

Introduction

Brief History

Cypress College was established in 1966 as the second of two credit colleges in the North Orange County Community College District (NOCCCD). Transformed from a dairy farm to a college serving 1,500 students in just 74 days, Cypress College was dubbed by Newsweek as “the instant college.” Celebrating its 50th Anniversary this year, the campus has grown from a few temporary buildings and structures to 110 acres with 25 buildings. The College is now supported by over 900 employees and serves over 15,000 students each semester.

Major Developments since Last Comprehensive Review

Since the last accreditation, the College has changed Presidents twice. In 2012, Michael Kasler was elevated from his position as Executive Vice President to succeed Margie Lewis. Dr. Kasler served for five years in that position and was himself succeeded by his Executive Vice President, Robert Simpson. Simpson also served five years and announced his retirement at the end of the 2016-17 academic year. Karen Cant, the Vice President of Administrative Services also announced her retirement at the end of the academic year. Because three deans are also retiring, discussion is taking place regarding the possibility of reorganizing some aspects of the administrative structure on campus. Major changes have occurred in the leadership of the faculty as well. In 2013, the Academic Senate rewrote its Constitution, changing several aspects of faculty governance. At-large Senators were eliminated, two adjunct faculty representatives were added and term limits were instituted.

Since Cypress College’s previous self-evaluation in 2011, the College has undergone many new projects and developments, all with the goal of increasing student success. In order to address the need to provide updated and adequate facilities, in 2014 the NOCCCD Board of Trustees put forth a bond measure to raise funds for facilities projects. The voter-approved Measure J Bond program provides \$547 million to the District to fund the modernization of classrooms, laboratories, and other Cypress College facilities. The initial Cypress College projects stemming from Measure J funds include the creation of a new Science, Engineering, and Mathematics (SEM) building, the expansion of the Library and Learning Resource Center (LLRC), and the creation of a new Veteran’s Resource Center (VRC) alongside the expansion of the Student Activities Center (SAC). Projects from the bond are expected to transform the campus over the next 20 years.

The College’s strategic planning process has been heavily revised since 2014. For the creation of the 2014-17 *Strategic Plan*, employees representing all constituency groups came together as part of a strategic planning colloquium. After the implementation of the first year of the *Strategic Plan*, the College determined that there was a need for yearly evaluations on progress made on the strategic directions delineated. For Year Two, baselines were established to help accurately measure the progress on the specified objectives. The Year Two report measured progress made and assigned ratings for each direction, goal, and objective (Intro-Year Two Report). Results were then communicated to the campus through the Planning and Budget Committee (PBC) so that plans could be adjusted accordingly. The second strategic planning colloquium was held in April 2017, where 65 members of the campus community came together to develop the 2017-20 *Strategic Plan*. During this meeting, staff members reassessed previous goals and objectives,

determined which should remain part of the planning process, and developed new directions, goals and objectives for the next three years.

In order to provide students with a variety of educational opportunities to help meet their goals, Cypress College continues to expand educational offerings beyond associate degrees, transfer degrees, and certificates. With the state regulations regarding offering the AA-T and AS-T degrees, much of the Cypress curriculum was reexamined and a number of transfer degrees were approved by the Curriculum Committee. In the most recent year, Cypress offered 53 different AA-T and 61 AS-T degrees. 262 students have earned the former and 197 have earned the latter. In 2015, Cypress College was selected as one of 15 colleges to be included in the California Community College Chancellor's Office (CCCCO) Baccalaureate Degree Pilot Program. The Cypress College Mortuary Science program received a grant to create a bachelor of science degree and the curriculum for the Bachelor of Science in Funeral Service has been approved in anticipation of the first cohort of students starting in the 2017-18 academic year.

Through the use of categorical funds and grants such as the Student Success and Support Program (SSSP), CTE Enhancement and Strong Workforce Initiative grants, and Student Equity, the College continues to develop and implement programs and services designed to improve student success. The mission of SSSP is to increase access and promote student success through intentional designed activities and student support services including orientation, assessment and placement, counseling, academic advising, and early intervention. To maximize resources, Cypress College has been able to utilize SSSP funding to enhance the modality of delivering counseling services as well as supporting new student success programs. For example, with the installation and implementation of Cranium Café, the college is moving forward with making sure that counseling services are available for online students. In addition, an online Probation Workshop is designed to make sure that all probation students will have the opportunity to receive the required information about probation, the potential consequences, and the necessary steps to regain satisfactory academic progress.

Another SSSP program, the Charger Experience, is a student success program focusing not only on the transition from high school to college of our first year students but also on the success of our second year students. The program is designed to provide all incoming students the foundation for success through direct engagement with academic programs and comprehensive understanding of support services. For example, in order to improve the success of new students coming to Cypress College, in Summer 2014 the College developed the Summer Boost Program. Directly matriculating high school students that placed into basic skills English and/or math had the opportunity to participate in a two-week summer program to help students raise their course placements. The first cohort included 20 students who initially tested into a lower level math course, completed the Boost program and were then placed in a higher math course in the fall. 70 percent of those students successfully completed the course. Since its inception, the program has expanded to include English and English/Reading and has become an institutionalized and ongoing program that improves student success. Over 150 students participated in the 2015 program and subsequently had increased success rates in math, English and English/Reading courses than those students who did not.

The CTE Enhancement and Strong Workforce Initiative grants have enabled CTE programs to acquire needed equipment and software to enhance student skill attainment and award achievement. Three entirely new programs were developed under the CTE Enhancement Fund including the Drone Pilot (Aviation) Program, the Drone Photography Program, and the Energy and Sustainable Technologies Program. All three are doing well in their second full year cycle. The Strong Workforce Initiative (SWI), the successor to the CTE Enhancement Grant that sunset last academic year, is just now getting underway. Under the SWI grant in year one, the Engineering Technology Program will expand, and other programs such as Radiologic Technology, Hotel/Restaurant/Culinary Arts, CyberPatriot, NetLabs, Advanced Transportation, and other programs will benefit from the addition of new equipment and/or the replacement of equipment that is obsolete.

Finally, the College has increased its commitment to addressing the Achievement Gap. In 2015, the College created the Special Projects Director of Equity position to lead the efforts to address student equity and achievement. Cypress College's 2015 Student Equity Plan helped evaluate disproportionate impact across various student success indicators. For example, with regard to student access, data indicated that male students, and Asian and Pacific Islander students were not accessing Cypress College at the expected rate when compared to the college's service area (as indicated by the proportionality index). In response, the college held its first Equity Summit in April 2016, with guest speakers, panel discussions, and presented topics hoping to further inform faculty and staff regarding equity efforts and highlighted best practices for closing the achieving gap and achieving equity. The ongoing commitment to student equity is further evidenced by the NOCCCD Student Equity Summit held in March 2017.

Equity Analysis by Gender

Gender	Service Area	% of Area	Cypress College	% of College	Rate	Proportionality Index
Female	162631	51.1%	8852	54.9%	5.4%	1.07
Male	155866	48.9%	7058	43.8%	4.5%	0.89
Unknown	0	0.0%	218	1.4%	na	na
Total	318497	100.0%	16128	100.0%	5.1%	-

Source: Data Ferret, 2012 American Community Survey data (community geography consists of Cypress, Buena Park, Seal Beach, and West Anaheim) & California Community Colleges Chancellor's Office Data on Demand from Fall 2014.

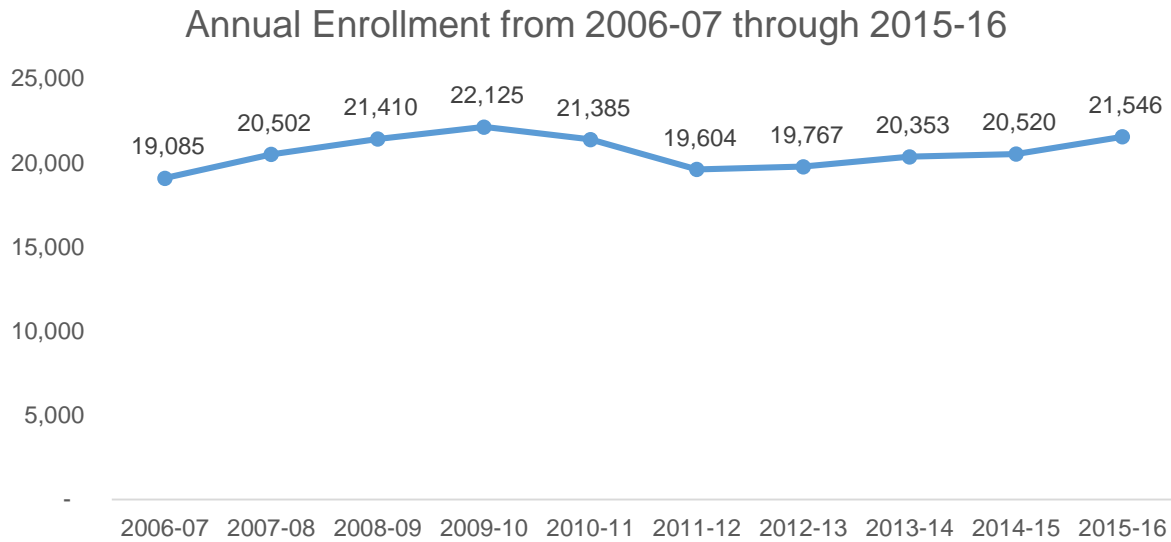
Equity Analysis by Ethnicity

Ethnicity / Race	Service Area	% of Area	Cypress College	% of College	Rate	Proportionality Index
Am. Indian	142	0.3%	102	0.6%	71.8%	2.13
Asian/ PI	15054	31.5%	4131	25.6%	27.4%	0.81
Black	1376	2.9%	850	5.3%	61.8%	1.83
Hispanic	8779	18.4%	7429	46.1%	84.6%	2.51
M. Ethnic	1499	3.1%	na	na	na	na
White	20865	43.6%	3391	21.0%	16.3%	0.48
Unreported	87	0.2%	225	1.4%	258.6%	7.67
Total	47802	100.0%	16128	100.0%	33.7%	-

Source: American Fact Finder; 2010 Decennial Census (community geography consists only of Cypress, CA) & California Community Colleges Chancellor's Office Data on Demand from Fall 2014.

Student Enrollment Data [ALL NEED 2016 Update]

The College continues to serve over 20,000 students annually who come from diverse backgrounds to pursue various programs that the College offers. Annual enrollment had been steadily increasing since the 2011-12 academic year. In 2015-16, the college reached the second highest point in enrollment history, falling just short of the enrollment peak in 2009-10. Likely due to changes in the economy, enrollment dropped significantly in Spring 2017. However, throughout the previous 10 years, enrollment had consistently remained between 19,000 and 22,000 students annually.



Source: California Community Colleges Data Mart, Annual Student Count Report

As of Fall 2015, over half of all Cypress College students aimed to obtain an associate degree and transfer to a four-year institution. This percentage increased by approximately 4% from Fall 2011 to Fall 2015. Fewer students also reported having *other* goals throughout this time period. The percentages of students aiming to transfer only, obtain a degree only, or obtain a vocational award have remained consistent.

Student Educational Goals: Fall 2011 to Fall 2015

Goal	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	n	%	n	%	n	%	n	%	n	%
Degree & Transfer	7,523	47.0%	7,464	47.7%	7,877	48.6%	7,983	49.5%	8,415	50.8%
Transfer Only	2,579	16.1%	2,597	16.6%	2,649	16.4%	2,621	16.3%	2,756	16.6%
AA/AS Degree Only	1,682	10.5%	1,681	10.7%	1,700	10.5%	1,689	10.5%	1,689	10.2%
Vocational Deg. or Cert.	641	4.0%	634	4.1%	720	4.4%	810	5.0%	720	4.3%
New Career/ Job Advance	1,420	8.9%	1,225	7.8%	1,240	7.7%	1,205	7.5%	1,192	7.2%
Other	2,158	13.5%	2,046	13.1%	2,007	12.4%	1,816	11.3%	1,784	10.8%
Total	16,003	100%	15,647	100%	16,193	100%	16,124	100%	16,556	100%

Source: Cypress College Information Systems (Student Academic History)

Student Demographic & Socioeconomic Data

Since Fall 2011, the demographics of Cypress College students have remained relatively stable. The college has consistently served slightly more female than male students, with female students comprising approximately 55% of the college population, and consistently served a student body in which the majority (nearly 70%) of students who are 24 years old or younger. When examining special populations of students, DSS, EOPS, and veteran students have the most representation, and over 80% of students received some kind of need-based financial aid in the more recent fall terms. The ethnic composition of Cypress College students represents an area that has shown some change throughout the five terms examined. Since Fall 2011, the percentage of Hispanic students has increased by 11.4 percentage points, while the percentage of White students has decreased by 4.6 percentage points. These changes in ethnic composition are primarily due to the changing demographics of our service area.

Student Headcount by Demographics: Fall 2011 to Fall 2015

	Fall 2011 (N = 15,430)	Fall 2012 (N = 14,948)	Fall 2013 (N = 15,729)	Fall 2014 (N = 15,664)	Fall 2015 (N = 16,023)
Gender					
Female	54.6%	54.2%	54.1%	54.9%	54.4%
Male	44.1%	44.6%	44.7%	43.7%	44.1%
Unknown	1.3%	1.2%	1.2%	1.4%	1.5%
Age Group					
19 or less	29.0%	28.0%	27.5%	26.6%	26.9%
20 - 24	39.7%	42.3%	42.1%	43.7%	43.3%
25 - 29	12.5%	12.6%	12.9%	13.4%	14.6%
30 - 34	6.1%	5.6%	6.0%	5.8%	5.8%
35 - 39	3.5%	3.2%	3.3%	3.3%	3.1%
40 - 49	3.7%	5.2%	4.7%	4.1%	3.6%
50+	3.5%	3.1%	3.4%	3.1%	2.7%
Ethnicity					
African-American	4.5%	4.0%	4.2%	4.3%	4.0%
American Indian	0.3%	0.3%	0.3%	0.2%	0.2%
Asian	16.7%	17.3%	17.0%	17.1%	17.2%
Filipino	6.4%	6.1%	5.9%	6.0%	6.1%
Hispanic	35.4%	40.6%	43.1%	44.8%	46.8%
Multi-Ethnic	3.2%	3.7%	3.4%	3.6%	3.3%
Pacific Islander	0.6%	0.5%	0.5%	0.4%	0.4%
Unknown	7.3%	3.1%	3.0%	3.1%	2.9%
White	25.6%	24.5%	22.7%	20.5%	19.0%
Special Populations					
CalWORKs	*	1.1%	*	0.9%	0.9%
CARE	*	0.4%	*	0.3%	0.4%
DSS	*	4.1%	*	3.5%	3.3%
EOPS	*	3.1%	*	3.7%	3.7%
Foster Youth	*	*	*	0.1%	0.2%
Low SES	72.4%	81.6%	82.9%	81.9%	80.9%
Special Admit	*	0.1%	0.2%	0.2%	0.3%
Veterans	*	*	*	1.8%	1.8%

Source: California Community Colleges Chancellor's Office Data Mart, Term Student Count Report, Special Population Student Count Report, Financial Aid Summary Report

*Note. Data on special populations was not consistently reported until Fall 2014

First-generation college students have historically represented approximately 40-45% of the college population. Within the previous five fall terms examined, the percentage of first-generation college students increased by approximately 5 percentage points while the proportion of students who indicated that they were not first-generation slightly decreased. It is noteworthy to mention the increase in the number of students who reported that their parents did not have high school diplomas.

Parents Education Level: Fall 2011 to Fall 2015

Highest Level of Education	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No HS Diploma ¹	2,079	13.0%	2,222	14.2%	2,508	15.5%	2,745	17.0%	2,836	17.1%
HS Diploma ¹	4,405	27.5%	4,393	28.1%	4,665	28.8%	4,535	28.1%	4,733	28.6%
Some College	3,852	24.1%	3,724	23.8%	3,860	23.8%	3,725	23.1%	3,736	22.6%
Associate Degree	1,489	9.3%	1,388	8.9%	1,416	8.7%	1,392	8.6%	1,366	8.3%
Bachelors Degree	2,626	16.4%	2,475	15.8%	2,371	14.6%	2,383	14.8%	2,504	15.1%
Graduate Degree	1,019	6.4%	951	6.1%	946	5.8%	913	5.7%	1,004	6.1%
Not Reported	533	3.3%	494	3.2%	427	2.6%	431	2.7%	377	2.3%
Total	16,003	100%	15,647	100%	16,193	100%	16,124	100%	16,556	100%

¹ indicates first-generation college students

Source: Cypress College Information Systems (Student Academic History)

Employee Data

Along with the number of students increasing, the number of Cypress College employees also increased by 12.0% from Fall 2011 to Fall 2015. The largest increase was observed with academic, temporary employees which increased by 27.5%. The amount of educational administrators did not change, while the percentages of both tenure or tenure track and classified employees both decreased overall. The demographics of classified employees and temporary academic employees aligned most with student demographics as these two groups had higher percentages of Hispanic and younger employees.

Faculty and Staff: Fall 2011 to Fall 2015

Classification	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Educational Administrator	17	2.1%	16	2.0%	14	1.7%	16	1.8%	17	1.9%
Academic, Tenure/Track	198	24.3%	201	25.0%	198	23.5%	197	22.3%	205	22.5%
Academic, Temporary	375	46.0%	369	46.0%	425	50.5%	464	52.5%	478	52.4%
Classified	225	27.6%	217	27.0%	205	24.3%	206	23.3%	213	23.3%
Total	815	100.0%	803	100.0%	842	100.0%	883	100.0%	913	100.0%

Source. California Community Colleges Chancellor's Office Data Mart, Faculty & Staff Demographics

Faculty and Staff Demographics: Fall 2015

Demographics	Educational Administrator (n = 17)	Academic, Tenure/Track (n = 205)	Academic, Temporary (n = 478)	Classified (n = 213)
Gender				
Female	41.2%	57.1%	53.1%	49.8%
Male	58.8%	42.9%	46.9%	50.2%
Age Group				
18 - 34	5.9%	6.8%	26.2%	13.1%
35 - 39	5.9%	4.4%	12.8%	12.7%
40 - 44	11.8%	14.1%	13.0%	14.6%
45 - 49	11.8%	15.6%	11.1%	14.1%
50 - 54	17.6%	14.1%	9.2%	17.8%
55 - 59	11.8%	16.1%	9.0%	15.0%
60 - 64	11.8%	17.1%	11.1%	8.5%
65 - 69	23.5%	7.3%	4.6%	3.3%
70+	0.0%	4.4%	3.1%	0.9%
Ethnicity				
African-American	0.0%	2.9%	2.9%	6.1%
American Indian	0.0%	0.0%	0.0%	0.5%
Asian	23.5%	10.7%	19.0%	14.6%
Hispanic	5.9%	17.6%	15.5%	25.8%
Multi-Ethnicity	0.0%	3.4%	2.9%	2.3%
Pacific Islander	0.0%	0.5%	0.2%	0.5%
Unknown	11.8%	10.2%	10.3%	14.1%
White	58.8%	54.6%	49.2%	36.2%

Source. California Community Colleges Chancellor's Office Data Mart, Faculty & Staff Demographics

The Cypress College Service Area

Historically, the Cypress College's service area has consisted of eight primary cities: Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach, and Stanton. Further examining Cypress College students by zip codes also helped to determine changes in enrollment both within and outside of the service area. Of Cypress College's top 20 feeder zip codes, 60.0% were within the college's designated service area for Fall 2015.

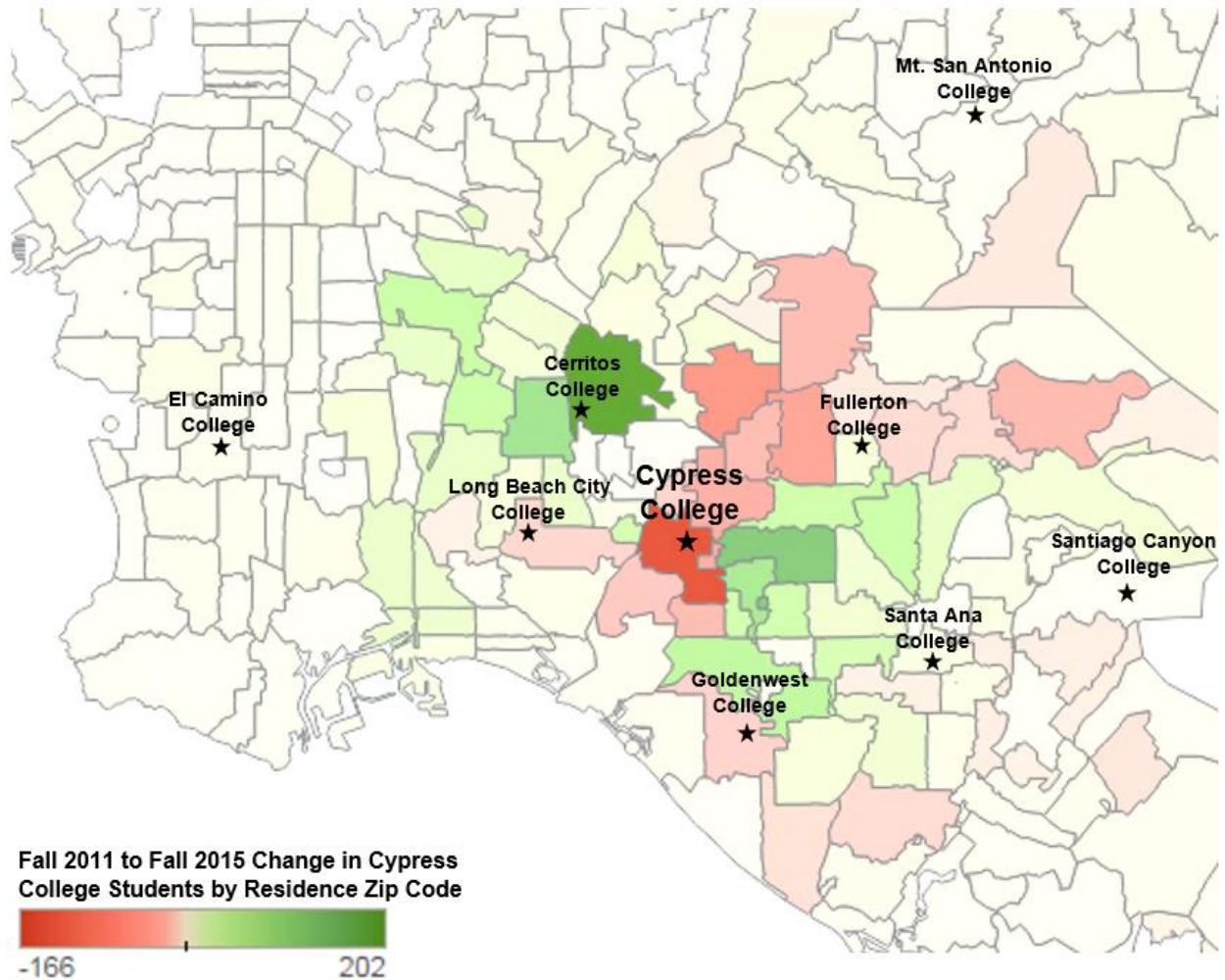
Zip Code Analysis: Fall 2011 to Fall 2015

Zip Code	City	Fall 2011		Fall 2015		Fall 2011 to Fall 2015	
		n	%	n	%	# Change	% Change
92804 ¹	Anaheim	1,500	9.4%	1,648	10.0%	148	9.9%
90630 ¹	Cypress	1,334	8.3%	1,168	7.1%	-166	-12.4%
90620 ¹	Buena Park	1,222	7.6%	1,165	7.0%	-57	-4.7%
92801 ¹	Anaheim	705	4.4%	757	4.6%	52	7.4%
90650	Norwalk	366	2.3%	568	3.4%	202	55.2%
90680 ¹	Stanton	427	2.7%	523	3.2%	96	22.5%
90703	Cerritos	507	3.2%	508	3.1%	1	0.2%
90621 ¹	Buena Park	457	2.9%	413	2.5%	-44	-9.6%
90638	La Mirada	496	3.1%	407	2.5%	-89	-17.9%
92805 ¹	Anaheim	350	2.2%	405	2.4%	55	15.7%
92841 ¹	Garden Grove	273	1.7%	322	1.9%	49	17.9%
90623 ¹	La Palma	338	2.1%	318	1.9%	-20	-5.9%

Zip Code	City	Fall 2011		Fall 2015		Fall 2011 to Fall 2015	
		<i>n</i>	%	<i>n</i>	%	# Change	% Change
92802 ¹	Anaheim	287	1.8%	305	1.8%	18	6.3%
92833	Fullerton	374	2.3%	303	1.8%	-71	-19.0%
92840 ¹	Garden Grove	273	1.7%	292	1.8%	19	7.0%
90706	Bellflower	183	1.1%	292	1.8%	109	59.6%
90631	La Habra	313	2.0%	270	1.6%	-43	-13.7%
90720 ¹	Los Alamitos	295	1.8%	264	1.6%	-31	-10.5%
92683	Westminster	185	1.2%	254	1.5%	69	37.3%
90715	Lakewood	227	1.4%	235	1.4%	8	3.5%
	All others	5,891	36.8%	6,139	37.1%	248	4.2%
Total		16,003	100.0%	16,556	100.0%	553	3.5%

¹ indicates that a zip code is within the Cypress College service area
Source: Cypress College Data Systems (Student Academic History)

Map of Fall 2011 to Fall 2015 Changes in Students' Residence by Zip Code



Source: Cypress College Data Systems

Labor Market Data

Of the occupations with the most job openings in Orange County, CA, most do not require entry level education or work experience. These occupations also have low median annual wages. General and operations managers represented the only occupational group with the most job openings that requires a post-secondary degree for employment. Otherwise, other primary occupations included those with low median hourly and annual wages including retail, food service, and low-level administrative or customer service positions. Most of these jobs only require short-term on the job training and no previous work experience.

Occupations with the Most Job Openings, 2014-24 Orange County

Occupational Title	Total Job Openings 2014-24	Median Hourly Wages	Median Annual Wages	Entry Level Education	Work Experience	On-the-Job Training
Retail Salespersons	19,870	\$11.15	\$23,199	N/A	N/A	short-term
Food Preparation & Serving Workers	19,000	\$9.55	\$19,875	N/A	N/A	short-term
Cashiers	18,560	\$9.90	\$20,581	N/A	N/A	short-term
Waiters and Waitresses	18,490	\$10.54	\$21,935	N/A	N/A	short-term
Laborers & Freight, Stock, & Material Movers	11,910	\$11.24	\$23,359	N/A	N/A	short-term
General and Operations Managers	11,550	\$56.51	\$117,542	Bachelor's Degree	≥5 years	N/A
Personal Care Aides	9,880	\$10.83	\$22,516	N/A	N/A	short-term
Customer Service Representatives	9,520	\$18.39	\$38,253	High School Diploma	N/A	short-term
Office Clerks, General	9,440	\$16.11	\$33,494	High School Diploma	N/A	short-term
Stock Clerks and Order Fillers	9,150	\$11.75	\$24,438	N/A	N/A	short-term

Source. State of California Employment Development Department, Occupations with the Most Job Openings

Fastest Growing Occupations

Of the fastest growing occupations in Orange County, CA, some do require associate and bachelor's degrees as entry level education. The jobs that require some type of entry level education also have higher median annual wages. Of the top 10 fastest growing occupations in County, 10% required an associate degree, and 20% required a bachelor's degree. Otherwise, the remaining top 10 fastest growing occupations did not require post-secondary entry-level education or work experience. These occupations primarily had short or moderate-term on the job training for employees, with only two occupations not requiring any on the job training.

Fastest Growing Occupations, 2014-24 Orange County

Occupational Title	Estimated 2014 Employment	Projected Change 2014-24	Median Hourly Wages	Median Annual Wages	Entry Level Education	Work Experience	On-the-Job Training
Web Developers	2,680	48.9%	\$34.70	\$72,161	Associate Degree	N/A	N/A
Floor Layers, Except Carpet, Wood, & Hard Tile	420	45.2%	\$16.39	\$34,110	N/A	N/A	moderate-term
Operations Research Analysts	1,470	42.2%	\$40.68	\$84,609	Bachelor's Degree	N/A	N/A
Tapers	1,010	39.6%	\$22.60	\$47,008	N/A	N/A	moderate-term
Helpers–Electricians	620	38.7%	\$16.16	\$33,612	High School Diploma	N/A	short-term
Home Health Aides	3,980	38.7%	\$11.03	\$22,944	N/A	N/A	short-term
Painters, Construction and Maintenance	6,030	37.6%	\$18.92	\$39,334	N/A	N/A	moderate-term
Drywall and Ceiling Tile Installers	4,430	37.0%	\$22.35	\$46,480	N/A	N/A	moderate-term
Tile & Marble Setters	1,330	36.1%	\$22.07	\$45,900	N/A	N/A	long-term
Interpreters & Translators	560	35.7%	\$21.96	\$45,693	Bachelor's Degree	N/A	short-term

Source. State of California Employment Development Department, Fastest Growing Occupations

Off-Campus Programs

The only department at Cypress College that offers classes 50% or more at an off-campus site is the Hotel, Restaurant, and Culinary Arts department. This department is housed at the NOCCCD building at 1830 West Romneya Drive, Anaheim, CA 92801, as there was insufficient space on the main campus to house a culinary arts program with a full-service kitchen. The specific degree programs include the Baking and Pastry Arts, Culinary Arts, Food Service Management, and Hotel Management Associate of Science degrees. The specific certificate programs include the Baking and Pastry Arts, Baking Fundamentals, Basic Baker, Basic Cook, Culinary Arts, Culinary Fundamentals, Dining Room Operations, Food Service Management, Front Desk

Operations, Hotel Operations, Restaurant/Lodging Entrepreneur, Room Operations, and Special Event Management certificates.

Programmatic Accreditation Held [needs revision; add CTE]

Specific programs within the College also hold specialized accreditations maintained through the Health Science division. These accrediting agencies include the American Board of Funeral Service Education for the mortuary science program, the Commission on Dental Accreditation for the Dental Hygiene program, the Joint Review Committee on Education in Radiologic Technology for the Radiologic Technology program, and the National League for Nursing Accrediting Commission for the Nursing program.