

## Presentation of Student Achievement Data and Institution-Set Standards

Student success is the core of Cypress College’s mission and helps drive all related *Strategic Plan* goals and objectives. A specific direction of objectives in the 2014-17 *Strategic Plan* was dedicated to student success including, but not limited to, closing the achievement gap, improving basic skills student success, and increasing award attainment. This direction further aligned with annual one-time-funding opportunities to help improve metrics related to student support and success.

**[2016 update needed]** *Strategic Plan Goal A.1* refers to facilitating all students’ achievement of critical milestones by providing instructional and support services, consistent with the Student Success and Support Program and other requirements. Of all students at Cypress College in Fall 2014 and Fall 2015, approximately 10% were recorded as having completed an education plan while approximately 16% were recorded as having completed orientation. However, this data may be excluding some students as matriculation data was not consistently collected.

### Matriculation data

Matriculation	Fall 2014		Fall 2015	
	<i>n</i>	%	<i>n</i>	%
Completed Abbreviated Student Education Plan	1,764	10.9%	2,037	12.3%
Completed Comprehensive Student Education Plan	2,128	13.2%	1,525	9.2%
Completed Orientation	2,655	16.5%	2,599	15.7%
<b>Total</b>	<b>6,547</b>		<b>6,161</b>	

*Note.* Matriculation data was not collected prior to fall 2014; data may be excluding students  
*Source.* Cypress College Data Systems STR0001 Report – Completed Ed Plan

Critical milestones include several momentum points from the California Community Colleges Chancellor’s Office Student Success Scorecard, persistence and 30 unit completion. When examining persistence, rates have slightly increased overall for both prepared and unprepared students. Similarly, the rates for students earning 30 units have also been steadily increasing over the five cohorts examined; both prepared and unprepared students had similar increases.

### Momentum Points

Data Element	Definition	Standard	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Persistence - Overall	Percentage of degree, certificate and/or transfer-seeking students starting first time from 2005 - 2010 tracked for six years through 2014-15 who enrolled in the first three consecutive terms.	-	77.2%	77.7%	78.6%	82.0%	81.3%	79.4%
Persistence - Prepared	Percentage of degree, certificate and/or transfer-seeking students starting first time, that did not attempt a basic skills course, from 2005 - 2010 tracked for six years through 2014-15 who enrolled in the first three consecutive terms.	-	77.7%	78.6%	78.2%	85.2%	86.4%	81.2%

Data Element	Definition	Standard	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Persistence - Unprepared	Percentage of degree, certificate and/or transfer-seeking students starting first time, that attempted a basic skills course, from 2005 - 2010 tracked for six years through 2014-15 who enrolled in the first three consecutive terms.	-	77.1%	77.4%	78.7%	81.0%	80.0%	78.8%
30 units - Overall	Percentage of degree, certificate and/or transfer-seeking students starting first time from 2005 - 2010 tracked for six years through 2014-15 who achieved at least 30 units.	-	70.2%	69.4%	70.3%	71.4%	73.9%	71.0%
30 units - Prepared	Percentage of degree, certificate and/or transfer-seeking students that did not attempt a basic skills course, starting first time in 2005 - 2010 tracked for six years through 2014-15 who achieved at least 30 units.	-	77.1%	71.4%	75.3%	77.8%	80.7%	76.5%
30 units - Unprepared	Percentage of degree, certificate and/or transfer-seeking students that attempted a basic skills course, starting first time in 2005 - 2010 tracked for six years through 2014-15 who achieved at least 30 units.	-	68.1%	68.8%	68.9%	69.5%	72.1%	69.5%

Source. California Community Colleges Chancellor's Office Student Success Scorecard

**Strategic Plan Goal A.2** refers to providing increased access to mathematics and English courses for all incoming freshmen. Upon entering Cypress College as first-time students, the Assessment Center serves as a primary first point of contact with the college for most students. The College has been utilizing the College Test for English Placement (CTEP), the Mathematics Diagnostic Testing Project tests (MDTP) for mathematics placement, and the Combined English Language Skills Assessment (CELSA) for ESL placement.

Approximately 1,400 incoming students participate in an English placement test while 1,300 typically participate in a math placement test each year. While the number of students taking the English placement test has remained consistent, the number of students completing a math placement test increased by 10% from Fall 2011 to Fall 2015[update]. Placement data is expected to change at Cypress College with the adoption of the statewide Multiple Measures Model for Placement (MMA) and the Common Assessment Initiative (CAI) in future academic years as additional students are expected to place into transfer level English and math courses as a result of these initiatives. Thus, course offerings have shifted to allow for increased access to the core English and math courses that students need for completion.

For traditional English placement utilizing the CTEP, most students continued to place two levels below transfer level English. No large variance was observed between semesters. Approximately 19% of incoming directly-matriculating students place into transfer level English. This percentage has remained consistent throughout the time period examined.

**English Placement of Incoming Directly-Matriculating Students: Fall 2011 to Fall 2015[update]**

Placement	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>	%
Transfer Level	288	20.7%	257	18.6%	295	19.7%	244	17.7%	269	19.0%
1 Level Below	392	28.2%	384	27.8%	415	27.7%	395	28.6%	372	26.2%
2 Levels Below	500	36.0%	556	40.3%	576	38.4%	528	38.2%	535	37.7%
3 Levels Below	172	12.4%	156	11.3%	177	11.8%	175	12.7%	202	14.2%
Refer to Counselor	36	2.6%	28	2.0%	36	2.4%	40	2.9%	40	2.8%
<b>Total</b>	<b>1,388</b>	<b>100.0%</b>	<b>1,381</b>	<b>100.0%</b>	<b>1,499</b>	<b>100.0%</b>	<b>1,382</b>	<b>100.0%</b>	<b>1,418</b>	<b>100.0%</b>

*Note.* Students with no placement test on record are not included in the table

*Source.* Cypress College Data Systems, SOATEST Report

While students' English placements have not shown much variation over five years, trends in math placement have shifted. New assessment criteria brought about the implementation of Student Success and Support Programs (SSSP) and initiatives related to changing assessment processes. In Spring 2014, in order to facilitate the placement of students who tested at other colleges, the Cypress College Assessment Center began using an alternative assessment form to accept their course placements.

For math placement, most students placed two levels below transfer level math in Fall 2011 and Fall 2012; however, after Fall 2012, the percentage of students placing two levels below decreased while the percentage of students placing three levels below increased at a proportional rate. More specifically, approximately 22% of students placed into the course three levels below

transfer level math in Fall 2012; however, this percentage increased to 42.8%, representing nearly half of all placements in Fall 2015. A more minor observed trend included the increase in the percentage of MATH 10 placements from Fall 2012 through Fall 2015 by approximately 8%.

As noted earlier, Spring 2014 brought about the use of the alternative assessment form for students who tested at other colleges. This may help account for the decrease in students placing in the course two levels below transfer level math. [why? Explain?] Assessment Center protocols also changed during this time. If students did not remember their last math course taken, had a large gap in their math coursework, or if they only enrolled in lower levels of math in high school, they were often directed to the algebra readiness portion of the MDTP for placement into 4-levels below transfer level math.

**Math Placement of Incoming Directly-Matriculating Students: Fall 2011 to Fall 2015**

Placement	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>	%
Calculus	41	3.4%	42	3.5%	54	4.1%	53	4.4%	42	3.2%
Transfer Level	255	21.3%	233	19.4%	281	21.3%	282	23.3%	256	19.4%
1 Level Below	228	19.0%	209	17.4%	239	18.1%	211	17.5%	236	17.9%
2 Levels Below	394	32.8%	443	36.9%	383	29.0%	114	9.4%	101	7.6%
3 Levels Below	259	21.6%	259	21.6%	331	25.1%	461	38.2%	565	42.8%
4 Levels Below	23	1.9%	15	1.2%	32	2.4%	87	7.2%	121	9.2%
<b>Total</b>	<b>1,200</b>	<b>100.0%</b>	<b>1,201</b>	<b>100.0%</b>	<b>1,320</b>	<b>100.0%</b>	<b>1,208</b>	<b>100.0%</b>	<b>1,321</b>	<b>100.0%</b>

*Note.* Students with no placement test on record are not included in the table

*Source.* Cypress College Data Systems, SOATEST Report

**[Needs 2016 update]** *Strategic Plan Goal A.3* refers to developing and implementing programs and services aimed at helping at-risk students succeed in basic skills and college-level courses. When examining course based success and retention rates for Fall 2015, the College did not meet its institutional-set standard (ISS) for successful course completion. However, when disaggregating this course completion data, female students; students aged 25 and older; Asian, Pacific Islander, and white students; veterans, disabled students, and students who did not receive need based financial aid all met or exceeded the 71.2% ISS for successful course completion.

Disproportionate impact was calculated by utilizing the 80% rule and examined by various sub-groups based on gender, age, ethnicity, disability status, veteran status, foster youth status, and financial aid status. Sub-groups with the highest success rates were noted as reference groups, and the outcomes of the other sub-groups that were less than 80% of the reference group were identified as disproportionately impacted. The only group that was disproportionately impacted in course completion was former foster youth students. Additionally, no disproportionate impact was found when examining and comparing retention rates by subpopulations of students.

#### Fall 2015 Success Rate Data - Disaggregated

Group	# Enrolled	# Successful	Success Rate	Reference Rate	% Difference
<b>Gender</b>					
Female	24,568	17,601	71.6%	100.0%	-
Male	19,364	13,402	69.2%	96.6%	-2.4%
Unknown	666	461	69.2%	96.6%	-2.4%
<b>Age</b>					
19 or less	13,405	9,515	71.0%	97.7%	-1.6%
20-24	19,502	13,465	69.0%	95.1%	-3.6%
25-49	10,735	7,796	72.6%	100.0%	-
50+	956	688	72.0%	99.1%	-0.7%
<b>Ethnicity</b>					
Am. Indian	213	142	66.7%	86.4%	-10.5%
Asian or PI	11844	9136	77.1%	100.0%	-
Black	2188	1364	62.3%	80.8%	-14.8%
Hispanic	21117	14045	66.5%	86.2%	-10.6%
White	8818	6486	73.6%	95.4%	-3.6%
Unreported	418	291	69.6%	90.3%	-7.5%
<b>Disability Status</b>					
No	43,049	30,343	70.5%	97.4%	-1.9%
Yes	1,549	1,121	72.4%	100.0%	-
<b>Veteran Status</b>					
No	43,770	30,860	70.5%	96.7%	-2.4%
Yes	828	604	72.9%	100.0%	-
<b>Foster Youth Status</b>					
No	44,478	31,401	70.6%	100.0%	-
Yes	120	63	52.5%	74.4%	-18.1%
<b>Financial Aid Status</b>					
No	13372	9789	73.2%	100.0%	-
Yes	31,226	21675	69.4%	94.8%	-3.8%
<b>TOTAL</b>	<b>44,598</b>	<b>31,464</b>	<b>70.5%</b>	<b>-</b>	<b>-</b>

Note. Reference groups highlighted in light blue, disproportionate impact (<80%) noted in red, all courses  
Source: Cypress College Data Systems, Academic History for Fall 2015

### Fall 2015 Retention Rate Data – Disaggregated

Group	# Enrolled	# Retained	Retention Rate	Reference Rate	% Difference
<b>Gender</b>					
Female	24,568	20,823	84.8%	100.0%	-
Male	19,364	16,302	84.2%	99.3%	-0.6%
Unknown	666	562	84.4%	99.6%	-0.4%
<b>Age</b>					
19 or less	13,405	11,745	87.6%	100.0%	-
20-24	19,502	16,272	83.4%	83.4%	-4.2%
25-49	10,735	8,883	82.7%	94.4%	-4.9%
50+	956	788	82.4%	94.1%	-5.2%
<b>Ethnicity</b>					
Am. Indian	213	177	83.1%	95.3%	-4.1%
Asian or PI	11844	10,333	87.2%	100.0%	-
Black	2188	1,760	80.4%	92.2%	-6.8%
Hispanic	21117	17,559	83.2%	95.3%	-4.1%
White	8818	7,508	85.1%	97.6%	-2.1%
Unreported	418	351	84.0%	96.3%	-3.3%
<b>Disability Status</b>					
No	43,049	36,321	84.4%	95.6%	-3.9%
Yes	1,549	1,367	88.3%	100.0%	-
<b>Veteran Status</b>					
No	43,770	36,941	84.4%	93.5%	-5.8%
Yes	828	747	90.2%	100.0%	-
<b>Foster Youth Status</b>					
No	44,478	37,599	84.5%	100.0%	-
Yes	120	89	74.2%	87.7%	-10.4%
<b>Financial Aid Status</b>					
No	13372	11547	86.4%	100.0%	-
Yes	31,226	26141	83.7%	96.9%	-2.6%
<b>TOTAL</b>	<b>44,598</b>	<b>37,688</b>	<b>84.5%</b>	<b>-</b>	<b>-</b>

Note. Reference groups highlighted in blue; no disproportionate impact was found, all courses

Source: Cypress College Data Systems, Academic History for Fall 2015

## Data on Success and Retention by Teaching Methodology for Credit Courses

When comparing face-to-face (F2F) instruction with distance education (DE), some minor differences emerged in success and retention rates for the five years examined. The overall retention rate has slightly decreased alongside the retention rates in both DE and face-to-face courses. The retention rates for both DE and face-to-face instruction decreased proportionally, and face-to-face retention rates continue to remain higher than retention rates in DE courses.

When examining overall success rates, a similar trend emerged. Overall success rates fell from a high of 73.6% in Fall 2011 to a low of 71.1% in Fall 2014; however, overall success rates slightly rebounded in Fall 2015. Success rates for DE courses fell by 3.5 percentage points while success rates for face-to-faces courses decreased by 2.0 percentage points. From Fall 2014 to Fall 2015, success rates for face-to-face courses slightly rose while success rates in DE courses continued to decrease.

Data Element	Definition	Standard	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Average
Retention Rate – Overall	The percentage of enrollments from students who did not withdraw from a credit course and received a valid grade.	-	86.0%	86.1%	85.6%	85.2%	85.3%	85.6%
Retention Rate – DE	The percentage of enrollments from students who did not withdraw from a distance education credit course and received a valid grade.	-	79.6%	79.2%	79.1%	80.1%	78.2%	79.2%
Retention Rate - F2F	The percentage of enrollments from students who did not withdraw from face to face credit courses and received a valid grade.	-	86.7%	87.1%	86.5%	85.9%	86.3%	86.5%
Success Rate – Overall	The percentage of grades of C or better in credit courses, over the number of enrollments when the general enrollment period ends.	71.2%	73.6%	73.4%	72.6%	71.1%	71.3%	72.4%
Success Rate - DE	The percentage of grades of C or better in credit courses with distance education instruction, over the number of enrollments when the general enrollment period ends	71.2%	67.0%	65.0%	65.6%	65.2%	63.5%	65.3%
Success Rate – F2F	The percentage of grades of C or better in credit courses with face to face instruction, over the number of enrollments when the general enrollment period ends	71.2%	74.4%	74.6%	73.5%	71.9%	72.4%	73.4%

Source. California Community Colleges Chancellor's Office Data Mart, Credit Course Retention/Success Rate Summary Report

### Basic Skills Progress Rates

The College has placed a heavy emphasis on improving progression through basic skills courses. Accelerated math and English courses, along with more direct pathways, have been developed to help students progress through their course sequences. Thus, basic skills progress rates for English, ESL, and math have all increased for the time period examined. Historically, basic skills English students have maintained the highest progress rates while basic skills math students have had the lowest progression rates. Studies have been conducted comparing the effectiveness of a directed pre-statistics pathway to transfer level English, an accelerated English course from one level below transfer level to transfer level in one semester, and a combined algebra course to prepare students more intensely for transfer level math.

Data Element	Definition	Standard	2005-06	2006-07	2007-08	2008-09	2009-10	Average
English Basic Skills Progress Rate	Percentage of credit students tracked for six years through 2014-15 who first enrolled in a course below transfer level in English during 2005-06 through 2009-10 and completed a college-level course in English.	-	64.3%	65.6%	62.2%	66.5%	67.5%	65.2%
ESL Basic Skills Progress Rate	Percentage of credit students tracked for six years through 2014-15 who first enrolled in a course below transfer level in ESL during 2005-06 through 2009-10 and completed a college-level course in ESL.	-	59.1%	51.0%	65.6%	51.1%	63.2%	58.0%
Math Basic Skills Progress Rate	Percentage of credit students tracked for six years through 2014-15 who first enrolled in a course below transfer level in math during 2005-06 through 2009-10 and completed a college-level course in math.	-	30.9%	31.2%	30.1%	32.5%	38.6%	32.7%

Source. California Community Colleges Chancellor's Office Student Success Scorecard



**Strategic Plan Goal A.4** dedicates the campus community to student success. Success is examined holistically by considering completion, awards, transfers, licensure pass rates, and employment rates. While the Institution-Set Standard (ISS) for the number of unduplicated awards, degrees, and certificates annually conferred, an overall completion goal was not established.

Overall completion rates have increased remained consistent around 50%; however, Cypress College has a higher proportion of unprepared students compared to prepared students; thus, overall completion rates are more similar to completion rates for unprepared students. Unprepared student completion rates have increased by 1 percentage point through the five cohorts examined while prepared student completion rates increased by 1.9 percentage points. The 2009-10 cohort had the highest unprepared completion rate compared to the other unprepared student cohorts, indicating that completion rates for unprepared students have been steadily rising since the 2007-2008 cohort.

**Completion Rates**

Data Element	Definition	Standard	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Completion - Overall	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2005-2009 tracked for six years through 2014-15 who completed a degree, certificate, or transfer-related outcomes.	-	50.4%	47.9%	47.0%	50.7%	50.6%	49.3%
Completion - Prepared	Percentage of degree, certificate and/or transfer-seeking students starting first time that did not attempt a basic skills course in 2005-2009 tracked for six years through 2014-15 who completed a degree, certificate, or transfer-related outcomes.	-	70.2%	68.6%	70.9%	71.9%	72.1%	70.7%
Completion - Unprepared	Percentage of degree, certificate and/or transfer-seeking students starting first time that attempted a basic skills course in 2005-2009 tracked for six years through 2014-15 who completed a degree, certificate, or transfer-related outcomes.	-	44.1%	41.4%	40.1%	44.2%	45.1%	42.9%
CTE Completion	Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship ) in a single discipline for the first time in 2005-09 tracked for six years through 2014-15 who completed a degree, certificate, apprenticeship or transfer-related outcomes.	-	56.4%	59.4%	56.4%	58.6%	56.8%	57.5%

Source. California Community Colleges Chancellor's Office Student Success Scorecard

When examining completion data, long term metrics include awards (degrees and certificates) and transfers (to CSU, UC, ISP, and OOS). The number of degrees and certificates awarded to students increased by 18.9% throughout the five-year period, indicating that additional students are earning awards. However, this increase in awards was due to an increase of degree awards, as opposed to certificate awards. The number of certificates awarded to students decreased by 18.1% for the time period examined; however, this decrease was isolated to the 2015-16 school year where deadlines for submitting degrees and certificate applications were prior the start of the semester in spring 2016. Thus, students could not apply for certificates while the spring semester was in session which resulted in fewer certificates awarded in 2015-16. In contrast, the number of degrees awarded to students increased by 59.5%. This is primarily due to the approval and adoption of the various transfer degree programs that the college began to offer.

The number of students transferring to four-year colleges and universities increased by 13.0% from the 2011-12 academic year to the 2014-15 academic year. Most students continue to transfer to the California State University (CSU) system. Thus, the College has been exceeding its ISS for transfers. Transfers to the CSU system increased by 14.7% for the time period examined. Similarly, transfers to the University of California system increased by 14.4% from 2011-12 to 2014-15. Thus, transfers to both primary California based university systems have increased proportionally. Slightly more students transfer to in-state-private and out-of-state institutions compared to the UC system. The number of transfers to in-state-private universities increased by 22.5% while the number to out-of-state universities increased by 32.6%. Thus, additional students are seeking to transfer to either private or out of state institutions at higher rates compared to the increases for UC and CSU transfers.

### Long Term Metrics

Data Element	Definition	Standard	2011-12	2012-13	2013-14	2014-15	2015-16	Average
Awards <sup>1</sup>	Number of degrees and certificates awarded to students within an academic year.	-	1,580	1,588	1,902	1,770	1,878	1,744
Certificates <sup>1</sup>	Number of certificates awarded to students within an academic year.	-	827	754	928	819	677	801
Degrees <sup>1</sup>	Number of degrees awarded to students within an academic year.	-	753	834	974	951	1,201	943
Transfers - Overall	Number of students from Cypress College transferring to universities within an academic year.	863	1,104	1,021	1,265	1,248	894	1,160* (4yr avg)
Transfers – CSU <sup>2</sup>	Number of transfer students to the California State University system coming from Cypress College within an academic year.	-	682	586	772	730	782	710

Data Element	Definition	Standard	2011-12	2012-13	2013-14	2014-15	2015-16	Average
Transfers – UC <sup>3</sup>	Number of transfer students to the University of California system coming from Cypress College within an academic year.	-	146	136	154	167	112*	151* (4yr avg)
Transfers – ISP <sup>4</sup>	Number of transfer students coming from Cypress College to in-state-private universities within an academic year.	-	147	147	163	180	*	159
Transfers – OOS <sup>4</sup>	Number of transfer students coming from Cypress College to out of state universities within an academic year.	-	129	152	176	171	*	157

<sup>1</sup> Cypress College Data Systems, Degrees & Certificates Report, <sup>2</sup>California State University Analytic Studies, California Community College Transfers by Institution of Origin, <sup>3</sup>University of California Infocenter, California Community College new enrollments at UC, <sup>4</sup>California Community Colleges Chancellor's Office Data Mart, Transfer Volume to ISP/OOS

\*Note. Transfers to UC, ISP, OOS not finalized for the 2015-16 school year; 4-year average used, excluding 2015-16

Licensure pass rates have nearly remained consistently above the ISS for the five years examined. These rates are expected to remain consistent in future years. In recent years, pass rates for both of the dental assisting exams have decreases; however, the rates still continue to exceed the institution-set standards. In 2013-14, the pass rate on the psychiatric technology state exam decreased by over 10 percentage points and was slightly below the institution set standard. This represented the only exam in which the standard was not met for all years.

#### Licensure exam pass rates

Program & Exam	Institution Set Standard	Pass Rate 2009-10	Pass Rate 2010-11	Pass Rate 2011-12	Pass Rate 2012-13	Pass Rate 2013-14
Dental Assisting (Written)	64.0%	100.0%	100.0%	92.0%	89.0%	71.0%
Dental Assisting (Law & Ethics)	68.0%	100.0%	100.0%	92.0%	89.0%	73.0%
Dental Hygiene (State)	90.0%	100.0%	-	100.0%	100.0%	100.0%
Dental Hygiene (National)	90.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Dental Hygiene (other)	90.0%	-	-	-	100.0%	100.0%
Diagnostic Medical Sonography (Abdomen)	62.0%	100.0%	90.0%	100.0%	93.0%	100.0%
Diagnostic Medical Sonography (OB/GYN)	74.0%	90.0%	85.0%	100.0%	100.0%	100.0%

Program & Exam	Institution Set Standard	Pass Rate 2009-10	Pass Rate 2010-11	Pass Rate 2011-12	Pass Rate 2012-13	Pass Rate 2013-14
Diagnostic Medical Sonography (Physics)	71.0%	100.0%	90.0%	100.0%	100.0%	100.0%
Health Information Technology (National)	71.0%	83.0%	100.0%	88.0%	93.0%	91.0%
Mortuary Science (Arts)	77.0%	100.0%	100.0%	96.0%	96.0%	96.0%
Mortuary Science (Science)	78.0%	100.0%	100.0%	100.0%	100.0%	96.0%
Nursing (National)	80.0%	95.0%	95.0%	86.0%	86.0%	91.0%
Psychiatric Technology (State)	81.0%	85.0%	82.0%	86.0%	86.0%	74.0%
Radiologic Technology (National)	89.0%	97.0%	93.0%	96.0%	96.0%	96.0%

Source: ACCJC Annual Reports 2012 - 2016

Job placement rates have varied by program. Some programs, including automotive technology, dental assisting and dental hygiene, diagnostic medical sonography, environmental control technology, and mortuary science, consistently met the ISS for job placement rates for the five years examined. Other programs which previously had low job placement rates also had job placement rates increase, including applied photography and commercial music. In contrast, some programs had decreases in their job placement rates including accounting, business administration, general business and commerce, business management, computer information systems, computer software development, digital media, hospitality, human services, and radiologic technology.

#### Job Placement Rates

Program	Institution Set Standard	Job Rate 2009-10	Job Rate 2010-11	Job Rate 2011-12	Job Rate 2012-13	Job Rate 2013-14
Accounting	66.16%	72.73%	74.24%	55.77%	69.44%	63.64%
Anatomy and Physiology	66.16%	100.00%	77.78%	100.00%	60.00%	75.00%
Applied Photography	66.16%	63.64%	48.14%	58.33%	78.26%	67.86%
Automotive Collision Repair	66.16%	66.67%	73.33%	58.82%	70.00%	78.79%
Automotive Technology	66.16%	85.19%	71.54%	69.06%	72.00%	80.77%
Aviation and Airport Management and Services	66.16%	76.74%	65.45%	64.62%	59.32%	72.97%
Business Administration	66.16%	84.62%	80.00%	100.00%	55.81%	60.00%

<b>Program</b>	<b>Institution Set Standard</b>	<b>Job Rate 2009-10</b>	<b>Job Rate 2010-11</b>	<b>Job Rate 2011-12</b>	<b>Job Rate 2012-13</b>	<b>Job Rate 2013-14</b>
Business and Commerce, General	66.16%	66.67%	53.33%	50.00%	57.14%	0.00%
Business Management	66.16%	81.82%	66.67%	54.55%	58.82%	33.33%
Commercial Music	66.16%	40.00%	83.33%	100.00%	66.67%	75.00%
Computer Information Systems	66.16%	72.73%	81.25%	52.94%	45.45%	63.64%
Computer Software Development	66.16%	83.33%	75.00%	63.16%	54.55%	61.54%
Computer Infrastructure and Support	66.16%	75.00%	73.53%	52.38%	70.00%	74.42%
Dental Occupations	66.16%	83.02%	81.13%	77.27%	80.00%	83.33%
Diagnostic Medical Sonography	66.16%	86.67%	95.83%	100.00%	81.25%	94.12%
Digital Media	66.16%	73.33%	55.56%	46.43%	58.33%	59.26%
Environmental Control Technology (HVAC)	66.16%	86.36%	70.37%	74.07%	66.67%	90.00%
Hospitality	66.16%	76.47%	87.10%	75.56%	78.79%	64.71%
Human Services	66.16%	76.09%	68.35%	54.55%	57.45%	63.68%
Graphic Art and Design	66.16%	50.00%	100.00%	66.67%	66.67%	100.00%
Health Information Technology	66.16%	64.44%	80.39%	72.34%	50.00%	71.43%
Journalism	66.16%	-	75.00%	50.00%	-	100.00%
Marketing and Distribution	66.16%	25.00%	55.56%	66.67%	40.00%	66.67%
Microbiology	66.16%	66.67%	60.61%	73.58%	60.34%	72.34%
Mortuary Science	66.16%	72.50%	80.00%	90.91%	75.00%	92.11%
Nursing	66.16%	92.31%	86.75%	67.86%	64.10%	80.82%
Nutrition, Foods, and Culinary Arts	66.16%	85.11%	75.36%	64.81%	76.39%	77.42%
Office Technology/Office Computer Applications	66.16%	44.44%	50.00%	83.33%	78.95%	59.38%
Psychiatric Technician	66.16%	89.80%	78.95%	63.79%	74.47%	83.67%
Radiologic Technology	66.16%	83.33%	75.00%	65.38%	52.94%	59.62%
Technical Theater	66.16%	100.00%	100.00%	100.00%	-	40.00%

Source. California Community Colleges Chancellor's Office, Career Technical Education Perkins IV Report

### **Creation of Institution-Set Standards**

Each year, key personnel from all constituency groups at Cypress College participate in the creation of Institution-Set Standards (ISS) as prescribed by ACCJC. The Planning and Budget Committee (PBC) works together to collaborate and create ISS for successful course completion, unduplicated awards, degrees, certificates, and transfers. In setting the ISS a variety of methodologies are used. First, three year averages for course completion, unduplicated awards, degrees, and certificates, as well as transfers are examined. Next, the group considers the highest point for each metric within the three-year scope of the data. All methodologies are considered and discussed, and the committee sets the standard to be used.

### **Use of Institution-Set Standards**

ISS are used in three primary ways, Instructional Program Review, the Institutional Effectiveness Report (IER) and the ACCJC Annual Report. Standards for successful course completion are used within the Departmental Planning and Instructional Program Review process where departments and programs compare their success rates to the ISS for the two most recent fall and spring semesters. Additionally, Program Review also includes the ISS for degrees, certificates, and transfers. In this way, programs have the opportunity to compare how they are contributing to student success through these measures in relation to overall college results. ISS are also part of the College's overall assessment of institutional effectiveness and are included in both the IER and the required ACCJC Annual Report.

### 5-year Tracking of Institution-Set Standards [needs 2016 update]

Data Element	Definition	Institution-Set Standard	Stretch Goal	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual
Course Completion Rate <sup>1</sup>	Applies to all students: number of grades C or better if graded, over the number of enrollments	71.2%	N/A	72.7% Fall 2011	71.8% Fall 2012	71.1% Fall 2013	70.2% Fall 2014
Completion of Degrees and Certificates <sup>2</sup>	The number of students who earned a degree or certificate (unduplicated) annually	1,293	N/A	1,189	1,211	1,353	1,290
Completion of Degrees <sup>2</sup>	The number of students who earned a degree (unduplicated) annually	845	N/A	714	765	873	859
Completion of Certificates <sup>2</sup>	The number of students who earned a certificate (unduplicated) annually	546	N/A	561	535	595	520
Transfer Volume <sup>3</sup>	The number of students who transferred to UC and CSU systems annually.	863	N/A	828	722	926	889

Sources. <sup>1</sup>Cypress College Data Systems, Student Academic History Report, <sup>2</sup>Cypress College Data Systems, Degrees and Certificates Report, <sup>3</sup>California State University Analytic Studies & University of California Infocenter

### 5-year Tracking of Programmatic Student Achievement

Data Element	Definition	Institution-Set Standard	Stretch Goal	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	Multi-Year Average
Job Placement Rate <sup>1</sup>	For every CTE program: The number of students who are employed in the year following completion of a certificate program or degree, over all certificate program or degree completers	66.16%	N/A	74.16%	74.18%	70.09%	64.79%	69.86%	70.61%
Licensure Exam Passage Rate <sup>2</sup>	For every CTE program in which students must pass a licensure examination in order to work in their field of study: The number of students who passed the licensure examination over all who took the examination	Varies by Program <sup>3</sup>	N/A	96.2%	94.6%	95.1%	94.9%	92.0%	94.5%

Sources. <sup>1</sup>California Community Colleges Chancellor's Office, Career Technical Education Perkins IV Reports, <sup>2</sup>ACCJC Annual Reports 2012 – 2016, <sup>3</sup>see Student Achievement Data section for more information.