1.3%	1.5%	2.2%
Age					
19 or less	3.1%	2.2%	3.0%	4.1%	6.8%
20-24	55.3%	56.9%	55.9%	55.2%	56.0%
25-39	35.5%	35.7%	36.0%	34.0%	32.7%
40+	6.1%	5.2%	5.1%	6.7%	4.5%
Ethnicity					
African-American	3.2%	3.5%	3.5%	3.1%	2.7%
American Indian	0.1%	0.4%	0.1%	0.2%	0.0%
Asian	26.7%	27.4%	26.4%	30.5%	30.2%
Latinx	41.0%	42.2%	45.5%	41.9%	45.2%
Pacific Islander	0.5%	0.6%	0.1%	0.6%	0.3%
Two or More Races	3.5%	3.5%	4.9%	3.9%	4.1%
Unreported	3.1%	2.4%	1.7%	2.7%	2.5%
White	21.8%	19.8%	17.7%	17.0%	14.9%
Disability Status					
No	92.9%	93.8%	93.4%	93.4%	92.2%
Yes	7.1%	6.2%	6.6%	6.6%	7.8%
Veteran Status					
No	97.1%	97.0%	97.4%	97.6%	97.5%
Yes	2.9%	3.0%	2.6%	2.4%	2.5%
Foster Youth Status					
No	99.9%	99.9%	99.9%	99.9%	100.0%
Yes	0.1%	0.1%	0.1%	0.1%	0.0%
TOTAL	1,202	1,145	1,643	1,860	1,726

Source: Degrees and Certificates

Certificates Awarded

As previously noted, Cypress College awarded 1,915 certificates in the 2020-21 academic year, remaining above our ACCJC Institution-Set Standard (ISS) for certificate completion with 1,841 16+ unit certificates awarded. The areas that awarded the most certificates in 2020-21 included the CSU GE Breadth certificate, the IGETC certificate, and ESL. These areas awarded nearly three-fourths of the total certificates in the 2020-21 academic year (see Table 11).

Table 11. Certificates Earned by Department

Department	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Accounting	0	1	3	2	2	8
Administration of Justice	0	0	0	0	1	1
Air Conditioning & Refrigeration	100	131	94	68	119	512
Anthropology	0	0	0	0	2	2
Automotive Collision Repair	25	21	38	23	3	110
Automotive Technology	216	166	357	181	135	1,055
Aviation & Travel Careers	95	112	150	99	62	518
Computer Information Systems	62	60	104	123	65	414
Court Reporting	15	5	8	8	0	36
CSU GE Breadth	0	0	588	876	839	2,303
Dance	2	1	1	4	1	9
Dental Assisting	13	17	18	14	10	72
Dental Hygiene	0	0	0	1	0	1
Diagnostic Medical Sonography	18	16	13	18	4	69
Economics	0	0	1	0	0	1
ESL	0	0	0	645	227	872
Geography	1	12	8	4	9	34
Health Information Technology	4	5	2	0	0	11
Hotel, Restaurant & Culinary Arts	100	167	145	136	30	578
Human Services	56	19	50	57	33	215
IGETC	151	264	272	290	316	1,293
Kinesiology	3	3	1	3	2	12
Management	4	2	1	2	3	12
Marketing	5	2	0	1	1	9
Media Arts Design	23	6	14	7	4	54
Music	15	15	9	17	10	66
Photography	31	10	0	5	2	48
Psychiatric Technology	31	33	47	32	23	166
Radiologic Technology	31	34	40	38	7	150
Theater Arts	7	3	6	3	5	24
TOTAL	1,008	1,105	1,970	2,657	1,915	8,655

Source: Degrees and Certificates

Table 12 summarizes certificate data by demographic trends. In 2018-2019, female students began to earn a higher proportion of the certificates awarded than males for the first time, and his trend continued in 2019-20 and 2020-21. When examining certificate earning students by ethnicity, Asian and Latinx students have earned the majority of the certificates awarded. Additionally, the proportion of White students earning a certificate has declined annually from 2016-17 to 2020-21, with exception of the 2017-18.

Table 12. Certificates Earned by Demographics

Certificates Awarded	2016-17	2017-18	2018-19	2019-20	2020-21
Gender					
Female	37.9%	40.0%	54.0%	56.3%	52.1%
Male	59.6%	57.8%	44.4%	42.5%	44.9%
Unknown	2.5%	2.2%	1.6%	1.2%	3.0%
Age					
19 or less	5.6%	6.5%	6.7%	7.8%	9.1%
20-24	44.5%	47.0%	51.3%	51.2%	50.8%
25-39	36.5%	34.8%	34.9%	31.8%	32.7%
40+	13.4%	11.7%	7.2%	9.1%	7.4%
Ethnicity					
African-American	3.2%	3.8%	3.8%	4.2%	3.7%
American Indian	0.1%	0.2%	0.1%	0.1%	0.0%
Asian	23.5%	25.5%	27.2%	39.6%	33.8%
Latinx	46.7%	40.5%	46.9%	35.3%	42.6%
Pacific Islander	0.5%	0.0%	0.1%	0.3%	0.4%
Two or More Races	3.2%	3.8%	4.4%	3.4%	3.8%
Unreported	2.4%	2.7%	2.0%	2.9%	2.4%
White	20.4%	23.6%	15.5%	14.2%	13.3%
Disability Status					
No	92.3%	95.0%	94.3%	95.7%	93.8%
Yes	7.7%	5.0%	5.7%	4.3%	6.2%
Veteran Status					
No	96.9%	95.9%	97.6%	97.8%	98.1%
Yes	3.1%	4.1%	2.4%	2.2%	1.9%
Foster Youth Status					
No	99.9%	99.9%	99.9%	99.96%	99.95%
Yes	0.1%	0.1%	0.1%	0.04%	0.05%
TOTAL	1,008	1,105	1,970	2,657	1,915

Source: Degrees and Certificates

Transfer Volume

Figure 21 summarizes university transfers pattern of our students over the past five years. The college established an ACCJC Institution-Set Standard (ISS) to transfer at least 787 students each year, with a stretch goal of 1,012 students transferring per academic year. In 2020-21,

Cypress College exceeded the stretch goal with 1,309 transfers. The 2020-21 number of transfers reached the highest point in the past five years.

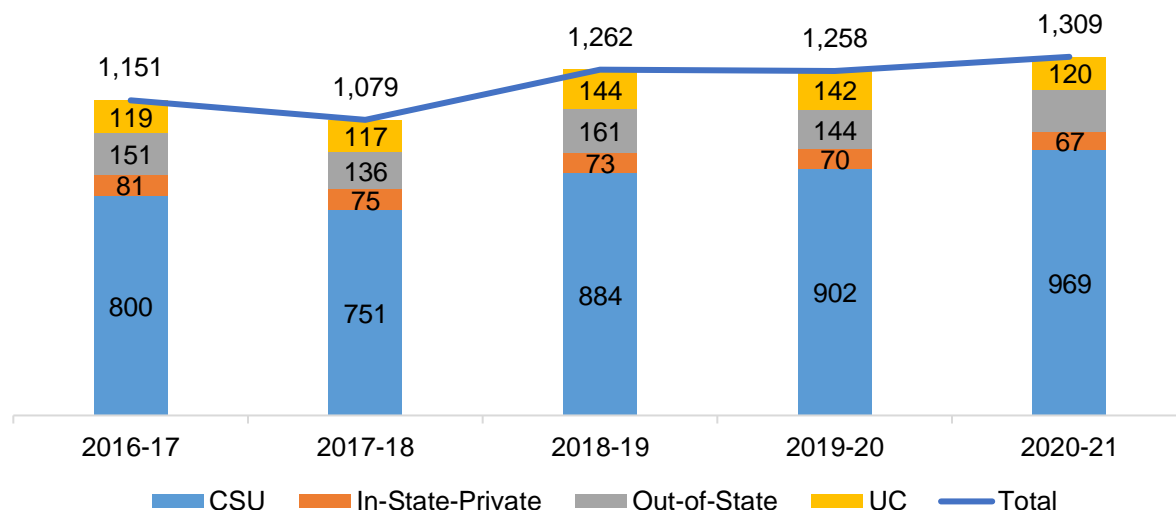


Figure 21. Transfer volume, 2016-17 through 2020-21

Source: California Community College Chancellor's Office Data Mart

Full-Time Equivalent Students (FTES)

The Student Centered Funding Formula (SCFF) continues to emphasize the role of Full-Time Equivalent Students (FTES) as one of the primary metrics as it comprises approximately 70% of the funding. Thus, FTES serves as an important indicator of enrollment productivity. In 2020-21, the total resident FTES was 10,968.3, representing a decrease compared to previous years (see Figure 22).

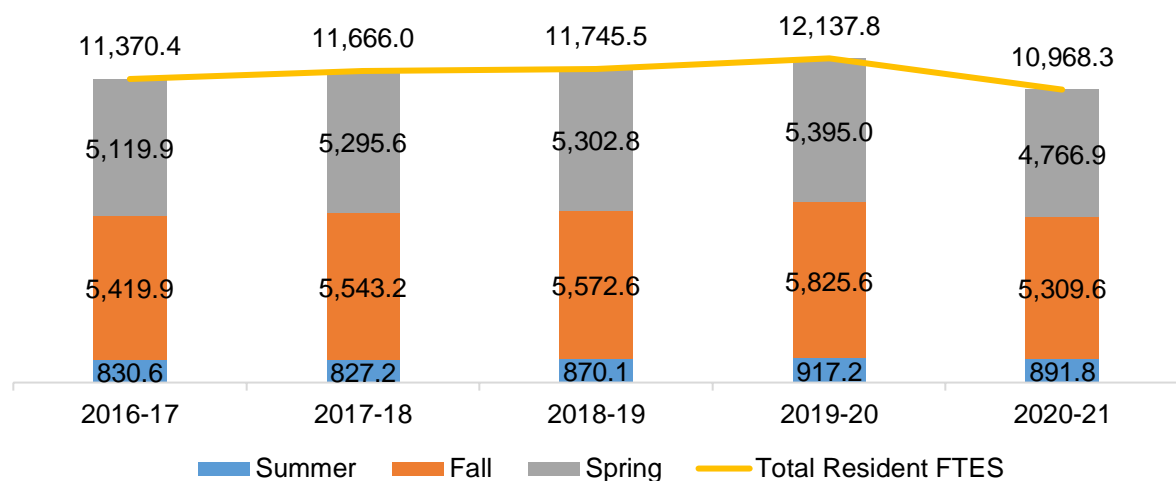


Figure 22. Trends in resident FTES, 2016-17 through 2020-21

Source: Term Section FTE

Table 13 summarizes the resident FTES trends by division. 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, 2018-19 through 2020-21

Division	2018-19			2019-20			2020-21		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Business/CIS	38.1	331.8	314.6	37.1	370.2	347.4	57.4	382.3	382.9
Counseling	10.2	114.2	73.7	12.0	130.0	86.9	3.4	110.7	85.4
CTE	46.9	409.3	425.2	66.8	499.7	471.1	64.9	433.0	375.3
Fine Arts	58.2	516.5	514.7	69.2	549.9	554.5	33.3	497.1	463.1
Health Science	69.9	485.1	500.0	83.1	488.6	479.0	78.7	367.6	402.1
Kinesiology/ Athletics	42.4	220.1	239.2	59.1	259.3	274.7	50.3	200.8	224.5
Language Arts	144.3	975.5	862.4	115.8	948.1	788.7	138.7	837.4	719.2
Library Science	0.0	0.8	0.7	0.0	0.6	0.6	0.0	0.5	0.5
SEM	212.2	1,495.1	1,390.2	199.0	1,519.7	1,370.6	173.0	1,460.4	1,236.8
Social Sciences	247.9	1,024.2	982.1	275.1	1,059.5	1,021.5	292.2	1,019.9	877.0
Total	870.1	5,572.6	5,302.8	917.2	5,825.6	5,395.0	891.8	5,309.6	4,766.9

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 a vital measure of college efficiency and cost effectiveness. The community college system has endorsed a WSCH per FTEF ratio of 525:1 and an average class size of 35 for optimum efficiency and cost effectiveness. However, many programs, specifically within the health science and CTE, have limitations on enrollment from external accreditation requirements making the ideal ratio and class sizes unattainable. In 2020-21, the college had an especially high WSCH per FTEF in summer compared to previous years, whereas other terms expressed decreases within the metric in comparison to the past few like terms (see Figure 23).

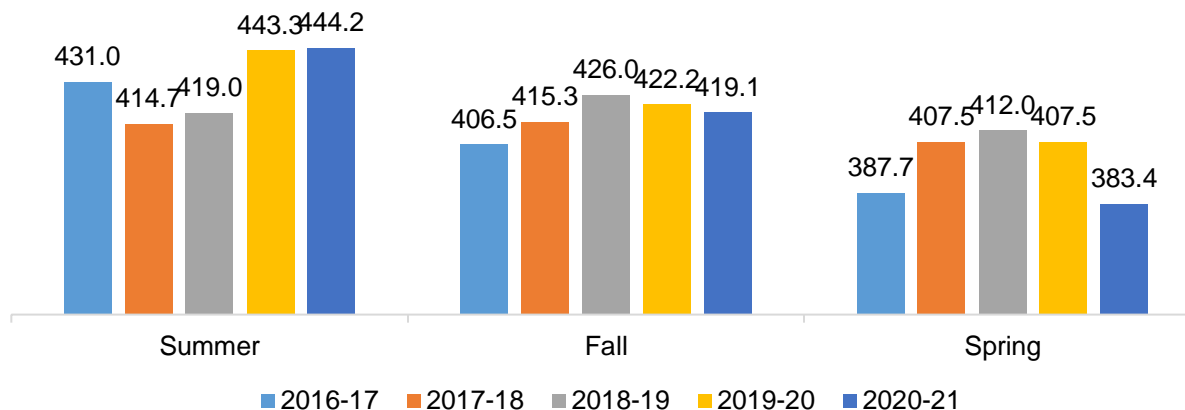


Figure 23. WSCH per FTEF

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 analyze Cypress College student success across system wide data and uniform metrics, 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. Data for 2020-21 is not yet available as of March 2022.

Student Pathway to Completion

Part of our Guided Pathways work has involved 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 2018 first-time students, less than 20% earn a degree, certificate, or transfer within three years. Furthermore, there 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, work began in 2020-21 related to the establishment of 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.

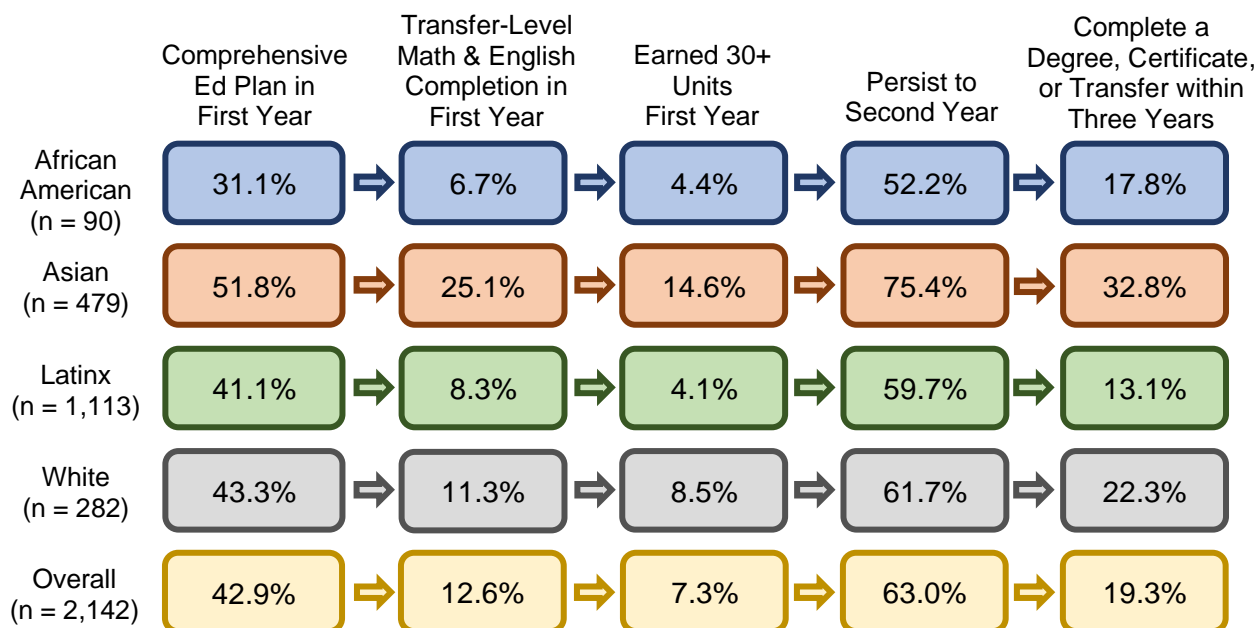


Figure 24. Completion pathway for Fall 2018 first-time students

Source: Student Academic History

Chapter Three: Institutional Planning

The 2020-21 academic year marked a year of continued planning for Cypress College. This academic year included planning activities related to the Equity Framework, Guided Pathways, Program Review, Strategic Planning, and response to the COVID-19 pandemic.

Equity Framework

Building upon the work initiated 2019-20, the college remains committed to equity being at the center of the college's core values. The 2020-21 academic year represented a time of significant undertaking of work to help expand and establish an equity framework at Cypress College. Multiple forums were held to obtain the input of faculty, staff, and administrators related to establishing a common definition of equity to guide the work of all Cypress College employees in the pursuit of helping students feel supported and to succeed in achieving their academic goals. This will lay a foundation for a common understanding and practical integration of equity throughout the college.

Guided Pathways

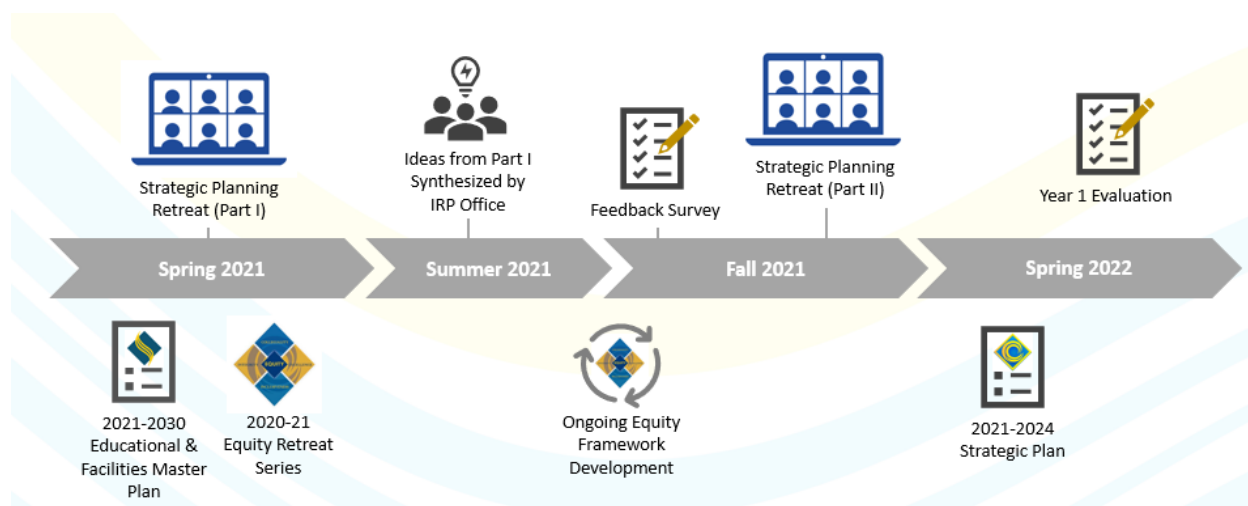
The 2020-21 academic year represented the start of implementing activities surrounding the Title V grant, which was awarded in Fall 2019. Cross-functional Completion Teams for each academic division led this important work. In addition, the Title V leadership team continued to conduct data literacy and equity trainings for the faculty data coaches and peer coaches. In addition, the College completed the Guided Pathways Scale of Adoption Assessment (SOAA) in Spring 2021, 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 and equity considerations.

Program Review

The program review process for instruction, student services, and campus services is in the process of evolving, and important improvements were made in the 2020-21 academic year. For example, there has been a concerted effort to ensure the connection between program review and resource allocations are more robust. Additionally, the Student Services Program Review (SSPR) Committee continued to facilitate the program review process for student services. The following SSPRs were conducted in 2020-21: EOPS, the Charger Experience Program, and the Transfer Center. Additionally, the Campus Services Program Review process is being refined, with preliminary reviews conducted in Spring 2021 by the Institutional Research and Planning Office, Campus Communication Office, and the Foundation Office. Lastly, the Instructional Program Review process and form was expanded to include a discussion of equity throughout the department presentations, further institutionalizing the equity work completed across the campus.

Strategic Planning

The 2020-21 academic year marked a planning year focused on revitalizing the college strategic planning process and the development of a new strategic plan. Alignment with the strategic directions outlined in the District Educational and Facilities Master Plan (EFMP), which was finalized late Spring 2020, was intentional and helped frame the college goal development process. In addition to ensuring alignment with the EFMP, the timeline allowed the college to include the updated mission, vision, and core values that were established in Spring 2020, as well as hold an equity and strategic planning retreat in Spring 2021. These large-scale campus-wide initiatives helped to inform the next iteration of the three-year strategic plan, which will be established and affirmed throughout the shared governance process in 2021-22.



Response to COVID-19 Pandemic

The sudden and unexpected transition to remote operations in Spring 2020, because 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, continued to develop documentation and provide guidance to the campus community on COVID-19 related issues. This important work continued in 2020-21, with the focus shifting to plans and guidance for a safe return to campus for both students and employees. Although the transition to remote operations was a hurdle that posed significant challenges, we are proud of our innovations, adaptability, and commitment to the continued support of our students and employees during this difficult time.

Chapter Four: Accreditation

In addition to spending the year focused on planning efforts, Cypress College submitted the Midterm Report to the Accrediting Commission for Community and Junior Colleges (ACCJC) in October 2021. The report provided updates on progress, improvements, and outcomes related to the recommendations provided by ACCJC after the Institutional Self-Evaluation Report (ISER) and accreditation visit in 2017. In January 2022, the College was notified that ACCJC reviewed and accepted the Midterm Report, acknowledging the College's commitment to continued improvement.

With the Midterm Report complete, the College has already begun preparing for its next comprehensive review in 2024. In November 2021, ACCJC hosted a well-attended campus-wide virtual ISER training for Cypress College which provided an overview of the accreditation process, training on interpreting the standards, and guidance for producing an effective ISER. Additionally, the College selected a new faculty accreditation co-chair to work alongside the Accreditation Liaison Officer (ALO) in leading and facilitating the next cycle of accreditation work. The next comprehensive review will begin with the Team ISER Review in Spring 2024 and conclude with a Focused Site Visit in Fall 2024.

Conclusion

Cypress College has made important progress in 2020-21 towards reaffirming and expanding our mission, vision, and core values through significant planning in relation to student equity and strategic planning. Despite the additional challenges navigating the COVID-19 pandemic, this year was comprised of laying the groundwork for long-term planning and goal-setting for improving the academic successes of our students. We continue to emphasize equity, create and affirm pathways, and provide 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 through Tableau, more robust program review, and college-wide outcomes assessment processes. The 2021-22 academic year will culminate these efforts with the establishment of a college-wide equity framework and the creation and approval of a new strategic plan.

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