



Cypress  College

Institutional Effectiveness REPORT



20²²₂₃



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President's Message

Cypress College's achievements during the 2021-2022 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 nationally and regionally acknowledged for our outstanding instructional and vocational programs, we are proud that our college was again named a 2022 Equity Champion by Campaign for College Opportunity for successfully supporting the progress of Latinx degree and transfer attainment. Cypress College has also continued to make 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: enrollment has increased this past year 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 11.1% in Fall 2021.

The 2021-2022 academic year saw a decrease in the success and retention gaps between face-to-face and distance education courses, with distance education courses performing similarly to on-campus courses. 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 continues, as a priority to improve student learning in an equitable environment.

At Cypress College, we focus on our students, and in support of that commitment the college focused its Guided Pathways work on clear and equitable outcomes for students. With the support of the HSI Title V grant, our cross-functional Completion Teams worked together to support students achieve their educational goals, while launching our Guided Pathways 2.0 to institutionalize many of the ideas generated by our Completion Teams. Early indicators have shown promising trends, including decreases 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 53.9% in Fall 2017 to 69.0% in Fall 2021, and the completion rate of transfer-level math within one year increased from 23.7% in Fall 2017 to 38.5% in Fall 2021.

The signature event of the College every year is our graduation ceremony. In May of 2022, the college awarded 1,641 associate degrees and 1,983 certificates, celebrating 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. Cypress College continues to emerge from the effects of the pandemic and our shift to more flexible scheduling and course modality, but we continue to meet those challenges and will 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 evolves each year to ensure the information shared is timely and relevant. The 2021-22 IER has expanded to include a more detailed explanation on our Institution-Set Standards (ISS) and also continues to showcase student and employee demographics, student pathways and outcomes, enrollment-related trends, as well as an update on large-scale planning initiatives, including the response to COVID-19, and accreditation efforts.

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 ten fall terms, unduplicated student headcount ranged from a high of 16,553 students in Fall 2015 to a low of 13,953 students in Fall 2021, indicating a decrease likely due to the COVID-19 pandemic. Duplicated enrollment has followed a similar trend, with a high of 44,598 in Fall 2015, and a low of 37,359 in Fall 2021. The figure below shows a 13.9% decrease in enrollment and a 10.8% decrease in students over the past ten years (see Figure 1).

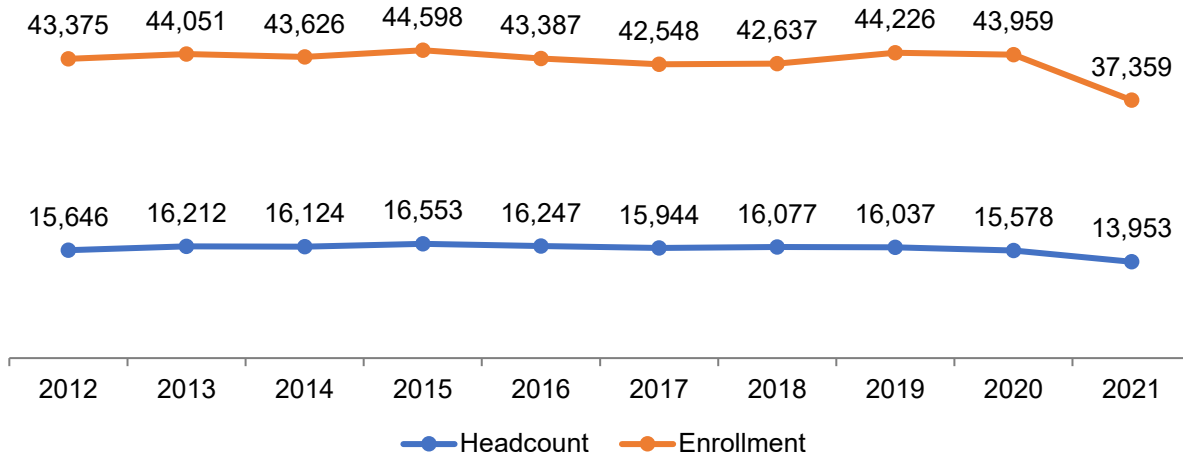


Figure 1. Student headcount and enrollment trends for fall terms

Source: Student Academic History

Figure 2 showcases 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 2021, female students represented over 56% of the students.

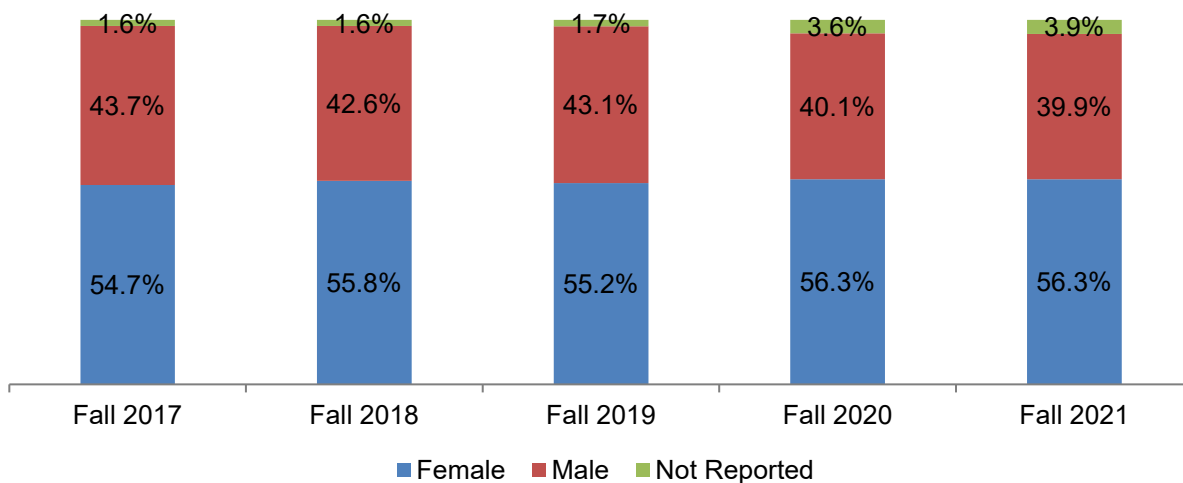


Figure 2. Proportion of students by gender

Source: Student Academic History

Figure 3 displays the distribution of students by ethnicity for fall terms. The most notable change includes the declining proportion of white students from 16.2% to 12.6% from Fall 2017 to Fall 2021. These trends reflect the demographic changes occurring within our service area.

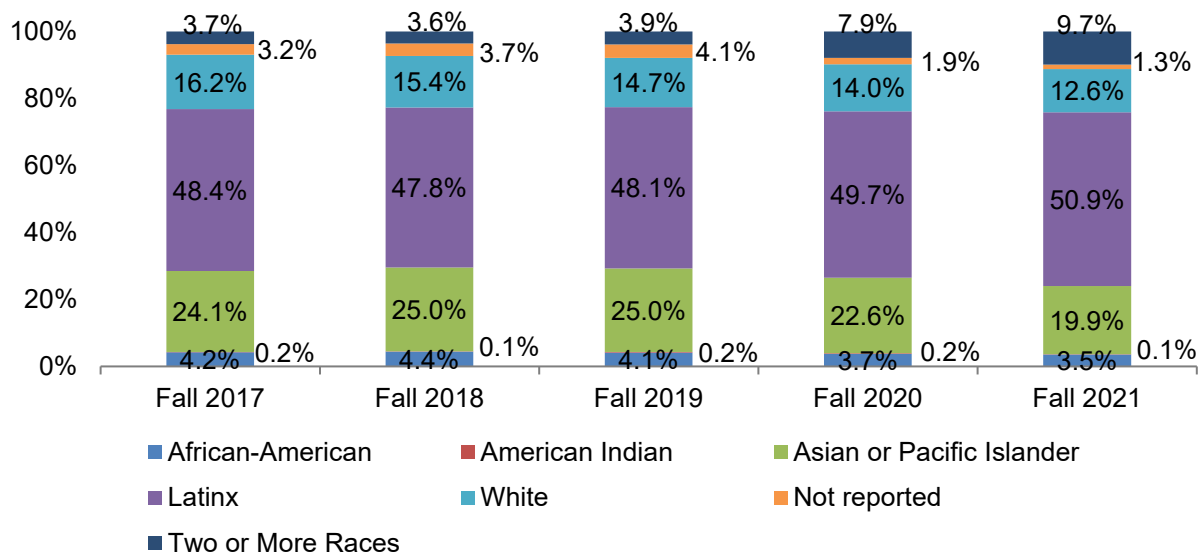


Figure 3. Proportion of students by ethnicity
Source: Student Academic History

Figure 4 highlights the distribution of students by age group for the past five fall terms. The average age of our student population is 24 years old as of Fall 2021. The increase in the percentage of students aged 19 or less was particularly notable between Fall 2017 and Fall 2018 due to the expansion of the Dual Enrollment program. No significant changes in students by age were observed from Fall 2020 to Fall 2021.

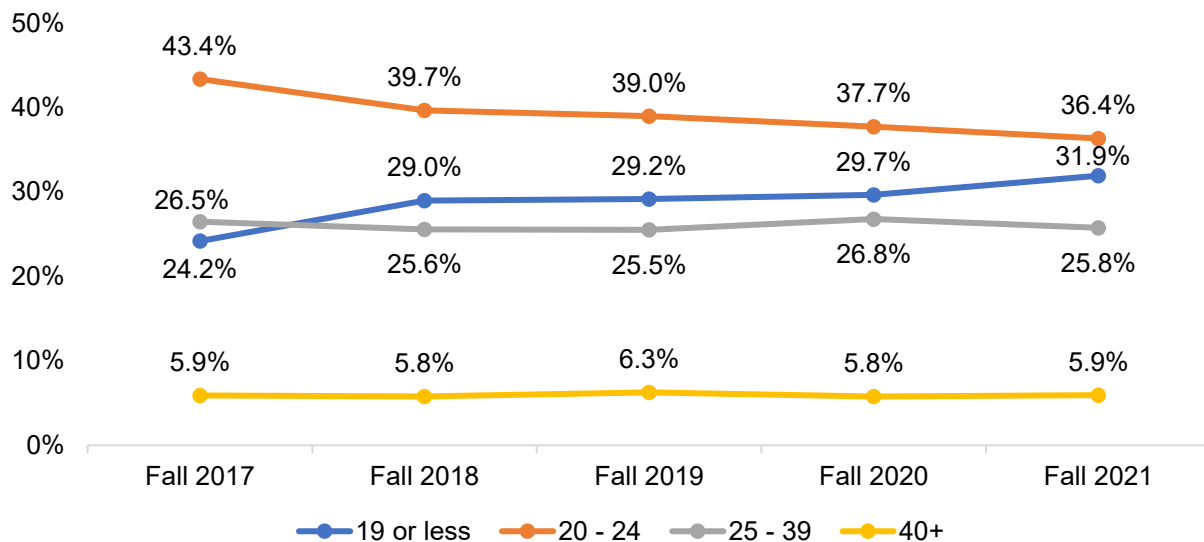


Figure 4. Proportion of students by age
Source: Student Academic History

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. Due to improved efforts related to requesting and reporting data on LGBT and former foster youth students, the representation of these student groups in our data increased from Fall 2020 to Fall 2021.

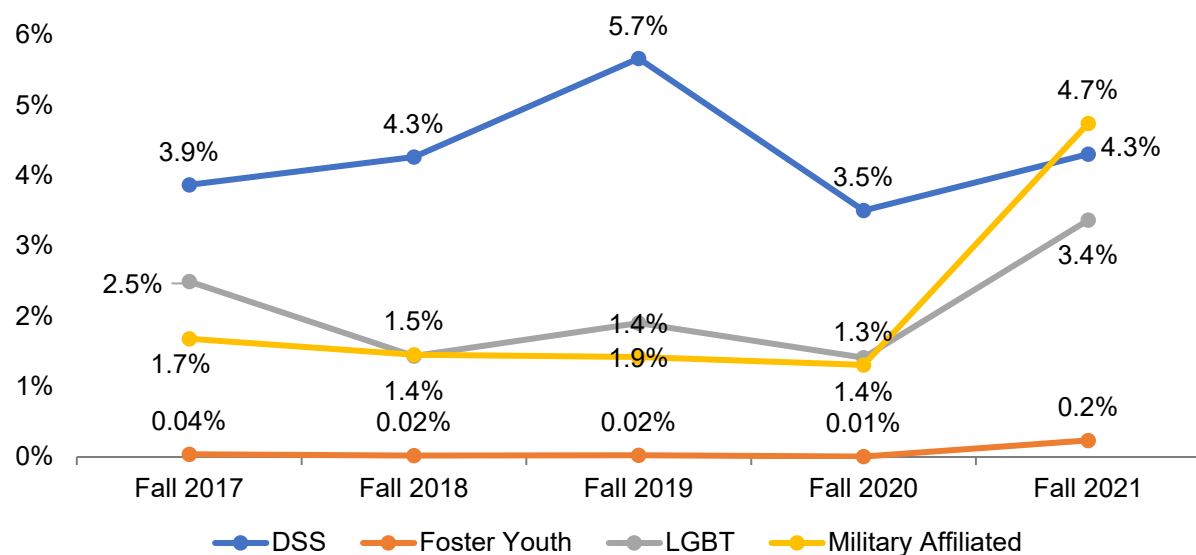


Figure 5. Proportion of students by special population

Source: NOCCCD Information Systems

The percentage of first-generation college students at Cypress College increased to 48.1% in Fall 2021, a five-percentage point increase from Fall 2020 (see Table 1).

Table 1. Highest Parental Education Level

	Fall 2019		Fall 2020		Fall 2021	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No High School Diploma ¹	2,890	18.0%	2,623	16.8%	3,318	23.8%
High School Diploma ¹	4,355	27.2%	4,176	26.8%	3,393	24.3%
Some College/No Degree	3,264	20.4%	3,239	20.8%	2,367	17.0%
Associate Degree	1,276	8.0%	1,238	7.9%	1,143	8.2%
Bachelor's Degree	2,563	16.0%	2,592	16.6%	2,347	16.8%
Graduate Degree	1,057	6.6%	1,201	7.7%	915	6.6%
Not Reported	632	3.9%	509	3.3%	470	3.4%
Total	16,037	100.0%	15,578	100.0%	13,953	100.0%

¹First-generation college student

Source: Student Academic History

Table 2 on the following page summarizes the number of units attempted by students in recent fall terms. The percentage of students enrolling full-time in 12 or more units has remained stable at around 33% in the last three fall terms.

Table 2. Term Units Attempted

	Fall 2019		Fall 2020		Fall 2021	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Less than 6 units	4,670	29.1%	4,941	31.7%	4,449	31.9%
6 - 11.5 units	5,702	35.6%	5,297	34.0%	4,807	34.5%
12 - 14.5 units	3,994	24.9%	3,545	22.8%	3,151	22.6%
15 or more units	1,671	10.4%	1,795	11.5%	1,546	11.1%
Total	16,037	100.0%	15,578	100.0%	13,953	100.0%

Source: Student Academic History

Most of our students (approximately two-thirds) aim to earn an associate degree or transfer to a four-year university. Figure 6 below indicates that approximately 45% of students had an educational goal of earning an associate degree and transferring, slightly over 30% had other educational goals related to personal or professional growth, and over 20% had an educational goal to either only earn an associate degree or only transfer.

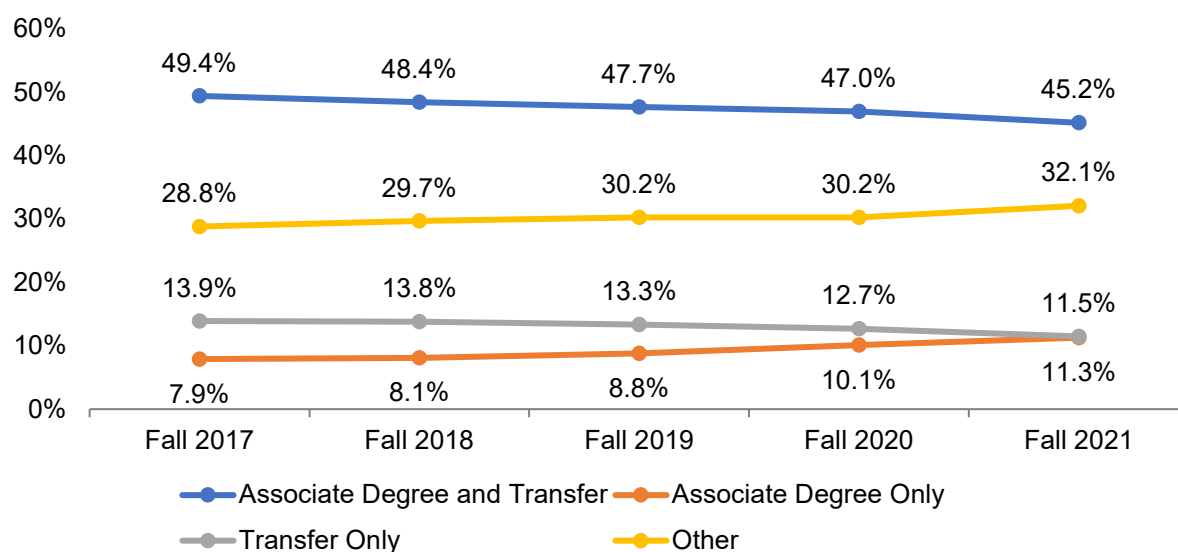


Figure 6. Proportion of students by educational goal

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, historically, we have had a high percentage of students who enroll from other cities within Los Angeles County, Orange County, and beyond. Table 3 on the following page indicates that 90% ($n = 9$) of the top 10 feeder high schools in Fall 2021 were within the Cypress College service area.

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

High School Name	Fall 2017		Fall 2021		# Change	% Change
	<i>n</i>	%	<i>n</i>	%		
Kennedy (John F.) High ¹	128	7.0%	154	9.6%	26	20.3%

High School Name	Fall 2017		Fall 2021		# Change	% Change
	<i>n</i>	%	<i>n</i>	%		
Cypress High ¹	101	5.5%	119	7.4%	18	17.8%
Western High ¹	105	5.7%	96	6.0%	-9	-8.6%
Cerritos High	57	3.1%	80	5.0%	23	40.4%
Rancho Alamitos High ¹	53	2.9%	74	4.6%	21	39.6%
Loara High ¹	37	2.0%	60	3.7%	23	62.2%
Magnolia High ¹	46	2.5%	57	3.6%	11	23.9%
Los Alamitos High ¹	64	3.5%	55	3.4%	-9	-14.1%
Savanna High ¹	51	2.8%	51	3.2%	0	0.0%
Katella High ¹	24	1.3%	47	2.9%	23	95.8%
All Other High Schools	962	52.5%	846	46.2%	-116	-12.1%

¹ high school is within the service area

Source: Student Academic History

Table 4 summarizes the top ten resident zip codes for all enrolled students in Fall 2017 as compared to Fall 2021. Of the top ten zip codes, 90% ($n = 9$) were cities from our primary service areas. Enrollment growth was most evident for Garden Grove and Stanton, while there were declines in enrollment from Norwalk and Buena Park.

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

Zip Code and City	Fall 2017		Fall 2021		# Change	% Change
	<i>n</i>	%	<i>n</i>	%		
92804 ¹ Anaheim	1,519	9.5%	1,505	10.8%	-14	-0.9%
90630 ¹ Cypress	1,153	7.2%	1,110	8.0%	-43	-3.7%
90620 ¹ Buena Park	1,115	7.0%	980	7.0%	-135	-12.1%
92801 ¹ Anaheim	748	4.7%	786	5.6%	38	5.1%
90680 ¹ Stanton	473	3.0%	510	3.7%	37	7.8%
92805 ¹ Anaheim	388	2.4%	396	2.8%	8	2.1%
92841 ¹ Garden Grove	306	1.9%	337	2.4%	31	10.1%
92802 ¹ Anaheim	313	2.0%	334	2.4%	21	6.7%
90650 Norwalk	509	3.2%	318	2.3%	-191	-37.5%
90621 ¹ Buena Park	388	2.4%	315	2.3%	-73	-18.8%
All Other Zip Codes	9,030	56.6%	7,362	52.8%	-1,668	-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 compared to the district and statewide trends. As seen below, Cypress College employs a higher percentage of part-time and full-time faculty while also employing a lower percentage of classified employees compared to the district and all California Community Colleges.

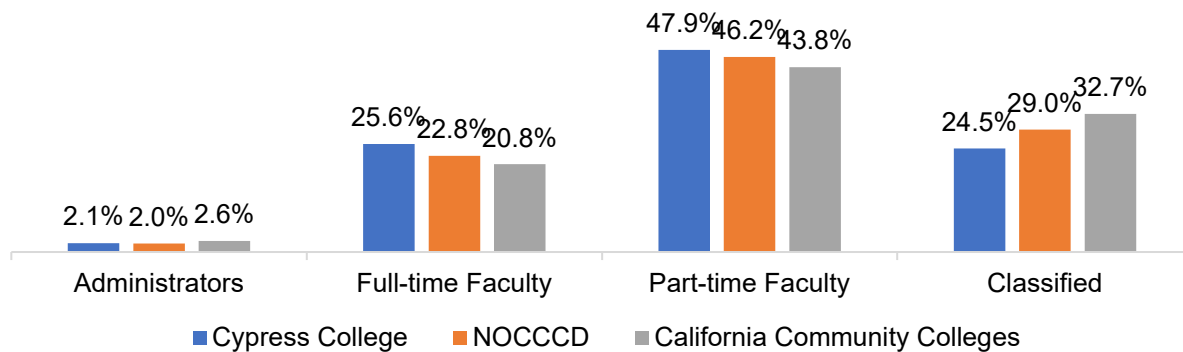


Figure 7. Employee classifications at Cypress College, NOCCCD, and statewide

Source: California Community Colleges Chancellor's Office Data Mart

In Fall 2021, a greater proportion of females were employed across all employment categories at Cypress College, ranging from 52.2% for part-time faculty to 66.7% for administrators (see Table 5).

Table 5. Cypress College Employees by Gender, Fall 2021

Gender	Administrator		Classified		FT Faculty		PT Faculty		Overall	
	n	%	n	%	n	%	n	%	n	%
Female	12	66.7%	112	52.6%	122	55.0%	217	52.2%	463	53.3%
Male	6	33.3%	101	47.4%	100	45.0%	199	47.8%	406	46.7%
Total	18	100.0%	213	100.0%	222	100.0%	416	100.0%	869	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 2021, with part-time faculty representing the youngest employee group and administrators representing the most senior employee group.

Table 6. Cypress College Employees by Age, Fall 2021

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	5.6%	36	16.9%	14	6.3%	117	28.1%	168	19.3%
35 to 39	1	5.6%	31	14.6%	30	13.5%	73	17.5%	135	15.5%
40 to 49	6	33.3%	57	26.8%	59	26.6%	91	21.9%	213	24.5%
50 to 59	5	27.8%	67	31.5%	69	31.1%	70	16.8%	211	24.3%
60 and older	5	27.8%	22	10.3%	50	22.5%	65	15.6%	142	16.3%
Total	18	100.0%	213	100.0%	222	100.0%	416	100.0%	869	100.0%

Source: California Community Colleges Chancellor's Office Data Mart

Cypress College employees come from diverse ethnic backgrounds. Ethnic diversity varied greatly by employee category (see Table 7). The largest ethnic group is white at 38%, followed by 27% Hispanic, 18% Asian, and 5% African-American. More specifically, classified employees represented the most diverse employee group, while full-time faculty represented the least diverse employee group by ethnicity.

Table 7. Cypress College Employees by Ethnicity, Fall 2021

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	11.1%	7	3.3%	13	5.9%	22	5.3%	44	5.1%
Am. Indian/Alaska Native	0	0.0%	1	0.5%	0	0.0%	0	0.0%	1	0.1%
Asian	2	11.1%	35	16.4%	32	14.4%	90	21.6%	159	18.3%
Hispanic	4	22.2%	81	38.0%	45	20.3%	103	24.8%	233	26.8%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	2	0.5%	2	0.2%
White	7	38.9%	67	31.5%	103	46.4%	157	37.7%	334	38.4%
Multi-Ethnic	1	5.6%	5	2.3%	10	4.5%	14	3.4%	30	3.5%
Not Reported	2	11.1%	17	8.0%	19	8.6%	28	6.7%	66	7.6%
Total	18	100.0%	213	100.0%	222	100.0%	416	100.0%	869	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 short-term student performance indicators. Success and retention rates have generally remained stable over the past five years. Figures 8 and 9 on the following pages summarize course success and retention rates for the past five fall and spring terms. Our ACCJC Institution-Set Standard (ISS) floor goal for successful course completion in 2021-22 was 71.2%, with a stretch goal of 75.3%. The Fall 2021 success rate was just below the ISS floor goal at (71.1% vs. 71.2%); however, the success rate in Spring 2022 exceeded the ISS floor goal (72.7% vs. 71.2%).

The Fall 2021 through Spring 2022 terms were impacted by the COVID-19 pandemic through the transition to remote instruction. This should be considered when interpreting data and trends starting in Spring 2020. Additionally, to improve the 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 on the following pages).

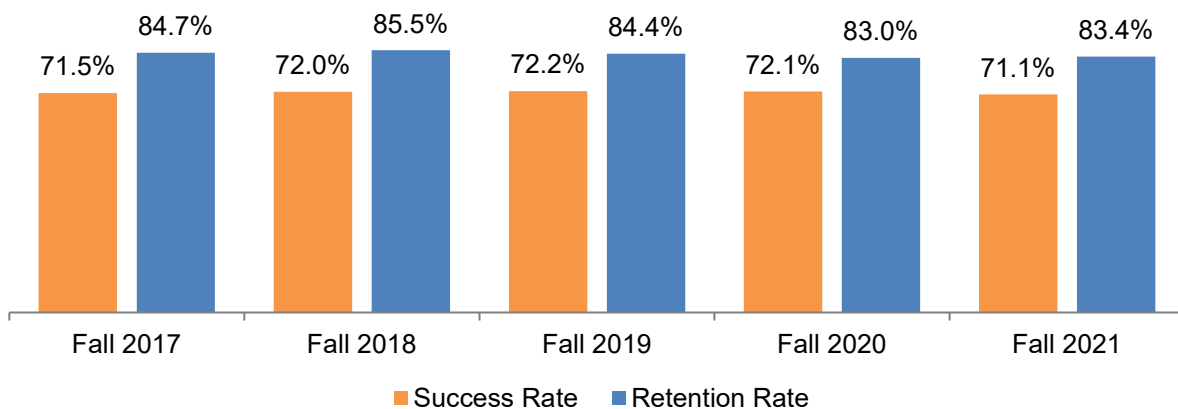


Figure 8. Fall success and retention rates
Source: Student Academic History

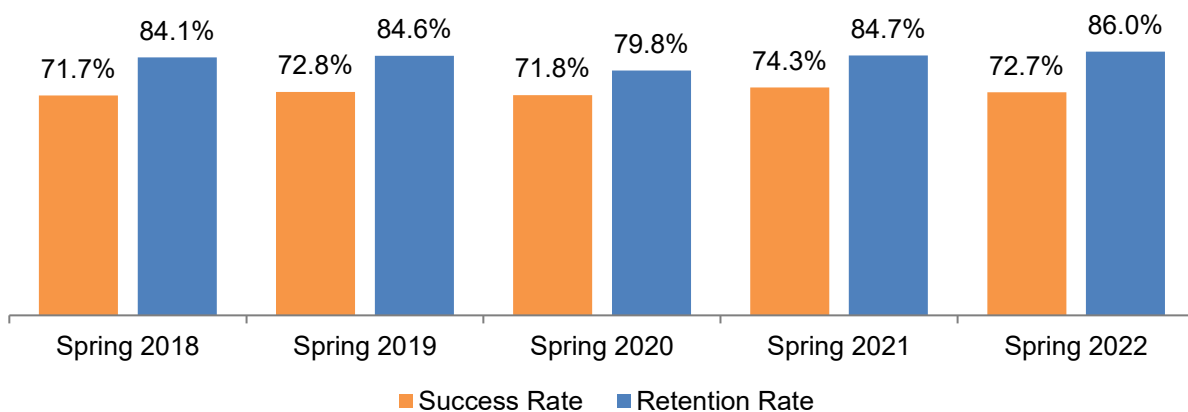


Figure 9. Spring success and retention rates
Source: Student Academic History

Figures 10 and 11 summarize course success and retention rates by division for Fall 2021 and Spring 2022. Historically, smaller divisions have more selective programs and/or career or technical education programs with the highest success and retention rates. These divisions have more structured pathways and best practices. In contrast, divisions with general education coursework, higher enrollments, and/or STEM-related programs have had lower success and retention rates.

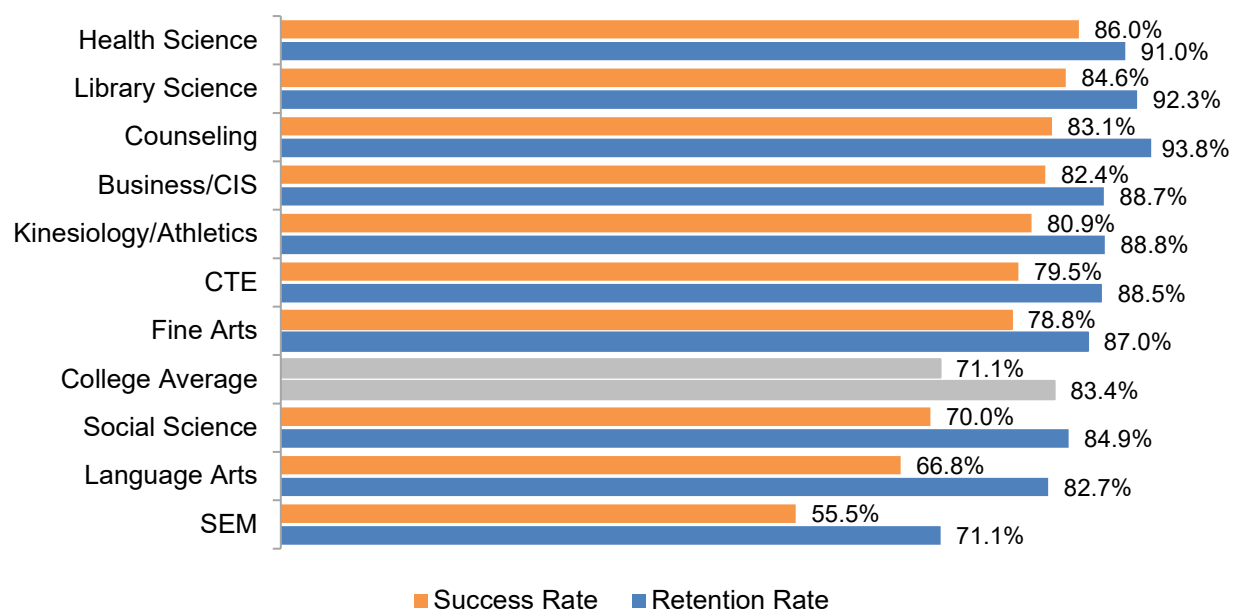


Figure 10. Fall 2021 success and retention rates by division

Source: Student Academic History



Figure 11. Spring 2022 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 2021 and Spring 2022. Lecture courses in Fall 2021 and Spring 2022 had success rates above the collegewide average. In contrast, hybrid courses had the lowest success rates, below 70% in both primary terms for the 2021-22 academic year.

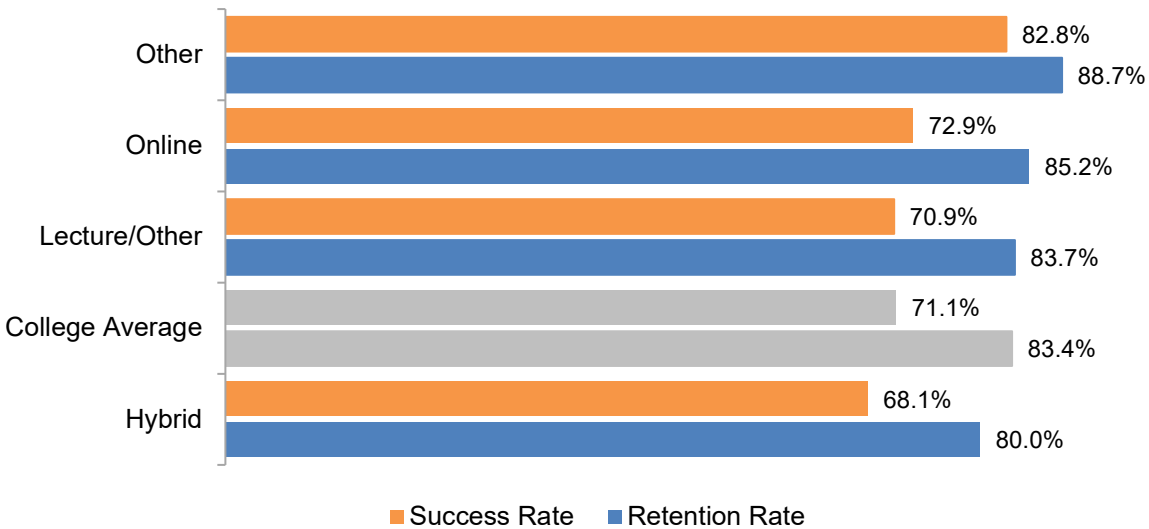


Figure 12. Fall 2021 success and retention rates by instructional method

Source: Student Academic History

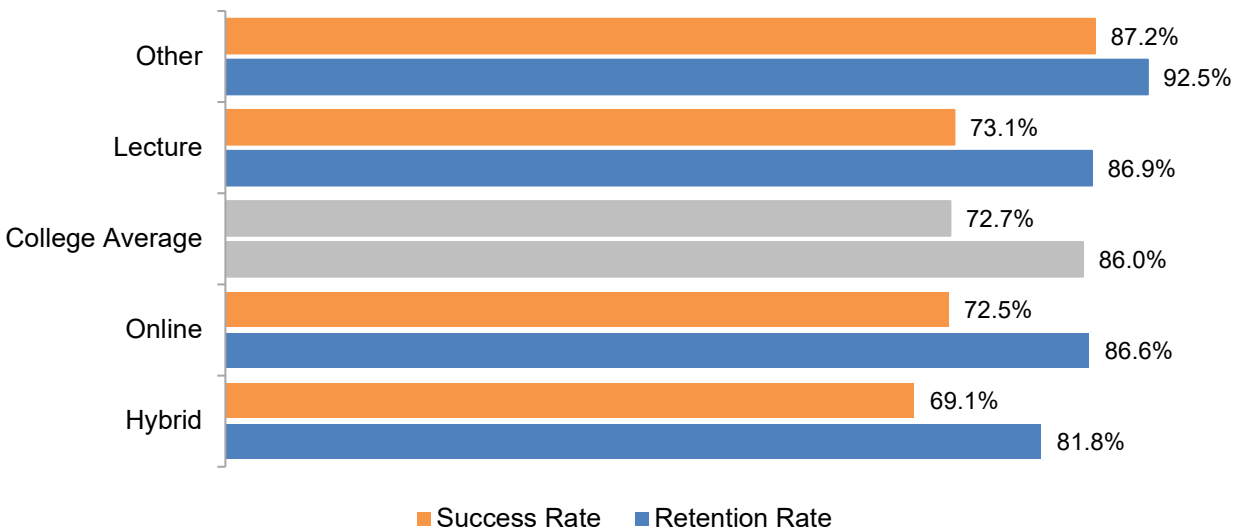


Figure 13. Spring 2022 success and retention rates by instructional method

Source: Student Academic History

Figures 14 and 15 on the following page summarize course success and retention rates by ethnicity for Fall 2021 and Spring 2022. In both primary terms, Asian, Filipino, and White students, alongside students of two or more races, had course success and retention rates

above the collegewide average. In contrast, students from historically marginalized groups, African-American and Latinx, had lower course success and retention rates than the collegewide average. Several large-scale campus efforts focus on closing equity gaps, such as guided pathways, Title V completion teams, and the activities outlined in the Student Equity and Achievement (SEA) Plan and Vision for Success (VFS) goals. Additionally, revisions to the equity framework and collegewide adoption will help guide and provide questions to improve best practices for student equity in the classroom and beyond.

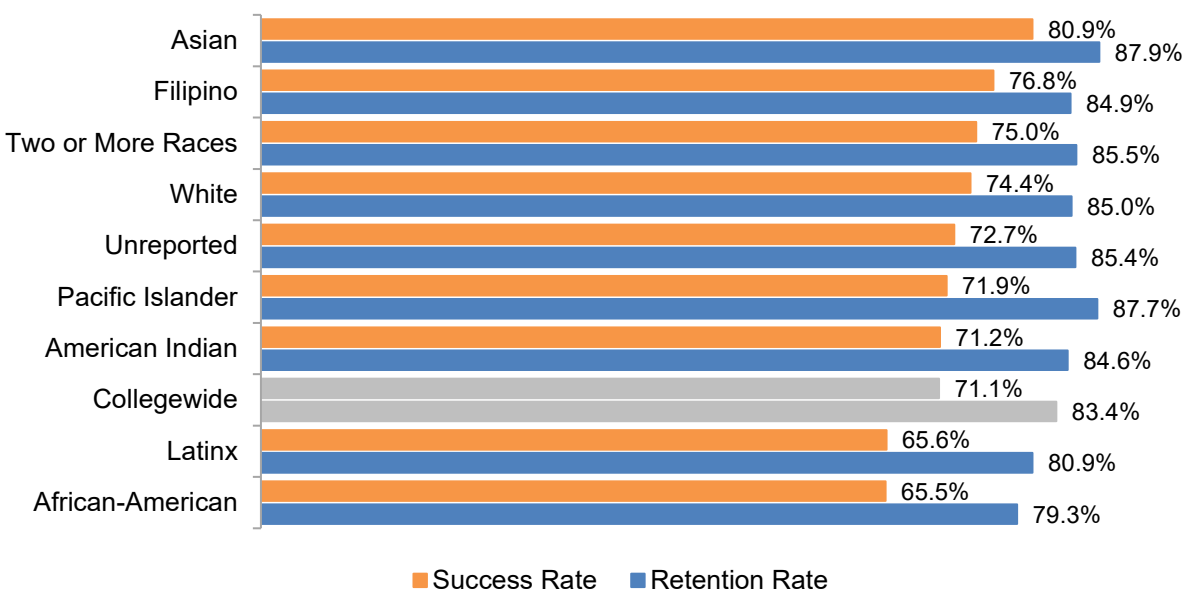


Figure 14. Fall 2021 success and retention rates by ethnicity

Source: Student Academic History

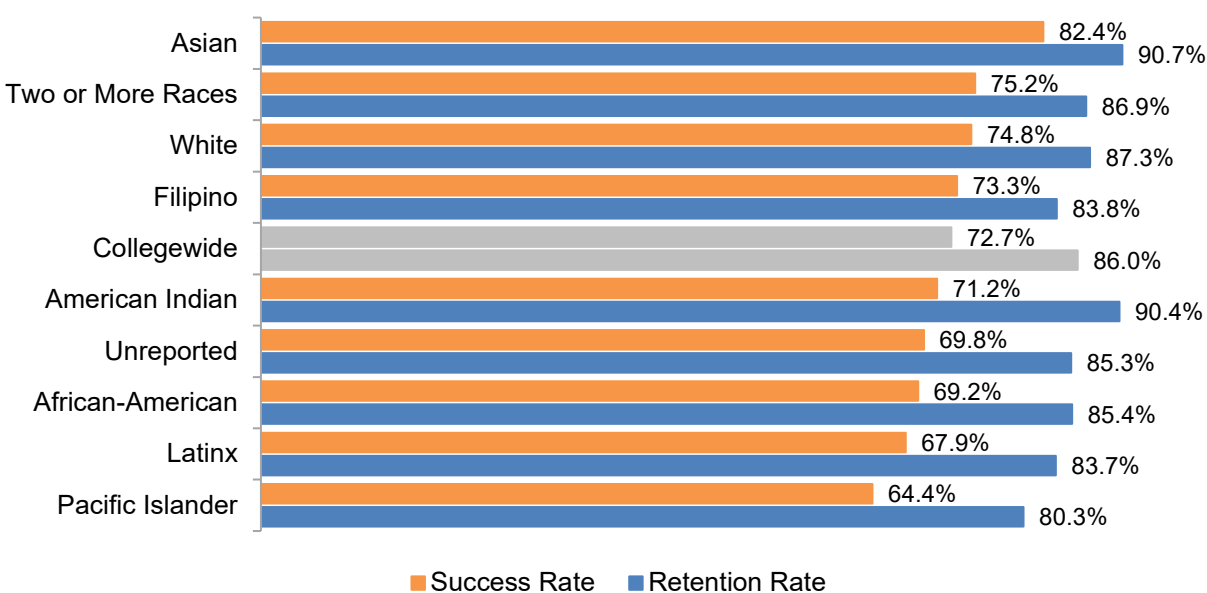


Figure 15. Spring 2022 success and retention rates by ethnicity

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. Instead, high school GPA and coursework are used to recommend placement into transfer-level courses for all students. These changes are transformative in the assessment process and have significantly increased transfer-level English and math completion.

Figures 16 and 17 show that transfer-level English and math completion within one year increased significantly over the past five years. More specifically, the completion rate of transfer-level English within one year increased from 53.9% in Fall 2017 to 69.0% in Fall 2021, and the completion rate of transfer-level math within one year increased from 23.7% in Fall 2017 to 38.5% in Fall 2021. However, throughput rates for transfer-level English and math decreased from Fall 2020 to Fall 2021; thus, it is important to continue monitoring this trend to ensure student success.

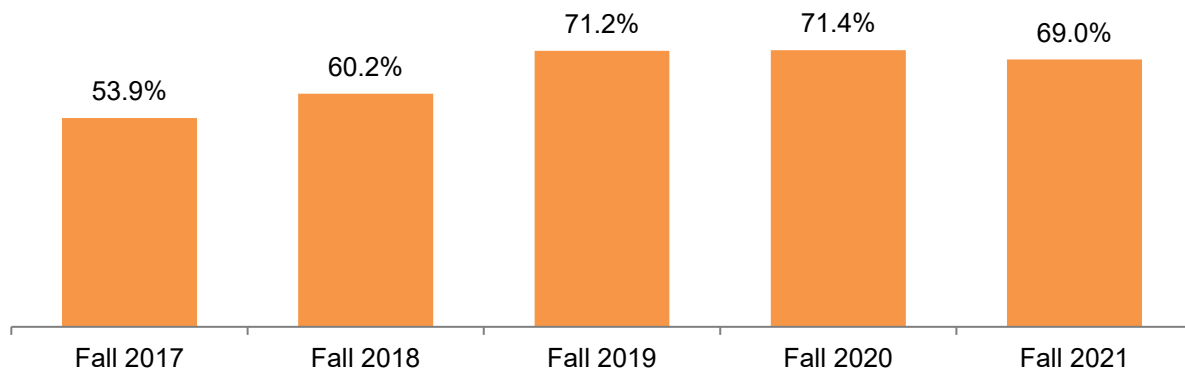


Figure 16. Completion of transfer-level English within one year for fall cohorts

Source: Student Academic History

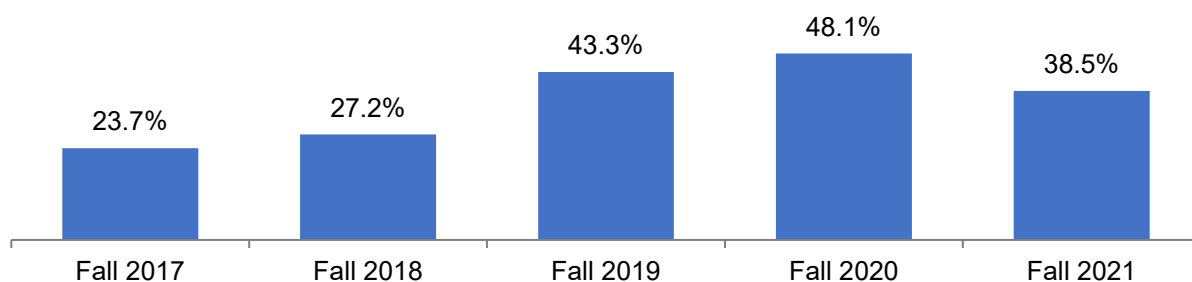


Figure 17. Completion of transfer-level math within one year for fall cohorts

Source: Student Academic History

Implementing AB 705 significantly improved one-year transfer-level English and math completion across all ethnic groups. More specifically, completion rates across ethnic groups increased between 9.2 and 26.2 percentage points in English and between 13.4 and 30.1 percentage points in math. In addition, African-Americans demonstrated the largest relative gain, which is an encouraging indication that equity gaps are beginning to narrow for this disproportionately impacted student group (see Figure 18 and Figure 19).

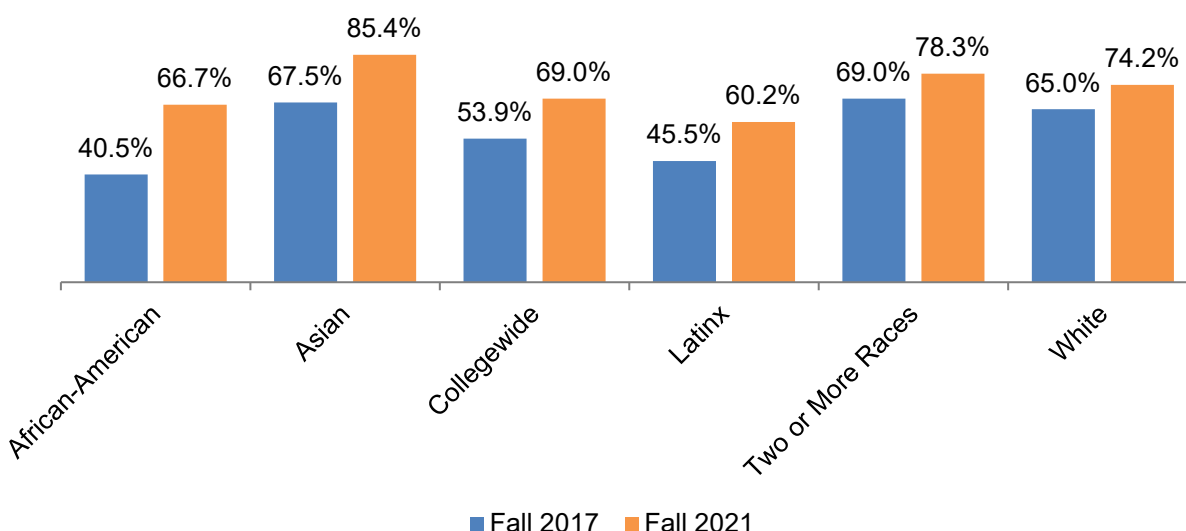


Figure 18. Completion of transfer-level English within one year by ethnic group

Source: Student Academic History

*Note. American Indian/Alaska Native, Filipino, Pacific Islander, and Unreported student groups removed due to low sample size

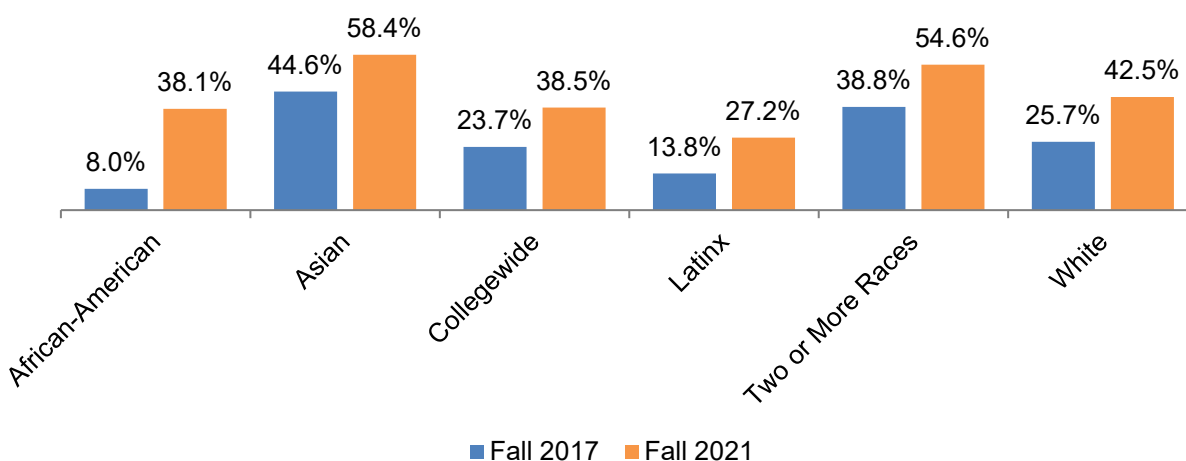


Figure 19. Completion of transfer-level math within one year by ethnic group

Source: Student Academic History

*Note. American Indian/Alaska Native, Filipino, Pacific Islander, and Unreported student groups removed due to low sample size

Awards: Degrees and Certificates

Cypress College has three ACCJC Institution-Set Standards (ISS) for award completion: 1,266 associate degrees awarded, 1,298 certificates awarded, and 2 bachelor's degrees awarded represent the floor goals. The College surpassed these floor standards in the 2021-2022 academic year by awarding 1,641 associate degrees, 1,983 certificates, and 3 bachelor's degrees (see Figure 20). In addition, the College set stretch, or aspirational, goals for awards – 2,123 associate degrees, 2,499 certificates, and 11 bachelor's degrees. Progress toward meeting these stretch goals are assessed annually.

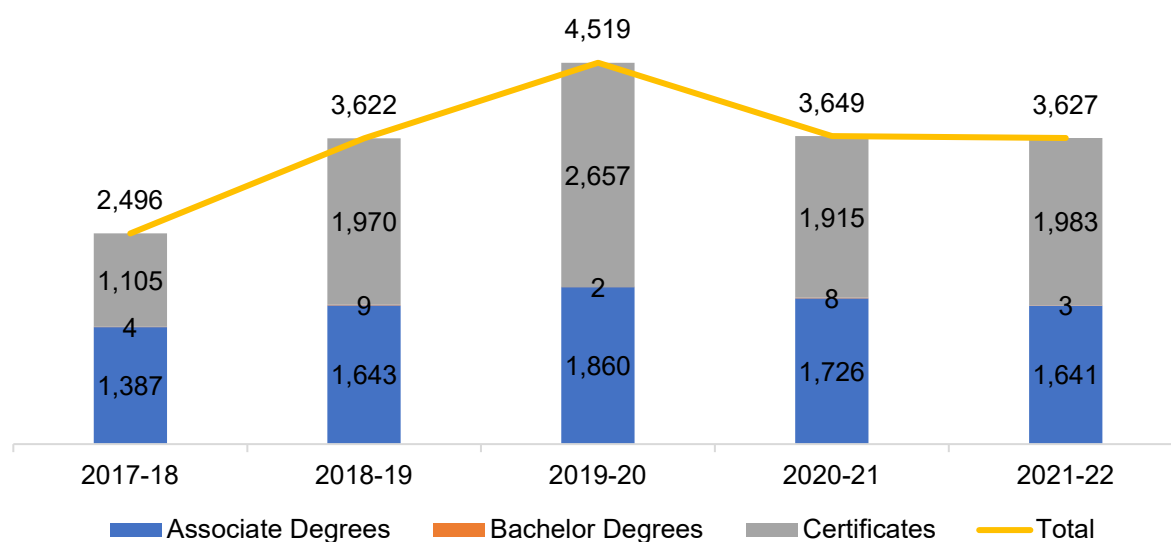


Figure 20. Degrees and certificates awarded by academic year

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 gender, age, ethnicity, disability status, veteran status, and foster youth status. However, trends did display some variation when examining students by ethnicity. More specifically, there was a decrease in the percent of awards earned by White students from 21.6% in 2017-18 to 13.5% in 2021-22, which corresponds with a decline in enrollment for White students throughout this time period.

Table 8. Awards Earned by Demographics

Awards	2017-18	2018-19	2019-20	2020-21	2021-22
Gender					
Female	52.2%	53.0%	59.5%	58.5%	56.1%
Male	46.4%	46.0%	39.1%	38.9%	41.1%
Unknown	1.4%	1.0%	1.3%	2.6%	2.9%
Age					
19 or less	4.1%	5.0%	6.3%	8.0%	7.3%
20-24	52.4%	53.3%	52.8%	53.1%	53.8%

Awards	2017-18	2018-19	2019-20	2020-21	2021-22
25-39	35.4%	35.5%	32.8%	32.8%	31.3%
40+	8.1%	6.2%	8.1%	6.1%	7.5%
Ethnicity					
African-American	3.6%	3.7%	3.7%	3.3%	3.4%
American Indian	0.3%	0.1%	0.1%	0.0%	0.2%
Asian	26.5%	26.8%	35.9%	32.0%	24.9%
Latinx	41.3%	46.2%	38.0%	43.8%	44.9%
Pacific Islander	0.4%	0.1%	0.4%	0.4%	0.2%
Two or More Races	3.6%	4.7%	3.6%	3.9%	6.7%
Unreported	2.6%	1.9%	2.9%	2.5%	6.2%
White	21.6%	16.6%	15.4%	14.1%	13.5%
Disability Status					
No	94.4%	93.9%	94.8%	93.1%	94.3%
Yes	5.6%	6.1%	5.2%	6.9%	5.7%
Veteran Status					
No	96.5%	97.5%	97.7%	97.8%	95.2%
Yes	3.5%	2.5%	2.3%	2.2%	4.8%
Foster Youth Status					
No	99.9%	99.9%	99.96%	99.97%	99.6%
Yes	0.1%	0.1%	0.04%	0.03%	0.4%
TOTAL	2,496	3,622	4,519	3,649	3,627

Source: Degrees and Certificates

Degrees Awarded

As noted in the previous section, Cypress College awarded 1,641 associate degrees in the 2021-22 academic year, remaining above our ACCJC Institution-Set Standard (ISS) floor goal for associate degree completion. The areas that awarded the most degrees in 2021-22 included Liberal Arts, Business Administration, and Psychology, contributing to 49.6% of the total number of degrees awarded. Areas with the most growth in degrees awarded from 2020-21 to 2021-22 included Radiologic Technology; Hotel, Restaurant, and Culinary Arts; and Dental Hygiene (see Table 9).

Table 9. Degrees Earned by Department

Department	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Accounting	4	4	4	1	1	14
Administration of Justice	0	13	40	46	26	125
Air Conditioning & Refrigeration	4	2	7	9	7	29
Anthropology	7	6	6	16	5	40
Art	35	41	44	34	38	192
Automotive Collision Repair	1	3	1	1	2	8
Automotive Technology	8	8	6	5	15	42
Aviation & Travel Careers	28	34	31	42	31	166

Department	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Biology	0	4	8	12	14	38
Business Administration	214	227	243	232	206	1122
Chemistry	2	9	5	6	7	29
Communication Studies	45	47	63	41	29	225
Computer Information Systems	21	18	20	14	24	97
Computer Science	0	0	0	3	7	10
Court Reporting	1	1	1	0	1	4
Dance	2	5	4	1	1	13
Dental Assisting	3	7	10	7	9	36
Dental Hygiene	11	14	0	15	30	70
Diagnostic Medical Sonography	13	10	8	10	8	49
Economics	1	4	25	30	26	86
Education	12	29	29	31	22	123
Engineering	0	1	0	1	0	2
English	20	23	24	19	30	116
Ethnic Studies	0	1	2	3	4	10
Foreign Languages	1	0	2	2	2	7
General Studies	1	0	4	8	3	16
Geography	11	3	7	5	5	31
Geology	2	3	2	2	2	11
Health Information Technology	15	17	19	25	16	92
History	11	16	30	14	14	85
Hotel, Restaurant & Culinary Arts	38	49	58	34	60	239
Human Services	13	9	9	14	18	63
Interdisciplinary Studies	1	1	0	0	0	2
Journalism	0	3	2	5	6	16
Kinesiology	52	45	42	35	52	226
Liberal Arts	389	469	598	497	476	2429
Management	6	9	5	9	6	35
Marketing	2	4	4	3	0	13
Mathematics	30	34	40	52	26	182
Media Arts Design	0	3	15	14	21	53
Mortuary Science	37	53	19	38	31	178
Music	2	1	1	0	3	7
Nursing	91	102	86	61	59	399
Philosophy	10	0	5	6	2	23
Photography	1	3	0	0	0	4
Physics	14	22	28	25	10	99
Political Science	13	17	20	30	16	96
Psychiatric Technology	24	27	24	16	14	105
Psychology	101	141	138	157	132	669
Public Health Science	0	2	6	12	9	29

Department	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Radiologic Technology	33	38	33	1	53	158
Sociology	53	53	70	71	50	297
Theater Arts	4	8	12	11	12	47
Total	1,387	1,643	1,860	1,726	1,641	8,257

Source: Degrees and Certificates

In Table 10, degree data is disaggregated by student demographics. Consistent with the overall awards data, the trends remained relatively stable by gender, age, disability status, veteran status, and foster youth status. However, trends did display some changes by ethnicity, with African American, Female, and Latinx students earning a larger proportion of degrees from 2017-18 to 2021-22. The increases bode well for the College, with these three student groups being the focus of the College's Student Equity and Achievement Plan.

Table 10. Degrees Earned by Demographics

Associate Degrees Awarded	2017-18	2018-19	2019-20	2020-21	2021-22
Gender					
Female	61.8%	64.7%	64.1%	65.4%	62.5%
Male	37.4%	34.0%	34.5%	32.4%	34.6%
Unknown	0.8%	1.3%	1.5%	2.2%	2.9%
Age					
19 or less	2.2%	3.0%	4.1%	6.8%	5.8%
20-24	56.9%	55.9%	55.2%	56.0%	54.5%
25-39	35.7%	36.0%	34.0%	32.7%	32.6%
40+	5.2%	5.1%	6.7%	4.5%	7.0%
Ethnicity					
African-American	3.5%	3.5%	3.1%	2.7%	3.8%
American Indian	0.4%	0.1%	0.2%	0.0%	0.2%
Asian	27.4%	26.4%	30.5%	30.2%	24.3%
Latinx	42.2%	45.5%	41.9%	45.2%	44.8%
Pacific Islander	0.6%	0.1%	0.6%	0.3%	0.1%
Two or More Races	3.5%	4.9%	3.9%	4.1%	6.2%
Unreported	2.4%	1.7%	2.7%	2.5%	6.9%
White	19.8%	17.7%	17.0%	14.9%	13.8%
Disability Status					
No	93.8%	93.4%	93.4%	92.2%	93.1%
Yes	6.2%	6.6%	6.6%	7.8%	6.9%
Veteran Status					
No	97.0%	97.4%	97.6%	97.5%	95.0%
Yes	3.0%	2.6%	2.4%	2.5%	5.0%
Foster Youth Status					
No	99.9%	99.9%	99.9%	100.0%	99.6%
Yes	0.1%	0.1%	0.1%	0.0%	0.4%

Associate Degrees Awarded	2017-18	2018-19	2019-20	2020-21	2021-22
TOTAL	1,145	1,643	1,860	1,726	1,641

Source: Degrees and Certificates

Certificates Awarded

As previously noted, Cypress College awarded 1,983 certificates in the 2021-22 academic year, remaining above our ACCJC Institution-Set Standard (ISS) for certificate completion. The CSU GE Breadth certificate, the IGETC certificate, Automotive Technology, and Air Conditioning and Refrigeration areas awarded the most certificates in 2021-22. These areas awarded nearly three-fourths of the total certificates in the 2021-22 academic year (see Table 11).

Table 11. Certificates Earned by Department

Department	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Accounting	1	3	2	2	7	15
Administration of Justice	0	0	0	1	7	8
Air Conditioning & Refrigeration	131	94	68	119	118	530
Anthropology	0	0	0	2	0	2
Automotive Collision Repair	21	38	23	3	19	104
Automotive Technology	166	357	181	135	204	1043
Aviation & Travel Careers	112	150	99	62	77	500
Communication Studies	0	0	0	0	2	2
Computer Information Systems	60	104	123	65	70	422
Court Reporting	5	8	8	0	25	46
CSU GE Breadth	0	588	876	839	771	3074
Dance	1	1	4	1	1	8
Dental Assisting	17	18	14	10	13	72
Dental Hygiene	0	0	1	0	1	2
Diagnostic Medical Sonography	16	13	18	4	6	57
Economics	0	1	0	0	0	1
ESL	0	0	645	227	98	970
Geography	12	8	4	9	5	38
Health Information Technology	5	2	0	0	0	7
Hotel, Restaurant & Culinary Arts	167	145	136	30	99	577
Human Services	19	50	57	33	31	190
IGETC	264	272	290	316	329	1471
Kinesiology	3	1	3	2	11	20
Management	2	1	2	3	6	14
Marketing	2	0	1	1	0	4
Media Arts Design	6	14	7	4	12	43
Music	15	9	17	10	12	63
Photography	10	0	5	2	2	19
Psychiatric Technology	33	47	32	23	19	154
Radiologic Technology	34	40	38	7	31	150

Department	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Theater Arts	3	6	3	5	7	24
TOTAL	1,105	1,970	2,657	1,915	1,983	9,630

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, compared to male students, for the first time, and this trend continued through 2021-22. When examining students by ethnicity, Asian and Latinx students have earned most of the certificates. Additionally, the proportion of certificates to White students has declined annually from 2017-18 to 2021-22, which corresponds with declining enrollments for this student group throughout the same time period.

Table 12. Certificates Earned by Demographics

Certificates Awarded	2017-18	2018-19	2019-20	2020-21	2021-22
Gender					
Female	40.0%	54.0%	56.3%	52.1%	50.7%
Male	57.8%	44.4%	42.5%	44.9%	46.4%
Unknown	2.2%	1.6%	1.2%	3.0%	2.9%
Age					
19 or less	6.5%	6.7%	7.8%	9.1%	8.6%
20-24	47.0%	51.3%	51.2%	50.8%	53.3%
25-39	34.8%	34.9%	31.8%	32.7%	30.1%
40+	11.7%	7.2%	9.1%	7.4%	7.9%
Ethnicity					
African-American	3.8%	3.8%	4.2%	3.7%	3.0%
American Indian	0.2%	0.1%	0.1%	0.0%	0.2%
Asian	25.5%	27.2%	39.6%	33.8%	25.4%
Latinx	40.5%	46.9%	35.3%	42.6%	45.1%
Pacific Islander	0.0%	0.1%	0.3%	0.4%	0.4%
Two or More Races	3.8%	4.4%	3.4%	3.8%	7.2%
Unreported	2.7%	2.0%	2.9%	2.4%	5.7%
White	23.6%	15.5%	14.2%	13.3%	13.1%
Disability Status					
No	95.0%	94.3%	95.7%	93.8%	95.3%
Yes	5.0%	5.7%	4.3%	6.2%	4.7%
Veteran Status					
No	95.9%	97.6%	97.8%	98.1%	95.3%
Yes	4.1%	2.4%	2.2%	1.9%	4.7%
Foster Youth Status					
No	99.9%	99.9%	99.96%	99.95%	99.6%
Yes	0.1%	0.1%	0.04%	0.05%	0.4%
TOTAL	1,105	1,970	2,657	1,915	1,983

Source: Degrees and Certificates

Transfer Volume

The College established an ACCJC Institution-Set Standard (ISS) to transfer at least 575 students to the UC or CSU systems each year, with a stretch goal of 957 students transferring per academic year. In 2021-22, Cypress College exceeded the stretch goal with 1,002 transfers to the CSU and UC systems. Figure 21 summarizes our students' four-year university transfers pattern over the past five years.

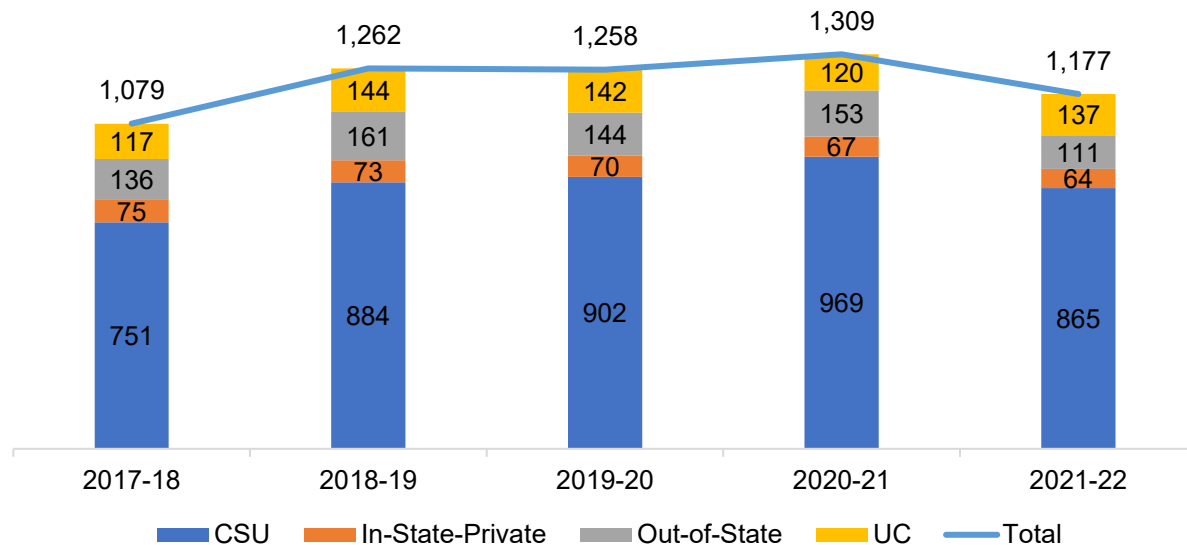


Figure 21. Transfer volume, 2017-18 through 2021-22

Source: California Community College Chancellor's Office Data Mart

Full-Time Equivalent Students (FTES)

The Student-Centered Funding Formula (SCFF) emphasizes 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 2021-22, the total resident FTES was 9,617.2, representing a continued decrease (see Figure 22 on the following page). Some efforts in place to help with increasing FTES include reaching out to stopped-out students, increasing advertising, and our IEPI grant to help with enrollment management from a guided pathways perspective.

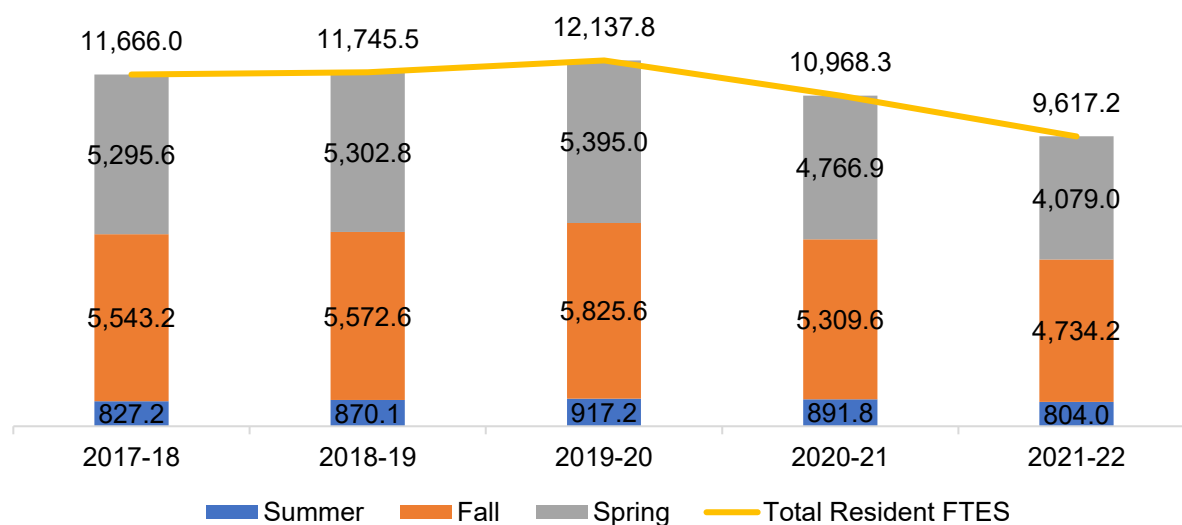


Figure 22. Trends in resident FTES, 2017-18 through 2021-22

Source: Term Section FTE

Table 13 summarizes the resident FTES trends by division. The SEM, social sciences, and language arts divisions have generated the most resident FTES, representing divisions with the highest GE coursework. In contrast, the library science, counseling, and kinesiology/athletics divisions have generated the least FTES.

Table 13. Division Trends in Resident FTES, 2019-20 through 2021-22

Division	2019-20			2020-21			2021-22		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Business/CIS	37.1	370.2	347.4	57.4	382.3	382.9	58.9	371.6	370.8
Counseling	12.0	130.0	86.9	3.4	110.7	85.4	11.6	111.2	65.4
CTE	66.8	499.7	471.1	64.9	433.0	375.3	37.5	374.5	333.0
Fine Arts	69.2	549.9	554.5	33.3	497.1	463.1	30.4	460.6	437.1
Health Science	83.1	488.6	479.0	78.7	367.6	402.1	73.7	387.2	423.4
Kinesiology/Athletics	59.1	259.3	274.7	50.3	200.8	224.5	49.0	229.3	226.4
Language Arts	115.8	948.1	788.7	138.7	837.4	719.2	105.6	764.2	571.8
Library Science	0.0	0.6	0.6	0.0	0.5	0.5	0.0	0.4	0.0
SEM	199.0	1,519.7	1,370.6	173.0	1,460.4	1,236.8	217.5	1,240.5	897.4
Social Sciences	275.1	1,059.5	1,021.5	292.2	1,019.9	877.0	219.9	794.7	753.8
Total	917.2	5,825.6	5,395.0	891.8	5,309.6	4,766.9	804.0	4,734.2	4,079.0

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 a vital measure of college efficiency and cost-effectiveness. It is no secret that the College, like many others across the state, lost enrollment during the pandemic. The WSCH per FTEF declined to a five-year low in 2021-22

(see Figure 23) and the College is strategically utilizing re-engagement funding to outreach and support students. 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 enrollment limitations from external accreditation requirements making the ideal ratio and class sizes unattainable.

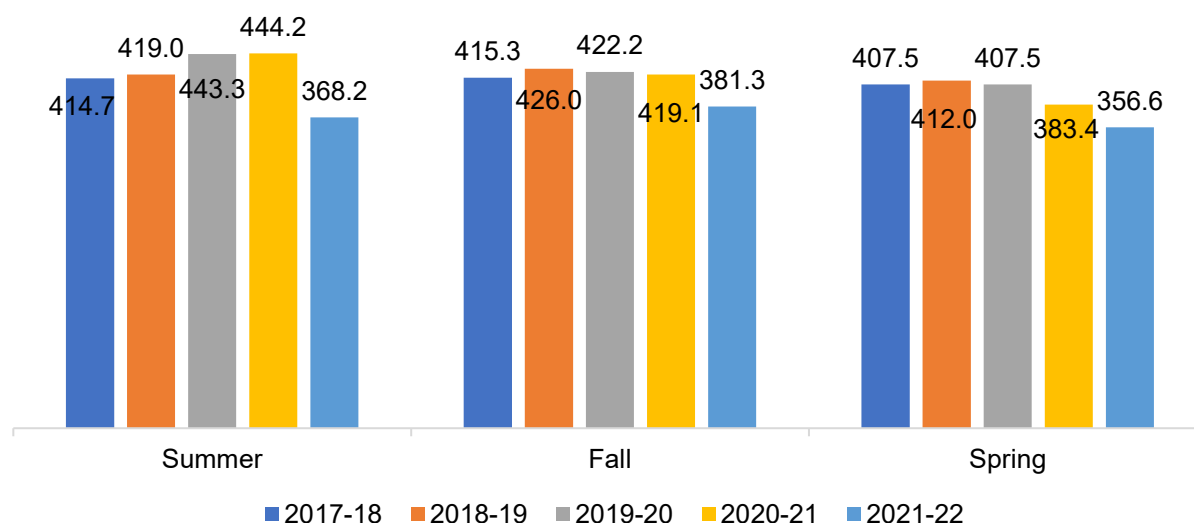


Figure 23. WSCH per FTEF

Source: Term Section FTE

Institution-Set Standards for Student Achievement

As part of the accreditation process, ACCJC-accredited institutions are required to establish and annually review institution-set standards (ISS) for student achievement metrics, including course success rates, 16+ unit certificates, associate degrees, transfer volume, and bachelor's degrees. In 2021-22 the College revised and approved the new ISS. The revisions were based on a methodology that examines standard deviations above (for stretch goals) or below (for floor goals) the mean or highest value in five years. These standards are approved through 2023-24, which aligns with our strategic planning cycle. This allows the College to monitor whether standards and corresponding stretch goals are being met across time instead of the previous practice of revising standards annually. Table 14 below indicates the most recent ISS for student achievement.

Table 14. Institution-Set Standards for Student Achievement, 2021-22 through 2023-24

Standard	Updated Standards (PBC Approved)	Previous Standards (2020-21)
Course Success Rates	Standard ("floor") = 71.2% Stretch Goal ("aspiration") = 75.3%	Standard ("floor") = 73.3% Stretch Goal ("aspiration") = 77.5%
Certificates (16+ units)	Standard ("floor") = 1,298 Stretch Goal ("aspiration") = 2,499	Standard ("floor") = 1,919 Stretch Goal ("aspiration") = 2,564

Standard	Updated Standards (PBC Approved)	Previous Standards (2020-21)
Associate Degrees	Standard ("floor") = 1,266 Stretch Goal ("aspiration") = 2,123	Standard ("floor") = 1,749 Stretch Goal ("aspiration") = 1,953
Transfers	Standard ("floor") = 575 Stretch Goal ("aspiration") = 957	Standard ("floor") = 823 Stretch Goal ("aspiration") = 895
Bachelor's Degrees	Standard ("floor") = 2 Stretch Goal ("aspiration") = 11	Standard ("floor") = 6 Stretch Goal ("aspiration") = 9

Student Success Metrics (SSM) Dashboard

The [Student Success Metrics \(SSM\) Dashboard](#) is a resource created by the state Chancellor's Office. It provides valuable information on 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 we cannot do locally. The data can be available for all California Community Colleges. An update with 2020-21 data was released in Spring 2022. Data for 2021-22 is not yet available as of March 2023.

Student Pathway to Completion

Part of our Guided Pathways work has involved closely examining students' pathways to completion, in addition to equity gaps. The data below summarize key momentum points toward completing a degree, certificate, or transfer. The data indicate that among Fall 2019 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 on the following page).

In the past few years, addressing the completion rates and equity gaps has been a significant focus for Cypress College. With the support of the Title V grant awarded in Fall 2019, work continued in 2021-22 related to refining cross-functional Completion Teams for eight of our academic divisions that work together to support students in achieving 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 transfer-level English and math completion increases.

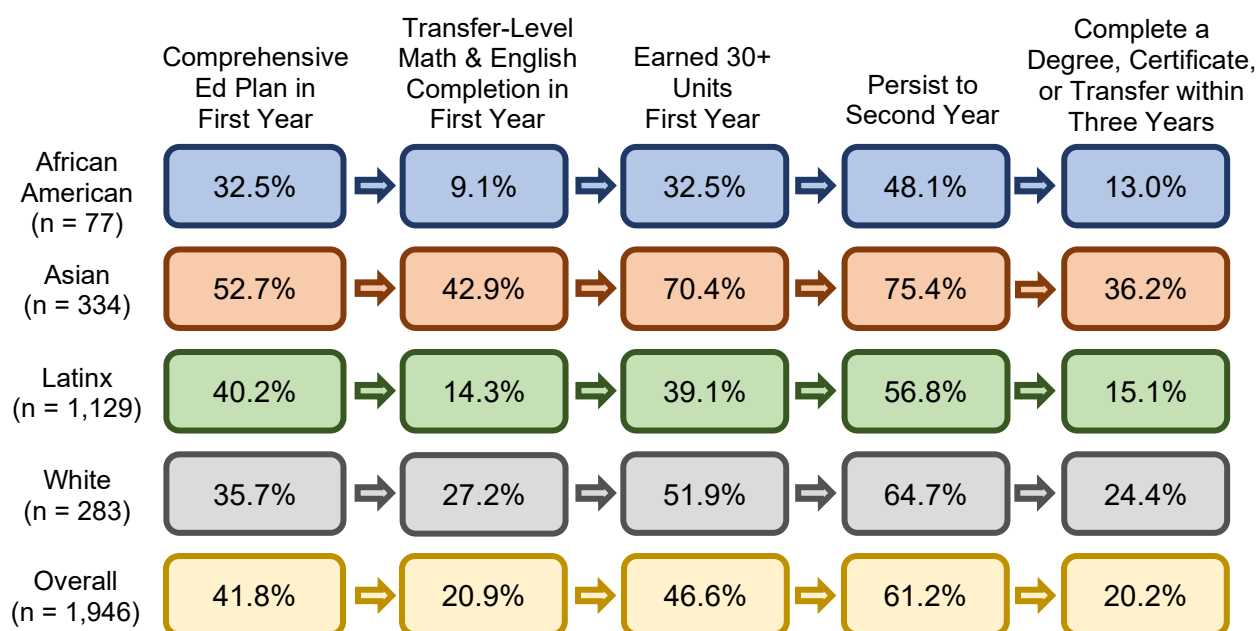


Figure 24. Completion pathway for Fall 2019 first-time students

Source: Student Academic History

Chapter Three: Institutional Planning

The 2021-22 academic year marked an implementation year for the College's previous planning efforts. 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 in 2019-20, the College remains committed to equity being at the center of the College's core values. Last academic year, 2021-22, the College continued working on drafting, expanding, and establishing an equity framework at Cypress College. An Equity Framework workgroup continued refining the framework, coming up with guiding questions for conversation and a draft document for collegewide usage. The revision and implementation of the Equity Framework are ongoing. The College is committed to using the Equity Framework for a shared understanding and practical integration of equity throughout the College.

Institutional Effectiveness Partnership Initiative (IEPI)

In Fall 2021, the College had its first and second Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) team meetings to organize and create a plan related to strategic enrollment management through a guided pathways framework. As a result of the first meeting, a menu of options was created and presented to inform the plan. In Spring 2022, the workgroup refined the feedback and planning from the menu of options from the Fall 2021 meeting and applied for an IEPI grant to integrate enrollment management and guided pathways efforts. The plan was developed by a team of faculty, classified, and managers throughout the campus. A workplan was created to codify these efforts to help meet critical goals to be implemented in 2022-23.

Guided Pathways

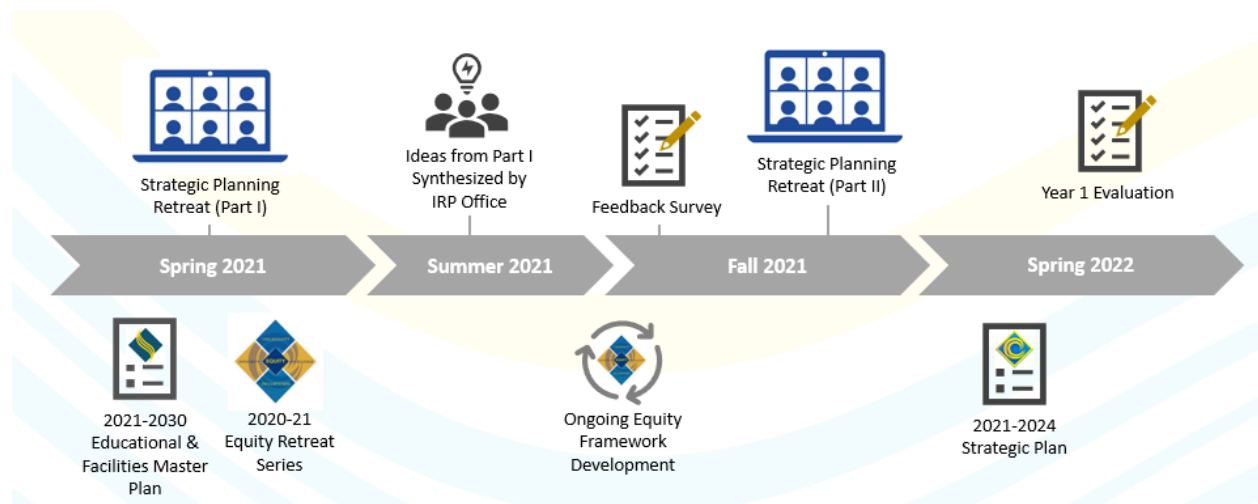
The 2021-22 academic year represented the continuation of implementing activities surrounding the Title V grant, which was awarded in Fall 2019. Cross-functional Completion Teams for each academic division continued to lead this vital work. In addition, the Title V leadership team continued to meet about the scope and pillars of Guided Pathways to improve communication with students and pathways. In addition, the College completed the Guided Pathways Scale of Adoption Assessment (SOAA) in Spring 2022, 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. Progress was reported in relation to meta-majors, career education, availability of employment and further education for students, program mapping, math course alignment with students' fields of study, educational planning, student and learning support services, dual enrollment, enrollment management, and learning outcomes. The College also piloted Starfish for faculty to send out kudos, flags, and referrals to students using the student success platform. Lastly, guided pathways is a critical part of the IEPI grant in connection with enrollment management efforts to ensure students' pathway to success.

Program Review

The program review process for instruction, student services, and campus services is evolving, and important improvements were made in the 2021-22 academic year. For example, a concerted effort has been made to strengthen the connection between program review and resource allocations. The Student Services Program Review (SSPR) Committee also continued facilitating the program review process for student services. The following SSPRs were conducted in 2021-22: Career Planning Center, Counseling, and Health Center. Campus Services Program Review processes were scheduled for the 2022-23 academic year, and the form was revised in preparation for these efforts. Lastly, the Instructional Program Review process and form was expanded to include a more robust discussion on how department data contributes to the ISS for the College and a robust section on diversity and equity efforts. It also has a section on how departments address social justice and equity efforts to ensure student success, and a publication review to ensure that accurate information is posted on the Cypress College website.

Strategic Planning

The [2021-24 Cypress College Strategic Plan](#) was approved in Spring 2022 through the shared governance process. As part of the planning process, it is aligned with the NOCCCD mission, vision, and core values; the NOCCCD educational and facilities master plan; the Cypress College mission, vision, and core values; and functional plans, processes, and decision-making efforts. As part of the development process, a second strategic planning retreat was held virtually in Fall 2021 to gather information on current efforts, future actions, and measures of success for prioritized goals. The plan will be evaluated on priority areas identified to ensure progress.



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 continuous 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

Despite the ongoing COVID-19 pandemic and the challenges for both students and faculty, the academic year represented a culmination of integrated planning efforts, all with refining student pathways, ensuring equity, and planning for the future of student education and learning at the heart of these efforts. Cypress College continued to progress in connecting equity efforts with all aspects of the campus in 2021-22 through the strategic plan, guided pathways efforts, IEPI, and the beginnings of the next iteration of the Student Equity and Achievement (SEA) Plan. The academic year also continued with the development of the collegewide equity framework to go alongside the newly approved strategic plan to ensure that equity is at the core of our work.

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