

# Cypress College

## Institutional Effectiveness Report

2008-2009



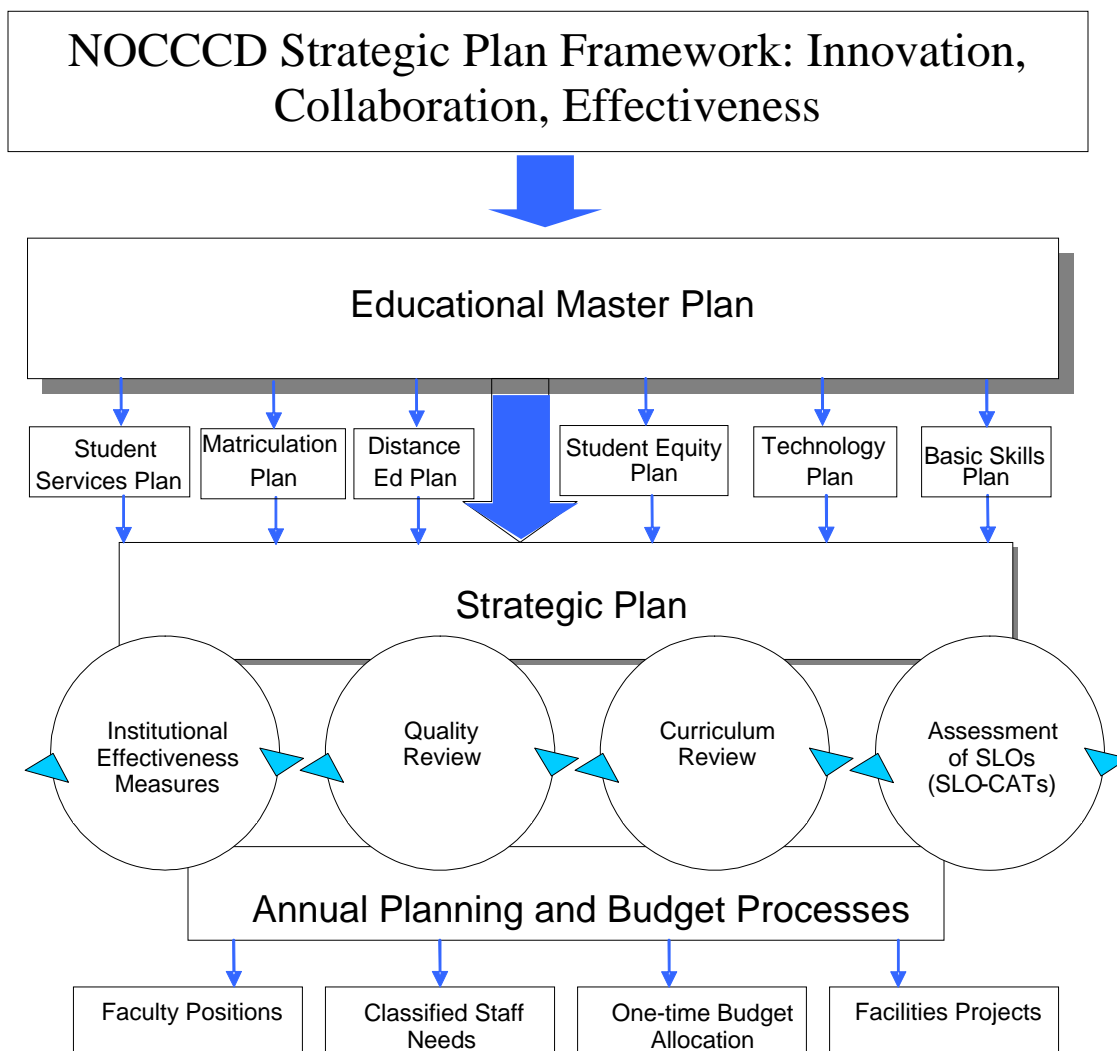
November, 2009

Cypress College

Prepared by the Office of Institutional Research and Planning

“Planning is bringing the future into the present so that you can do something about it now”

– Alan Lakein



## President's Message

Cypress College regularly provides a variety of reports to the campus and community on its activities and accomplishments. The Institutional Effectiveness Report combines several of these reports into one document. The Institutional Effectiveness Report (IER) helps the college validate what it does, and how well it is done. Ultimately, this information is used to identify the college's strengths and also helps in setting priorities for improvement.

The IER begins with the introduction of fourteen measures that collectively constitute the Dashboard of Institutional Effectiveness. Chapter 2 describes the student and employee data for the institution. In Chapter 3, there are summaries of the 2008-2009 Instructional Quality Assessment reports. In Chapter 4, the reports of the latest Student Support Services Quality Review cycle have been summarized and are now being shared with the campus. Chapter 5 provides an overview of the Campus Support Services Quality Review process. Chapter 6 briefly discusses the pilot quality review process of special programs, which was instituted this year. Chapter 7 gives a background of the Student Learning Outcomes initiative at the College and provides the status as well as the plan for the upcoming year. Chapter 8 contains a summary of the progress on 2008-2011 Strategic Plan. Chapter 9 describes the overall planning process and how the plans are related to the district and college goals. The purpose of sharing this information is to let the campus review the major accomplishments, goals and objectives of all areas for a better understanding of what all areas do to make Cypress College an effective institution.

Cypress College can be justifiably proud of the progress it has made in linking planning, evaluation, and improvement. Various evidence is reviewed to determine how well the college mission and goals are achieved. There are some areas that can be improved, and the college is committed to using this analysis on making improvements.

My thanks to Ms. Karen Cant, Vice President of Administrative Services, Dr. Robert Simpson, Executive Vice President, Educational Programs and Student Support Services, Dr. Santanu Bandyopadhyay, Director of Research and Planning, and many others, not only for their help in completing this report, but more importantly for their commitment to make Cypress College a premier learning environment for achieving student success. A special thanks to Cherie Dickey for reviewing this document, and to Philip Dykstra and Michelle Oja, Research Analysts, for their work and extra effort to insure the timely completion of this project.

Michael Kasler, Ed.D.  
President

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# Chapter 1: Dashboard of Institutional Effectiveness

## Introduction

This is the fifth year of the Institutional Effectiveness Report. Since its inception in 2004-05, the report has provided two categories of information: (a) a consistent set of information on college demographics and program review; and (b) special segments that summarized important activities that were initiated or completed during the period of review, such as Campus Survey Results and Student Learning Outcomes. The consistent information enabled comparison of institutional performance over a period of time by using the trend data on the same parameters. The special segments provided an overview of the specific activities relevant to institutional effectiveness. This year, apart from continuing to maintain the trend information and special segments, two chapters have been added to bring specific focus to institutional effectiveness with respect to the changing academic environment. These two areas are the Dashboard of Institutional Effectiveness and Comprehensive Planning Process.

## ***Dashboard of Institutional Effectiveness***

Institutions of postsecondary education have traditionally used measures such as graduation rate and persistence rate to communicate how effectively the institutions are helping students learn. Although student success has remained at the center of the institutions, as the student population and their learning goals have changed, the parameters that reflect the contribution of the institution to the learning process of their students call for a reevaluation. A Dashboard is a broad set of parameters that collectively represent how well an institution is fulfilling its mission and accomplishing its strategic goals. These parameters typically represent the overall institutional performance. The specific measures to be included in the Dashboard depend upon the strategic focus of the institution. The Dashboard of Institutional Effectiveness for Cypress College consists of fourteen parameters, and collectively, these measures communicate the institutional performance along its five strategic directions identified in the 2008-2011 Strategic Plan of Cypress College:

1. Instruction
2. Student and Academic Support Services
3. Campus Support and Infrastructure
4. Climate, Involvement, and Communication
5. Collaborative Relations and Marketing

Out of the fourteen parameters, five reflect the institutional performance in instruction, four show the institutional effectiveness in the Student and Academic Support Services, and three focus on Campus Support Services. The remaining two strategic directions have one measure each. Collectively, the selected set of parameters illustrates how well the college is performing in the areas of its strategic focus. Selecting fourteen measures to indicate the effectiveness of an academic institution with a broad range of strategic focus is a difficult task. The rationale behind selecting the specific parameters and how they relate to changing environment at Cypress College is analyzed in the section on “Major Challenges Facing Postsecondary Institutions”.

## **Comprehensive Planning Process**

The second area added to the Institutional Effectiveness Report this year is a summary of the institutional planning process. North Orange County Community College District has articulated its areas of focus in its strategic plan. The planning process at Cypress College builds on the strategic goals identified by the District. Beginning with the Educational Master Plan, the College has developed several plans to define the scope of activities in the critical areas of the institution. Collectively, these plans set out the operational context and intended direction of the institution. The accomplishment of these plan objectives individually and collectively reflects how well the institution is progressing towards its stated goals.

Currently, the following plans have been approved and are being pursued institutionally:

1. Educational Master Plan
2. Student Services Master Plan
3. Matriculation Plan
4. Distance Education Plan
5. Technology Plan
6. Basic Skills Plan
7. Student Equity Plan (approaching finalization)

The periods of these plans differ, although all of them are being implemented concurrently. The plans have specific goals and objectives and a timeframe for accomplishing them. An update on the overall planning is added in the current version of the Institutional Effectiveness Report to provide the operational context of the institution. The actual plans can be obtained from the Office of Institutional Research & Planning.

## **Major Challenges facing Postsecondary Education**

Postsecondary education is undergoing a fundamental transformation: the average age of students entering postsecondary education is increasing; the student body is becoming progressively diverse; students are enrolling in postsecondary education with a broad range of goals including the traditional ones such as graduating with a degree or certificate, and non-traditional ones such as developing skills; the demand for college educated workforce is rising; a large proportion of the faculty and staff are entering their golden years, creating the need for new leadership. The financial situation is adding to the complexity of operation: not only are the institutions expected to operate with fewer resources, they are also expected to explore new avenues of instruction such as online and hybrid courses.

Cypress College is experiencing these changes as well: the student body at Cypress College is more diverse than the population of the areas it primarily serves; a third of the students are above 25 years of age; and over fifteen percent seek a new career or are undecided about their academic goal. Being a public institution, Cypress College has suffered from statewide budget cuts while the demand for its courses has gone up. Each of these challenges is significant individually; collectively, they call for a critical evaluation of existing practices and a new way to communicate the performance of the college. The traditional measures of institutional performance, such as graduation rate and persistence rate, do not communicate the institutional initiatives that address the challenges. A comprehensive, multi-dimensional measure is necessary to portray how the institution is performing in the face of complex challenges.

## ***Challenge I: Degree Accomplishment***

To maintain the global economic leadership, a larger proportion of US workforce needs to have college degree. In 2007, the degree attainment of US adults between the ages of 25 to 34 years was 37%, with another 21% attending some college, but ending up without a degree. A report of American Council on Education stated that the degree attainment in the top Organization for Economic Cooperation and Development (OECD) countries is projected to reach 60% by the year 2020. The US degree attainment would come close to its OECD counterparts if more students were encouraged to complete their degree or certificate aspirations. As community colleges serve as the gateway to postsecondary education to a large number of students, it is critical that the students enrolling in community colleges are able to pursue their academic goals successfully. However, the goals of a student may be diverse: completing a degree or certificate, transferring to a four-year institution, or increasing personal skills, all are probable goals of students starting their postsecondary education in community colleges. Although how firm are the commitment of the students towards their stated objectives is a matter of debate, the measures of effectiveness cannot ignore them altogether.

Majority of students at Cypress College declare their academic goal as obtaining a degree and transfer; however, other significant goals constitute transferring without a degree, starting a new career or simply undecided. The accomplishment of the students should be analyzed carefully with their objectives that go beyond completing their academic aspirations with a degree. Analyzing the performance of the students during their period of enrollment and afterwards can portray a more complete picture of how effectively the college is preparing them for their future aspirations. The parameters such as enrollment, progression from basic skills to credit bearing courses, degree/certificate completion and transfer rate, collectively represent the accomplishments of students with different goals. Placement rate in career technical education and post-transfer performance are measures of student performance once they complete their academic endeavors at Cypress College. Collectively, these five parameters are used in the Dashboard of Institutional Effectiveness to communicate how well the college is doing in terms of instruction.

## ***Challenge II: Non-traditional Students and Diverse Student Body***

The increasingly diverse student body poses several challenges to the institutions of postsecondary education. From the perspective of degree accomplishment, the degree achievement gap among different races is wide: Hispanics have the lowest proportion of degree attainment at 20%, followed by African Americans at 28%, Caucasians at 47% and Asians at 73%. As the Hispanic population is projected to grow fastest (30%), followed by the African American (23%), the institutions will need to focus on strategies that contribute to student success from these two groups. The trend at Cypress College shows that the proportion of Hispanic students is increasing, and the proportion of Caucasian students is declining. According to U.S. Department of Education, Common Core of Data 2006-07, 60% or more students enrolled in K-12 in California come from “minority” backgrounds. As these students start their postsecondary education in community colleges, the student support services should re-align their operations to identify the needs of these students in order to serve them. Moreover, the pedagogical aspects may need to be revisited as the students from different racial and cultural backgrounds are anticipated to have different learning styles.

The increasing demand of college educated workforce is also having its impact on the student body that is enrolling in college. Over the last three decades, the number of non-traditional students entering postsecondary education has changed rapidly. According to U.S. Department of Education (National Postsecondary Student Aid Study), a non-traditional student is defined as one who has one or more of the following seven characteristics:

1. No High School diploma
2. Single parent
3. Has dependent at home
4. Works full time
5. Delayed enrollment
6. Financially independent
7. Attends part time

During the academic year 2007-08, 70% of the postsecondary students had one or more of the “non-traditional” characteristics. Although specific data for Cypress College students in many of the areas above are not available, it is expected that a large proportion of the students belong to the “non-traditional” category. The change in entering student body calls for the institution to re-evaluate its student services to ensure that the non-traditional students receive the appropriate support they deserve.

The institutional measures that represent the efforts in identifying and fulfilling the needs of a diversity student body are extensive and still evolving. Also, the student services need to cater to the requirements of the other groups present on campus as well. Developing a comprehensive set of measures that reflect accurately the institutional initiatives to educate a diverse student body is a difficult task. Some of the parameters selected to represent institutional efforts at Cypress College to serve its diverse student population are: growth of international students; assessment, orientation and advisement of incoming students; financial aid to the incoming students and overall student satisfaction. Although not comprehensive, these parameters on the Dashboard of Institutional Effectiveness provide an overall perspective of student support services that are provided to accommodate the need of the changing student body.

### ***Challenge III: Upgrading Campus Technology with Limited Resources***

The instructional and communication technologies are constantly evolving; however, the pace of change has accelerated tremendously during the last decade. As a direct impact of the change, the demand on courses and programs offered over the web has gone up. This called for dedicated resources, both technological and human, to satisfy the growing student needs. Also, the need to create a digital infrastructure so that students can have access to computers on the campus is ever expanding. The increased demand, coupled with declining resources, has posed unique challenges for colleges. Since the demand is seemingly insatiable, it is difficult to draw an optimum line where an institution may feel that student needs and expectations are fully met. The increase in number of students taking online courses at Cypress College reflects the high demand for a digital infrastructure.

A fast changing demand makes identification of parameters that reflect how well the institution is meeting the student needs extremely challenging. A combination of specific and

general measures is included in the Dashboard to summarize the institutional initiatives and how well it is meeting the student needs. Availability of computer stations and performance of students taking distance education courses are direct measures of availability and utilization of technology in the campus. The scores on student satisfaction survey conducted bi-yearly is an overall barometer that reflects the student satisfaction and contextualizes it with other institutions across the nation. Collectively, the three measures summarize the campus initiatives to provide a technologically competent infrastructure and the student satisfaction with institutional efforts.

Apart from the three challenges mentioned above created by the changing environment, there are other critical issues that are facing institutions of postsecondary education. The worsening financial situation continues to pose major challenges to overall campus activities. Cypress College is committed to promote a campus climate that embraces diversity and supports excellence, integrity, collegiality, and inclusiveness, by supporting communication and involvement throughout the campus despite the scarcity of funds. The success of campus involvement initiatives is measured by the participation of different constituencies in the campus-wide shared governance committees. The measure shows the proportion of constituencies that are represented in the shared governance committees.

Establishing and strengthening collaborative relationships with other educational institutions and with the communities served by the college is the fifth strategic direction being pursued by Cypress College. The success of this initiative is measured by the proportion of high school graduates from the feeder schools that are enrolling in Cypress College. A growing trend shows that the relationships cultivated by College with its feeder high schools are yielding results.

Overall, the fourteen parameters described above are reported in the Dashboard of Institutional Effectiveness. Not only do these parameters represent the institutional initiatives to address the changing needs of the student body, but also they address the institutional efforts to meet its five strategic objectives identified in the strategic plan.

## **The Dashboard Parameters**

The Dashboard is a collection of the fourteen institutional parameters representing five strategic objectives described above. The following sections provide the detailed information on each of the parameters.

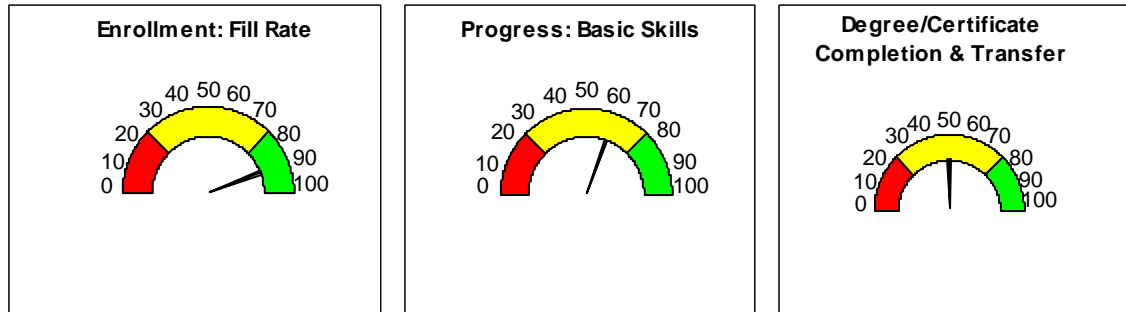
### ***Instruction***

Five parameters used to illustrate the effectiveness of instruction focuses on student performance at the institution and student performance after leaving the institution. These are:

1. Enrollment: Fill Rate: Number of seats occupied/ Total number of seats offered
2. Progress: Basic Skills – The proportion of students who started a basic skills course and have moved up at least one level. This is a statewide measure reported in Accountability Reporting for Community Colleges
3. Degree/Certificate Completion and Transfer: Percentage of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within

- six years and earned any AA/AS or Certificate (18 or more units) and/or actually transferred to four-year institution
4. Placement rate: Proportion of students from career technical education programs that found jobs in their respective area of employment
  5. Post-transfer performance: GPA of Cypress Students compared with GPA of all students studying in CSU system. This measure is reported for students that transferred to California State University system only.

Figure 1 represent three measures of effectiveness of instruction – these measures pertain to student achievement while at Cypress College.



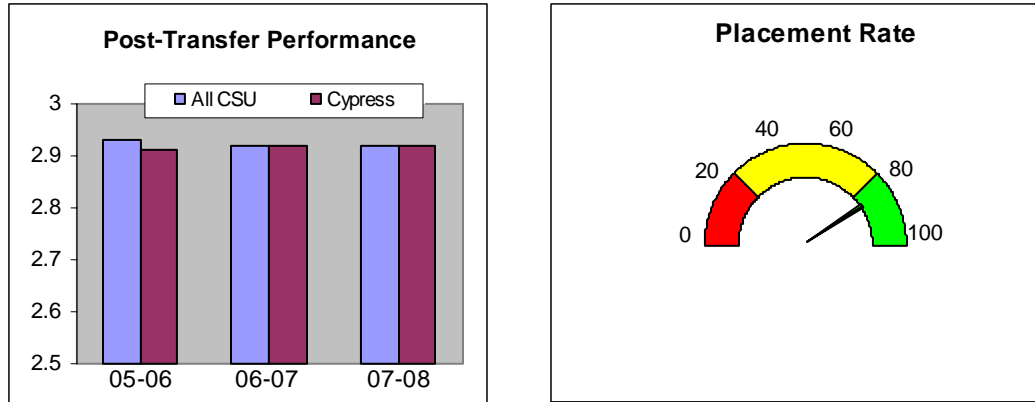
**Figure 1: Effectiveness measures of Instruction**

Overall fill rate for the institution (Summer, Fall, and Spring) increased from 75.9% in 2006-07 to 89.6% in 2008-09, indicating seat occupancy is improving over the years. The improvement was made possible by effective enrollment management. Over the three year period, number of seats offered was decreased from 110,104 to 109,894. Despite fewer seats available to the students, number of occupied seats increased significantly: from 83,632 to 98,469.

The progress of basic skills students shows the success rate of students in related courses and the advancement of students towards college-level courses. Students progressing from one level of basic skills to another improved from 56.5% to 59% between 2005-06 and 2007-08. The progress rate becomes more significant in comparison with the peer institutions – a group of similar institutions identified by the Community College System in its Accountability Reporting for Community Colleges (ARCC). The progress rate of peer institutions was 52.6% in the most recent year, compared to the rate of 59% at Cypress College.

The graduation rate and transfer rate of Cypress College is between 20% and 30%. The combined rate (number of students completing a degree/certificate and/or transferring to a four-year institution) is 48%. Although this rate appears to be low, this is an issue that faces the community college systems all over the country. Also, there are students who have stayed the course of graduating with a degree or certificate by completing transfer-level mathematics and English courses or completing 60 UC/CSU transferable units with a GPA of 2 or higher. When these students are taken into consideration, the proportion of students progressing towards their academic objectives increases significantly. There may be several reasons why students are unable to complete their degree aspiration, including some that are beyond the control of the college. However, there is room for improvement in both these areas.

Second set of measure of effectiveness of instruction focus on student achievement once they complete their studies at Cypress College and either start working or pursue their studies at a four-year institution. Figure 2 represents the student performance upon completion of their academic engagements at Cypress College.



**Figure 2: Effectiveness measures of Instruction after completing academic activities at Cypress College**

Nearly 83% of students graduating with a career technical education degree or certificate from Cypress College found jobs in their area of education. Over the last two years, this percentage has remained stable in the mid-80% range. The students who transferred to the CSU system performed competently with the overall student population studying in the CSU system. This is reflected by the GPA: the average GPA of Cypress student was 2.91 compared to the statewide CSU average GPA of 2.93. The post-transfer GPA comparison chart shows that for the last three years, there has hardly been any gap in GPA between Cypress students who transferred and the GPA of all students studying in the CSU system.

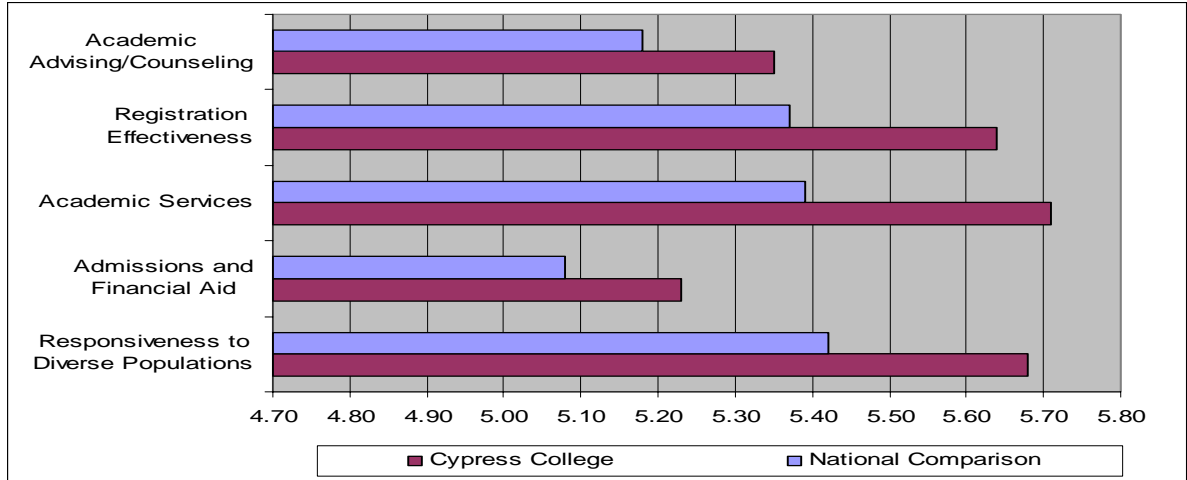
### ***Student and Academic Support Services***

A wide range of service is provided to students to help them succeed in their academic endeavors. Four parameters selected to represent the effectiveness of Student and Academic Support Services are:

1. Student Satisfaction Survey: The survey measured student satisfaction in several parameters. Five measures related to Student and Academic Support are:
  - a. Academic advising/ Counseling
  - b. Registration Effectiveness
  - c. Academic Services
  - d. Admissions and Financial Aid
  - e. Responsiveness to Diverse Population
2. Financial Aid: The amount and number of students receiving Pell Grant
3. Matriculation Services: The number of students assessed, counseled, and given orientation
4. International Students: The growth in international students

The four parameters are presented in figures 3, 4, and 5.

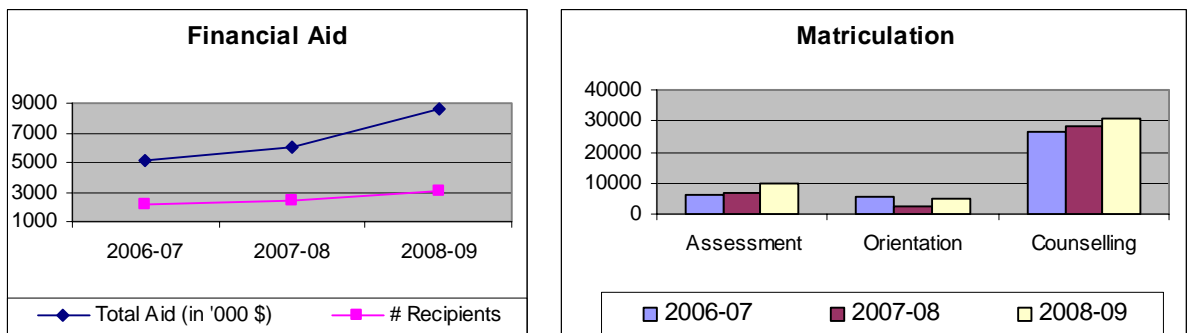




**Figure 3: Student Satisfaction Survey: selected parameters, 2007.**

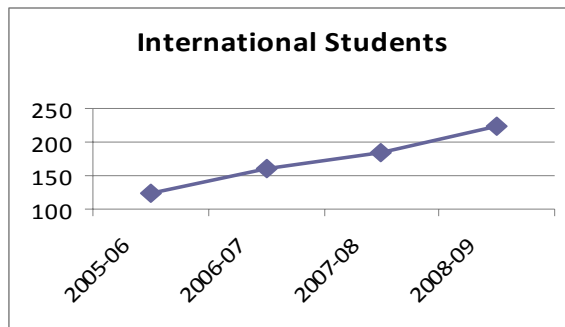
Selected parameters from the student satisfaction survey conducted in 2007 are reproduced in Figure 3. The survey not only reports data pertaining to Cypress College, but also compares it with national averages. The national averages are computed on the basis of responses received from two-year public community, junior, and technical colleges who participated in the survey. The survey is conducted by an independent agency, Noel-Levitz Inc. Overall, Cypress College students are more satisfied with each of the parameters surveyed. Moreover, the average importance of each of the parameters is greater for Cypress College students than the national averages. For example, Cypress College students rate the importance of academic advising/counseling at 6.4 on a 7-point scale (7 highest) whereas the national average is 6.11 (for specific results of the survey, please contact Institutional Research & Planning). This indicates that Cypress College students perceive academic advising to be more critical for their college experience than non-Cypress College students. Despite the higher importance associated with each of the parameters, the student services did satisfy the student needs better than its peers, as indicated by the survey results.

Figure 4 represents the performance of two critical areas: financial aid and matriculation services. As shown in Figure 4, the disbursement of financial aid has grown both in number of awards and the total value of awards. Between 2006-07 and 2008-09, the number of Pell



**Figure 4: Financial aid, assessment, orientation, and counseling**

Grant recipients increased by nearly 39%; the total amount of Pell Grant awarded to students increased by nearly 66%. The faster growth rate of total awards distributed to students indicates that over the year, amount of Pell Grant per student has gone up. There was a great demand for matriculation services also. During 2008-09, a total of 9,575 students were assessed for the three subject areas, English, Mathematics, and English as a Second Language (ESL). The total number of students that received counseling and orientation services was 31,062 and 4,925 respectively. The demand for assessment and counseling has grown substantially over the last three years. The number of orientations went down during 2007-08 because of non-availability of the on-line tool.



Apart from the growth in domestic student population, the international students at Cypress College increased sharply, as shown in Figure 5. Between 2005-06 and 2008-09, the number of international students increased from 134 to 214. The increase in international students is significant because it demonstrates that the increasing diversity among Cypress College students is not confined among the domestic students only.

**Figure 5: Growth of international students**

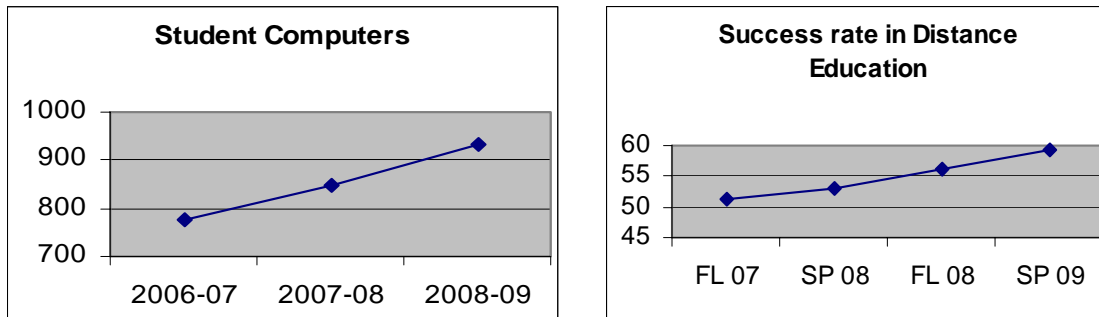
### ***Campus Support and Infrastructures***

Providing a safe campus environment that is conducive to learning is one of the strategic objectives of Cypress College. The explosion of technology during the last decade has impacted not only instructional methods, but also shifted the way student services are delivered. For example, registration for classes is almost always done on-line, contrary to the scenario five years back. In order to meet student need of a digital infrastructure, Cypress College has progressively increased availability of computers for student usage. Three parameters used to indicate the effectiveness of Campus Support and Infrastructures are:

1. # Student computers: The growth in number of computers available for students
2. Success rate in distance education: The trend of success rate in DE courses
3. Student satisfaction: Student satisfaction with campus support services was measured as a part of the student satisfaction survey in 2007

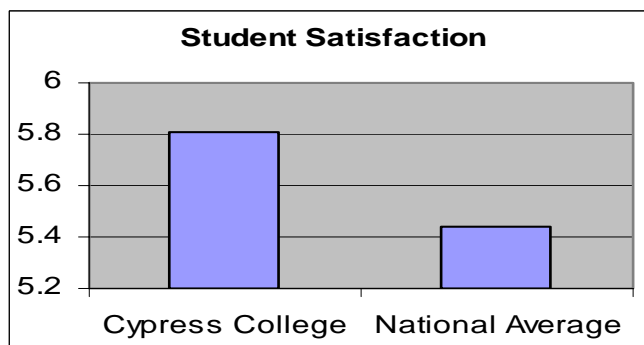
Figures 6 and 7 represent the three parameters mentioned above.

As shown in Figure 6, the number of computer workstations available for students increased steadily from 777 to 933 between 2006-07 and 2008-09. Cypress College has invested in the student computing environment despite the adverse financial situation. The Technology Plan finalized in Fall 2008 specifically discusses the approach and commitment of Cypress College to develop a digital infrastructure to satisfy student need. The effectiveness and usage of the digital infrastructure is also evident from the number of students taking distance education courses and their increasing success rate. The Distance Education plan, finalized in Spring 2009, specifically mentions the critical role of an appropriate digital infrastructure required to support student success.



**Figure 6: Increase in number of student computing stations and success rate in distance education courses**

The college has also established a stable digital infrastructure to support the on-line and distance education students. Although the unduplicated number of students taking at least one distance education course has remained steady between Spring 2008 to Spring 2009, the success rate of students has improved consistently; between Fall 2007 and Spring 2009, the success rate increased by 8%: from 51.3% to 59.3%. The increasing success rate in distance education courses is indirect evidence of the impact of campus technology on student learning.



The student satisfaction with campus support services, as documented by the Noel-Levitz Survey conducted in 2007, is 5.20 on a 7-point scale. Although this is higher than the national average score of 4.93, Cypress College students rate the importance of campus support services at 5.81, substantially higher than national

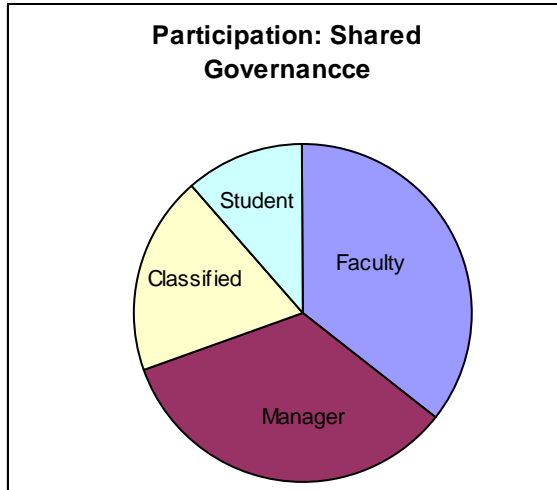
**Figure 7: Student satisfaction: Campus Support**

norm of average importance of 5.44. This indicates that students expect a high level of campus support services and the college has been able to satisfy student needs.

### ***Climate, Involvement, and Communication***

There has been a consistent effort to maintain a campus climate that involves all constituents and provides an environment that embraces diversity and supports excellence. In order to understand the perception of collegiality and inclusiveness on the campus, a campus climate survey is conducted every alternate year. The last survey conducted in Spring 2008 revealed that majority of respondents rated the campus as relaxed, supportive, comfortable, and open. Although nearly 58% respondents agreed that they are able to participate in shared governance, about 47% agreed that their opinions are given appropriate weight in matters of institutional importance.

To address concerns regarding participation in decision-making, a task force has been established under the current strategic plan to establish strategies and activities to improve

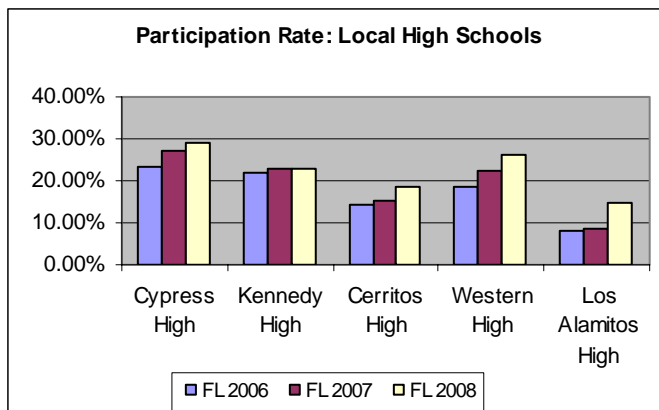


involvement and identify employees to lead campus-wide activities. Currently, there are five shared governance committees on the campus with an overall membership of 79 employees. The representation of different constituencies is shown in figure 8. It is evident from figure 8 that there is a distinct focus to include all constituencies in the shared governance committees on the campus. The participant rate in shared governance committees is calculated by the proportion of each category of employees represented in the five shared governance committees.

**Figure 8: Participation in shared governance**

### ***Collaborative Relations and Marketing***

The recent developments in the economic conditions in California have impacted community college students enormously. On one hand, the number of students wanting to enroll has gone up drastically, while on the other hand, the financial resources have been severely reduced. Cypress College has always strived to maintain a harmonious relationship with the community it serves. There are specific efforts from the campus leadership to engage the local high schools and businesses in the campus activities. One measure of the impact of such relationship building is proportion of feeder high school graduates that start their postsecondary education in Cypress College. This is represented in Figure 9.



Participation rate is calculated as the percentage of graduates that have enrolled in Cypress College in the Fall semester immediately succeeding high school graduation. Over the past three years, the participation rate from the top five feeder schools has consistently climbed, indicating the positive impact of the collaborative relations and marketing efforts.

**Figure 9: Participation Rate from High Schools**

The Dashboard of Institutional Effectiveness provides the overall impact of Cypress College on its student, staff, and community. The information refers to the broad institutional measures and does not delve deep into individual divisions or programs. In Chapter 2, the demographics and other detailed measures of institutional effectiveness are provided. These measures include student success and retention in courses, term to term persistence, awards, and transfers. Measures of productivity (enrollment and FTES), efficiency (WSCH per FTEF), and financial indicators are also provided in detail.

## **Chapter 2: Characteristics of Cypress College Students, Staff and Service Area**

### ***Demographics of Service Area***

The primary service area of Cypress College includes eight cities of north Orange County: Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach and Stanton. Recent trend indicates that nearly 50% of Cypress College students come from the primary service area. Although this has been the trend for the last few semesters, the reason(s) why students from outside the primary service area attend Cypress College are unknown.

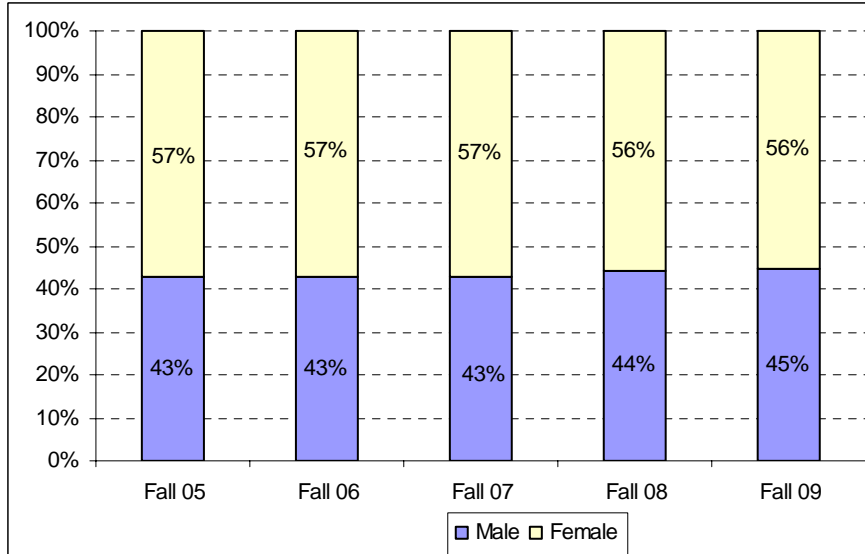
This primary service area of more than 82,000 adult residents is ethnically diverse: more than 50% of area residents over the age of 18 were non-White (Census, 2000). At the time of last census, the area had large populations of Hispanics (33.3%) and Asians or Pacific Islanders (20.6%). Similar to the prior fall term, 63% of current Cypress College students are from traditionally under-represented ethnic groups. The percentages of Asians and African Americans at Cypress College are higher than the percentages of Orange County residents (2000 U.S. Census). Although more recent demographic data of immediate service area are not available, there appears to be a trend toward greater ethnic diversity in California. Orange County is now a “minority majority” county where no single racial or ethnic group comprises more than 50% of the total population (U.S. Census Bureau, Quick Facts, 2007).

The recent economic downturn has affected the job market in California adversely, and Orange County has been no exception. Industry projections forecast total employment to reach almost 1.9 million in Orange County by 2016. Total employment includes Self-Employment, Unpaid Family Workers, Private Household workers, Farm, and Non-farm employment. This increase represents a gain of 224,600 jobs for a growth rate of just over 1.3 percent annually. This rate is slightly below the growth rate for California as a whole which is estimated at about 1.5 percent annually for the same forecast period. Orange County constitutes about 10 percent of California’s total non-farm employment and will contribute about 9 percent of the state’s new non-farm jobs during this period. Professional and Business Services, Leisure and Hospitality, and Education, Health Care and Social Assistance industry sectors will generate over half of these new jobs. Government and Retail Trade will add a combined total of nearly 50,000 new jobs (Employment Development Department, California). The impact on prospective students has been particularly severe for multiple reasons. The difficult job market prompted many students to come back to postsecondary institutions. The fee increases and seat reductions in CSU and UC systems have increased the competition for admission to community colleges. The result has been a record enrollment and continued demand for seats at Cypress College. There is a possibility that the academic preparation and student background may also change because of the socio-economic conditions. More students who planned to attend UC or CSU may come to Cypress College to complete as many credits as they can transfer. However, at this time, it is not known if such a shift is taking place.

## Characteristics of Students

### Student Demographics

Figure 10 shows the distribution of students by gender at Cypress College. Although the

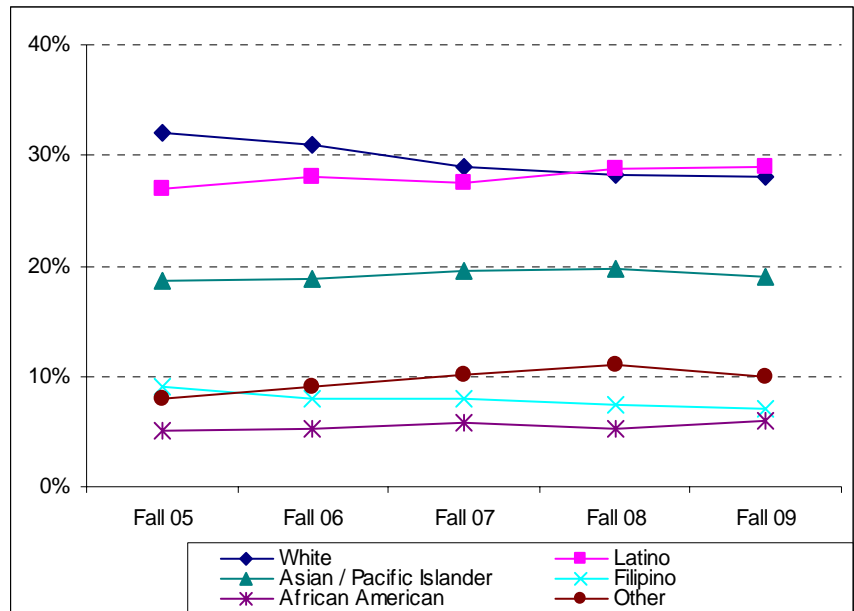


lower participation rate of males is a concern, the gender ratio at Cypress College has mirrored the national trend for many years, with women comprising the majority (56%) of students enrolled. As illustrated in Figure 10, the gender ratio has remained consistent for the past five years.

**Figure 10: Proportion of Students by Gender**

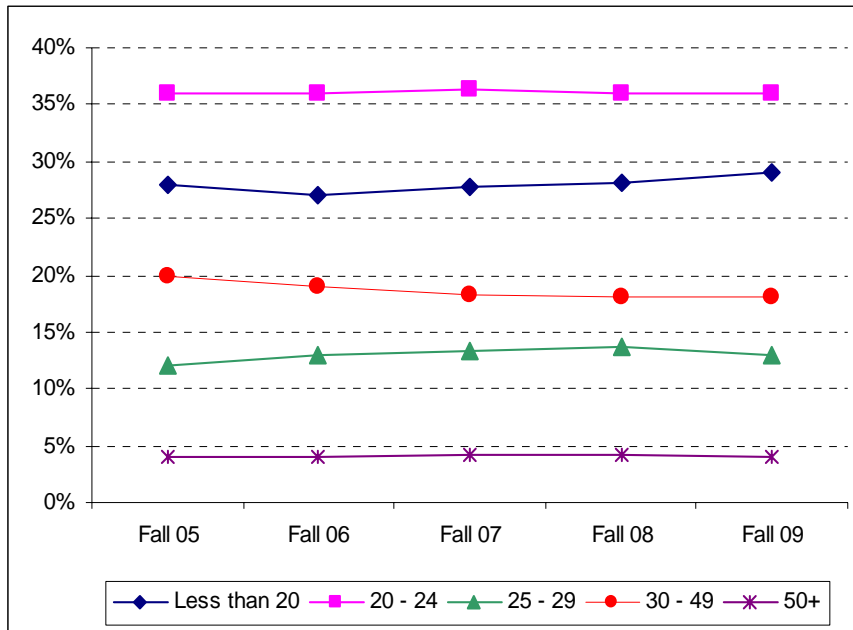
Racial diversity has been increasing consistently at Cypress College, as shown in Figure 11.

Over time, the proportion of White students has decreased, and the proportions of Hispanic and students who indicated ethnicities other than the ones listed here or who declined to report their ethnicity have increased. Although the ethnic diversity has been on the rise in Orange county, the proportion of ethnic minorities at Cypress College is higher than the population of the areas it primarily serves.



**Figure 11: Proportion of Students by Ethnicity**

Figure 12 shows the students by age groups. Over one-third of the students enrolled in Fall



2009 are 20–24 years old and almost two-thirds of the students are under 25 years of age. The proportion of students between the ages of 30 and 49 has been decreasing, representing less than 20% of the student body in Fall 2009. There was a marginal increase of students between 25 and 29 years of age since 2005; this trend, however, has been reversed in Fall 2009.

**Figure 12: Proportion of Students by Age**

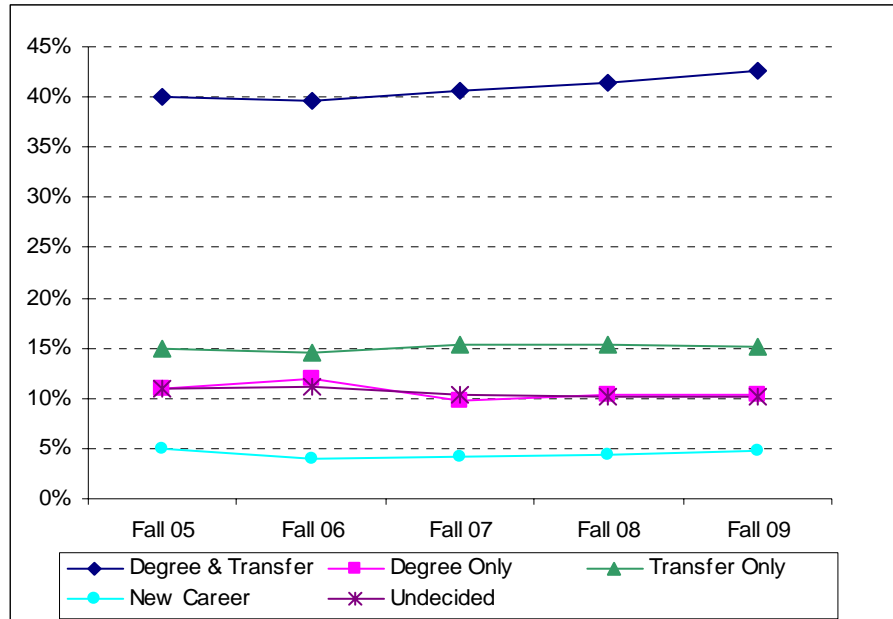
One important aspect of the student demographic information is the level of education of their parents. Nationally, a large proportion of students starting their postsecondary education in community colleges are first generation college students. Cypress College is no exception. In Spring 2005, the college began collecting information from students about the highest level of education achieved by either of their parents. The most recent student responses indicate that 39% are among the first generation of their family to attend college, as shown in Table 1. A quarter of the students reported that one or both parents had attended college but not received a diploma. Another quarter of Cypress College students came from a family in which one or both parents had at least a Bachelors degree. The trend has been very consistent in the last two years.

Parental Education Level	First Generation to College	Fall 2008		Fall 2009	
		Students	Percent of Known	Students	Percent of Known
No High School Diploma	Yes	1,849	12%	2,024	12%
High School Diploma	Yes	3,697	25%	4,383	27%
Some College/No Degree	No	3,720	25%	4,081	25%
Associate Degree	No	1,478	10%	1,622	10%
Bachelor's Degree	No	2,603	17%	2,857	18%
Graduate Degree	No	1,178	8%	1,285	8%
No Response	Unknown	463		418	
<b>Total</b>		<b>14,988</b>		<b>16,670</b>	

**Table 1: Highest Level of Education Achieved by Parents of Cypress College Students**

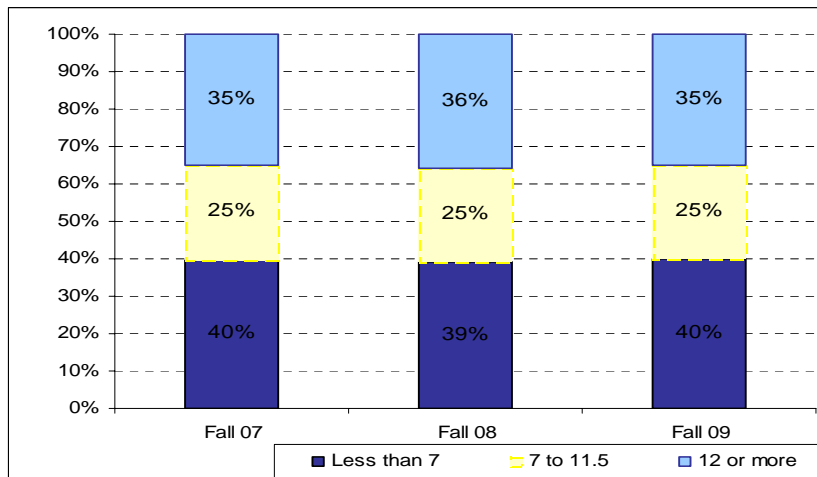
## Academic Characteristics of Students

Figure 13 represents the self-reported goals of the students at the time of admission. In Fall 2009, the primary educational goal for over 40% of the students was to obtain an associate degree and transfer to a university; another 15% sought to transfer without a degree, and 10% sought to obtain a degree but not transfer. Between Fall 2002 and Fall 2005, the proportion of students seeking a degree and to transfer increased significantly; however, this goal has been stable since 2005. The proportion of students who were undecided about their educational goal has decreased during the same timeframe but has remained stable thereafter.



**Figure 13: Proportion of Students by Education Goal**

The number of credit hours attempted per semester is shown in Figure 14. The largest proportion of Cypress College students take less than seven units per term (40%), while a quarter of the students take 7-11.5 units per term (40%), while a quarter of the students take 7-11.5 units per term. Over a third of the students attend full-time (12 or more units per term). This distribution has been consistent for the past three years. The low proportion of full-time students also mirrors the national trend.



**Figure 14: Proportion of Students by Unit Load**



## Student Origin

### *City of Residence*

Table 2 reports recent information about where Cypress College students reside. Residents from four cities (Anaheim, Buena Park, Cypress, and Garden Grove) within the primary service area of the college comprised 44% of the student population in Fall 2009. However, students come from many other cities to attend classes. In fact, hundreds of students come from cities served by other community colleges (e.g., Long Beach, Fullerton, Cerritos, and Whittier).

City	Fall 2008	Fall 2009	Fall 2009 %	Change
Anaheim*	2,583	3,000	18.0%	417
Buena Park*	1,590	1,711	10.3%	121
Cypress*	1,540	1,687	10.1%	147
Garden Grove*	923	982	5.9%	59
Long Beach	758	818	4.9%	60
Fullerton	586	675	4.0%	89
Cerritos	559	596	3.6%	37
Whittier	466	499	3.0%	33
La Mirada	422	478	2.9%	56
Stanton*	395	469	2.8%	74
Lakewood	387	422	2.5%	35
La Palma*	382	403	2.4%	21
Norwalk	341	367	2.2%	26
Los Alamitos*	300	349	2.1%	49
Downey	297	296	1.8%	-1
La Habra	220	265	1.6%	45
Westminster	218	244	1.5%	26
Bellflower	210	220	1.3%	10
Huntington Beach	201	218	1.3%	17
Santa Ana	161	169	1.0%	8
All Others	2,449	2,802	16.8%	353
<b>Total</b>	<b>14,988</b>	<b>16,670</b>	<b>100.0%</b>	<b>1,682</b>

\*Denotes cities within primary service area of Cypress College

**Table 2: City of Residence for Cypress College Students**

There are usually decreases in enrollment from specific cities from one year to another, but only one city had fewer students attending Cypress College in Fall 2009 compared to Fall 2008 (Downey). Regardless of cities' year-to-year variation, enrollment overall at Cypress College from the top cities increased by over 1,600 students in Fall 2009.

### *Primary Feeder High Schools*

Table 3 reflects the number of Spring 2008 high school graduates, as reported to the California Department of Education (CDE), and the number of high school graduates who matriculated to Cypress College the subsequent Fall. In Fall 2008, almost a thousand students who were recent high school graduates also reported a high school of origin that matched one of the primary feeder high schools for the college. Thus, students from the primary feeder high schools represent 59% of all new high school graduates who enrolled at Cypress College in Fall 2008.

Of the primary feeder high schools, Los Alamitos High had the largest graduating class in Spring 2008. Relative to graduating class size, however, the greatest proportion of graduates who matriculated to Cypress College came from Cypress High School (29% of its graduating class enrolled at Cypress College).

High School	Graduates Spring 2008	Recent High School Graduate First-Time Students at Cypress College in Fall 2008		
		# Enrolled	Participation Rate *	% of All New Graduates Enrolled **
<b>Cypress High</b>	527	153	29%	9%
<b>Kennedy High</b>	537	123	23%	8%
<b>Los Alamitos High</b>	700	103	15%	6%
<b>Cerritos High</b>	520	96	18%	6%
<b>Western High</b>	342	89	26%	5%
<b>Savanna High</b>	386	53	14%	3%
<b>La Mirada High</b>	496	44	9%	3%
<b>Artesia High</b>	317	43	14%	3%
<b>Buena Park High</b>	399	43	11%	3%
<b>Sunny Hills High</b>	597	43	7%	3%
<b>Pacifica High</b>	419	42	10%	3%
<b>Loara High</b>	478	37	8%	2%
<b>Gahr High</b>	415	33	8%	2%
<b>Magnolia High</b>	327	33	10%	2%
<b>Rancho Alamitos</b>	332	33	10%	2%

**Table 3: Top Feeder High Schools**

\* This is the percentage of the total graduating class of Spring 2008 from each feeder high school that enrolled at Cypress College the following Fall 2008.

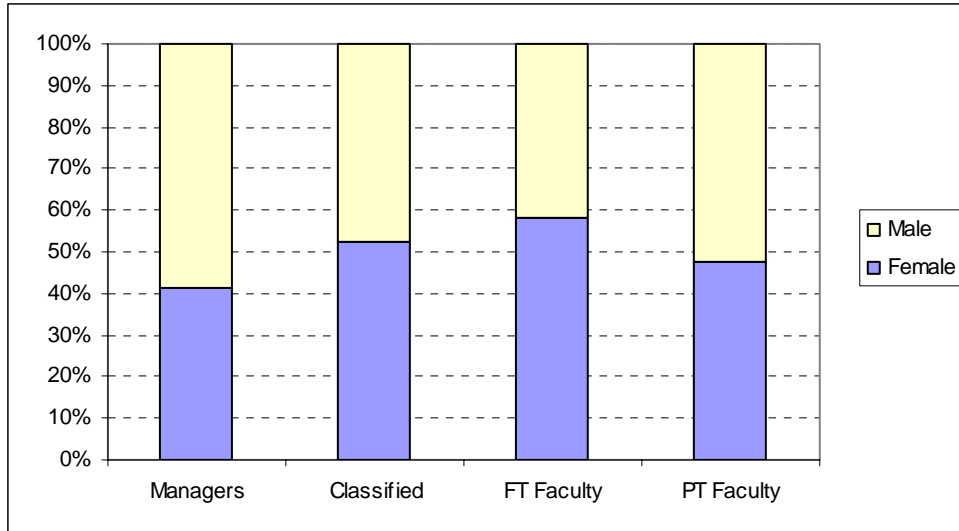
\*\* This percentage is the number of students enrolled from each high school divided by the total number of new graduates at Cypress College in Fall 2008.

Source: <http://data1.cde.ca.gov/dataquest/dataquest.asp>

## ***Demographics of Faculty and Staff***

The four statistics reported on staff demographics are gender by assignment (staff category), age, race, and race by assignment. Overall, there is a growing concern across the nation about the ageing workforce in higher education and Cypress College is no exception. A large proportion of employees at Cypress College are over fifty years of age. Keeping with the area served by the college, the staff is racially diverse although Caucasians are the largest race among all categories of staff. The details are shown in Figures 15, 16, and 17, and Table 4.

Figure 15 shows the distribution of staff by gender. The distribution is further divided by assignment of staff. Cypress College employs over 850 instructors, managers and staff. Women comprise about half of employees across most job assignment categories. In some categories, such as managers, the proportion of males is higher than females. Among the full-time faculty, there are more females than males, although the situation is exactly reversed among the part-time faculty. Overall, the gender distribution has remained fairly stable over the last few years.



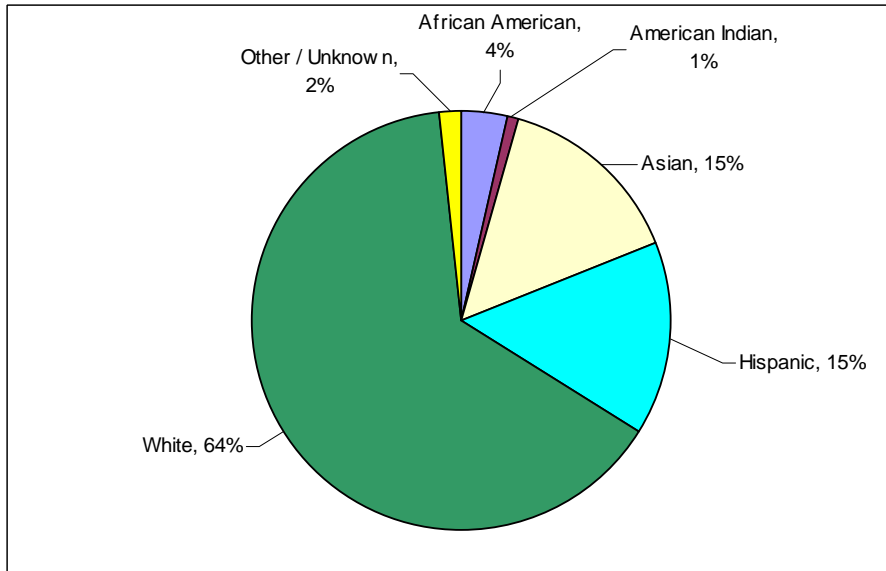
**Figure 15: Employee Gender by Assignment, Fall 2009**

Table 4 shows the distribution of staff by age. Overall, out of 880 employees, 459 are below, and 421 are above 50 years of age. As of the beginning of Fall 2009, the college has higher proportions of managers and full-time faculty approaching retirement than adjunct faculty and classified staff. This is a national trend in higher education. It is expected that as the baby boomers start retiring, there will be a void among the faculty and staff, particularly, in the experienced ranks. Although the situation is known to everyone, no specific strategy has been adopted to reduce the impact of such attrition of senior staff. A substantial number of retirements as well as a shortage of a talented workforce pool may impact the college operations adversely.

Age Group	Manager	Classified	FT Faculty	PT Faculty	Total
Less than 30		10		29	39
30 - 39	5	53	31	99	188
40 - 49	8	61	57	106	232
50 - 54	3	38	32	57	130
55 - 59	6	33	37	68	144
60 and over	7	20	51	69	147
<b>Total</b>	<b>29</b>	<b>215</b>	<b>208</b>	<b>428</b>	<b>880</b>

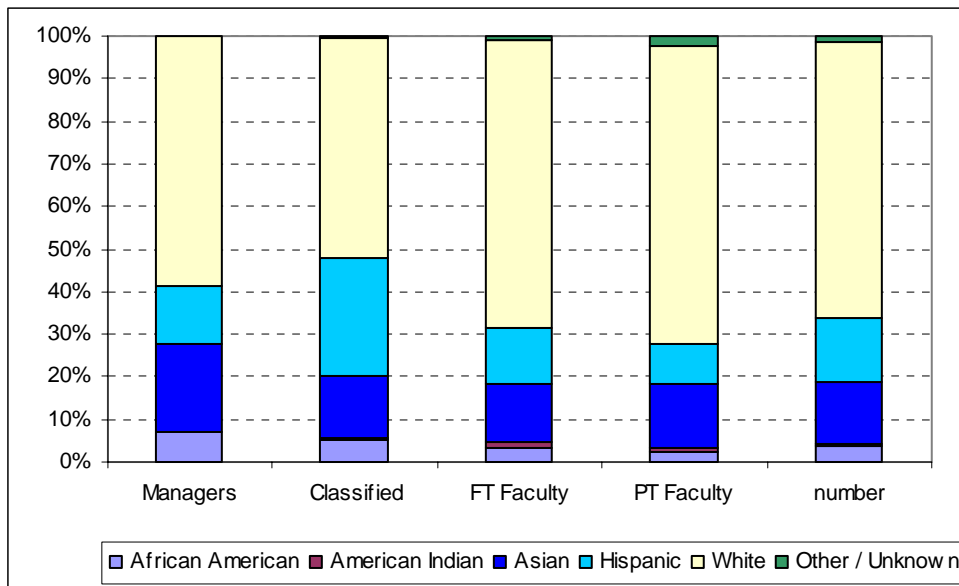
**Table 4: Employee Age by Assignment, Fall 2009**

Figure 16 shows the distribution of all employees by ethnicity. Although majority of employees are White (64%), many other ethnicities are represented among faculty, staff, and administrators at Cypress College; 15% are Hispanic and Asian (including Filipino and Pacific Islander). Compared to 2007, the proportion of White employees decreased (by 3 percentage points) but held steady between 2008 and 2009.



**Figure 16: Employee Ethnicity, Fall 2009**

Figure 17 shows the ethnicity of employees by assignment. Of the various employee groups, the classified staff remains the most diverse, with nearly fifty percent non-white employees, followed by managers. The least diverse group is the part-time faculty.



**Figure 17: Employee Ethnicity by Assignment, Fall 2009**

Overall, the student and faculty demographics remained stable unless noted otherwise.

# Measures of Institutional Effectiveness

## Student Achievement

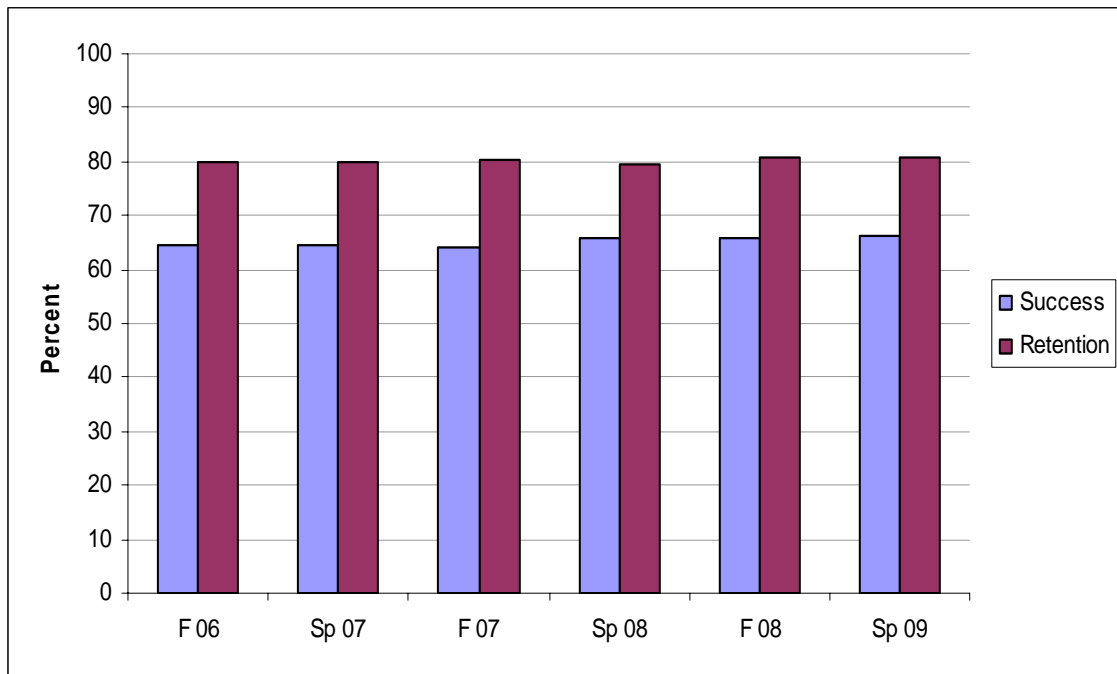
### Success and Retention

Two of the long-standing and important indicators of student performance are success and retention rates. Successful course completion rates reflect the proportion of all initial enrollments divided by the number of successful completions (final grade = A, B, C or CR). Retention rates reflect the proportion of all initial enrollments divided by the number of retained enrollments (all final grades other than W).

Calculation of Success and Retention

$$\text{Success Rate} = \frac{\text{A, B, C or CR grades}}{\text{All grades}} \times 100$$
$$\text{Retention Rate} = \frac{\text{All grades other than W}}{\text{All grades}} \times 100$$

Figure 18 depicts student success and retention rates at Cypress College during the last six terms. Success rates reached their lowest level (64.3%) in Fall 2007, but have since increased to 65.8% in Fall 2008. There has been marginal increase in success rate every semester since Fall 2007. Retention rates have remained stable, only varying by one percentage point (79.6% to 80.9%). The Cypress College success and retention rates are slightly lower than state figures for community colleges during the same period. The Fall 2008 statewide success rate was 66.3% and the statewide course retention rate was 83.3%.



**Figure 18: Success and Retention Rates for Credit Enrollments**

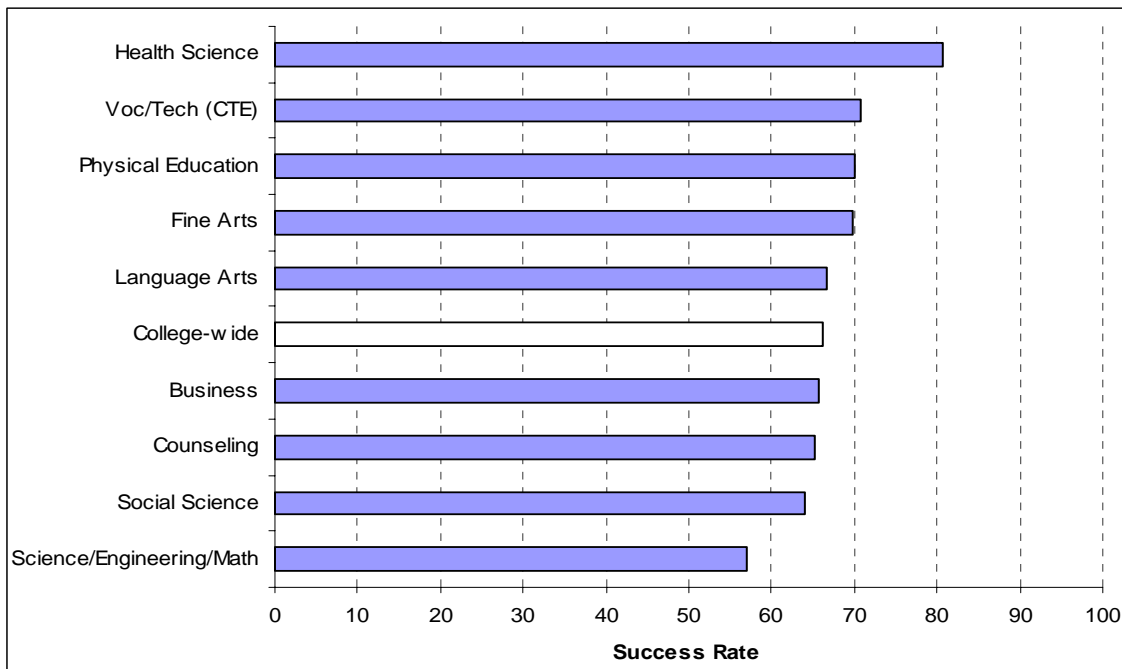
The analysis of success and retention in individual divisions shows that some divisions are doing better than others.

Table 5 show the success rates for each division during the last six terms. The data show that while student success has improved, students are struggling to succeed in classes in Science, Engineering and Math (57.1% success rate in Spring 2009). In contrast, prerequisites and entrance criteria contribute to high success rates in Health Science. Success rates higher than the college average also occurred in CTE, Physical Education, Fine Arts and Language Arts courses. However, success rates in Business, Counseling and Social Science were below the college average.

Division	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09
Business	64.0	62.5	62.1	67.1	66.2	65.8
Counseling	68.4	70.3	66.6	62.6	68.0	65.1
Fine Arts	66.0	66.4	66.4	67.5	68.8	69.8
Health Science	80.0	79.3	80.0	77.1	77.2	80.7
Language Arts	65.2	63.9	67.5	67.1	68.2	66.6
Physical Education	72.5	73.5	70.3	73.5	71.2	70.0
SEM	54.5	55.0	55.1	55.1	55.5	57.1
Social Science	60.5	62.3	59.6	63.9	62.6	64.0
Voc/Tech (CTE)	75.4	73.5	69.9	69.8	75.8	70.8
College-wide	64.7	64.7	64.3	65.7	65.8	66.1

**Table 5: Success Rates by Division, Fall 2006-Spring 2009**

Figure 19 illustrates the data in Table 5. The better than average success rate in Health Science is most probably because of selectivity of the programs. The lower success rate of SEM is a national trend that all institutions are trying to improve.



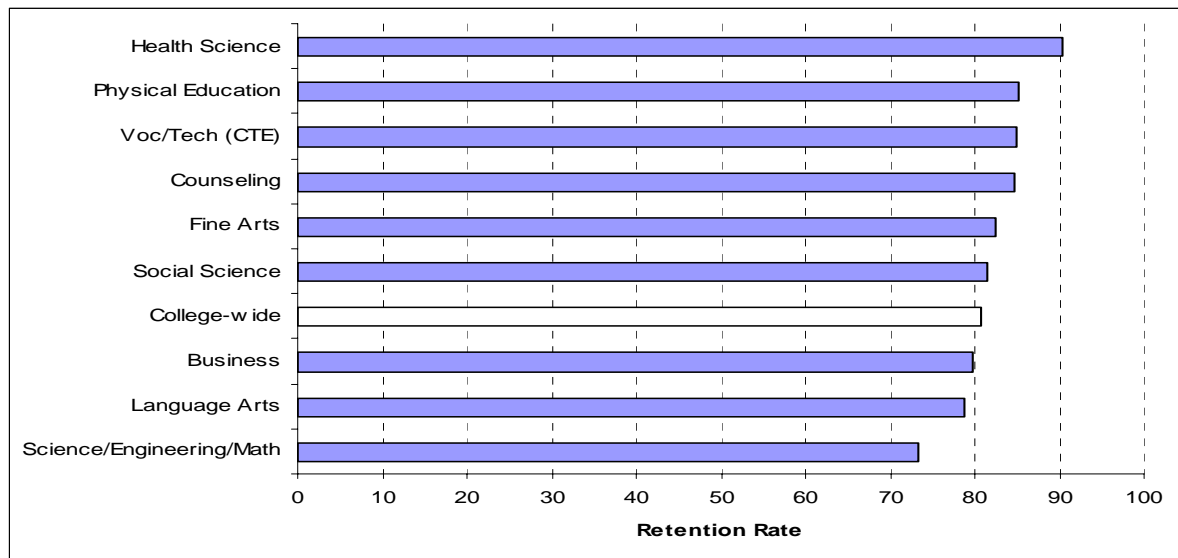
**Figure 19: Success Rates by Division, Spring 2009**

Table 6 show the retention rates for each division during the last six terms. College-wide retention rates in Spring 2009 were at the highest level the past three years. During that semester, the divisions of Health Science, Physical Education, CTE, Counseling, Fine Arts and Social Science had higher retention rates than the college-wide retention rate. Business, Language Arts and Science, Engineering, and Math had a lower retention rate than the college average.

Division	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09
Business	79.8	78.1	76.9	79.2	80.2	79.8
Counseling	87.6	86.7	86.0	80.6	86.8	84.6
Fine Arts	82.3	79.6	81.9	79.8	81.1	82.5
Health Science	88.1	89.2	88.9	87.0	87.1	90.4
Language Arts	79.9	78.2	81.3	78.9	80.6	78.7
Physical Education	83.9	87.6	85.6	86.9	86.3	85.2
SEM	71.5	72.3	72.7	71.9	73.2	73.3
Social Science	78.2	79.4	78.9	79.4	80.5	81.6
Voc/Tech (CTE)	88.6	89.1	85.9	84.4	89.1	84.9
College-wide	80.0	79.9	80.3	79.6	80.9	80.8

**Table 6: Retention Rates by Division, Fall 2006-Spring 2009**

The data from Table 6 is represented in Figure 20. It appears that the career technical education in general has better retention rate. The college has been offering supplementary instruction and tutoring services to improve the success and retention in challenging areas such as Science/Engineering/Math and Language Arts. Although recent analysis shows that supplementary instruction (SI) is having a positive impact on student performance, the relationship between SI and success/retention is not yet clear.



**Figure 20: Retention Rates by Division, Spring 2009**

#### *Success in Online and Hybrid Courses*

The number of courses and sections offered in an online format has increased steadily at Cypress College, similar to the national trend. In Fall 2001, the college offered 12 online

courses across five divisions; by Spring 2009, a total of 156 online sections and 14 hybrid sections (utilizing both online and face-to-face teaching methods) of 123 courses across nine divisions were offered.

Table 7 shows that students enrolled in traditional format classes are generally more successful than their peers in similar online courses. With few exceptions, this pattern has been consistent at Cypress College since record-keeping in this area started. The pattern is similar across the state: in Spring 2009, there was a statewide success rate of 58% for internet classes with asynchronous instruction compared to 68% for all traditional format classes.

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
BUS	66.1	876	59.9	416	65.9	829	62.2	421	69.6	1041	64.8	384	68.7	951	66.3	480
COUN	71.1	128	48.5	167	74.0	73	44.8	172	70.6	170	47.2	127	70.0	120	55.2	58
FA	64.7	434	54.5	637	68.0	403	64.6	695	75.8	574	56.0	548	69.5	524	67.8	525
HS	65.6	270	71.2	156	62.1	293	58.8	204	57.1	268	57.8	161	68.8	263	65.7	166
LA	67.9	3073	53.6	668	67.5	2730	52.2	718	70.1	3162	57.7	600	65.7	2872	53.8	534
PE	87.5	128	65.8	158	81.4	102	70.1	177	77.8	99	71.3	136	69.8	116	70.2	131
SEM	42.1	1460	43.9	164	44.5	1367	40.1	197	45.5	1799	48.0	150	41.3	1432	54.2	166
SS	60.5	3807	40.3	1031	66.6	4022	44.0	1396	63.9	4305	51.9	1209	62.3	4346	53.8	1342
VT (CTE)	71.0	145	54.0	163	61.9	97	61.9	118	65.6	186	64.6	198	66.7	141	65.6	180
<b>TOTAL</b>	<b>61.5</b>	<b>10321</b>	<b>51.3</b>	<b>3560</b>	<b>63.8</b>	<b>9916</b>	<b>53.0</b>	<b>4098</b>	<b>63.9</b>	<b>11604</b>	<b>56.3</b>	<b>3513</b>	<b>61.7</b>	<b>10765</b>	<b>59.3</b>	<b>3582</b>

**Table 7: Success Rate by division: Online vs. On-Campus instruction**

However, the success rate in on-line courses at Cypress College has improved steadily for the last four semesters. This is probably because of a combination of two factors: over time, the college is becoming more efficient in counseling students, and the students are also recognizing the motivations required to be successful in distance education courses. Therefore, although online and hybrid courses offer unique options and flexibility to instructors and students, and help busy, motivated and disciplined students complete their programs in a faster and/or more convenient manner, students and instructors must keep in mind that online instruction is simply not a good fit for every student, or every program.

Table 8 compares the retention rate in online/hybrid courses with on-campus courses. With the exception of Spring 2008, the retention rate in online/hybrid courses has increased steadily. The semester with lowest retention, Spring 2008, is also the one that had the highest enrollment in online courses. It is likely that there was an influx of students in online /hybrid courses during this semester who were not prepared to pursue a distance education program. As mentioned before, the college has probably been more efficient in counseling students for distance education and the students are also getting a better feel for the distance education courses. A combination of these two factors are probably accounting for a better retention rate.

Growth of distance education has been a recent phenomenon. Initially, there was a great demand of distance education courses that prompted Cypress College to develop a Distance Education plan. Investment was made in digital infrastructure, faculty training, and courseware development. With every passing semester, the student performance in the distance education courses is monitored closely. Apart from analyzing the college-wide data,



the divisional, as well as individual course data is compared regularly. A course-wise summary of success and retention in on-line vs. on-campus courses is provided in Appendix A.

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
BUS	79.5	876	69.7	416	76.7	829	73.6	421	82.6	1041	76.3	384	81.6	951	76.5	480
COUN	77.3	128	70.1	167	82.2	73	65.7	172	79.4	170	78.0	127	80.0	120	74.1	58
FA	84.1	434	73.6	637	82.6	403	80.0	695	87.3	574	73.5	548	86.3	524	79.8	525
HS	74.4	270	85.9	156	72.4	293	75.5	204	71.3	268	75.2	161	77.9	263	81.9	166
LA	82.1	3073	73.1	668	78.6	2730	71.6	718	81.6	3162	72.3	600	77.6	2872	66.7	534
PE	93.0	128	88.6	158	85.3	102	87.6	177	85.9	99	86.8	136	76.7	116	89.3	131
SEM	66.4	1460	68.3	164	66.2	1367	59.9	197	67.4	1799	65.3	150	64.2	1432	74.1	166
SS	80.3	3807	70.2	1031	81.5	4022	64.7	1396	82.3	4305	70.1	1209	81.5	4346	75.7	1342
VT (CTE)	92.4	145	73.0	163	90.7	97	70.3	118	89.2	186	77.3	198	80.9	141	71.1	180
<b>TOTAL</b>	<b>79.1</b>	<b>10321</b>	<b>72.8</b>	<b>3560</b>	<b>78.1</b>	<b>9916</b>	<b>70.9</b>	<b>4098</b>	<b>79.9</b>	<b>11604</b>	<b>73.0</b>	<b>3513</b>	<b>78.2</b>	<b>10765</b>	<b>75.5</b>	<b>3582</b>

**Table 8: Retention rate by division: Online vs. On-Campus instruction**

*Basic Skills Improvement*

In addition to success rates for courses each term, the student progress through key course sequences is tracked as an important indicator of institutional effectiveness. In this section the basic skills improvement, defined here as the percentage of students who successfully complete a basic skills English or math course or ESL course in fall and also pass the next course in the sequence by the following summer (one academic year), is analyzed in detail. Conceptually, higher rates mean that students are passing the first and second course in a timely manner, and the first course has adequately prepared them for the next course in the sequence.

	2004-05	2005-06	2006-07	2007-08	2008-09
ESL 80 to 81	30% n=20	53% n=15	65% n=20	44% n=18	27% n=22
ESL 81 to 82	30% n=27	43% n=28	45% n=22	48% n=27	42% n=24
ESL 82 to 83	42% n=38	48% n=44	33% n=40	51% n=49	43% n=47
ESL 83 to 184	53% n=68	41% n=64	46% n=59	40% n=62	56% n=78
ESL 184 to 185	43% n=83	34% n=88	37% n=76	44% n=75	40% n=86
ESL 185 to 186	45% n=107	54% n=111	47% n=101	50% n=121	48% n=124
ESL 186 to ENGL 60 or 100	56% n=132	36% n=118	39% n=122	41% n=107	44% n=105

**Table 9: Basic Skills Improvement Rates in ESL Courses, 2004-05 to 2008-09**

Table 9 provides the basic skills improvement rates through ESL courses for all students. ESL core courses have many levels and range from ESL 80, Low Intermediate ESL 186, Advanced ESL Writing. Basic skills improvement rates in ESL have varied over the years. The most recent improvement rates were lower than those for 2007-08 in most of the ESL course sequences. This included drops for lower level ESL cohorts like ESL 80, 81, 82 as well as the higher levels, ESL 184 and 185. Additional analyses revealed that female

students outperformed male students in most levels of ESL and Asians and Pacific Islander students outperformed Hispanics.

Basic skills improvement rates decreased in the two lowest levels of English in 2008-09 compared to 2007-08 levels, as shown in Table 10. However, progression from English 60 to English 100 was at its highest level in the last five years.

	2004-05	2005-06	2006-07	2007-08	2008-09
English 57 to 58	36% n=159	34% n=167	29% n=194	44% n=209	36% n=224
English 58 to 60	35% n=586	38% n=542	35% n=584	41% n=641	33% n=662
English 60 to 100	35% n=774	34% n=801	33% n=754	36% n=840	37% n=927

**Table 10: Basic Skills Improvement Rates in English Courses, 2004-05 to 2008-09**

Students struggle to succeed in math and their progress through the basic skills math courses at Cypress College is troubling. Figure 11 shows the progress in math courses. Unfortunately most levels of math have experienced declines or remained stable over the past five years. The basic skills improvement rate between Math 15 and 20 has ranged from 12% to 17% since 2004-05. The rate from Math 20 to Math 30 or 40 was 15% in 2005-06 and only 14% in 2008-09. Progression from Math 40 to any transfer level math course was 12% in 2008-09 and only 10% in 2007-08.

	2004-05	2005-06	2006-07	2007-08	2008-09
Math 15 to 20	15% n=558	17% n=478	16% n=461	17% n=458	12% n=486
Math 20 to 30 or 40	14% n=997	15% n=992	13% n=912	14% n=1,021	14% n=1,200
Math 40 to any transfer level math	12% n=756	11% n=793	12% n=798	10% n=878	12% n=977

**Table 11: Basic Skills Improvement Rates in Math Courses, 2004-05 to 2008-09**

Further analyses revealed that, in math, the improvement rates for African-American and for Hispanic students are not as high as even the low rates listed above. Very small proportions of African-American students succeed in transitioning from Math 15 to 20, or from Math 20 to 30 or 40. The progression from Math 40 to transfer level math for Hispanic students was particularly poor as well.

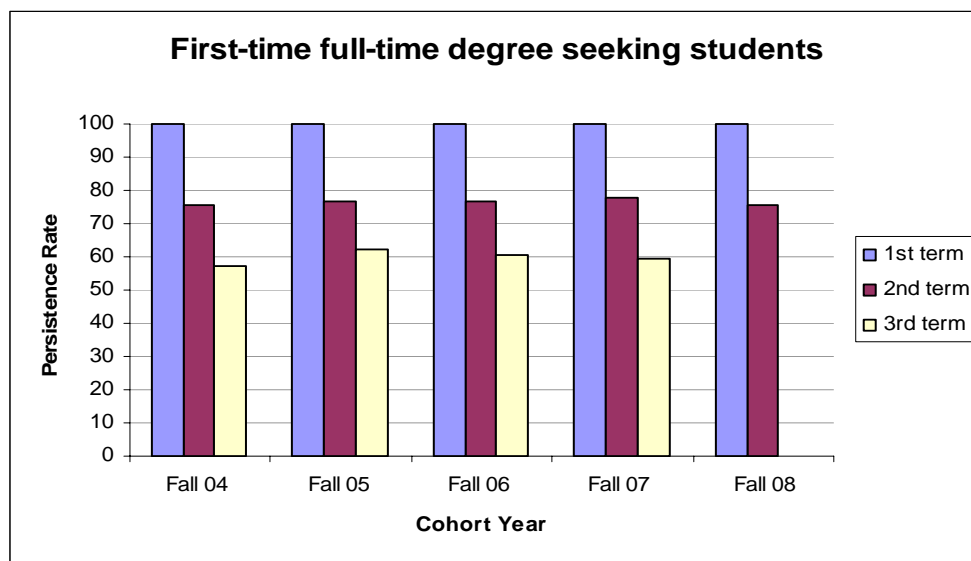
Interested readers may wish to contact the Institutional Research and Planning Office for basic skills improvement rates for various student populations (e.g., by gender and ethnicity). The Institutional Research and Planning Office also has additional information relevant to this topic (e.g., success and progression rates by assessment score; rates of students unable to pass the first course in the sequence; students who passed the first class but chose not to enroll in the second class; and those who passed the first but failed the second course).

## Persistence

Unlike success or retention - which focuses on enrollments within a single term - but similar to improvement rates, persistence examines the extent to which students remain at the college

over several terms. To be counted as persisting from one term to the next, a student must be enrolled past the census date in at least one course during both terms. Rather than examining persistence rates for all students, it is typically more informative to examine persistence rates for specific types of students (e.g., new students, or students who seek a degree). Therefore, we have limited the persistence analyses to new college students, enrolled full-time (twelve or more units attempted), who were degree-seeking (goal of a degree, transfer or undecided).

Figure 21 shows the persistence rates for the last five entering fall cohorts over two (to spring) or three semesters (to the following fall). The trends are fairly similar for all fall cohorts except 2004 which had lower persistence rates to a second and third semester. Fall-to-Spring persistence ranged from 77.9% to 75.7%. Fall-to-Fall persistence ranged from 62.5% to 57.3%.



**Figure 21: Persistence of First-time Full-time Degree-seeking Students**

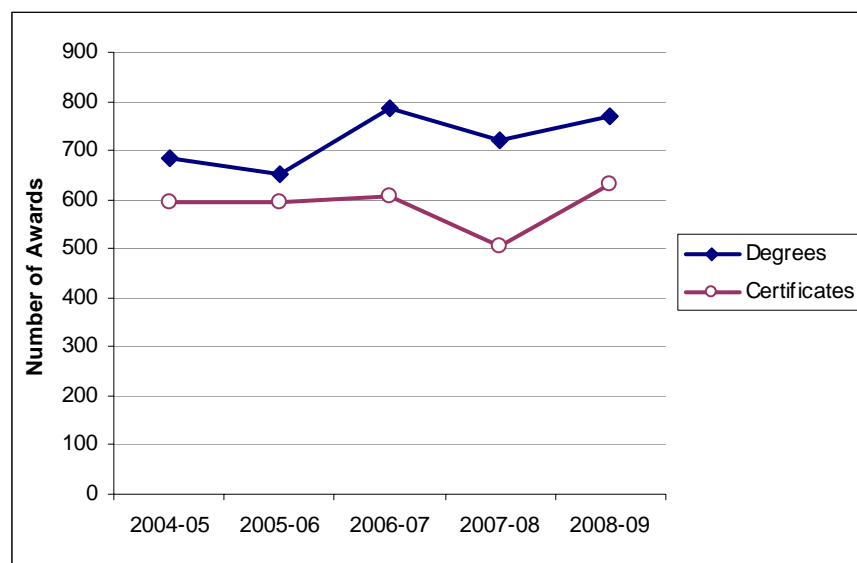
### **Awards: Degrees and Certificates**

Cypress College awarded 771 associate degrees in 2008-09, up 12% from 2004-05. The number of certificates the college awarded also increased 6% from 594 in 2004-05 to 631 in 2008-09. At Cypress College, programs like Auto Technology, Hotel, Restaurant & Culinary Arts and Photography experienced substantial increases in the number of certificates awarded during 2008-09 compared to the previous year.

There are two main reasons for the sudden increase in 2008-09 compared to 2007-08. First, in 2007-08 the Career Technical Education (CTE) division was undergoing a great deal of construction on campus that severely impacted their delivery of classes. Second, federal Perkins funding allowed several CTE programs, especially the ones mentioned above, to hire counselors to work with students to help increase outcomes in these programs. That was certainly the case in 2008-09 where the number of certificates awarded increased by more than 120 awards.

For the first time in 2008-09, associate degrees in Liberal Arts now include an Area of Emphasis or Departmental/Area Major. This provides students with an opportunity to earn a degree with broad liberal arts education, allowing them to understand the intellectual relationships between various disciplines in either a broader Area of Emphasis, or more specific focus in a Departmental/Area Major.

Figure 22 represents the trend in degree and certificates awarded over the last five years. With the exception of one year, the number of awards has gone up consistently. Although it is an important measure of institutional effectiveness, many students come to Cypress College with objectives other than degree completion. Some come to develop new skills while others come to prepare themselves for transfer to a four-year campus. The degree accomplishment does not reflect the performance of those students.



**Figure 22: Degrees and Certificates Awarded**

*Degrees Awarded*

Cypress College awards associate degrees in approximately 30 areas. Most degrees are earned in Liberal Arts and General Studies. Nursing still provides a large number of awards as it had 87 degree recipients in 2008-09. Smaller programs such as Business and Dental Hygiene also showed increases for 2008-09. Table 12 shows the trend of degrees awarded by division over the last five years. The Liberal Arts degrees that are blackened out in Table 12 reflect these programs were not available in those specific years.

Degree	2004-05	2005-06	2006-07	2007-08	2008-09
Accounting	4	3	8	5	5
Air & Travel Careers	0	7	5	6	4
Air Conditioning & Refrigeration	0	2	1	2	2
Art	0	1	4	1	1
Auto Collision Repair	2	3	0	1	1
Auto Technology	4	1	1	2	3
Aviation	2	1	1	2	3
Business	0	2	14	6	18
Computer Information Systems	6	8	5	6	7
Court Reporting	1	0	0	0	0
Dance	1	0	0	0	0
Dental Assistant	0	1	4	0	4
Dental Hygiene	9	11	7	8	13
General Studies	188	217	218	226	236
Health Information Technology	8	7	6	6	2
Hotel, Restaurant & Culinary Arts	10	9	15	19	18
Human Services	14	16	12	13	11
Liberal Arts	300	243	299	262	235
Liberal Arts: Arts and Humanities					3
Liberal Arts: Human Communication					1
Liberal Arts: Math and Science					9
Liberal Arts: Soc/Behavioral Sci.					10
Management	2	7	14	2	7
Marketing	3	4	7	4	5
Mortuary Science	23	13	35	35	37
Music	0	1	0	0	0
Nursing	82	61	93	82	87
Office Administration	2	1	2	1	5
Philosophy and Religious Studies	0	0	0	1	4
Photography	0	0	0	1	0
Physical Education	0	1	1	0	0
Psychiatric Technology	0	2	6	1	6
Psychology	0	1	1	4	9
Radiological Technology	25	29	26	22	23
Sociology	0	0	0	4	2
TOTAL	686	652	785	722	771

Table 12: Degrees Awarded, 2004-05 to 2008-09

### *Certificates Awarded*

Cypress College also awards certificates in almost 30 areas. Auto Technology awarded the most certificates during 2008-09, followed by Hotel, Restaurant & Culinary Arts, Psychiatric Technology, Human Services, Air & Travel Careers and Photography. Smaller areas like Dental Hygiene and Marketing saw the number of certificates awarded in 2008-09 increase over their 2007-08 level. Effective for 2006-07, the national accrediting body for the Mortuary Science program set the Associates Degree as the minimum education level for the field, and Cypress College ceased to award certificates in this program. Table 13 shows certificates awarded by programs.

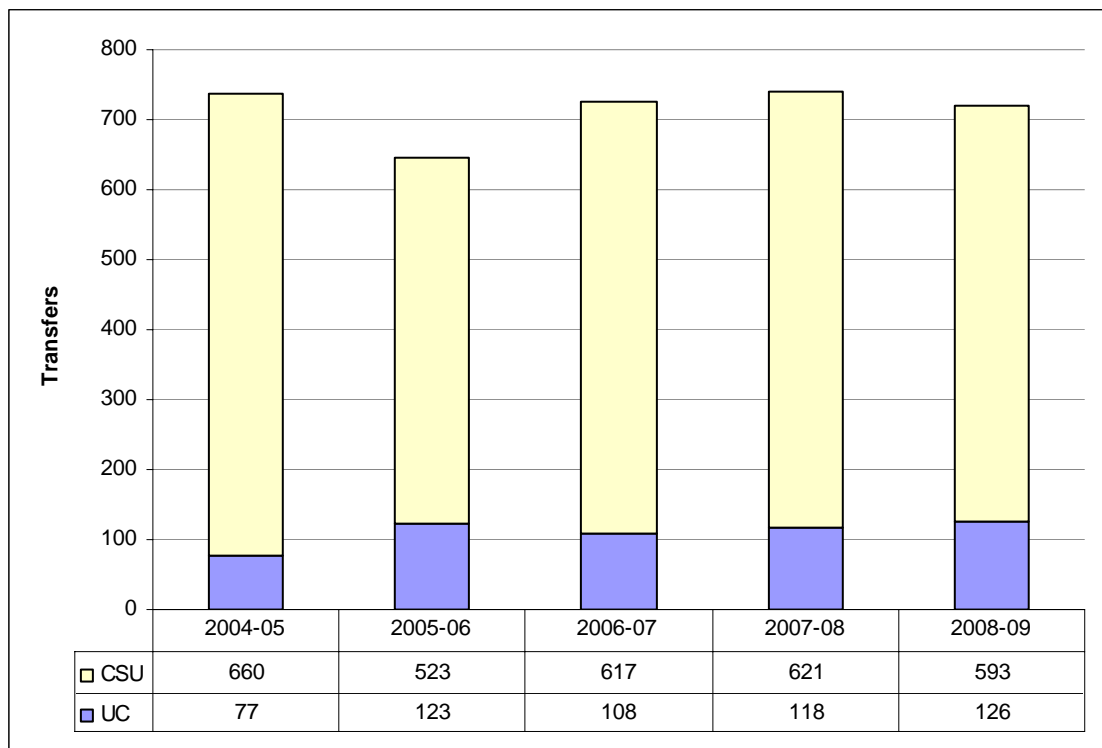
Certificate	2004-05	2005-06	2006-07	2007-08	2008-09
Accounting	4	2	0	5	3
Air & Travel Careers	24	53	53	33	45
Air Conditioning & Refrigeration	4	1	3	1	5
Art Computer Graphics	0	4	22	16	13
Auto Collision Repair	6	16	14	17	9
Auto Technology	70	143	125	88	144
Aviation	0	0	1	1	0
Computer Information Systems	25	8	39	27	23
Court Reporting	6	10	2	0	6
Dental Assistant	28	14	16	13	11
Dental Hygiene	16	16	14	13	17
Economics	0	0	1	1	0
Geography	2	4	1	0	1
Health Information Technology	23	22	22	15	9
Hotel, Restaurant & Culinary Arts	64	51	84	80	119
Human Services	110	65	64	48	46
Management	5	11	8	11	4
Marketing	22	37	48	26	35
Mortuary Science	49	35			
Music	6	7	4	2	1
Office Administration	1	2	4	2	2
Photography	33	4	5	14	45
Physical Education	1	3	0	0	2
Psychiatric Technology	41	37	35	49	47
Radiological Technology	54	50	40	43	41
Theater Arts	0	1	2	0	3
<b>TOTAL</b>	<b>594</b>	<b>596</b>	<b>607</b>	<b>505</b>	<b>631</b>

**Table 13: Certificates Awarded, 2004-05 to 2008-09**

### **Transfers**

The California Postsecondary Education Commission (CPEC) provides data regarding the number of transfers to University of California (UC) and California State University (CSU) for all community colleges in the state. Figure 23 shows the transfers from Cypress College to the UC and CSU systems since 2004-05. Transfers to UC were at their highest level in the

last five years during 2008-09, while transfers dropped slightly to CSU in 2008-09 due to a significant drop in transfers to Long Beach State as a result of decreasing slots available for students outside their service area. A new service by CPEC provides the number of transfer students from Cypress College to the state universities that includes which discipline or instructional program the student is in. In Fall 2008, 10% of the known disciplines of students who transferred to a CSU from Cypress College were in the area of business, management, marketing, and related support services. An additional 11% of the transfer students with known majors were in a CSU general health services/allied health/health sciences discipline. For UC, the largest proportion of Cypress College transfer students with known majors was in social science (15%). Although UC and CSU are the most common transfer destinations for Cypress College students, on-line universities such as University of Phoenix is attracting many students in the recent years. The convenience and flexibility of pursuing a degree online is probably motivating students to transfer to online universities. Some students do transfer to out-of-state institutions or to private institutions. The information on those students is not included in Figure 23.



**Figure 23: Transfers to UC or CSU**

Tables 14 and 15 show the destination campuses of CSU and UC for the Cypress College transfer students. Proximity appears to be one of the most important factors in selecting the transfer institution. Most students who transfer from Cypress College to a CSU or UC campus choose to remain within the greater metropolitan Los Angeles area; approximately 70% who transfer to CSU go to CSU Fullerton or Cal State Long Beach, and nearly 70% UC transfers attend at Irvine or UCLA.

Transfers	2004-05	2005-06	2006-07	2007-08	2008-09
Bakersfield	5	1	2	1	2
Channel Islands	0	1	0	2	1
Chico	4	4	4	5	1
Dominguez Hills	47	32	33	29	54
East Bay (Hayward)	3	1	1	0	0
Fresno	1	3	2	2	2
Fullerton	308	267	305	284	298
Humboldt	1	3	1	2	1
Long Beach	195	137	185	206	125
Los Angeles	25	18	21	12	28
Maritime	0	0	0	0	0
Monterey Bay	1	2	0	0	0
Northridge	2	6	8	8	8
Pomona	38	27	23	32	43
Sacramento	0	0	0	4	1
San Bernardino	10	3	5	7	5
San Diego	5	8	7	12	5
San Francisco	6	5	6	8	10
San Jose	6	2	3	4	5
San Luis Obispo	1	2	4	0	0
San Marcos	4	0	6	1	2
Sonoma	0	1	1	2	1
Stanislaus	0	0	0	0	1
TOTAL	660	523	617	621	593

**Table 14: Transfers to CSU by Campus**

Transfers	2004-05	2005-06	2006-07	2007-08	2008-09
Berkeley	4	9	6	8	12
Davis	0	1	0	1	2
Irvine	29	40	49	51	57
Los Angeles	23	44	27	31	29
Merced	N/A	0	0	0	0
Riverside	11	14	7	10	9
San Diego	4	8	13	7	10
Santa Barbara	4	1	4	8	4
Santa Cruz	2	5	2	2	3
TOTAL	77	123	108	118	126

**Table 15: Transfers to UC by Campus**

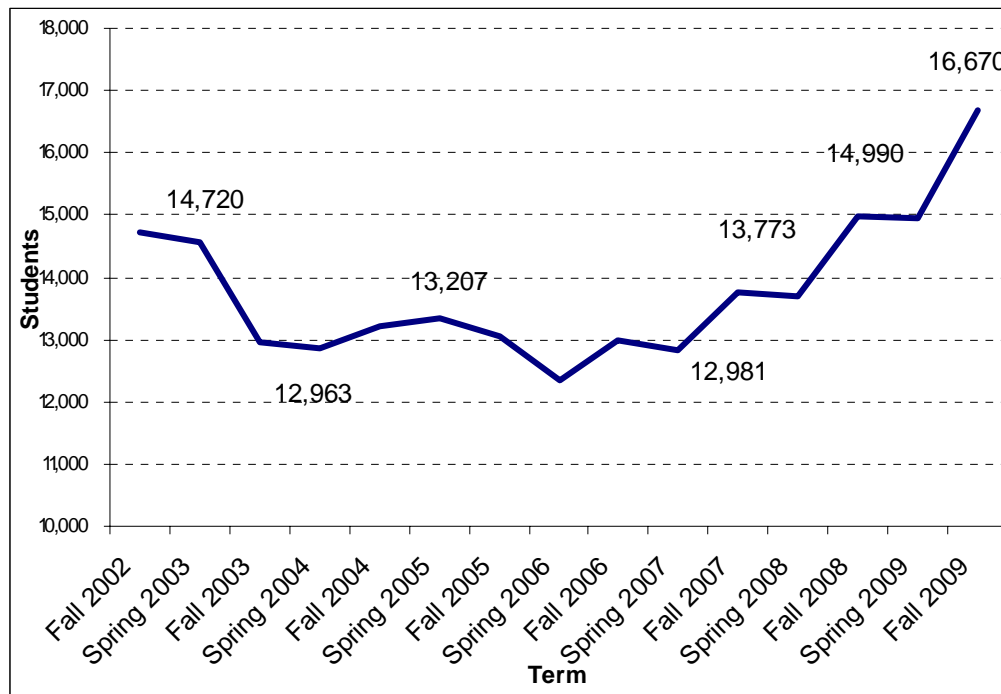
Note: N/A indicates that there is no data for that school for that year.

## ***Student Enrollment Trends***

Cypress College offers students the opportunity to select from a number of different course scheduling options. One option is to enroll in short-term classes, many of which begin on or after the first nine weeks of the full semester. However, for the purposes of tracking student enrollment trends and demographics, we focus on a single, consistent timeframe (the third week of the semester). Enrollment at this timeframe at Cypress College peaked during Spring 2002 at 15,962, *but this record was broken in Fall 2009 when 16,670 students were enrolled by the third week of the term.* Similar to many community colleges in California,



Cypress College faced serious budget reductions in Spring 2003 and Fall 2003 and the enrollments decreased. Enrollment rebounded in Fall 2007 with a 6% increase over the Fall 2006 level. In Fall 2008, enrollment was up another 9%, and in Fall 2009 enrollment increased another 11% to hit the record enrollment of 16,670. The national economic downturn, state-wide fiscal crisis, and decreased acceptances at the state universities are generally attributed these record increases at the same time that student tuition was increased for California community colleges. Figure 24 shows the enrollment trend since 2002.



**Figure 24: Enrollment Trend – Students Enrolled by Third Week of the Semester**

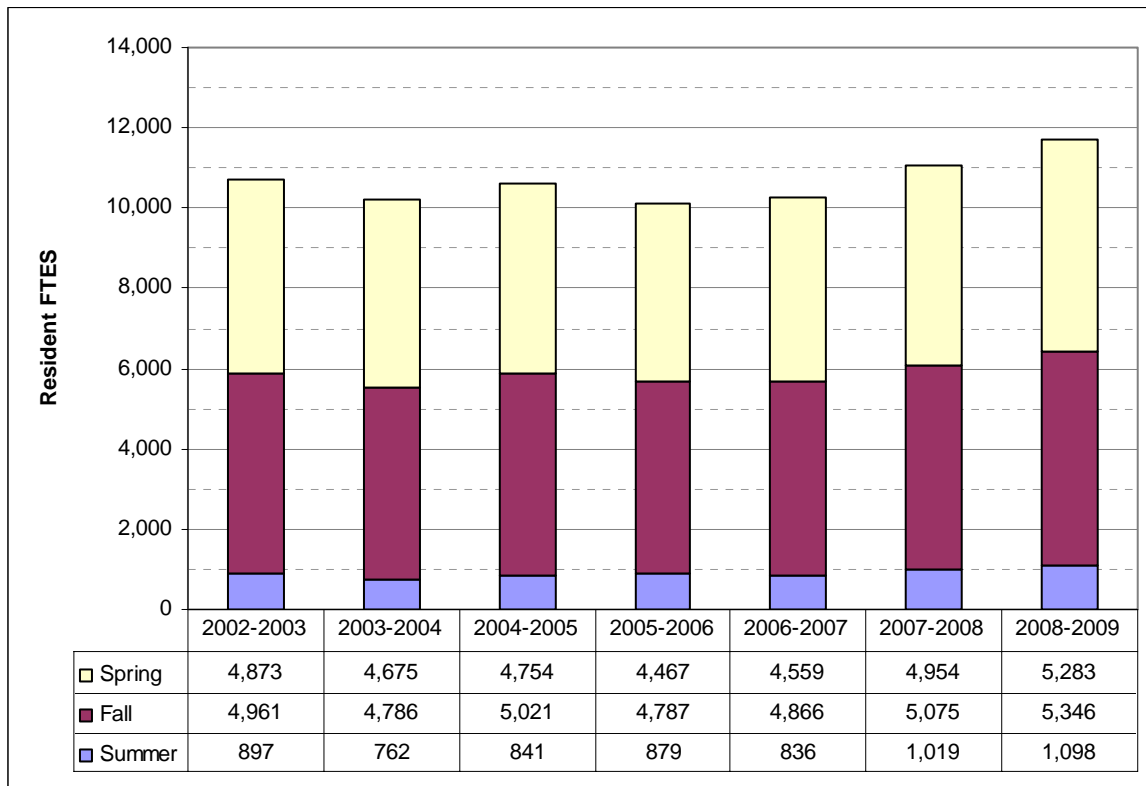
### ***Full-Time Equivalent Students (FTES)***

The state allocates the district a certain dollar amount for every FTES (Full Time Equivalent Student) up to a particular limit, or “cap.” If a district’s enrollments (and projected enrollments) are dropping, the state will reduce the funding base; if they are growing, the state will increase the base up to the cap. Most colleges try to achieve a slight amount of unfunded growth each year. This unfunded growth not only ensures that the college won’t fall below its projected number of FTES, but it also makes the college eligible for growth monies.

How is FTES calculated? The state counts every 525 hours of student attendance as one FTES. Why 525? Because a student taking 15 hours of instruction per week for 2 semesters of 17.5 weeks would have attended 525 hours of class for an academic year ( $15 \times 2 \times 17.5 = 525$ ). We monitor weekly student contact hours (WSCH) because it forms the basis for identifying how much FTES a section, department, division, or college generates.

Let’s take an example. A section of Psychology has 35 students enrolled and meets 3 hours per week. This section represents 105 WSCH ( $35 \times 3$ ). To determine how much FTES the section generates, we multiply WSCH by 17.5 (number of weeks in a semester) and divide by 525 (the total number of hours in a year for a full-time student). This section generates 3.5 FTES ( $(105 \times 17.5) \div 525$ ).

Since 2002, Cypress College has generated an average of 10,677 resident FTES each year. In response to the statewide budget crisis, the college reduced the number of sections it offered in 2003-04 and generated only 10,223 resident FTES. The college rapidly increased the number of sections offered the following year and resident FTES grew to 10,616. Although resident FTES grew in 2004-05 by over 3.8%, the college fell short of its annual FTES targets for 2004-05 and 2005-06. Enrollments and FTES grew slightly in 2006-07; the college generated 10,261 resident FTES and met its target for the year. In 2007-08 enrollments and FTES grew to 11,048 - their highest level in many years - and the college exceeded its FTES target for the year by 582 (over 5%). In 2008-09, FTES reached 11,727, the highest point in the last seven years due to a surge in enrollment. Figure 25 shows resident FTES generated in each term since Summer 2002.



**Figure 25: Trends in Resident FTES**

Table 16 shows that the four largest divisions in terms of resident FTES are Science, Engineering and Math (SEM), Social Sciences, Language Arts, and Fine Arts. This trend has been fairly consistent over the past three years. All divisions, except Counseling, Fine Arts and Health Science had higher resident FTES in 2008-09 than during 2007-08. As the enrollment growth has outpaced the state funding, Cypress College has been monitoring the demand of classes very closely. Developing an enrollment management plan has been identified as a strategic initiative and the college is working towards it.

Division	2006-2007			2007-2008			2008-2009		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Business	45.2	379.5	363.2	65.2	346.3	342.0	76.3	384.4	397.5
Counseling	2.9	72.7	41.8	6.3	83.3	70.0	8.6	85.7	45.5
Fine Arts	116.8	631.6	625.7	136.0	674.8	658.6	115.8	655.6	694.4
Health Science	66.5	523.3	412.3	80.7	499.6	452.5	80.2	470.2	437.8
Language Arts	152.2	838.6	741.4	179.1	886.8	810.0	194.4	912.3	867.0
Physical Education	65.3	250.5	217.8	80.5	269.5	278.9	89.8	288.9	284.9
SEM	176.6	1,047.0	999.5	232.0	1,108.9	1,076.0	268.4	1,204.0	1,160.0
Social Science	201.6	834.6	874.1	227.9	921.3	975.7	252.6	1,018.8	1,048.5
Voc/Tech (CTE)	9.7	288.8	282.7	11.1	284.5	289.7	11.8	324.3	345.2
<b>Total</b>	<b>836.7</b>	<b>4,866.4</b>	<b>4,558.5</b>	<b>1,018.9</b>	<b>5,075.1</b>	<b>4,953.9</b>	<b>1,097.9</b>	<b>5,345.5</b>	<b>5,282.6</b>

**Table 16: Division Trends in Resident FTES**

### ***WSCH per FTEF***

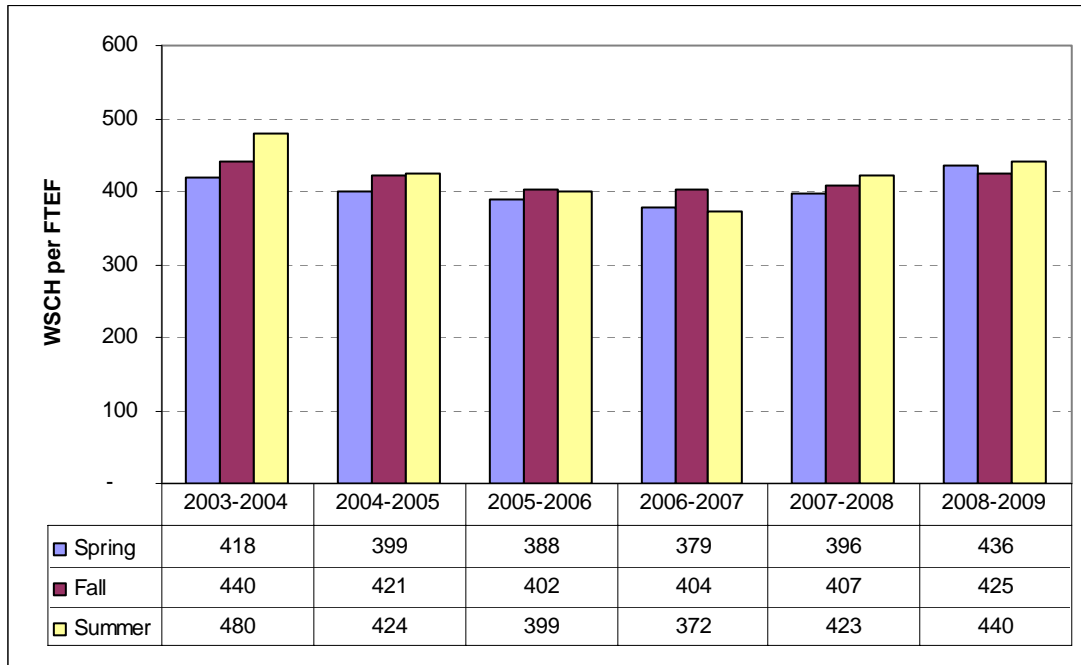
As the basis for state funding, FTES represents the income associated with instruction. What are the costs associated with instruction? The most significant cost is recorded as FTEF (Full Time Equivalent Faculty). To determine general cost-effectiveness, the ratio of Weekly Student Contact Hours (WSCH) per FTEF is used.

A long-standing target for many community colleges in California is to have a WSCH per FTEF ratio of 525, which assumes an average class size of 35. When enrollment is high at a particular college or when an institution has few courses with mandated limitations on enrollment (such as health science courses), a WSCH per FTEF ratio of 525 can sometimes be achieved, but currently such a target would be difficult to reach. A more realistic target is what the NOCCCD has used for some time, and that is 438 WSCH/FTEF, which is based on a student/faculty ratio of 29 to 1. However, each discipline is different in terms of how much WSCH it can, and indeed should, generate. A comprehensive community college must include programs with smaller enrollments than others. That is as it should be. It would be inappropriate to think that every subject should have as many students as can fit into the room in order to generate as much income (FTES) as possible. While 45 students may be an appropriate size for a lecture-based social science class, it would be inappropriate for an English composition class or a Nursing class. The pedagogical aspects should drive the class size.

In order for Cypress College to meet its core mission, the disciplines must support each other. One discipline may generate 600 WSCH per FTEF while another generates 350. From the beginning, Cypress College has had a significant number of vocational classes, particularly in the health sciences, which have limitations on enrollments. Such limitations automatically make it more difficult for the college to have a high WSCH per FTEF ratio.

The purpose of understanding and examining these numbers is not to compare and contrast departments or divisions. Rather, it is to enable each discipline to evaluate itself according to its own, discipline-specific standards.

As reflected in Figure 26, the 2003-2004 and 2008-2009 academic years were the most productive in terms of WSCH per FTEF. In 2003-04, the college cut course sections in response to the statewide budget crisis. 2008-09 saw a surge in enrollment with only a slight reduction in the number of course offerings.



**Figure 26: Trends in WSCH per FTEF**

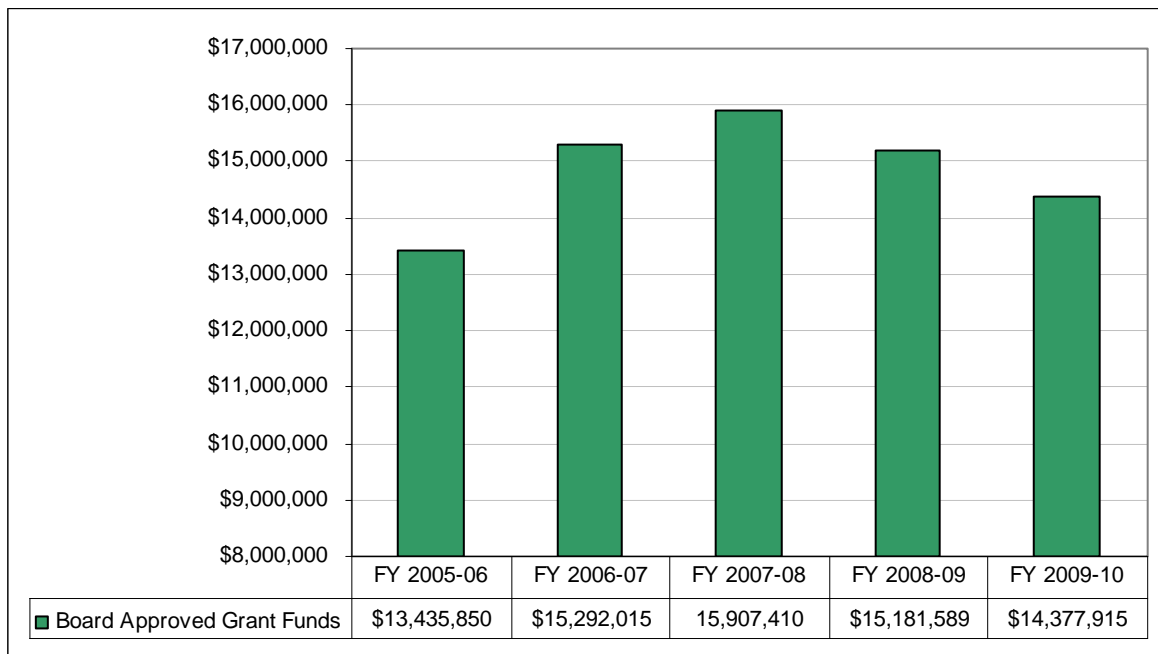
WSCH per FTEF values have been highest in Social Science, Counseling, and Science, Engineering and Math – areas which have relatively high enrollments per section. Areas that have smaller section sizes, such as Health Science, have consistently lower WSCH per FTEF values. Table 17 provides WSCH per FTEF information for each division during the past three years.

Division	2006-2007			2007-2008			2008-2009		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Business	242.2	326.3	328.2	328.4	318.2	316.2	320.5	359.9	372.7
Counseling	202.5	437.5	290.8	284.8	450.4	455.1	429.7	473.1	467.8
Fine Arts	440.5	410.5	398.4	518.0	431.6	412.7	523.1	410.2	438.8
Health Science	586.5	329.1	258.0	611.7	307.5	269.7	568.6	268.3	257.0
Language Arts	296.5	359.0	337.0	322.4	369.3	365.4	358.5	404.0	418.8
Physical Education	400.9	402.0	350.4	486.0	417.3	420.8	532.3	467.2	466.2
SEM	374.8	490.9	460.3	411.9	475.2	449.2	435.3	493.6	482.3
Social Science	412.4	499.9	504.1	470.1	521.7	517.8	490.0	575.4	601.5
Voc/Tech (CTE)	306.2	344.9	316.6	432.9	327.7	340.0	386.1	370.7	418.7
College-wide	372.3	403.6	378.7	422.7	406.7	395.6	440.2	425.4	436.3

**Table 17: Trends in WSCH per FTEF by Division**

## Grants Awarded

The recent economic downturn has affected the community colleges in California in several ways. As the UC and CSU systems reduced their seat availability, more students turned to the community colleges. Although Cypress College offered admission to as many students as possible, because of the limited state support, several hundred full-time equivalent students remained unfunded. In order to supplement its resources, Cypress College has actively explored the grant funding opportunities. Over the past five years, the College has benefited from almost \$74 million in grant funds. However, the prolonged recession has impacted the availability of grant funding also. The total amount of grant funds included in the proposed budget for 2009-10 is \$14,377,915. Although marginally lower than the amount available in the last few years, the availability of over \$14 million in grant funds shows the continued commitment of Cypress College to raise funds to provide students the instruction and services they deserve. The grant portfolio changes during the year with the availability of new grants; however, at the time of preparing this report, the grant funds, as approved by the Board, for the fiscal year 2009-10 stands at \$14,377,915. Figure 27 shows the grant portfolio over the last five years.



**Figure 27: Grant Funds Awarded**

# Chapter 3: Instructional Program Review

## *Introduction*

Instructional Program Review is a process that allows the faculty to evaluate how well a program is serving the students and how it is related to the mission of the institution. Additionally, the instructional program review takes a critical look at the resources that are required to run a program successfully. After an overall evaluation of the quantitative and qualitative data pertaining to a program, the program review committee prepares its report. Ultimately, the program review process is expected to improve the quality of instructions offered to the students. The Accreditation Commission for Community and Junior Colleges (ACCJC) requires that programs should be reviewed periodically, and the frequency of program review should not be less than once in six years. At Cypress College, all academic programs are reviewed on a four-year cycle.

The Office of Institutional Research and Planning prepares the data for each department and distributes that data to the selected departments early in the Fall semester. The faculty within the department reviews the data and discusses the impact on that department. A comprehensive report, including goals and objectives, is written by the faculty in the department and submitted to the dean by the end of the semester. The report is also submitted to the Instructional Program Review Committee which reviews each of the department's reports and provides feedback. The committee is made up of a faculty representative from each division and one dean, as well as the Director of Institutional Research and Planning as a resource member. The chair is a faculty member. Since this is a subcommittee of the Academic Senate, the chair reports back to the Academic Senate on a regular basis.

After the review and feedback by the committee, the final report is submitted to the Executive Vice President of Educational Programs and Student Services. The process of instructional program review was revisited during 2008-09 under the tutelage of Institutional Effectiveness Taskforce. The taskforce made several changes to the existing instructional program review form to make it more comprehensive and to help connect budget allocation with the program review process. The new form will be used by the programs due for review in Fall 2009. The following summaries are based on each department's final report that underwent the review process in 2008-09.

## ***Air Conditioning & Refrigeration***

### **Program Strengths and Accomplishments**

The Air Conditioning and Refrigeration program has undergone significant changes in personnel in the last two years. As senior faculty members have reached retirement age, the program has engaged in a process of renewal with the hiring of new permanent teachers. The program directly addresses industry needs by providing quality instruction to students who are able to enter the workforce immediately. Though our goal is to increase the number of degrees and certificates awarded, given the high number of employment opportunities for students with even minimal training, our program continues to meet its goal of positioning students for good paying jobs.

The program has established significant connections with business partners. The commercial/industrial focus of the program makes it unique. Partnerships with corporations such as Geary Pacific, Bard Manufacturing and Johnson Controls are indicators of a revitalization in the program and a more industry focused approach. We believe that these partnerships and the infusion of contemporary equipment and techniques will position the program to serve our students and workforce needs far into the future.

### **Other Issues Facing the Department**

The Air Conditioning & Refrigeration program faces ongoing external pressure to maintain currency of process, technology and equipment. Upgrading of equipment is critical to the long term success of the program. Enrollment figures have declined over the period of transition and rehiring. Marketing and outreach efforts are needed to increase student interest. Refocused and revised curriculum will address concerns about indicators of student performance, including retention, success and degree/certificate attainment.

### **Goals/Action Plans for the Next Three Years**

- Complete process for the attainment of HVAC Excellence Accreditation.
- Complete internal program realignment.
- Finalize and implement a holistic marketing and outreach plan focusing upon connections with local high schools.
- Continue to upgrade and update equipment, including incorporation of devices utilizing the most current new refrigerants.

## ***Airline & Travel Careers Program***

### **Program Strengths and Accomplishments**

The Cypress College Airline and Travel Careers program has positioned itself to identify and to meet industry readiness needs with a revitalized curriculum, a re-focused direction, and significant connections to representatives of the industry. Through the creative use of available grant dollars and industry connections, the program has experienced critical improvements in instruction related materials, including the donation from Alaska Airlines of a fuselage simulator for training of our Flight Attendant certificate students. Market analysis indicates there are significant opportunities for students who successfully complete program requirements, including employment opportunities for flight attendants, reservation and transportation specialists, travel consultants and travel guides. The program provides students with the academic and professional knowledge necessary for their successful migration from the college to the doors of the industry. The program provides students with critical academic and practical hands-on instruction for the successful attainment of Federal Aviation Administration and industry training requirements. Enrollment figures indicate ongoing demand for the certificates offered by the program.

### **Other Issues Facing the Department**

The Cypress College Airline and Travel Careers program is dependent upon significant outreach and marketing efforts to attract increasing numbers of students into the program. With just one full time faculty member, developing and sustaining long term plans while coordinating the day-to-day operations of the program represent significant challenges. With a significant proportion of instruction delegated to adjunct faculty, sustained improvement in student success factors will continue to pose a significant challenge.

### **Goals/Action Plans for the Next Three Years**

- Hire at least 1 additional full time faculty member.
- Establish clerical support position for the program.
- Identify and procure technological and material support for the program.
- Increase amount of time devoted to issues of emergency training, interviewing, first aid, CPR/AED, security, etc.
- Establish career portfolios for all ATC students documenting basic skills, subject matter proficiency and student learning outcomes attainment.



## ***Automotive Collision***

### **Program Strengths and Accomplishments**

Enrollment in the Cypress College Automotive Collision program has remained relatively stable over the past five years. The program supports the college commitment to relevant quality career/technical education by providing practical, personalized and value-priced instruction. The program has benefited greatly from our significant connections to the Toyota corporation. Though this relationship will diminish due to the economic downturn and internal Toyota decisions, the quality of our program will remain high. Increased focus upon close monitoring of student progress has resulted in significant increases in certificate and degree attainment.

With projections in the job market indicating increased demand for qualified auto body technicians, placement of program graduates in positions with auto body shops will continue to be high.

### **Other Issues Facing the Department**

The Automotive Collision program faces ongoing external pressure to maintain currency of process, technology and equipment. The emergence of new technologies, such as water-based paint, presents challenges in both training and equipment. Measuring equipment for damage analysis requires increasingly sophisticated equipment and training. Damage appraisal has evolved from manual, handwritten estimates to entirely electronic analysis, requiring student lap top stations.

Vehicle storage capacity remains a pressing issue for all of our automotive programs. Collaboration amongst programs and with college facilities personnel will be necessary to effectively manage project automobile flow.

### **Goals/Action Plans for the Next Three Years**

- Increase percent of contract for clerical support position from 50% to 100%.
- Finalize the transition to compliant water-based materials.
- Procure new damage analysis measurement system.
- Purchase 10 computers for the expansion of the computer lab, the refinish lab and the metal working lab.
- Identify and acquire additional support from the local business community.
- Identify opportunities to provide our facility in support of industry training activities.

## **Aviation**

### **Program Strengths and Accomplishments**

The Cypress College Aviation program supports the college commitment to relevant quality career/technical education by providing practical, personalized and value-priced instruction. Program graduates move into positions in the industry with a well-rounded aviation background. Periodic retraining options are interwoven with entry level training to provide opportunities for students across the spectrum of their needs. Market analysis indicates there are significant opportunities for students who successfully complete program requirements, including employment opportunities for pilots at all levels. It is significant to note that senior pilots with major airlines are among the highest paid workers in the nation. By providing pathways for program graduates to enter into this field, we are addressing workforce needs in a field with the potential for significant career earnings.

### **Other Issues Facing the Department**

The Cypress College Aviation program is small and would benefit greatly from the addition of a full time faculty member. With a significant proportion of instruction delegated to adjunct faculty, sustained improvement in student success factors will continue to pose a significant challenge. Marketing and outreach activities are difficult to sustain with a small teaching staff and limited clerical support. Better tracking of enrollment and performance data is necessary to the development of long-term strategies to improve retention and success figures.

### **Goals/Action Plans for the Next Three Years**

- Establish a more balanced ratio of full time and adjunct faculty assignments.
- Establish a clerical support position for the program.
- Improve and expand access to new technologies and equipment.
- Expand hands on flying simulations.
- Establish career portfolios for all Aviation students to document basic skills, program subject matter proficiency, and student learning outcomes assessment.
- Foster visibility and support for the program by continuing support for the Flying Team.
- Increase, stabilize and track enrollment with outreach, marketing and public relations activities.

## ***Biology***

### **Program Strengths and Accomplishments**

Demand for courses offered by the Biology program at Cypress College continues as one with significant levels of unmet student demand. Courses in Biology typically fill early in the registration process, indicating the great educational needs our program is fulfilling. While addressing the needs of Biology majors, the program also provides courses meeting needs for students in other programs, including those interested in the Allied Health fields, related science and technology fields, and those meeting general education requirements for transfer to four year colleges and universities.

Biology program supplies and materials have been upgraded as funding has come available to assist with high-ticket items. The cycle of renewal is ongoing as developments in the Biological Science modify our understanding of life concepts. Our ability to remain ahead of this curve will be dependent upon our ability to identify and access adequate financial resources.

### **Other Issues Facing the Department**

Meeting the high level of unmet student demand for courses in the Biological sciences will remain a significant issue for the program. Loss of funding for a major renovation of the SEM building poses a significant challenge as we move forward. Many of our Biology labs are equipped with technology that was current at the time the college was founded. Upgrading equipment is a cost-intensive process that must be engaged over time.

Technology changes have significantly impacted the Biology program. In addition to the program specific technology challenges we face, the general classroom and lab environment has also changed. Though funding is not yet secured for significant classroom technology upgrades, the program is committed to improving the general classroom environment in support of the high-quality instruction students have come to expect.

### **Goals/Action Plans for the Next Three Years**

- Repair and replace all old and outdated equipment and models for student use.
- Implement to the extent possible current technologies for both students and teachers.
- Increase the efficiency of our lab activities by increasing staffing and improving stockroom procedures.
- Increase safety and efficiency of lab activities for students.
- Upgrade and improve stockroom facility conditions.
- Introduce current technologies and learning opportunities into our curriculum. Review course curriculum annually to maintain appropriate scientific and pedagogical rigor and to assure our programs meet the needs of students in certificate and vocational programs.

## ***Computer Information Systems***

### **Program Strengths and Accomplishments**

The CIS program provides students with a broad selection of courses, with an emphasis on practical and vocational aspects of the subject matter. Enrollment figures have stabilized after a period of decline. Our ability to respond effectively to the changing and dynamic requirements of the industry is dependent upon the implementation of our long-range plans, including a commitment to upgrade both hardware and software. As the program invests in curriculum development and revision, we will also be dependent upon effective internal and external partnerships to address our plans for growth.

### **Other Issues Facing the Department**

Marketing and outreach efforts will be critical if we are to meet our goals of increasing enrollment. Promoting CIS programs to the surrounding community, both private and public sector, remains a critical goal. In order to improve our competitive position, we will continue to pursue internal and external resources to enable us to address critical program needs. Among these are: Installation of Vista on CIS computers; upgrading of systems to run and manage Oracle databases, procurement of additional classroom and laboratory space dedicated to the program.

### **Goals/Action Plans for the Next Three Years**

- Identify resources to improve program standing with respect to hardware and software needs.
- Initiate action plan identified in 2004-2005 Program Review to develop and implement an effective marketing and outreach strategy.
- Increase the quality of CIS curricula by enhancing the availability of technology for classrooms.
- Address the fragmentation of program curriculum with the goal of providing cohesion and clarity of direction for students.

## ***Counseling***

### **Program Strengths and Accomplishments**

The Counseling program addresses a spectrum of student needs, providing expert orientation activities, student advisement and educational planning. Counselors work closely with the academic divisions to provide accurate, program specific direction to students.

The initial contact of students with the college occurs frequently with interactions with counselor. The implementation of processes and procedures to inform, focus and direct students in the development of their academic and career goals is critical to their success. Our Counseling program does this in an exemplary manner.

The move into the new Student Center has been achieved, with assessment of the effectiveness of our processes and procedures ongoing. The willingness of counselors and other division program personnel to work collaboratively and cooperatively, exploring and implementing creative ideas to meet student needs, has resulted in increased effectiveness in the delivery of counseling and other intake services.

As a direct result of dynamic program leadership and involvement, including managers, faculty and classified staff, the program is adaptive and responsive to student and college needs. During this difficult time of downsizing and doing with less, program leaders have come together to streamline processes, to access alternative methods for meeting student needs and to support college efforts to maintain focus upon our primary mission.

### **Other Issues Facing the Department**

The Counseling program has lost a significant number of full time positions and is projected to lose even more this academic year. As our student population reaches all-time highs, we must address the need for adequate staffing. Failure to do so will result inevitably in a diminishment of our ability to provide adequate services to our students.

### **Goals/Action Plans for the Next Three Years**

- Increase personnel in critical areas, including Counseling in SEM and the Transfer Center and classified support for then Transfer Center.
- Increase number of sections of counseling classes to address the increasing demand for academic and personal development options for our growing student population.
- Implement an electronic Student Education Plan (SEP).
- Complete SLO cycles for all Counseling courses.
- Mandate new student orientations.

## ***Dance***

### **Program Strengths and Accomplishments**

The Dance program is among the most visible of the college. The program continues its commitment to recognize, respond to and foster the richness of diversity in our students, staff and curriculum. By providing a spectrum of course and production offerings, the program addresses student needs in academics, fitness, performance and community relations.

The program maintains a focus on trends in the popular culture by developing and offering courses embracing the dynamics of the field. Though staffing remains a challenge, particularly in the popular areas of Hip-Hop, Latin and Swing, the program is committed to the maintenance of currency and relevancy. Course and department fill rates are amongst the highest at the college, indicating ongoing high demand for quality instruction. Our most effective marketing device is the development and staging of high-quality dance productions that showcase the talents of our staff and students.

### **Other Issues Facing the Department**

Due to the loss of a permanent full-time position, the Dance program is significantly dependent upon adjunct staffing. Though we value the contributions of our adjunct staff, program vitality is significantly dependent upon our permanent staff. Identifying qualified teachers remains a challenge, as the minimum qualification is a masters degree. Many professionals, experts in their particular dance disciplines, cannot teach for us due to this restriction.

The program would benefit greatly from an increased and stable base of funding. Many program needs can only be addressed via the college Emergency Funding process. A stable base of adequate program funding would help us to address critical program needs in a timely manner and avoid the need for submitting such requests.

### **Goals/Action Plans for the Next Three Years**

- Hire a full-time tenure track Dance instructor.
- Identify and hire expert adjunct teachers as needed.
- Increase the number of transfers to four year colleges and universities.
- Review and revise curriculum to maintain currency with current trends.
- Maintain and promote the Dance Touring Ensemble.
- Procure a portable stage and sound system for outdoor performances.
- Purchase a Marley floor for dance performances.
- Procure needed program funds to support accompanists, master classes and guest artists.

## ***English as a Second Language (ESL)***

### **Program Strengths and Accomplishments**

The population of students needing instruction in English as a Second Language continues to increase unabated. The program is committed to meeting that need while promoting inclusiveness, scholarship and achievement. Demand for ESL classes continues to grow. While maintaining the quality of instruction, recent enrollment trends indicate increased productivity and efficiency in the scheduling of courses.

Student success rates continue at high levels, consistently above division and college averages. Internal research also validates the value of ESL courses, indicating that students who successfully pass ESL 186 are significantly more likely to be successful in both English 60 and English 100 compared to those who took the English prerequisite courses. Streamlined access of ESL students to the regular English sequence was facilitated by the articulation of ESL 186 with English 100.

### **Other Issues Facing the Department**

The program has realized a recent upswing in enrollment in all levels of courses. However, budget concerns, lack of a qualified pool of adjunct faculty and the availability of classroom space may hinder the ability of the program to continue to meet the needs of all students. Continuing development and revision of curriculum will be required as the program responds to changing student demographics, revisions to statutes and regulations impacting pedagogical practices and uncertainty in the external budgeting process.

### **Goals/Action Plans for the Next Three Years**

- Enhance instruction to promote academic excellence and student learning.
- Provide quality academic writing/grammar expertise to our students.
- Maintain high levels of academic success, including equal access to tutorial services.
- Maintain high quality instruction.
- Provide for appropriate and effective assessment and placement.
- Provide sufficient and appropriate classes for all students, including International Students.

## ***Ethnic Studies***

### **Program Strengths and Accomplishments**

Enrollment in Ethnic Studies classes has increased steadily over the last five years. A significant number of program courses satisfy the College Cultural Diversity requirement as well as meeting Cal State requirements in American Institutions. The program directly addresses the need for education in diversity at a time when we are realizing significantly changing student demographics. The Ethnic Studies program will continue to fulfill this need by offering courses that focus on the experiences of various under-represented groups.

### **Other Issues Facing the Department**

As the program anticipates increased demand for classes, we will need to explore the expansion of our teaching staff, ideally by hiring a full-time tenure track faculty member. The program will continue to pursue articulation agreements with four year colleges and universities in accord with program goals and objectives previously stated. As we move back into our remodeled Humanities facility, we will explore the best alternatives for providing access to our classes in accord with data indicating unmet student demand. This process will also entail the expansion of on-line alternatives for additional Ethnic Studies courses.

### **Goals/Action Plans for the Next Three Years**

- Hire an additional full-time faculty member in Ethnic Studies.
- Improve articulation and transfer opportunities for our students by expanding and strengthening agreements with four year institutions.
- Support the continued increase in enrollment in Ethnic Studies courses via the implementation of effective marketing and outreach strategies.
- Include distance education options for additional Ethnic Studies courses.
- Secure Supplemental Instruction (SI) tutors for ETHS 100 C.
- Continue the expansion of multimedia instructional resources.



## ***Human Services***

### **Program Strengths and Accomplishments**

The Human Services program supports those entering or seeking to improve their skills in the helping professions. We serve students who have faced serious challenges in their own personal lives, providing understanding, guidance and direction. Program enrollments have stabilized after a period of declining demand that can be attributed to changes in statutory educational requirements for those seeking to satisfy requirements for Alcohol and Other Drug Counselor credentialing. Success and retention rates remain at consistently high levels, indicating the commitment of program faculty to student achievement.

The Human Services program has cultivated strong community connections, including the utilization of off-campus facilities in Santa Ana. We intend to expand such connections by offering classes in the Orange County Social Services Association's Anaheim facility.

### **Other Issues Facing the Department**

Stabilization and consistency in the state certification process is necessary before we can develop effective educational strategies to help students meet requirements in this field. The state and private associations continue to debate strategies on the best course of action needed for students to acquire certification for Alcohol and Drug Counselor. Once these issues are resolved, the program will be required to develop courses and program plans in accord with certification requirements.

### **Goals/Action Plans for the Next Three Years**

- Develop and implement effective marketing and outreach strategies, including updating the program brochure.
- Hire a full-time tenure track faculty position, replacing the vacancy caused by retirement.
- Develop a two-year calendar/schedule of Human Services classes to assist students in meeting certificate/degree requirements.
- Increase the number of courses offered in a distance education format.
- As regulations stabilize, increase the number of certificates and degrees awarded to our students.

## ***Mortuary Sciences***

### **Program Strengths and Accomplishments**

The Mortuary Sciences program is recognized regionally and nationally for quality instruction and responsiveness to industry needs. Our students are typically placed for employment prior to their graduation from the program. By providing consistent scheduling of classes necessary for the attainment of program completion, student achievement rates remain very high, with success and retention rates far exceeding college averages.

The Mortuary Sciences program maintains significant and productive relations with the local community, working collaboratively with our Advisory Committee and individual mortuaries to address industry needs and requirements. These relationships are critical to the ongoing development of our students as they collaborate with local businesses in the development of the academic, technical and personal skills necessary for success in this demanding field.

### **Other Issues Facing the Department**

Maintenance of effective pathways to successful program completion presents a significant challenge during these difficult economic times. Scheduling patterns that served students in the past demand re-examination as we explore ways to provide appropriate sequencing while addressing the need to become more focused and productive in our use of resources.

Equipment needs are critical as we move ahead, the procurement of a van to adequately support the transportation of cadavers to and from the college. Upon this procurement depends our ability to become more efficient in the delivery of instructional services.

### **Goals/Action Plans for the Next Three Years**

- Increase percent of contract for part time administrative support to reflect the 12 month operational needs of the program.
- Establish a classified position to support instruction in the Restorative Arts lab.
- Develop and implement an effective marketing and outreach strategy, including effective advertising to attract quality students to the program.
- Obtain a new removal van: The current van limits the number of human remains that can be transported below the level the program can sustain.

## ***Nursing***

### **Program Strengths and Accomplishments**

The Cypress College Nursing program is recognized regionally and nationally for excellence, producing student achievement rates consistently above the national average for students taking the NCLEX-RN licensure exam. The program attracts significantly more students each enrollment period than the program can accommodate. Enrollment and graduation numbers reflect a trend of improvement consistent with program initiatives to support student success. The Nursing program has benefited from the college commitment to the maintenance of a high-quality program, including the instructional staff. That commitment is reflected in the hiring of full-time faculty replacements as senior faculty members have retired.

Utilizing a well conceived strategy of program renewal utilizing both internal and external resources, the program has been successful in establishing and maintaining an ongoing cycle of curriculum and equipment renewal. Effective program connections with the local health care community provide our students, under the supervision and guidance of program faculty, with the clinical practice necessary for their academic and technical development.

### **Other Issues Facing the Department**

The quality of the program provides ample marketing. We are unable to meet the demand for program access reflected in our application numbers. Though state and federal grants have helped us to maintain program quality and to increase the number of applicants accepted each cycle into the program, this represents an unstable base of funding that precludes long range planning. Program access numbers grow and decline in proportion to the availability of nursing grants awarded to the college.

### **Goals/Action Plans for the Next Three Years**

- Complete all department SLO/CATS reports; develop program SLO/CATS; complete SLO/CATS loops.
- Procure equitable compensation for Nursing faculty in the performance of clinical duties.
- Prepare self study for 2010 NLNAC accreditation visit. Prepare for and successfully complete BRN accreditation.
- Plan and prepare for transition to 16 week calendar if/when implemented by the district.
- Procure patient simulator software; Integrate the patient simulator into all primary nursing course curricula.
- Maintain student data base; procure permanent funding for the mentor/tutor program.
- Replace all retiring faculty with permanent full-time replacements.
- Obtain ongoing, full-time classified support for the Nursing program.

## ***Physical Education***

### **Program Strengths and Accomplishments**

The Physical Education program is committed to providing a spectrum of fitness, conditioning and health related options for students as they pursue academic and vocational goals. Program faculty and staff have maintained the integrity of the program as resources and personnel have declined. Program enrollments are high, with retention and success rates significantly above college averages. By developing and maintaining curriculum that is current and focused, the program effectively addresses student academic and personal fitness needs.

The Charger Athletic program showcases the commitment to excellence reflected in the entirety of the Physical Education program. Cypress College is a consistent participant in state athletic competitions, regularly claiming championships in Baseball, Softball, Basketball and Soccer. The quality of our athletic facilities facilitates the excellence exhibited in our intercollegiate athletic success.

### **Other Issues Facing the Department**

The primary issue facing the PE program is the loss of full-time faculty positions over the last five years. As these positions have gone away, the burden of program maintenance falls on the shoulders of fewer individuals. Continuing attrition and the loss of additional positions would place the program at great risk.

The maintenance of our physical education facilities poses another significant challenge. Among the most pressing issues are improvements in softball and baseball spectator seating, athletic field irrigation and drainage, and swimming facility maintenance and improvement.

### **Goals/Action Plans for the Next Three Years**

- Identify the resources necessary to implement the athletic field watering and drainage plan.
- Replace the two most recently retired full-time faculty positions.
- Update curriculum to reflect current trends in fitness, training and athletics.
- Continue the progress established in the development, implementation and assessment of SLOs.
- Prepare for the OEC Title IX review.
- Develop and implement plans to increase the number of Physical Education degrees and transfers.

## ***Psychology***

### **Program Strengths and Accomplishments**

The Psychology program is an integral component of the college transfer program. The program meets its mission of providing high quality instruction in courses meeting general education needs, major and minor requirements, and transfer to four year colleges and universities. The Psychology program provides high quality instruction, stimulates active learning, and promotes understanding and appreciation for the value of diversity.

Program demand has remained high as the college has experienced increases and declines in state support. Student retention and success rates are relatively stable, remaining slightly above college averages. By incorporating distance education options in program curriculum, the Psychology program is able to reach increasing numbers of students while minimizing the need for additional classroom space.

### **Other Issues Facing the Department**

The program has lost three full-time faculty positions due to retirement. The ability of the program to remain responsive to the needs of students is dependent upon our ability to replace, to the extent possible, these significant losses. The development of SLOs, the incorporation and integration of technology into the classroom environment, and the ongoing process of curriculum development, review and renewal is fundamentally dependent upon our full time faculty members.

### **Goals/Action Plans for the Next Three Years**

- Increase the availability of technology for all Psychology faculty members, including the effective incorporation of technology in our classrooms.
- Replace the loss of full-time faculty members due to retirements.
- Explore the possibility of establishing a tutoring center to support students enrolling in on-line program courses.
- Develop new courses; review and revise current course curriculum.

## ***Sociology***

### **Program Strengths and Accomplishments**

The Sociology program is a high demand college level program. Sociology coursework is structured to address the needs of program majors and those pursuing transfer to four year colleges and universities. Demand for Sociology courses has increased significantly, growing from 990 student enrollments in the fall of 2003 to 1214 enrollments in the fall of 2007. Student retention and success rates are relatively stable, remaining slightly above college averages.

Department vitality is indicated by consistently high student demand. The program has established a new Sociology major option, an expanded on-line presence, continuing integration with the Human Services Department, and continuing focus upon currency in articulation with four year colleges and universities. The CSUF student teacher internship program continues to provide a critical link to one of our local California State Universities.

### **Other Issues Facing the Department**

The Sociology program is challenged with maintaining program quality during a time of diminished resources and state support for education. While continuing to develop SLOs in accord with college timelines, the program is also faced with relocating into newly remodeled facilities. Though the move is anticipated with excitement, occupying new faculty office and classroom space presents significant logistic challenges. The program is working with college facilities and technology staff to assure that the remodeled facilities are configured and equipped in accord with student and program needs.

### **Goals/Action Plans for the Next Three Years**

- Improve technological support for instruction by aligning program needs with campus technology availability.
- Improve articulation and transfer agreements with four year institutions by clarifying the status of SOC 271 C Child, Family and Community and SOC 275 C Marriage and Family with respect to the Teacher Prep program.
- Increase the number of students successfully completing requirements for the AA degree in Sociology by improving marketing strategies and increasing student participation.
- Assess department needs for classroom and on-line instruction, including a review of the Educational Master Plan five year projections for 2011.
- Bring to fruition department plans for a Women's Studies program.

# Chapter 4: Student Support Services Quality Review

## *Introduction*

The Student Services division plays a crucial role in shaping the college experience of the students. The prospective students first contact with the college is through the student services when the student seeks information regarding the institution; when the student completes the academic engagements and obtains the degree or certificate or transfers to another institution, the student services helps completing that process also. The role of student services is particularly important for community college students as many are first generation in college and many more are non-traditional. They need all the support to stay focused in college. The general objective of the student services is to provide the students with: (a) a high quality well rounded higher learning experience; (b) improved access regardless of ability/background; (c) better retention and progress toward academic goals; (d) enhanced career/ employment prospects and lifelong learning interests; and (f) a life as a responsible, contributing community member and citizen.

The quality review program for Student Support Services was developed in 2002-03. The first pilot programs began in the fall of 2003. Each area of student services is reviewed on a four-year rotation. Most evaluations are completed at the point of service through a survey for students. Each program has the opportunity to contribute specific questions to the standard survey. Survey results are analyzed by the Institutional Research and Planning Office and distributed to the departments individually. The departments are asked to review the results and to respond to the results compared to the established standard of 75% student satisfaction. Each department is asked to complete a quality review report including a narrative on which standards were met and not met, and then to include a long range plan including goals and objectives.

These reports are shared with the manager and then the Executive Vice President of Educational Programs and Student Services. A summary of those reports is included in this chapter so others on campus may see and understand the goals of these departments.

## ***Admissions and Records***

### **Program Strengths and Accomplishments**

The Admissions and Records program exceeded the College standard of 75% or higher student satisfaction in all eleven categories. This achievement indicates the significant commitment of the A & R staff to customer service. This achievement is particularly noteworthy coming at a time of transition into a new facility, integration of new processes and databases, and downsizing in staffing. A number of initiatives have resulted in improvements in our ability to serve students. Among these are: standardization of service hours; improvements in written customer materials; resetting and upgrading of telephone procedures; procurement of additional computers for walk-up access; electronic scanning of student transcripts.

The A & R staff has focused upon the development and maintenance of positive and productive customer service relations. Staff members have engaged in customer relations training with the goal of better serving student needs. Staff meetings are conducted on a regular basis so that issues and concerns can be expressed and addressed in a timely manner. Procedure manuals have been developed so that we are able to sustain improved processes.

### **Other Issues Facing the Department**

Admissions and Records has lost significant levels of permanent staff positions over the last four years without replacement. As our student population continues to expand, student service responsibilities have fallen on fewer and fewer shoulders. As our client numbers continue to increase, we will need to seriously consider the need for additional staff support.

Though the new Admissions and Records facility is a significant improvement over our previous facilities, storage issues continue to plague us. With the scanning of paper transcripts, we were projecting a significantly reduced need for long-term storage. It now appears that even with electronic scanning, we will need to maintain hard copies of paper transcripts for a significant period of time.

### **Goals/Action Plans for the Next Three Years**

- Improve student and instructor access to information by supporting the upgrade of MyGateway.
- Improve process to provide enrollment verifications.
- Revise and improve WebStar processes.
- Complete electronic scanning of paper transcripts.
- Develop and implement appropriate procedures to assure the maintenance of the privacy of student records.
- Develop and implement a Retention and Destruction Schedule for all student records.



## **Assessment**

### **Program Strengths and Accomplishments**

The Assessment program is an integral component of the process by which students come to the college to begin the pursuit of their educational goals. Student assessment and placement is significantly linked to student success. The Assessment program engages a continuous cycle of review and validation, working closely with the instructional programs, to provide accurate and effective assessment resulting in appropriate placements.

By advocating for and procuring increased numbers of computers and greater levels of technical support, the Assessment Center has been able to serve significantly increasing numbers of students. Collaboration with other “2<sup>nd</sup> Floor” service areas has resulted in improvement in our ability to respond quickly to student needs. The Student Satisfaction with Support Services survey indicates that the Assessment program exceeds the college standard of 75% in seven out of the eight categories.

### **Other Issues Facing the Department**

Meeting the needs of increasing numbers of students during a time of budget reductions and loss of positions poses a significant challenge for the program. With a proposed reduction of 62% in the state Matriculation budget, the program will need to develop an effective response, particularly where services are mandated. The program is exploring the incorporation of technology where possible to continue serving student assessment needs.

### **Goals/Action Plans for the Next Three Years**

- Redefine service strategies to address the realities of budget reductions and loss of personnel.
- Develop and present concise, accurate and consistent information to new students, high school students, returning students and continuing students.
- Include faculty and student participation in expanded assessment and orientation activities.
- Increase staff hours to support the expansion of operating hours for the Assessment Center.
- Procure the replacement of ten (10) additional computers for the Assessment Center.

## ***Counseling***

### **Program Strengths and Accomplishments**

The Counseling program addresses a spectrum of student needs, providing expert orientation activities, student advisement and educational planning. Counselors work closely with the academic divisions to provide accurate, program specific direction to students.

The initial contact of students with the college occurs frequently with interactions with counselor. The implementation of processes and procedures to inform, focus and direct students in the development of their academic and career goals is critical to their success. Our Counseling program does this in an exemplary manner.

The move into the new Student Center has been achieved, with assessment of the effectiveness of our processes and procedures ongoing. The willingness of counselors and other division program personnel to work collaboratively and cooperatively, exploring and implementing creative ideas to meet student needs, has resulted in increased effectiveness in the delivery of counseling and other intake services.

As a direct result of dynamic program leadership and involvement, including managers, faculty and classified staff, the program is adaptive and responsive to student and college needs. During this difficult time of downsizing and doing with less, program leaders have come together to streamline processes, to access alternative methods for meeting student needs and to support college efforts to maintain focus upon our primary mission.

### **Other Issues Facing the Department**

The Counseling program has lost a significant number of full time positions and is projected to lose even more this academic year. As our student population reaches all-time highs, we must address the need for adequate staffing. Failure to do so will result inevitably in a diminishment of our ability to provide adequate services to our students.

### **Goals/Action Plans for the Next Three Years**

- Increase personnel in critical areas, including Counseling in SEM and the Transfer Center and classified support for then Transfer Center.
- Increase number of sections of counseling classes to address the increasing demand for academic and personal development options for our growing student population.
- Implement an electronic Student Education Plan (SEP).
- Complete SLO cycles for all Counseling courses.
- Mandate new student orientations.

## ***Financial Aid***

### **Program Strengths and Accomplishments**

Financial Aid has become an increasingly important component of student support as the state budget has declined. Demand for services has increased significantly as college enrollments have increased to all time highs. During this time of increased demand, the Financial Aid program improved in five of seven categories of the Student Satisfaction with Support Services survey. In two categories, the program exceeded the 75% college standard.

Moving into a more centrally located, easily identified facility has contributed to improvements in service. Turn around times for Financial Aid checks have been significantly decreased. Collaboration with the instructional programs has improved our ability to provide accurate and timely information to students. Financial aid workshops are ongoing as we strive to provide necessary information. Staff attendance at “customer service” training sessions have contributed to improvements in ratings for staff helpfulness.

### **Other Issues Facing the Department**

Serving the needs of increasing numbers of students applying for and receiving financial aid poses a significant challenge. As the state economic condition continues to be distressed, we anticipate ever greater demands on our services. We will continue to review and revise our processes and procedures, materials, staffing levels and hours of operation to assure the best services we can provide. Improvements in technology will be needed if we are to continue serving increasing numbers of clients with diminished resources.

### **Goals/Action Plans for the Next Three Years**

- Develop and implement Financial Aid SLO's
- Develop and implement strategies to improve awareness of Financial Aid options.
- Improve efficiency, responsiveness and quality of services in the Financial Aid office.
- Review and revise Financial Aid outreach activities, including local high schools and the local community.
- Procure and incorporate appropriate technology resources.

# Chapter 5: Campus Support Services Quality Review

## ***Introduction***

The Campus Support Services provide leadership to the areas that are not directly related to student instruction or student services, such as Campus Safety or Bookstore. However, such services are critical for the overall academic experience of the students in an environment that is welcoming to all. The Campus Support Services are evaluated every three years (2004, 2007, 2010, etc.). All programs completed their first quality review and the findings were reported in the *Institutional Effectiveness Report for 2006-07*. Interested readers may wish to refer to that document to review the major accomplishments and department goals for:

- Academic Computing and Media Services
- Bookstore
- Campus Safety
- Institutional Research
- Maintenance and Operations
- Staff Development
- Production Center

The next phase of review for the campus support services is in Spring 2010. In preparation for the upcoming review, the college is evaluating the review instrument and engaging in discussions to bring more areas under review. However, no decision has been made in this regard. The purpose of evaluating the review instrument is to ensure it conforms to the college mission and is congruent with the student learning experience.

# Chapter 6: Special Programs Quality Review

## ***Introduction***

The Special Programs offered to students are funded on a year to year basis. Although the programs are anticipated to contribute to the overall learning experience, it is difficult to categorize them under instructional programs or student services. The special programs offered at the institution include Black Studies, Honors, Service Learning, Study Abroad, Peer Assisted Learning, Teacher Preparation, and Tutoring. The existing literature provides ample evidence of positive impact of programs such as Black Studies, or Puente Programs, and the individual programs do maintain record of how they help students succeed in college. However, there has not been an institutional approach to evaluate these programs periodically to link them with institutional mission and student learning. One of the difficulties associated with reviewing these programs was lack of appropriate student data. While conversations are afoot to capture data on these programs that will allow a critical evaluation, some analysis was performed on Supplementary Instruction (SI) based on the data available.

The usefulness of SI was investigated by comparing the GPA of the students who attended SI with those who did not. To eliminate the selectivity bias (that better students were attending SI and hence they got better grades), the cumulative GPA and cumulative units attempted by the students were taken into account. This allowed for an unbiased look at the effectiveness of SI by statistically removing the variance in the success rates that is likely a result of general academic success and the number of courses attempted. In all analyses, success rates were still positively influenced by attending SI (whether measured as SI status, SI participant, or SI hours) even when cumulative GPA and cumulative units attempted were also included. Success rates were compared for different levels of SI participation. All analyses indicate that those who attended more hours of SI were more likely to be successful. Three specific research questions answered by this study were as follows:

***1. Is success influenced by attending an SI session?***

Yes. Students who attended an SI session had higher success rates than students in the same sections who did not attend an SI session.

***2. Is success influenced by SI participant status?***

Yes. Students who attended 12 or more hours of SI (SI participants) had higher success rates than did either those who attended SI for fewer than 12 hours and those who did not attend any SI.

***3. Is success influenced by the number of hours of SI attended?***

Yes. Students who attended more hours of SI were more likely to be successful than students who attended fewer hours of SI.

The results of this study were discussed and a plan has been adopted to conduct more studies of this nature in future. The college is considering options to invest in data capture mechanism in SI and other services.

## Chapter 7: Student Learning Outcomes

Student learning outcomes or SLOs are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project. Outcomes are usually expressed as knowledge, skills, attitudes or values. Developing SLOs for courses and programs is one of the requirements of accreditation. Several accreditation standards developed by Accreditation Commission for Community and Junior Colleges (ACCJC) bears reference to SLOs. In ACCJC's language, "the institutional mission provides the impetus for achieving student learning and other goals that the institution endeavors to accomplish. The institution provides the means for students to learn, assesses how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning (Standard I). Instructional programs, student support services, and library and learning support services facilitate the achievement of the institution's stated student learning outcomes (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III)". The development of SLOs started in 2002 and all institutions must develop SLOs for all their courses and programs by 2012. Cypress College is committed to developing the SLOs and integrating them in the assessment and program review processes. A brief chronology of SLO development at Cypress College is provided in the following section.

### ***Status Update of Student Learning Outcomes***

2002-2003: Faculty initiated the SLO discussion in the Fall. Throughout the year, faculty and deans attended regional SLO conferences and workshops to familiarize themselves with SLOs and assessment techniques. Peggy Maki spoke at Fall Opening Day.

2003-2004: The Staff Development Coordinator facilitated a number of meetings to encourage college-wide dialogue on SLOs. The dialogue group drafted a set of institutional learning outcomes (ILOs), which were approved by the Cypress College Academic Senate and President's Advisory Committee at the end of the year.

2004-2005: To better prepare for the Accreditation Team visit in March 2005, a SLO Team was created. The SLO Team initially consisted of three members: Nancy Deutsch, Staff Development Coordinator; Randy Martinez, Psychology Faculty member; and Heather Brown, Director of Institutional Research. With guidance from the SLO Team, faculty worked as departments to complete an ambitious course mapping project. The resulting ILO-Course Matrix was completed by December 2004, and reflects the extent and level to which each course provides opportunities for students to achieve each ILO.

2005-2006: The SLO Trainer was added to the SLO Team to design and implement staff development workshops for faculty and staff to help them learn about SLOs, including how to write measurable student learning outcomes at the course and/or program level and how to develop a plan for assessing SLOs. Betty Disney assumed this new role and created a Blackboard training site to conduct faculty workshops. Throughout the spring semester, departments wrote SLOs for at least one individual course.

2006-2007: By Fall 2006, the SLO Faculty Assessment Facilitator was added to design and implement workshops to help faculty in the following areas: (1) selecting or developing appropriate measures to assess the extent to which students achieve stated SLOs and (2) compiling, analyzing, summarizing, and/or interpreting assessment data. Randy Martinez assumed this role and presented workshops throughout the year to assist departments to develop and implement assessment plans for the SLOs they had written the previous spring. In Spring 2007, some departments gathered data for at least one course.

A significant milestone for the college was the establishment of a SLO Coordinator position in Spring 2007. Responsibilities of the coordinator include: chairing the SLO Team meetings to develop a cohesive, integrated process for assessing, documenting, and reporting SLOs; tracking and following up on the various SLO stages; ensuring campus-wide communication and discussion of SLOs and their assessment; and writing an annual executive summary of progress. Ben Izadi, faculty member in CIS, was selected for this role in Spring 2007.

In April and May, the SLO Team prepared comprehensive reports for the Board of Trustees and the accrediting commission. The reports showed that all but five departments had developed SLOs for at least one course. The college had identified SLOs for 55 of its 1,060 active courses (5%), and developed assessment plans for 3%.

### ***SLO Development: 2007-08***

The process of SLO development continued under the leadership of the SLO team in 2008-09. The primary focus was to develop the course SLOs during the year. The development of program SLOs and the General Education SLOs that involve multiple divisions were planned for 2009-10 academic year. In the previous Institutional Effectiveness Report, the goal for 2008-09 included developing 50% of the course SLOs and closing 25% of the loops. As of Summer 2009, 60% of the course SLOs were posted and 26% of the loops were closed. Although the progress has been satisfactory, there had been some concerns among the faculty regarding the SLO process.

One of the concerns was general understanding and workload associated with the SLO process. In order to overcome this problem, an Expanded SLO committee with representation from each division was formed. The committee members were expected to help development of SLOs in their respective areas. Also, an open forum to discuss issues related to SLO was held on April 22, 2009. The forum was attended by over 60 faculty and staff members. The dialogue during the forum, and the follow-up sessions thereafter helped clarify some of the questions. Specific concerns were raised regarding migrating the SLOs from Blackboard to the newly acquired assessment management software, TracDat, and the workload involved with that process. The College created a TracDat Implementation Team to address the migration and training related issues.

Overall, the College has made considerable progress towards developing SLOs for its courses. However, much work needs to be done to complete developing the course SLOs, collecting the data, closing the assessment loops, and using the assessment results to allocate

resources. The investment in the assessment management software, TracDat, is expected to help the college accomplish its goals of implementation of SLOs.

### ***Assessment Management Software: TracDat***

As the number of SLOs started growing, a way to consolidate the assessment process and create a repository for all SLOs and assessments was needed. The College invested in an integrated assessment management software, TracDat, in September 2008. The main purpose of this software is to house all the SLOs, work as a centralized source for all assessment functions, and generate reports that inform the institution about the status of SLO accomplishment. One of the functional requirements of the software is the existence of an institutional effectiveness plan that maps the SLOs and assessments with institutional mission and vision.

A taskforce created in December 2008 developed an Institutional Effectiveness Plan that helped prepare a roadmap for configuration of TracDat according to the need of the college. The plan was developed during Fall 2009 and after a review by various shared governance committees and feedback from the faculty and staff, the plan was approved by the Academic Senate and President's Advisory Committee in May 2009. The initial training for configuration of TracDat was also conducted in late May-2009. During Summer 2009, the core team worked on migrating some of the SLOs from different locations onto TracDat.

The work during Summer 2009 of the core team also included developing training programs for faculty. The plan was to conduct a few pilot training programs for the faculty in Fall 2009, adjust the training program based on the feedback, and roll out comprehensive training for all divisions in Spring 2009. Also, the new program review format developed as a part of the institutional effectiveness plan was planned to be used for the first time in Fall 2009. During Spring 2010, the campus will conduct program reviews using the new format and feed the data into TracDat so that the reports generated can be used for planning purposes. The project is running as planned.

### ***Major Goals for 2009-10***

The College has made significant progress towards developing SLOs during 2008-09. However, much work lies ahead in order to reach the level of proficiency in using SLOs for assessment, planning, and fiscal allocation. Specific goals for 2009-2010 include:

- Complete configuration of TracDat., including configuration of Program Review Process
- Migrate all existing SLOs from Blackboard and Banner to TracDat,
- Continue holding campus-wide forums to identify concerns and address them quickly
- Train faculty on how to use TracDat and the Deans on how to create reports using TracDat
- Define program SLOs and General Education SLOs

Cypress College recognizes the critical role of SLOs in student learning, assessment, and institutional planning and is committed to reach the level of proficiency in using SLOs for institutional planning by 2012.



## **Chapter 8: Strategic Plan 2008-2011**

The Strategic Plan for the period 2008-2011 was approved and adopted in Fall 2008. The strategic plan identifies five strategic directions. There are thirteen goals and thirty-seven strategies to accomplish the goals. Some strategies are multi-year while others are single year. Table 18 lists all the goals and strategies and provides the status.

Strategy	Responsibility	Timeline	ACCJC Standard	Status	Action Plan
<b>Direction I: Instruction</b>					
<b>Goal 1: Identify, develop, and utilize SLOs in the instructional area</b>					
1. Implement continuous cycle to develop, evaluate, monitor SLO for instructional courses, programs, and GE	SLO Coordinator	2012	II.A.1.c II.A.2.f	60% course SLOs and CATs posted, 26% loops closed	Continue monitoring via implementation of Assessment Management Software
<b>Goal 2: Develop courses, programs and services, and instructional strategies to improve retention, persistence and success of an increasingly diverse student body</b>					
2. Initiate implementation of 2008-09 Basic Skills Plan	EVP	Initiation by FL 08	II.A.2	Plan and process completed within timeline	Basic Skills Committee to continue monitoring progress.
3. Develop a comprehensive Distance Education Plan	Dean overseeing DE	March 2009	II.A.1.b II.A.2.d	Plan developed, reviewed, and approved within timeline	Implement DE Plan
<b>Goal 3: Main and improve the instructional program and environment</b>					
4. Support Academic Excellence and implementation of EMP by allocating resources for developing learning environment and instructional tools	EVP	Initiation by SP 09	III.C.1	Planning and Budget Committee prioritizes funding requests based on demonstrated need, program review data and enrollment projections	The prioritization process to continue
<b>Goal 4: Increase student success in completing courses, degrees, certificates, and transfer</b>					
5. Develop enrollment management plan	EVP	Dec. 08	II.B	Due to attention needed to address budget situation, development of EMP delayed to SP 09.	Adoption of plan expected in Fall 09, with implementation immediately.

<b>Strategy</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>ACCJC Standard</b>	<b>Status</b>	<b>Action Plan</b>
6. Review of factors affecting student success	EVP	Initiation by Fall 08	II.A.2.f II.C	On hold until discussions initiated with newly hired Director of Institutional Research & Planning.	To be revisited in Fall 09.
7. Sharing Best Practices in teaching	Staff Dev. Coordinator	Spring 09	II.A.2.c	On Feb. 09, 11 faculty members a workshop. As a result of the event, two instructors collaborated to present at Getty Museum. Another “Best Practices in Instruction & Student Services” is scheduled for August. An “online education best practices” is also planned.	Share the “online education best practices”. Continue sharing best practices periodically.
<b>Direction II: Student &amp; Academic Support</b>					
<b>Goal 1: Develop, implement, and monitor SLO for student services and academic support programs</b>					
8. Implement a continuous cycle of SLO for Student Services	Dean – Student Support Services	On-going	II.B.1 II.B.4	All student services areas have identified their third SLO.	Develop assessment criteria, methods of assessment and evaluation.
9. Identify a facilitator to lead the development of SLOs for instructional support programs and services	EVP	January 09	II.B.3	Facilitator has been identified.	Process completed.
10. Initiate a process to evaluate and monitor SLOs to instructional support programs and services	SLO facilitator for instructional support services	Fall 09	II.B.3	Initiation of SLO development to take place in Fall 09.	

Strategy	Responsibility	Timeline	ACCJC Standard	Status	Action Plan
<b>Goal 2: Provide programs and services to improve retention, persistence, and student success of a diverse student population</b>					
11. Review and update Matriculation Plan	Dean of Counseling and Student Development	October 08	II.A.1.b II.A.1.c	Matriculation plan reviewed and updated.	Cross referencing activities within Student Equity Plan, Basic Skills Plan, Student Services Master Plan with Matriculation Plan.
12. Develop a coordinated plan for on-going academic support	Dean of L/LRC	June 09	II.C		
13. Include faculty and AS participation for expanded assessment and orientation	Dean of Counseling and Student Development	Fall 09	II.B		
14. Develop a College Readiness Program for new student populations	Dean of Counseling and Student Development	Summer 09	II.B		
<b>Direction III: Allocate fiscal and human resources in ways that strengthen institutional effectiveness</b>					
<b>Goal 1: Allocate fiscal and human resources in ways that strengthen institutional effectiveness</b>					
15. Develop and implement requirement for regular reporting on impact and benefit of one-time funding	VP	December 08	III.D	Process to be completed in Fall 09.	
16. Develop and implement training to enhance data-informed decision-making	Director – Institutional Research & Planning	February 09	III.A.5	Process delayed as Director of Institutional Research & Planning position was filled in Feb. 09	Training material development initiated. Pilot training to be conducted in Fall 09.

<b>Strategy</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>ACCJC Standard</b>	<b>Status</b>	<b>Action Plan</b>
17. Finalize Technology Plan and initiate implementation	Director of Academic Computing & Media Services	Fall 08	III.C	Plan approved in November 08.	Annual review of computers and replacement plan initiated following the Plan.
18. Review existing resource development strategies	Dean of Voc. Ed. And Economic Development	Spring 10	III.D		
19. Develop framework for program and service discontinuance	EVP	Fall 10	II.A.2.e		
20. Develop long range fiscal planning strategies that consider life-cycles of major infrastructure	VP	Fall 10	III.D.1.c		
<b>Goal 2: Support ongoing development of relevant skills and knowledge among Cypress College employees</b>					
21. Implement training process to improve handling of technology by staff	Director of Academic Computing & Media Services	Fall 09	III.C.1.b		
22. Improve access to training by bringing “trainer to the trainee”	Staff Development Coordinator/ Committee or Subcommittee	Fall 10	III.A.5		

Strategy	Responsibility	Timeline	ACCJC Standard	Status	Action Plan
<b>Direction IV: Climate, Involvement, and Communication</b>					
<b>Goal 1: Expand involvement in college activities, plans, and initiatives to reflect broader participation by all members of college</b>					
23. Establish task force for campus involvement	Direction IV Chair	Fall 08	IV.A.1	The task force membership recruitment completed.	Taskforce to continue work on developing strategies for campus involvement.
24. Reflect upon strategies to increase campus involvement	Direction IV Chair	Fall 10	IV.A.1		
<b>Goal 2: Improve communication and understanding among all members of the campus community</b>					
25. Develop and disseminate guidelines for blogs, email, discussion groups	Director of Academic Computing & Media Services	Spring 09	III.C		
26. Develop and disseminate college emergency response	VP	May 09	III.B	Two emergency drills have been conducted. Based on feedback, Emergency Management Protocol is updated.	Drills will continue to fine-tune the process.
27. Explore and implement ways to improve information dissemination	Public Information Officer	Fall 09			
28. Taskforce to consider development of weekly College Hour	EVP	Fall 10			

Strategy	Responsibility	Timeline	ACCJC Standard	Status	Action Plan
<b>Direction V: Collaborative relations and marketing</b>					
<b>Goal 1: Develop, strengthen, and participate in collaborative relationships with business, civic, and community organizations</b>					
29. Expand and strengthen relations with local business	President	Initiation in Fall 08	IV.A.4 IV.B.2.E	Enlisted managers to act as liaison with ten chambers of commerce; hosted Cypress Chamber of Commerce mixer in July 08 & July 09, hosted Business and Commerce Leaders' Forum.	The outreach efforts will continue to strengthen the relationships.
30. Identify and procure additional potential funding sources	Executive Director - Foundation	Fall 08	III.D	On-going activity of developing relationships with sponsors was stepped up, as is evident from increased attendance in Americana and Golf Tournament.	Fundraising and relationship building activities to continue.
31. Assess effectiveness of foundation strategies	Executive Director - Foundation	Fall 10	III.D		
<b>Goal 2: Develop, strengthen, and participate in collaborative relationships with other educational institutions</b>					
32. Establish collaboration with SCE and FC	President's Staff	Initiation in Fall 08	IV.B.3.f	Ongoing collaboration with the President, Provost, and VP at SCE and Fullerton to sort out issues. Collaboration with SCE increased number of HS grads enrolling in college programs.	The collaboration to continue.

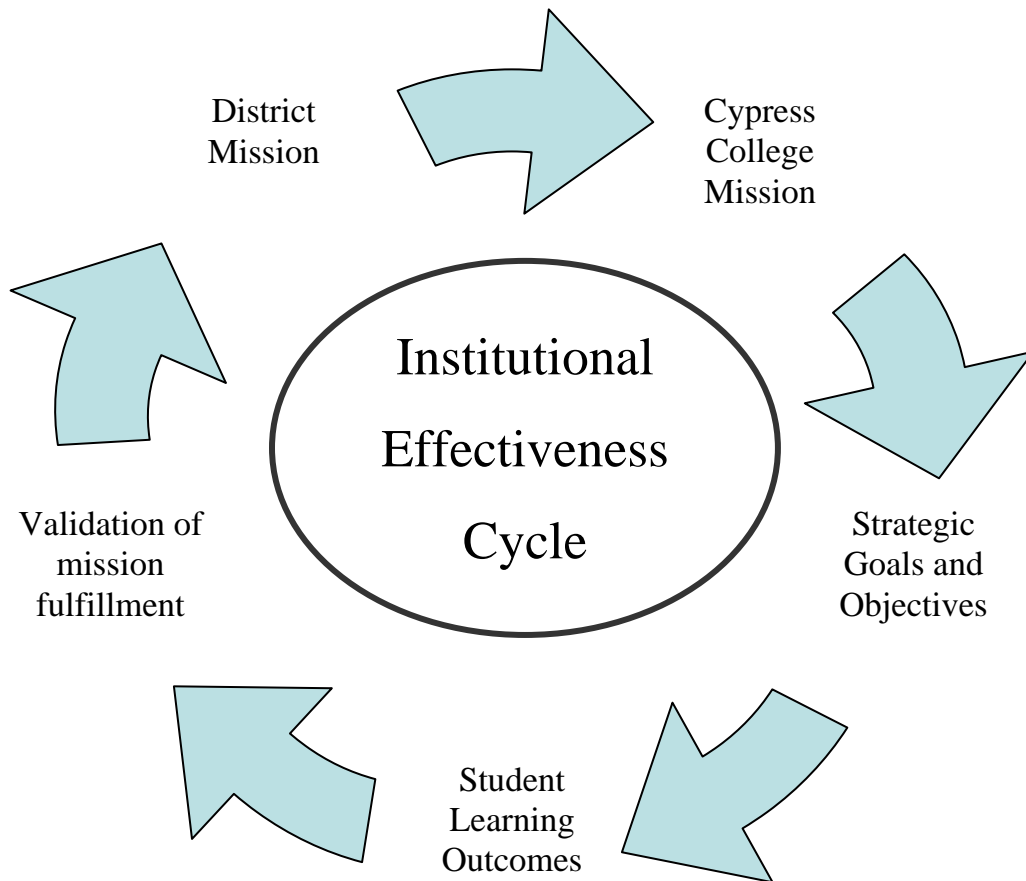
<b>Strategy</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>ACCJC Standard</b>	<b>Status</b>	<b>Action Plan</b>
33. Expand effective collaboration with other educational institutions	Dean of Counseling and Student Development	Fall 09	IV.B.2.e	Maintains a list of 35 high schools and provides bi-weekly service to 14 schools, up from 11 in previous year. The college also collaborates with CSULB, CSUF among others to facilitate transfer of students.	The efforts to continue.
34. Build relationship with other educational institutions to support development of high school academies emphasizing CTE	Dean of Voc. Ed. And Economic Development	Spring 09	II.C.1.e	Outreach activities involved distribution of information materials and inviting schools to campus. Collaborated with Savanna/NOCROP Medical Academy, Esperanza High School.	Outreach efforts to continue.
<b>Goal 3: Improve and expand marketing tools and strategies</b>					
35. Launch new college website	Dean of SSS, Director of AC & MS, PIO	Summer 08	III.C.1.d	New website launched with branding “Minds. Motivated”.	
36. Establish framework for a new marketing committee	President’s Staff	Spring 09	II.B		
37. Identify and implement effective strategies to market and promote departments and programs	Public Information Officer	Fall 10	II.B		

**Table 18: Strategic Plan Goals and Strategies**



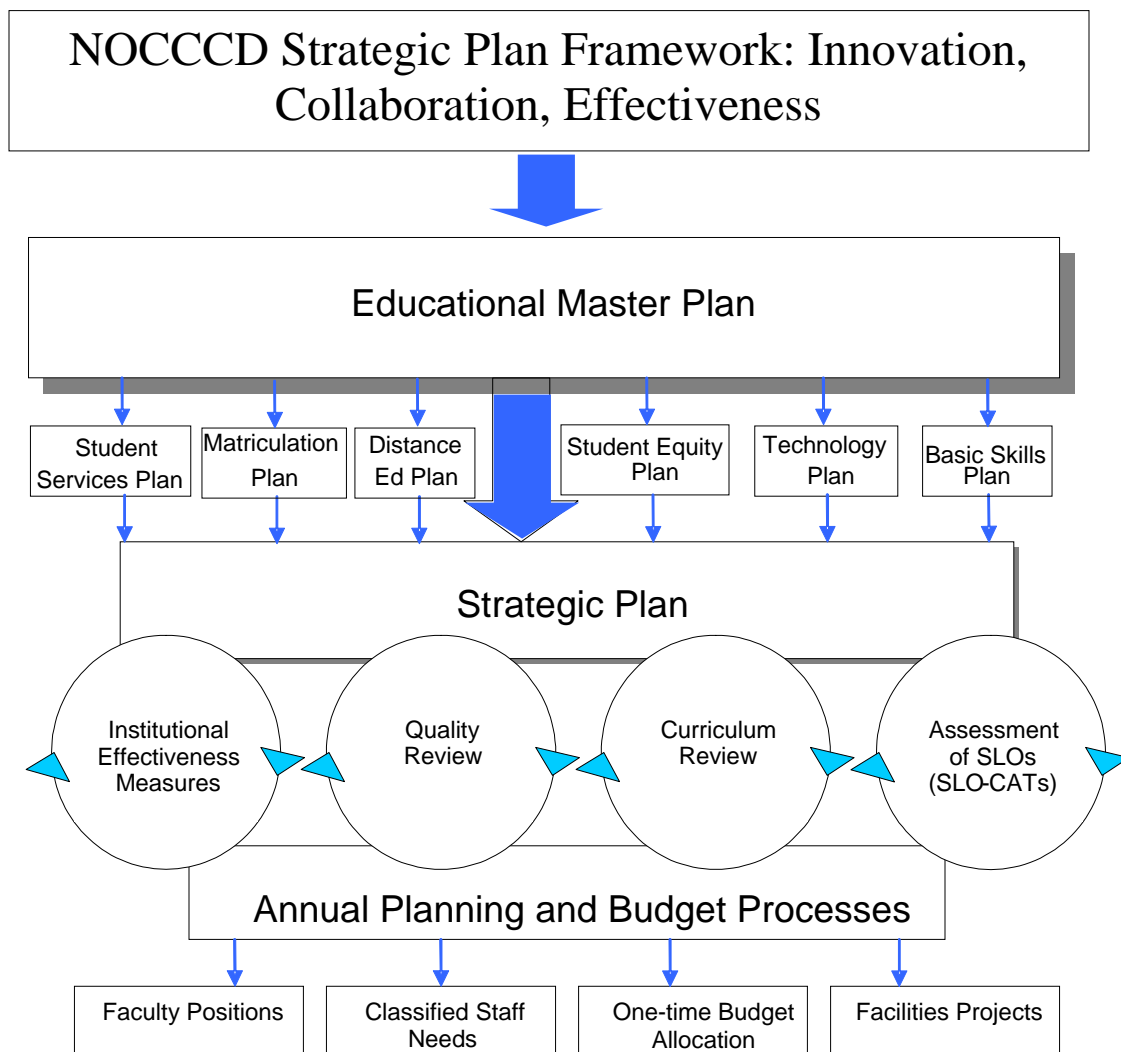
## Chapter 9: Planning Context

The planning process of Cypress College is guided by the overall directions provided in the mission and strategic plan of North Orange County Community College District. The Institutional Effectiveness perspective helps establish the relationship between the missions of the district and the college and the student learning outcomes established for individual departments and programs. Assessment results of student learning outcomes are used to evaluate accomplishment of the institutional mission. By linking the student learning outcomes with the institutional mission, the College establishes a cycle of institutional improvement based on clearly established goals and performance standards. The assessment outcomes are also used to drive the institutional dialogue of continuous quality improvement. The relationship between the district and institutional missions, the strategic goals, and the student learning outcomes is shown in Figure 28.



**Figure 28: The institutional effectiveness cycle aligning district and college missions with strategic goals and student learning outcomes.**

The central theme of institutional effectiveness is built around student success. Multiple planning documents collectively define what the short and long term goals of the college are, how the college allocates resources to provide the physical and academic infrastructure required for student learning, and how the goals align with the mission and vision of North Orange County Community College District and those of the College. The Educational Master Plan sets the long term goals of the institution; the Strategic Plan breaks them down into short term goals and drives the annual planning and budget process. Figure 29 illustrates the relationship among the Educational Master Plan, Strategic Plan, and Planning and Budget Process.



**Figure 29: Relationship among Educational Master Plan, Strategic Plan, and Fiscal Allocation Process**

## **North Orange County Community College District Vision, Mission and Strategic Plan**

NOCCCD encompasses approximately 155 square miles. The boundaries extend to the Riverside County line on the east and the Los Angeles County line on the west and north, although a portion of Los Angeles County is included in the District's service area. The District includes three institutions: Fullerton College, Cypress College, and School of Continuing Education. In its strategic plan framework, the vision of NOCCCD is to be the “celebrated choice of diverse learners shaping the future.” The mission of the North Orange County Community College District is to serve and enrich the communities and inspire life-long learning by providing education that is exemplary, relevant, and accessible. Based on its vision and mission, the District has defined three focus areas in its strategic plan framework:

Focus Area I: Innovation and relevancy for all learners.

Focus Area II: Intra-district community collaboration.

Focus Area III: Effective and efficient use of resources.

The mission of the District sets the context of the planning process for Cypress College. It emphasizes the importance of pedagogy, collaboration, and support services to provide a holistic platform for student learning. The broad areas of accreditation standards -- (1) institutional mission and effectiveness, (2) student learning programs and services, (3) resources, and (4) leadership and governance -- are all touched upon in the three focus areas of the District. The vision, mission, and goals of Cypress College build on the scope outlined in the vision and mission of the District and tie it closely with the accreditation standards.

## **Cypress College Vision and Mission**

The vision of Cypress College is to be a “premier learning community recognized for supporting student success and enriching society.” In its Strategic Plan 2008-2011, the mission of Cypress College is defined as:

“Cypress College enriches students’ lives by providing high-quality education for transfer to four-year institutions, associate degrees, career technical education, and certificate coursework, as well as basic skills and opportunities for lifelong learning. The college is committed to promoting student learning and success, embracing diversity, and contributing to both the economic and social development of the surrounding community.”

Based on its vision and mission, five strategic directions identified in the Strategic Plan of Cypress College for the period 2008-2011 are as follows:

**Direction One:** Instruction - Designing, enhancing, and delivering comprehensive and accessible instruction to promote academic excellence and student learning.

**Direction Two:** Student and Academic Support Services - Developing and providing comprehensive student and academic support services to foster a positive and effective learning environment.

**Direction Three:** Campus Support and Infrastructure - Ensuring that campus support services and resources are provided in an effective and efficient manner.

**Direction Four:** Climate, Involvement, and Communication - Promoting a campus climate that embraces diversity and supports excellence, integrity, collegiality, and inclusiveness, by supporting communication and involvement throughout the college.

**Direction Five:** Collaborative Relations and Marketing - Improving marketing efforts, and establishing and strengthening collaborative relationships with other educational institutions and with the communities we serve.

The five Strategic Directions align the college initiatives with the focus of the District. Directions One and Two aim at improving pedagogy and learning, aligning with Focus Area I of the district. Directions Four and Five stress the importance of collaboration, keeping with the district's Focus Area II. While all the directions have an underlying goal of improving efficiency, Direction Three particularly emphasizes the efficiency and effectiveness aspect, aligning with district Focus Area III. In the current Strategic Plan, thirteen goals and thirty-seven assessment standards are distributed over five broad areas or directions.

The five strategic directions also tie the College activities with the four accreditation standards. The mission of Cypress College clearly spells out the emphasis on student learning, diversity, and economic and social development. The mission also provides direction to measure effectiveness in the areas of transfer, degree and certificate completion, career technical education, basic skills and lifelong learning, linking the college goals with Accreditation Standard I (Mission and Effectiveness). Directions One and Two collectively address the issue of student learning, and links with Accreditation Standard II (Student Learning Programs and Services). Direction Three addresses the Accreditation Standard III (Effective Use of Resources). Directions Four and Five address the Accreditation Standard IV (Campus Leadership and Governance).

The Strategic Plan for Cypress College is updated every three years – the tenure of the current Strategic Plan is from Fall 2008 to Spring 2011. Although identification of short term goals are important from the perspective of measurement, the college needs a long term direction that recognizes the demographic change among the students, the constantly evolving economic and social scenarios, and need for workforce with a higher level of skill sets. The long term direction of the college is outlined in its Educational Master Plan.

## **Educational Master Plan**

The Educational Master Plan (EMP) was created to provide direction for each instructional department and the college as a whole. Following the recommendation from the Accrediting Commission of Community and Junior Colleges, the Educational Master Plan was developed to serve as a core planning document that will determine the educational scope and objective of the institution. The Educational Master Plan also provides focus for directions of the Strategic Plan, which is revised every three years. The Strategic Plan serves

as the vehicle that guides short-term decision making including resource allocation, whereas the Educational Master Plan articulates the long-term academic goals.

In the EMP, each instructional unit identifies the changing environment and student demographics and outlines a long-term strategy to provide appropriate services to the students. Each planning document also identifies broad goals and measurement standards for evaluation of accomplishment of goals.

Additional plans to support the Educational Master Plan focus on six areas:

- Student Services Master Plan
- Matriculation Plan
- Student Equity Plan
- Basic Skills Plan
- Distance Education Plan
- Technology Plan

Each of these plan has specific goals and objectives. Collectively, fulfillment of the goals and objectives specified in these plans will provide the Cypress College students an opportunity to accomplish their educational objectives, learn to thrive in a diverse environment, and be responsible members contributing to their respective communities.

## ***Conclusion***

No amount of planning can help improve an institution unless the accomplishments of the plans are carefully tracked and periodic evaluations are conducted to ensure that the plans are valid in the fast changing socio-economic scenario. The Institutional Effectiveness Report at Cypress College was created to serve this purpose. The report provides an annual update of the performance of the College in critical areas. As the current version of the report shows, Cypress College is accomplishing its goals in areas such as access, equity, and diversity. In the face of growing fiscal crunch, the College is managing its resources well to provide the instruction and services that its students require. The College is well connected with the community partners and involves its faculty and staff in the decision-making processes. There are areas such as graduation and transfer, retention, and basic skills where there is room for improvement. Overall, there is a continued effort on part of the College to provide students a safe, diverse environment to meet their educational goals.

## Appendix A – Success & Retention in Online vs. On-Campus Courses: Fall 2007-Spring 2009

### Business

- Success rates in online/hybrid Business courses have steadily improved over the last four semesters and almost mirror rates in on-campus sections of the same class.

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
ACCT 101	55.6	239	39.5	38	58.0	231	39.3	28	57.6	262	40.5	37	59.6	265	53.8	26
ACCT 103	63.0	27	54.8	31	69.7	33	55.9	34	89.5	38	75.7	37	83.3	30	88.9	36
CIS 075	62.2	37	35.0	20	53.1	64	50.0	14	62.1	66	27.3	22	56.8	44	16.7	18
CIS 101	65.0	60	34.6	26	82.5	40	31.0	29	75.6	78	44.0	50	75.0	48	43.8	48
CIS 111	71.8	373	71.0	214	71.6	338	71.4	255	72.8	449	82.0	172	72.1	416	73.6	261
CIS 150	73.3	15	42.9	14												
CIS 179	35.3	17	50.0	2												
CIS 211	61.4	44	69.4	36	57.1	49	56.3	32	73.1	67	44.1	34	59.6	57	54.1	37
CIS 250	100.0	1	44.4	9	30.0	10	33.3	3	42.9	14	87.5	8	57.1	7	57.9	19
CIS 251					100.0	1	66.7	3	100.0	1	100.0	1	0.0	1	66.7	3
MGT 240	85.7	63	50.0	26	76.2	63	56.5	23	86.4	66	60.9	23	85.5	83	71.9	32
<b>TOTAL</b>	<b>66.1</b>	<b>876</b>	<b>59.9</b>	<b>416</b>	<b>65.9</b>	<b>829</b>	<b>62.2</b>	<b>421</b>	<b>69.6</b>	<b>1041</b>	<b>64.8</b>	<b>384</b>	<b>68.7</b>	<b>951</b>	<b>66.3</b>	<b>480</b>

Table 19: Business - Success

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
ACCT 101	69.0	239	57.9	38	71.0	231	60.7	28	72.1	262	59.5	37	76.2	265	61.5	26
ACCT 103	70.4	27	64.5	31	69.7	33	61.8	34	89.5	38	78.4	37	83.3	30	94.4	36
CIS 075	86.5	37	75.0	20	75.0	64	71.4	14	87.9	66	72.7	22	72.7	44	66.7	18
CIS 101	81.7	60	69.2	26	92.5	40	44.8	29	84.6	78	74.0	50	95.8	48	70.8	48
CIS 111	86.9	373	75.2	214	80.5	338	82.0	255	86.6	449	87.2	172	84.6	416	78.9	261
CIS 150	80.0	15	50.0	14												
CIS 179	41.2	17	50.0	2												
CIS 211	68.2	44	69.4	36	69.4	49	65.6	32	76.1	67	44.1	34	66.7	57	56.8	37
CIS 250	100.0	1	66.7	9	40.0	10	66.7	3	57.1	14	100.0	8	57.1	7	84.2	19
CIS 251					100.0	1	66.7	3	100.0	1	100.0	1	0.0	1	100.0	3
MGT 240	90.5	63	57.7	26	84.1	63	65.2	23	97.0	66	65.2	23	92.8	83	78.1	32
<b>TOTAL</b>	<b>79.5</b>	<b>876</b>	<b>69.7</b>	<b>416</b>	<b>76.7</b>	<b>829</b>	<b>73.6</b>	<b>421</b>	<b>82.6</b>	<b>1041</b>	<b>76.3</b>	<b>384</b>	<b>81.6</b>	<b>951</b>	<b>76.5</b>	<b>480</b>

Table 20: Business - Retention

### Counseling

- There continues to be large differences in the success rates between on-campus and online/hybrid versions of the same course in Counseling. In spring 2009, online/hybrid offerings were down 65% compared to fall 2007.

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
COUN 151	71.1	128	48.5	167	73.2	56	46.0	163	70.6	170	47.2	127	70.0	120	55.2	58
COUN 160					76.5	17	22.2	9								
<b>TOTAL</b>	<b>71.1</b>	<b>128</b>	<b>48.5</b>	<b>167</b>	<b>74.0</b>	<b>73</b>	<b>44.8</b>	<b>172</b>	<b>70.6</b>	<b>170</b>	<b>47.2</b>	<b>127</b>	<b>70.0</b>	<b>120</b>	<b>55.2</b>	<b>58</b>

Table 21: Counseling - Success

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
COUN 151	77.3	128	70.1	167	76.8	56	65.6	163	79.4	170	78.0	127	80.0	120	74.1	58
COUN 160					100.0	17	66.7	9								
<b>TOTAL</b>	<b>77.3</b>	<b>128</b>	<b>70.1</b>	<b>167</b>	<b>82.2</b>	<b>73</b>	<b>65.7</b>	<b>172</b>	<b>79.4</b>	<b>170</b>	<b>78.0</b>	<b>127</b>	<b>80.0</b>	<b>120</b>	<b>74.1</b>	<b>58</b>

**Table 22: Counseling - Retention**

**Fine Arts**

- Fine Arts offers six classes that are taught both on-campus and online/hybrid. In three of the last four semesters, the number of enrollments in online/hybrid sections combined for these six classes was larger than those in on-campus sections.

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
ART 110	43.6	55	50.0	130	55.6	36	48.3	149	54.3	35	51.7	149	47.2	36	65.1	106
MUS 116	64.4	101	68.6	121	70.2	94	79.4	160	86.9	99	84.3	102	88.2	51	80.4	107
MUS 117	76.7	120	50.0	56	72.5	91	57.3	75	78.6	140	52.4	42	72.4	134	69.2	39
MUS 119 (OH)	60.6	99	51.0	98	63.6	143	63.8	80	69.7	195	55.4	56	64.6	189	75.5	102
THEA 100	67.8	59	52.2	232	79.5	39	67.5	231	77.6	67	47.2	159	72.7	88	55.2	134
THEA 107									84.2	38	40.0	40	73.1	26	62.2	37
<b>TOTAL</b>	<b>64.7</b>	<b>434</b>	<b>54.5</b>	<b>637</b>	<b>68.0</b>	<b>403</b>	<b>64.6</b>	<b>695</b>	<b>75.8</b>	<b>574</b>	<b>56.0</b>	<b>548</b>	<b>69.5</b>	<b>524</b>	<b>67.8</b>	<b>525</b>

**Table 23: Fine Arts - Success**

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
ART 110	76.4	55	63.1	130	72.2	36	69.8	149	68.6	35	68.5	149	61.1	36	71.7	106
MUS 116	72.3	101	72.7	121	81.9	94	81.3	160	90.9	99	86.3	102	92.2	51	85.0	107
MUS 117	91.7	120	71.4	56	83.5	91	80.0	75	90.7	140	69.0	42	85.8	134	79.5	39
MUS 119 (OH)	88.9	99	73.5	98	81.1	143	85.0	80	84.6	195	83.9	56	88.4	189	86.3	102
THEA 100	88.1	59	80.6	232	97.4	39	84.0	231	91.0	67	73.6	159	92.0	88	76.9	134
THEA 107									89.5	38	50.0	40	76.9	26	81.1	37
<b>TOTAL</b>	<b>84.1</b>	<b>434</b>	<b>73.6</b>	<b>637</b>	<b>82.6</b>	<b>403</b>	<b>80.0</b>	<b>695</b>	<b>87.3</b>	<b>574</b>	<b>73.5</b>	<b>548</b>	<b>86.3</b>	<b>524</b>	<b>79.8</b>	<b>525</b>

**Table 24: Fine Arts - Retention**

## Health Science

- The success rate in Health Science 147 – Survey of Disease has been higher in the online/hybrid version of the course than in the traditional on-campus delivery method for the last four semesters.

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
HS 145	66.7	180	66.7	99	<b>61.1</b>	<b>175</b>	49.0	96	<b>57.4</b>	<b>190</b>	55.1	98	<b>66.4</b>	<b>152</b>	54.8	93
HS 147 (OH)	50.8	59	<b>79.4</b>	<b>34</b>	49.2	65	<b>56.9</b>	<b>72</b>	39.2	51	<b>53.5</b>	<b>43</b>	56.5	62	<b>78.3</b>	<b>46</b>
NURS 191 (H)	<b>87.1</b>	<b>31</b>	78.3	23	76.0	25	<b>89.5</b>	<b>19</b>	<b>88.9</b>	<b>27</b>	80.0	20	<b>95.7</b>	<b>23</b>	91.7	12
NURS 195 (H)					85.7	28	<b>88.2</b>	<b>17</b>					<b>88.5</b>	<b>26</b>	73.3	15
<b>TOTAL</b>	<b>65.6</b>	<b>270</b>	<b>71.2</b>	<b>156</b>	<b>62.1</b>	<b>293</b>	<b>58.8</b>	<b>204</b>	<b>57.1</b>	<b>268</b>	<b>57.8</b>	<b>161</b>	<b>68.8</b>	<b>263</b>	<b>65.7</b>	<b>166</b>

**Table 25: Health Science - Success**

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
HS 145	75.0	180	<b>83.8</b>	<b>99</b>	72.0	175	<b>77.1</b>	<b>96</b>	70.5	190	<b>76.5</b>	<b>98</b>	<b>77.0</b>	<b>152</b>	76.3	93
HS 147 (OH)	66.1	59	<b>88.2</b>	<b>34</b>	60.0	65	<b>63.9</b>	<b>72</b>	60.8	51	<b>67.4</b>	<b>43</b>	66.1	62	<b>89.1</b>	<b>46</b>
NURS 191 (H)	87.1	31	<b>91.3</b>	<b>23</b>	84.0	25	<b>94.7</b>	<b>19</b>	<b>96.3</b>	<b>27</b>	85.0	20	<b>95.7</b>	<b>23</b>	91.7	12
NURS 195 (H)					92.9	28	<b>94.1</b>	<b>17</b>					<b>96.2</b>	<b>26</b>	86.7	15
<b>TOTAL</b>	<b>74.4</b>	<b>270</b>	<b>85.9</b>	<b>156</b>	<b>72.4</b>	<b>293</b>	<b>75.5</b>	<b>204</b>	<b>71.3</b>	<b>268</b>	<b>75.2</b>	<b>161</b>	<b>77.9</b>	<b>263</b>	<b>81.9</b>	<b>166</b>

**Table 26: Health Science - Retention**

## Language Arts

- During the last four semesters, practically every English course offered both on-campus and online/hybrid had a higher success rate in the on-campus version of the course.

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
COMM 105 (H)	<b>71.8</b>	<b>39</b>	65.2	23	54.1	37	<b>54.5</b>	<b>11</b>					<b>77.6</b>	<b>58</b>	71.4	28
ENGL 058	<b>67.9</b>	<b>592</b>	44.0	50	<b>67.8</b>	<b>394</b>	46.4	69	<b>68.6</b>	<b>611</b>	47.1	51	<b>62.3</b>	<b>448</b>	43.9	57
ENGL 060	<b>64.8</b>	<b>785</b>	60.7	56	<b>63.3</b>	<b>668</b>	51.7	89	<b>71.1</b>	<b>850</b>	45.5	77	<b>61.5</b>	<b>642</b>	58.2	55
ENGL 100	<b>68.8</b>	<b>1126</b>	50.5	196	<b>62.7</b>	<b>920</b>	33.5	167	<b>64.8</b>	<b>1108</b>	45.8	120	<b>63.7</b>	<b>1072</b>	29.3	92
ENGL 102	<b>70.3</b>	<b>148</b>	65.9	135	<b>76.3</b>	<b>177</b>	73.4	139	<b>79.3</b>	<b>135</b>	67.2	125	<b>75.0</b>	<b>184</b>	70.5	129
ENGL 103	<b>67.5</b>	<b>277</b>	37.0	127	<b>78.6</b>	<b>406</b>	44.8	116	<b>81.4</b>	<b>354</b>	51.4	109	<b>75.7</b>	<b>370</b>	44.2	95
ENGL 104	<b>67.3</b>	<b>55</b>	57.9	19	<b>80.8</b>	<b>52</b>	65.3	49	<b>73.0</b>	<b>37</b>	72.0	25	<b>70.6</b>	<b>51</b>	60.0	50
ENGL 106	<b>88.5</b>	<b>26</b>	50.0	28	<b>83.9</b>	<b>56</b>	66.7	36	<b>75.5</b>	<b>49</b>	64.3	28	66.0	47	<b>71.4</b>	<b>28</b>
ENGL 137					<b>70.0</b>	<b>20</b>	59.5	42								
ENGL 239	<b>84.0</b>	<b>25</b>	79.4	34					<b>88.9</b>	<b>18</b>	86.2	65				
<b>TOTAL</b>	<b>67.9</b>	<b>3073</b>	<b>53.6</b>	<b>668</b>	<b>67.5</b>	<b>2730</b>	<b>52.2</b>	<b>718</b>	<b>70.1</b>	<b>3162</b>	<b>57.7</b>	<b>600</b>	<b>65.7</b>	<b>2872</b>	<b>53.8</b>	<b>534</b>

**Table 27: Language Arts - Success**



	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
COMM 105 (H)	92.3	39	78.3	23	73.0	37	63.6	11					93.1	58	78.6	28
ENGL 058	84.5	592	66.0	50	83.2	394	91.3	69	82.7	611	64.7	51	75.7	448	66.7	57
ENGL 060	82.3	785	85.7	56	74.3	668	76.4	89	82.0	850	64.9	77	74.1	642	70.9	55
ENGL 100	82.1	1126	68.9	196	74.9	920	54.5	167	77.6	1108	66.7	120	76.9	1072	41.3	92
ENGL 102	84.5	148	78.5	135	83.6	177	81.3	139	85.9	135	76.0	125	83.2	184	78.3	129
ENGL 103	74.4	277	63.8	127	85.0	406	61.2	116	89.5	354	65.1	109	81.9	370	64.2	95
ENGL 104	76.4	55	84.2	19	92.3	52	79.6	49	81.1	37	92.0	25	88.2	51	68.0	50
ENGL 106	88.5	26	71.4	28	87.5	56	77.8	36	79.6	49	78.6	28	72.3	47	82.1	28
ENGL 137					80.0	20	81.0	42								
ENGL 239	88.0	25	91.2	34					88.9	18	92.3	65				
<b>TOTAL</b>	<b>82.1</b>	<b>3073</b>	<b>73.1</b>	<b>668</b>	<b>78.6</b>	<b>2730</b>	<b>71.6</b>	<b>718</b>	<b>81.6</b>	<b>3162</b>	<b>72.3</b>	<b>600</b>	<b>77.6</b>	<b>2872</b>	<b>66.7</b>	<b>534</b>

**Table 28: Language Arts - Retention**

### Physical Education

- PE 234 – Contemporary Health has had many more students enrolled in the online version of this class than in the on-campus version for the last four semesters.

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
PE 234	84.5	58	68.4	117	87.9	33	65.9	132	76.5	51	74.7	87	75.0	20	70.5	88
PE 250	90.0	70	58.5	41	78.3	69	82.2	45	79.2	48	65.3	49	68.8	96	69.8	43
<b>TOTAL</b>	<b>87.5</b>	<b>128</b>	<b>65.8</b>	<b>158</b>	<b>81.4</b>	<b>102</b>	<b>70.1</b>	<b>177</b>	<b>77.8</b>	<b>99</b>	<b>71.3</b>	<b>136</b>	<b>69.8</b>	<b>116</b>	<b>70.2</b>	<b>131</b>

**Table 29: Physical Education - Success**

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
PE 234	93.1	58	88.9	117	90.9	33	85.6	132	88.2	51	83.9	87	95.0	20	92.0	88
PE 250	92.9	70	87.8	41	82.6	69	93.3	45	83.3	48	91.8	49	72.9	96	83.7	43
<b>TOTAL</b>	<b>93.0</b>	<b>128</b>	<b>88.6</b>	<b>158</b>	<b>85.3</b>	<b>102</b>	<b>87.6</b>	<b>177</b>	<b>85.9</b>	<b>99</b>	<b>86.8</b>	<b>136</b>	<b>76.7</b>	<b>116</b>	<b>89.3</b>	<b>131</b>

**Table 30: Physical Education - Retention**

### Science, Engineering and Math

- With the exception of Math 20 – Elementary Algebra, most SEM classes have higher success rates in the online/hybrid method of a particular class than in the on-campus traditional delivery version.

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
ASTR 116 (H)	57.8	218	55.8	52	61.8	199	46.8	47	65.1	252	80.0	30	52.3	262	69.2	52
BIOL 102	31.8	170	54.8	42	45.0	131	52.8	53	41.0	183	38.9	36	35.5	107	51.2	41
BIOL 160	43.2	74	34.0	47	40.3	67	36.5	52	39.8	83	43.6	39	65.3	72	56.3	48
CHEM 107 (H)					65.4	107	23.1	26	87.0	108	57.9	19				
MATH 020 (H)	40.4	998	17.4	23	38.1	863	21.1	19	38.6	1173	23.1	26	37.2	991	24.0	25
<b>TOTAL</b>	<b>42.1</b>	<b>1460</b>	<b>43.9</b>	<b>164</b>	<b>44.5</b>	<b>1367</b>	<b>40.1</b>	<b>197</b>	<b>45.5</b>	<b>1799</b>	<b>48.0</b>	<b>150</b>	<b>41.3</b>	<b>1432</b>	<b>54.2</b>	<b>166</b>

**Table 31: SEM - Success**

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
ASTR 116 (H)	82.6	218	78.8	52	81.9	199	72.3	47	81.3	252	93.3	30	79.0	262	84.6	52
BIOL 102	61.2	170	69.0	42	75.6	131	69.8	53	68.3	183	61.1	36	59.8	107	73.2	41
BIOL 160	74.3	74	70.2	47	56.7	67	63.5	52	61.4	83	64.1	39	86.1	72	72.9	48
CHEM 107 (H)					73.8	107	23.1	26	89.8	108	63.2	19				
MATH 020 (H)	63.1	998	39.1	23	61.0	863	42.1	19	62.7	1173	42.3	26	59.2	991	56.0	25
<b>TOTAL</b>	<b>66.4</b>	<b>1460</b>	<b>68.3</b>	<b>164</b>	<b>66.2</b>	<b>1367</b>	<b>59.9</b>	<b>197</b>	<b>67.4</b>	<b>1799</b>	<b>65.3</b>	<b>150</b>	<b>64.2</b>	<b>1432</b>	<b>74.1</b>	<b>166</b>

**Table 32: SEM - Retention**

### Social Science

- The Social Science division has offered the largest selection of course offerings online at Cypress College over the last four semesters.

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
ANTH 101	72.4	105	47.4	19	68.1	135	52.3	65	61.3	186	39.1	69	72.2	205	49.5	93
ANTH 102	61.5	156	32.9	79	57.0	165	40.5	121	73.0	237	35.1	74	58.6	249	46.7	107
ANTH 107					72.7	33	35.1	37	74.5	51	28.2	39	21.1	38	41.3	46
ECON 100	42.8	325	18.8	69	67.4	386	25.7	74	52.2	297	32.9	79	52.0	408	44.9	127
ECON 105	55.0	151	11.5	78	68.0	169	30.8	104	58.5	142	46.3	67	65.1	172	57.6	85
GEOG 100	57.9	254	65.2	69	49.8	217	50.0	112	57.2	276	47.3	129	53.6	224	48.6	107
HUSR 292	76.2	21	61.1	18	78.9	19	52.6	19	77.4	31	68.2	22	82.6	23	57.1	21
PHIL 100	50.8	301	51.9	231	63.9	349	56.9	253	59.4	434	64.3	140	58.3	424	50.0	202
PHIL 160									63.2	106	54.1	37	66.4	134	69.6	46
POSC 100	62.1	647	48.2	110	69.2	798	31.7	101	61.2	693	56.5	115	62.9	708	56.8	88
PSY 101	57.1	893	26.2	103	65.7	791	41.1	107	66.6	826	44.7	103	55.6	689	54.1	74
PSY 139	71.5	172	56.8	37	71.4	238	63.0	73	75.8	219	85.9	64	77.4	243	58.5	65
PSY 237	74.1	27	54.5	22	88.2	17	63.5	63	90.0	10	66.0	53	69.2	26	62.2	45
SOC 101	70.8	643	30.7	101	70.8	596	28.9	173	65.9	625	51.1	94	72.4	627	62.6	123
SOC 102									87.5	40	41.7	24	64.3	28	63.0	27
SOC 237	84.0	25	43.8	16	50.0	4	47.9	48	50.0	10	54.8	31	22.2	9	82.4	34
SOC 275	69.2	65	29.6	54	65.1	83	32.0	25	62.5	104	62.2	45	70.7	116	43.8	32
SOC 292	81.8	22	64.0	25	63.6	22	66.7	21	77.8	18	66.7	24	65.2	23	60.0	20
<b>TOTAL</b>	<b>60.5</b>	<b>3807</b>	<b>40.3</b>	<b>1031</b>	<b>66.6</b>	<b>4022</b>	<b>44.0</b>	<b>1396</b>	<b>63.9</b>	<b>4305</b>	<b>51.9</b>	<b>1209</b>	<b>62.3</b>	<b>4346</b>	<b>53.8</b>	<b>1342</b>

**Table 33: Social Science - Success**

	Fall 2007				Spring 2008				Fall 2008				Spring 2009			
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
ANTH 101	90.5	105	57.9	19	80.0	135	73.8	65	81.7	186	53.6	69	87.8	205	65.6	93
ANTH 102	75.6	156	62.0	79	71.5	165	55.4	121	86.1	237	50.0	74	85.5	249	62.6	107
ANTH 107					87.9	33	54.1	37	90.2	51	41.0	39	57.9	38	58.7	46
ECON 100	71.4	325	60.9	69	76.9	386	59.5	74	80.1	297	62.0	79	76.2	408	74.0	127
ECON 105	74.8	151	61.5	78	82.8	169	40.4	104	76.8	142	59.7	67	79.1	172	81.2	85
GEOG 100	78.3	254	87.0	69	66.8	217	76.8	112	83.0	276	79.1	129	87.9	224	79.4	107
HUSR 292	95.2	21	88.9	18	94.7	19	84.2	19	96.8	31	90.9	22	95.7	23	85.7	21
PHIL 100	75.7	301	74.5	231	78.5	349	76.7	253	75.8	434	80.7	140	75.7	424	72.3	202
PHIL 160									71.7	106	62.2	37	77.6	134	80.4	46
POSC 100	85.9	647	68.2	110	88.8	798	63.4	101	85.7	693	75.7	115	86.2	708	76.1	88
PSY 101	77.6	893	66.0	103	82.0	791	57.9	107	82.3	826	67.0	103	75.2	689	75.7	74
PSY 139	85.5	172	62.2	37	82.8	238	72.6	73	89.5	219	92.2	64	88.9	243	72.3	65

PSY 237	85.2	27	68.2	22	100.0	17	79.4	63	100.0	10	75.5	53	84.6	26	88.9	45
SOC 101	82.4	643	75.2	101	80.7	596	54.9	173	80.8	625	67.0	94	83.9	627	83.7	123
SOC 102									95.0	40	62.5	24	67.9	28	92.6	27
SOC 237	96.0	25	75.0	16	75.0	4	68.8	48	80.0	10	71.0	31	44.4	9	91.2	34
SOC 275	90.8	65	68.5	54	84.3	83	44.0	25	78.8	104	80.0	45	87.9	116	81.3	32
SOC 292	90.9	22	80.0	25	95.5	22	85.7	21	83.3	18	79.2	24	82.6	23	85.0	20
<b>TOTAL</b>	<b>80.3</b>	<b>3807</b>	<b>70.2</b>	<b>1031</b>	<b>81.5</b>	<b>4022</b>	<b>64.7</b>	<b>1396</b>	<b>82.3</b>	<b>4305</b>	<b>70.1</b>	<b>1209</b>	<b>81.5</b>	<b>4346</b>	<b>75.7</b>	<b>1342</b>

**Table 34: Social Science - Retention**

**Vocational Technology (CTE)**

- The Career Technical Education (CTE) division has had more students enrolled in online versions of particular courses than in on-campus sections of the same class with similar success rates over the last three semesters.

	Fall 2007				Spring 2008				Fall 2008				Spring 2009				
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	
ATC 070	92.0	25	45.0	20	50.0	20	50.0	16									
ATC 101	58.8	34	19.0	21	66.7	24	50.0	14	70.0	40	62.5	32	46.4	28	51.7	29	
ATC 102									55.6	18	47.8	23	37.0	27	58.8	34	
ATC 170	69.6	23	46.2	26	40.0	25	33.3	27									
ATC 174									59.3	27	50.0	26					
ATC 183									40.6	32	33.3	12					
ATC 270	65.5	29	30.8	13					79.3	29	64.7	17					
AVIA 102									25.0	4	40.0	5	33.3	3	33.3	3	
HRC 100	73.5	34	71.1	83	85.7	28	80.3	61	86.1	36	80.7	83	82.2	45	61.1	72	
HRC 120													86.8	38	90.5	42	
<b>TOTAL</b>	<b>71.0</b>	<b>145</b>	<b>54.0</b>	<b>163</b>	<b>61.9</b>	<b>97</b>	<b>61.9</b>	<b>118</b>	<b>65.6</b>	<b>186</b>	<b>64.6</b>	<b>198</b>	<b>66.7</b>	<b>141</b>	<b>65.6</b>	<b>180</b>	

**Table 35: VoTech - Success**

	Fall 2007				Spring 2008				Fall 2008				Spring 2009				
	On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		On-campus		Online/Hybrid		
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	
ATC 070	96.0	25	85.0	20	90.0	20	75.0	16									
ATC 101	97.1	34	52.4	21	95.8	24	64.3	14	82.5	40	81.3	32	67.9	28	62.1	29	
ATC 102									94.4	18	73.9	23	70.4	27	64.7	34	
ATC 170	100.0	23	50.0	26	92.0	25	33.3	27									
ATC 174									88.9	27	65.4	26					
ATC 183									84.4	32	41.7	12					
ATC 270	100.0	29	84.6	13					93.1	29	76.5	17					
AVIA 102									100.0	4	60.0	5	100.0	3	33.3	3	
HRC 100	73.5	34	80.7	83	85.7	28	86.9	61	94.4	36	86.7	83	86.7	45	63.9	72	
HRC 120													89.5	38	97.6	42	
<b>TOTAL</b>	<b>92.4</b>	<b>145</b>	<b>73.0</b>	<b>163</b>	<b>90.7</b>	<b>97</b>	<b>70.3</b>	<b>118</b>	<b>89.2</b>	<b>186</b>	<b>77.3</b>	<b>198</b>	<b>80.9</b>	<b>141</b>	<b>71.1</b>	<b>180</b>	

**Table 36: VoTech - Retention**

**BOARD OF TRUSTEES**

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**

Leonard Lahtinen, President  
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