



INSTITUTIONAL EFFECTIVENESS REPORT

2024- 2025



Table of Contents

President’s Message.....	4
Introduction	5
Cypress College Mission, Vision, and Core Values.....	6
Chapter One: Student and Employee Demographics.....	7
Student Demographics.....	7
Faculty and Staff Demographics	12
Chapter Two: Measures of Institutional Effectiveness	14
Course Success and Retention.....	14
Completion of Transfer-Level English and Math	19
Awards: Degrees and Certificates.....	21
Degrees Awarded.....	22
Certificates Awarded	24
Transfer Volume.....	26
Student Pathway to Completion.....	27
Full-Time Equivalent Students (FTES).....	28
Full-Time Equivalent Students (FTES) per Full-Time Equivalent Faculty (FTEF).....	29
Institution-Set Standards for Student Achievement	29
DataVista Dashboards	30
Chapter Four: Employment and Earnings Metrics	31
Chapter Three: Institutional Planning.....	34
Guided Pathways	34
Program Review.....	34
Student Equity and Achievement (SEA) Plan	34
Governance and Decision-Making Processes	36
Strategic Planning	36
Chapter Four: Accreditation	37
Conclusion	38

Figures

Figure 1. Student Headcount and Enrollment for Fall Terms.....	7
Figure 2. Proportion of Students by Gender	7
Figure 3. Proportion of Students by Ethnicity.....	8
Figure 4. Proportion of Students by Age Group.....	8

Figure 5. Proportion of Students by Special Population	9
Figure 6. Proportion of Students by Educational Goal.....	10
Figure 7. Employee Classifications at Cypress College, Districtwide, and Statewide	12
Figure 8. Course Success and Retention Rates for Fall Terms.....	14
Figure 9. Course Success and Retention Rates for Spring Terms	14
Figure 10. Fall 2024 Course Success and Retention Rates by Division.....	15
Figure 11. Winter/Spring 2025 Course Success and Retention Rates by Division.....	15
Figure 12. Fall 2024 Course Success and Retention Rates by Instructional Modality.....	16
Figure 13. Winter/Spring 2025 Course Success and Retention Rates by Instructional Modality	16
Figure 14. Fall 2024 Course Success and Retention Rates by Ethnicity.....	17
Figure 15. Winter/Spring 2025 Course Success and Retention Rates by Ethnicity.....	17
Figure 16. Fall 2024 Course Success & Retention Rates, Specialized Instructional Programs .	18
Figure 17. Spring 2025 Course Success & Retention Rates, Specialized Instructional Programs....	18
Figure 18. Completion of Transfer-Level English within One Year	19
Figure 19. Completion of Transfer-Level Math within One Year	19
Figure 20. Completion of Transfer-Level English within One Year by Ethnic Group	20
Figure 22. Degrees and Certificates Awarded by Academic Year	21
Figure 23. Transfer Volume, 2020-21 through 2024-25.....	27
Figure 24. Student Completion Pathway for Fall 2022 First-Time Students	27
Figure 25. Total FTES, 2020-21 through 2024-25	28
Figure 26. FTES per FTEF, 2020-21 through 2024-25.....	29
Figure 27. CTE Students Employed in Jobs Closely Related to their Field of Study.....	32
Figure 28. CTE Students who Attained a Living Wage after College	33
Figure 29. CTE Students who Attained a Living Wage after College by Ethnicity, 2022-23.....	33

Tables

Table 1. Highest Parental Education Level.....	9
Table 2. Term Units Attempted	10
Table 3. Directly Matriculating Students from Top 10 Feeder High Schools	11
Table 4. Top 10 ZIP Codes of Residence for Cypress College Students	11
Table 5. Cypress College Employees by Gender, Fall 2024	12
Table 6. Cypress College Employees by Age, Fall 2024.....	13
Table 7. Cypress College Employees by Ethnicity, Fall 2024.....	13
Table 8. Awards Earned by Demographics	21

Table 9. Degrees Earned by Department	22
Table 10. Degrees Earned by Demographics	24
Table 11. Certificates Earned by Department.....	25
Table 12. Certificates Earned by Demographics	26
Table 13. Division Trends in Total FTES, 2020-21 through 2024-25.....	28
Table 14. FTEF, FTES, and FTES per FTEF, 2020-21 through 2024-25.....	29
Table 15. Institution-Set Standards for Student Achievement, 2021-22 through 2024-25.....	30
Table 16. Job Placement Rates among CTE Degree or Certificate Completers	31
Table 17. 2022-25 SEA Plan Disproportionately Impacted (DI) Groups	35

President's Message

It is my honor to share with you the Cypress College Institutional Effectiveness Report. As we look forward to the college's 60th Anniversary celebration in the coming year, we also take this time to highlight our inspirational students, reflect on the impact of college support services and programs, and celebrate the extensive accomplishments of our campus community.

Over the last year, Cypress College has focused on enrollment restoration, with annual enrollment exceeding 17,000 students. The Charger Experience Program supports more than half of the college's full-time students, and the Dual Enrollment Program saw a nearly 65% increase in the number of local high school students who took a college-level course to earn dual high school and college credit. Championing these and other support programs at the college advances the California Community Colleges Chancellor Dr. Sonya Christian's Vision 2030, reflecting the college's continued commitment to making higher education accessible to more of our Southern California community.

This commitment is embodied in our promise to join students on their journey and investing deeply in their success. This manifests in myriad ways. For example, our new Mazda MAST program quickly puts students into high-paying, high-demand jobs. Our recently approved bachelor's degree in dental hygiene will do the same. We are proud to help our students make good livings.

As we approach the end of another academic year, we enter my favorite time filled with celebrations recognizing the hard work, dedication, perseverance, and growth we've seen from the thousands of students we serve. At year-end festivities and the college's 59th Commencement Ceremony, I and my fellow Cypress College administrators, faculty, and staff proudly relish in the accomplishments and successes we work hard to support.

We are One Cypress, sharing a commitment to one another, believing in one another, and fostering one another's success. We are here on this campus because we recognize the importance and impact of the work we do to serve our students and impact our community. As we continue to make our promise to journey together — both a commitment to join and guide each and every one of our students and a recognition that every educational journey is unique and requires personalized support — we do so with the profound honor of stewarding the next generation of leaders and changemakers.

We take this journey together.

Scott W. Thayer, Ed.D.
President

Introduction

The Cypress College Institutional Effectiveness Report (IER) provides an annual update on various effectiveness measures related to institutional performance and planning, supporting the College's mission, vision, and core values. Produced annually since 2005, the IER evolves yearly to ensure that the information shared is timely, relevant, and aligned with institutional priorities. This year's IER includes data through 2024-25 on student and employee demographics, student outcomes, enrollment-related trends, institution-set standards, employment, and earnings metrics, as well as updates on large-scale planning initiatives such as Guided Pathways, strategic planning, and accreditation efforts. Through this report, Cypress College reaffirms its commitment to continuous improvements in student success, equity, and institutional excellence.

Cypress College Mission, Vision, and Core Values

Vision Statement

We strive to be a premier, innovative, and equitable learning community recognized for supporting students and enriching society.

Mission Statement

Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and baccalaureate degrees. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.

Core Values

Equity: Eliminating barriers to educational success and career goals by ensuring fairness and access to resources and support.

Excellence: Pursuing the highest quality in learning and teaching, supporting students, enhancing the college environment, and implementing sustainable practices.

Integrity: Upholding an ethical standard of honesty, accountability, and trust.

Collegiality: Promoting teamwork, collaboration, communication, courtesy, and respect both on campus and with the surrounding community.

Inclusiveness: Fostering a community that embraces diversity, individuality, accessibility, a supportive climate, and encourages a variety of perspectives and opinions.



Chapter One: Student and Employee Demographics

Student Demographics

Over the past ten fall semesters, the unduplicated student headcount at Cypress College has ranged from a high of 16,553 in Fall 2015 to a low of 13,539 in Fall 2022. Duplicated enrollment followed a similar trend, with a high of 44,598 in Fall 2015 and a low of 37,359 in Fall 2022. The COVID-19 pandemic brought enrollment declines in Fall 2021 and Fall 2022, however Fall 2023 demonstrated growth. Specifically, from Fall 2022 to Fall 2024, there was a 17.7% increase in student headcount ($n = 15,938$) and a 15.0% increase in enrollment ($n = 43,787$; see Figure 1).

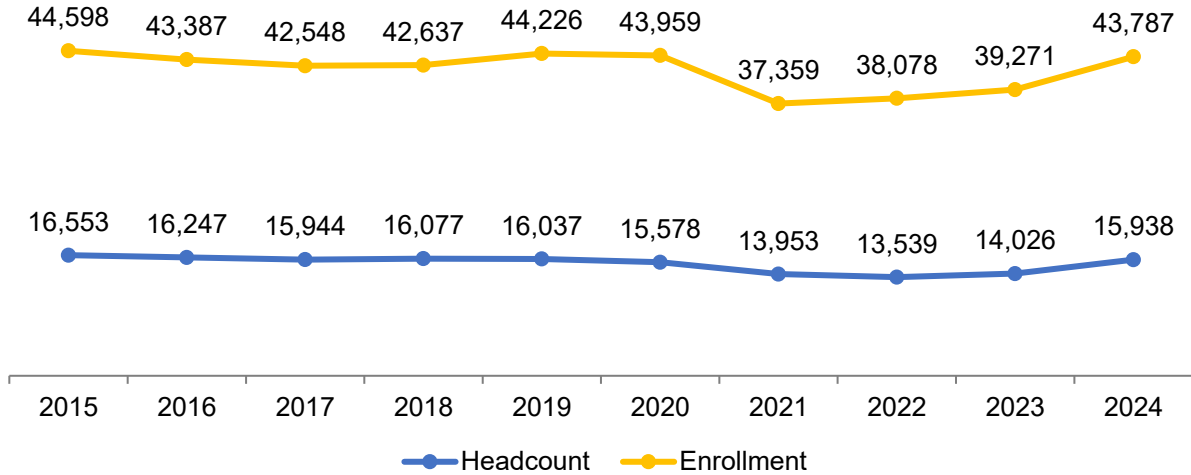


Figure 1. Student Headcount and Enrollment for Fall Terms

Source: Student Academic History

Figure 2 shows the distribution of students by gender at Cypress College for the past five fall terms. Female students have consistently been the majority at around 55%. In Fall 2024, female students represented 55.2% of our student population. Males represented 38.8% (see Figure 2).

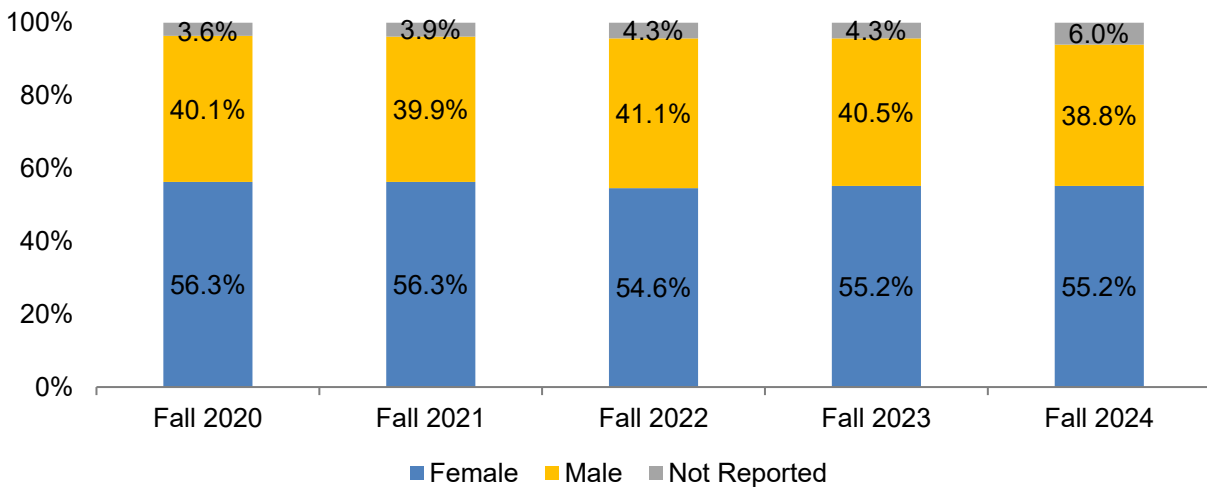


Figure 2. Proportion of Students by Gender

Source: Student Academic History

Figure 3 displays the distribution of students by ethnicity at Cypress College for the past five fall terms. Notable trends include a 4.5 percentage point increase in the two or more races category, which increased from 7.9% in Fall 2020 to 12.4% in Fall 2024, as well as a 4.8 percentage point increase in Latinx students, which increased from 49.7% in Fall 2020 to 54.5% in Fall 2024.

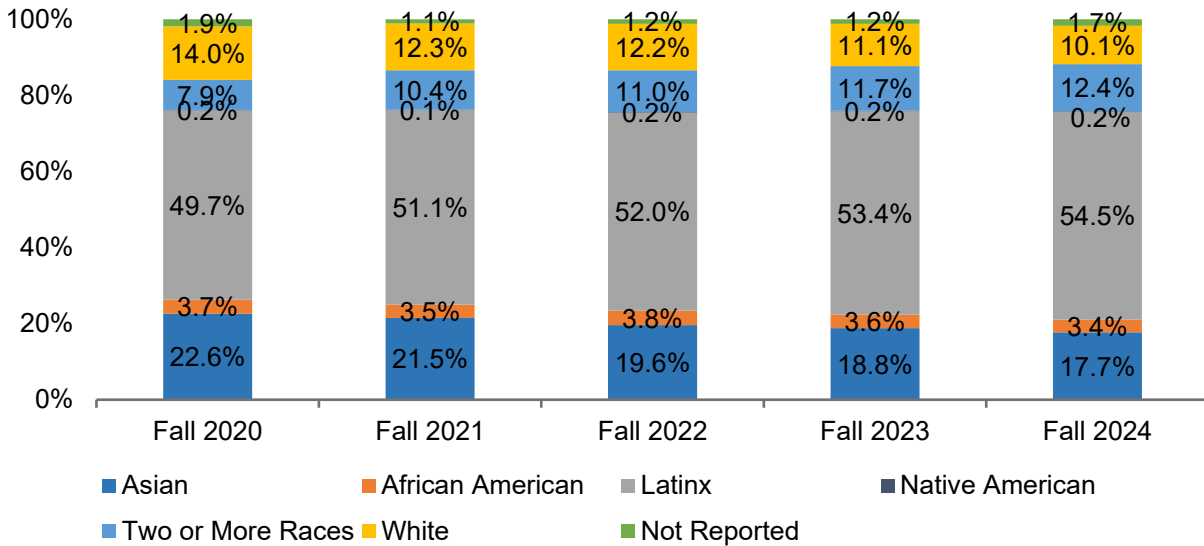


Figure 3. Proportion of Students by Ethnicity
Source: Student Academic History

The average age of students at Cypress College in Fall 2024 was 24 years old, which has remained consistent since Fall 2020. Figure 4 below shows that the proportion of students who are 19 years or younger has increased by approximately 10 percentage points while the proportion of other age groups has generally been decreasing (see Figure 4).

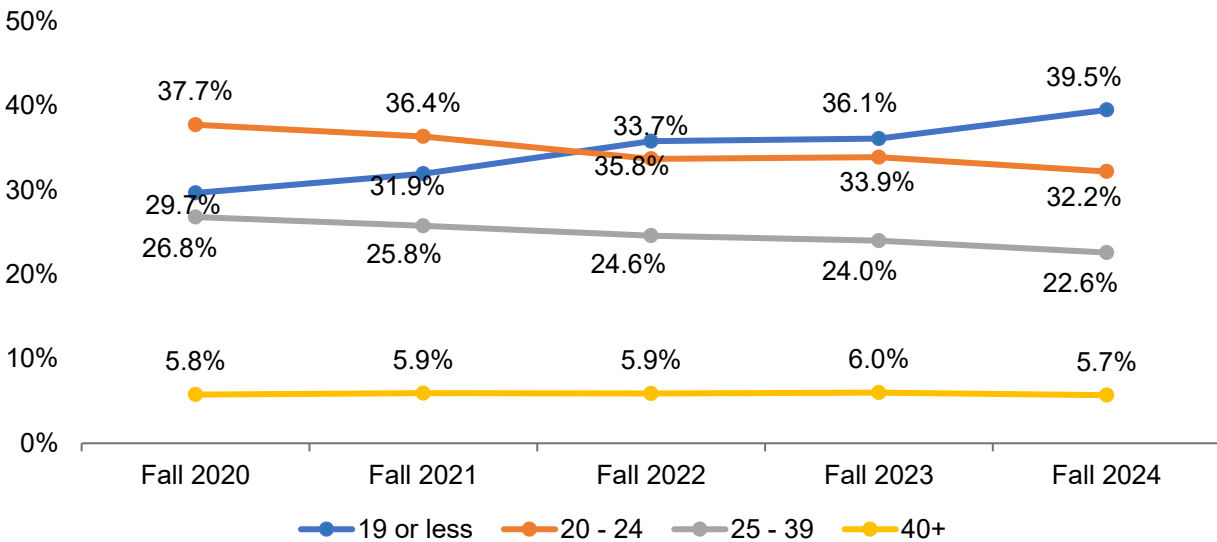


Figure 4. Proportion of Students by Age Group
Source: Student Academic History

Figure 5 shows the trends of several special population groups at Cypress College, including students receiving disability support services (DSS), military-affiliated students, former foster youth, and LGBT students. Improved efforts in requesting and reporting data on LGBT students increased the representation of these students in our data from 1.4% in Fall 2020 to 7.8% in Fall 4. Additionally, the proportion of DSS students has increased from a low of 3.5% in Fall 2020 to a high of 7.2% in Fall 2023 and 2024 (see Figure 5).

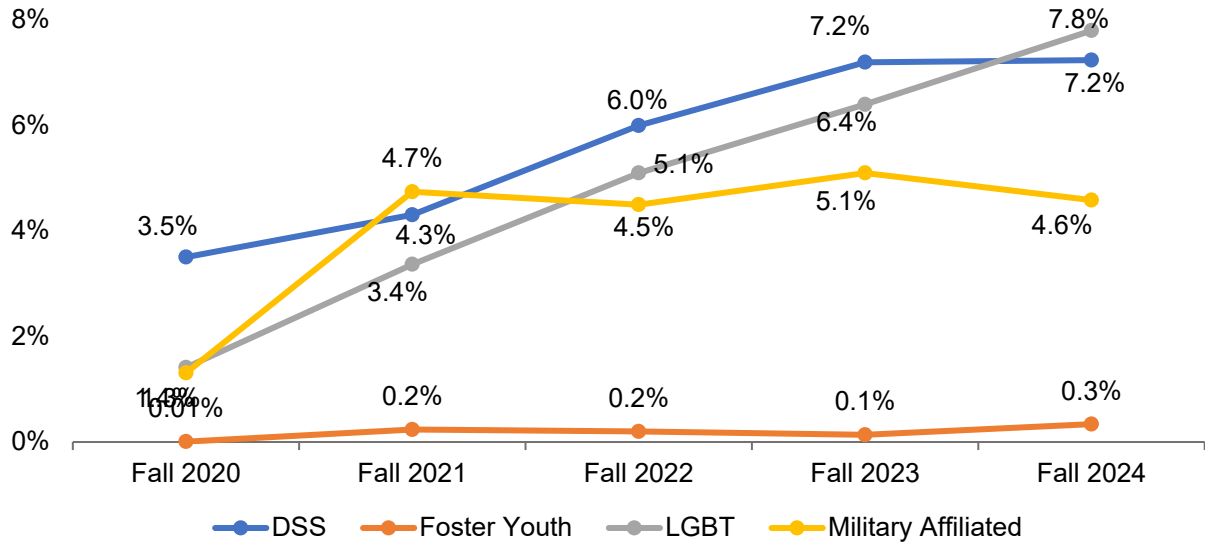


Figure 5. Proportion of Students by Special Population
Source: NOCCCD Information Systems

The percentage of first-generation college students at Cypress College has remained consistently above 35% over the past three fall terms. The highest parental education level among our students is summarized below in Table 1.

Table 1. Highest Parental Education Level

	Fall 2022		Fall 2023		Fall 2024	
	n	%	n	%	n	%
No High School Diploma ¹	2,815	20.8%	2,563	18.3%	2,618	16.4%
High School Diploma ¹	3,041	22.5%	2,872	20.5%	3,125	19.6%
Some College/No Degree	2,159	15.9%	2,125	15.2%	2,617	16.4%
Associate Degree	1,199	8.9%	1,198	8.5%	1,306	8.2%
Bachelor's Degree	2,383	17.6%	2,520	18.0%	2,765	17.3%
Graduate Degree	1,209	8.9%	1,472	10.5%	1,682	10.6%
Not Reported	733	5.4%	1,276	9.1%	1,825	11.5%
Total	13,539	100.0%	14,026	100.0%	15,938	100.0%

¹First-generation college student
Source: Student Academic History

The average number of units attempted by students at Cypress College in Fall 2024 was 9.4, which is up slightly from 8.9 units in Fall 2023. This trend in Table 2 shows the slightly

decreasing ratio of part-time students (attempting less than 12 units) while the proportion of full-time (attempting 12 or more units) has increased. Notably, the proportion of students attempting 12 or more units increased from 35.0% in Fall 2022 to 43.3% in Fall 2024 (see Table 2).

Table 2. Term Units Attempted

	Fall 2022		Fall 2023		Fall 2024	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Less than 6 units	4,343	32.1%	4,293	30.6%	4,227	26.5%
6 - 11.5 units	4,448	32.9%	4,500	32.1%	4,799	30.1%
12 - 14.5 units	3,185	23.5%	3,295	23.5%	4,501	28.2%
15 or more units	1,563	11.5%	1,938	13.8%	2,411	15.1%
Total	13,539	100.0%	14,026	100.0%	15,938	100.0%

Source: Student Academic History

In Fall 2024, 40.5% of Cypress College students had an educational goal of earning an associate degree and transfer, down from 47.0% in Fall 2020. The proportion of students with an educational goal of transfer only declined from 12.7% in Fall 2020 to 7.8% in Fall 2024. In contrast, the proportion of students pursuing only an associate degree or other educational goals (such as job placement or career advancement) has increased from Fall 2020 to Fall 2024. The timing of these shifts coincides with the pandemic, which indicates that the pandemic may have contributed to students being more career-focused with their educational goals (see Figure 6).

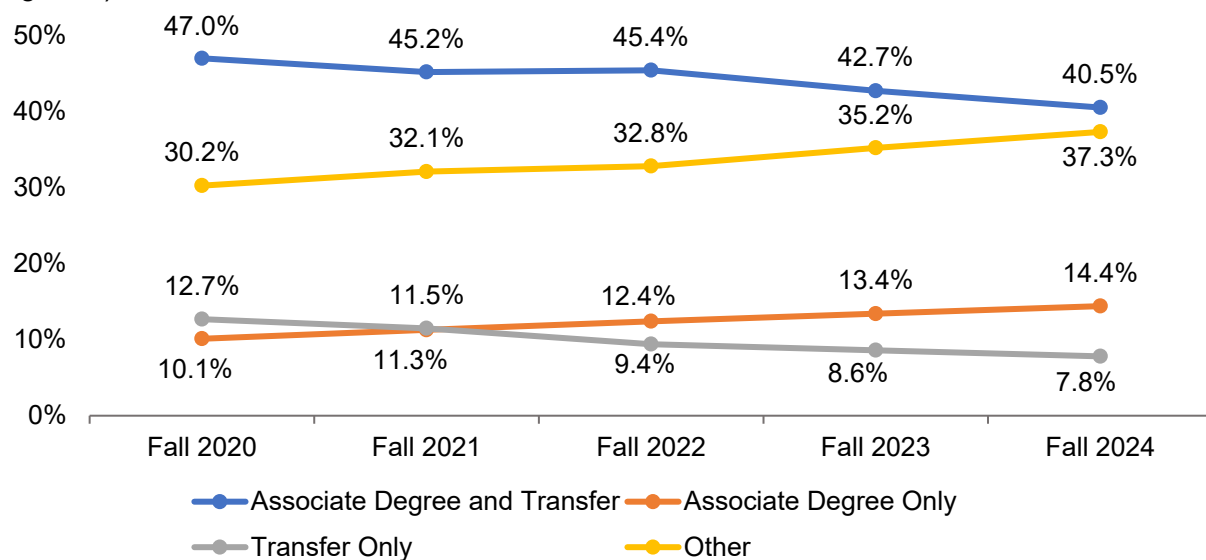


Figure 6. Proportion of Students by Educational Goal

Source: Student Academic History

The Cypress College service area includes eight primary cities: Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Rossmoor/Seal Beach, and Stanton. However, historically, we have also had a high percentage of students who enroll from other cities within Los Angeles County, Orange County, and beyond. Table 3 indicates that 90% (*n* = 9) of the top

10 feeder high schools in Fall 2024 were within the Cypress College service area. In Fall 2024, Kennedy High remained the top feeder high school, followed by Cypress High and Western High(see Table 3).

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

High School Name	Fall 2020		Fall 2024		# Change	% Change
	<i>n</i>	%	<i>n</i>	%		
Kennedy (John F.) High ¹	135	7.4%	233	10.3%	98	72.6%
Cypress High ¹	127	7.0%	216	9.6%	89	70.1%
Western High ¹	111	6.1%	129	5.7%	18	16.2%
Magnolia High ¹	75	4.1%	116	5.1%	41	54.7%
Rancho Alamitos High ¹	47	2.6%	87	3.9%	40	85.1%
Los Alamitos High ¹	73	4.0%	82	3.6%	9	12.3%
Anaheim High ¹	34	1.9%	76	3.4%	42	123.5%
Pacifica High ¹	42	2.3%	75	3.3%	33	78.6%
Cerritos High	30	1.6%	73	3.2%	43	143.3%
Savanna High ¹	44	2.4%	73	3.2%	29	65.9%
All Other High Schools	886	48.5%	1,607	71.3%	721	81.4%

¹high school is within the Cypress College service area

Source: Student Academic History

Table 4 summarizes the top ten resident ZIP codes for Cypress College students in Fall 2024, alongside changes compared to Fall 2020. Of the top ten ZIP codes, 90% (*n* = 9) were cities from our primary service areas, with the top three being 92804 in Anaheim, 90630 in Cypress, and 90620 in Buena Park (see Table 4).

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

Zip Code and City		Fall 2020		Fall 2024		# Change	% Change
		<i>n</i>	%	<i>n</i>	%		
92804	Anaheim	1,595	10.2%	1,636	10.3%	41	2.6%
90630	Cypress	1,221	7.8%	1,380	8.7%	159	13.0%
90620	Buena Park	1,098	7.0%	1,086	6.8%	-12	-1.1%
92801	Anaheim	723	4.6%	915	5.7%	192	26.6%
92805	Anaheim	463	3.0%	535	3.4%	72	15.6%
90680	Stanton	529	3.4%	506	3.2%	-23	-4.3%
92802	Anaheim	359	2.3%	411	2.6%	52	14.5%
90650	Norwalk	370	2.4%	366	2.3%	-4	-1.1%
92841	Garden Grove	344	2.2%	362	2.3%	18	5.2%
90621	Buena Park	381	2.4%	360	2.3%	-21	-5.5%
All Other Zip Codes		8,495	54.5%	8,381	52.6%	-114	-1.3%

¹ZIP code is within the Cypress College service area

Source: Student Academic History

Faculty and Staff Demographics

Figure 7 summarizes Cypress College's Fall 2024 employee composition compared to the district and statewide trends. As seen below, Cypress College employs a higher percentage of adjunct faculty while employing a lower percentage of classified professionals, compared to districtwide and statewide rates.

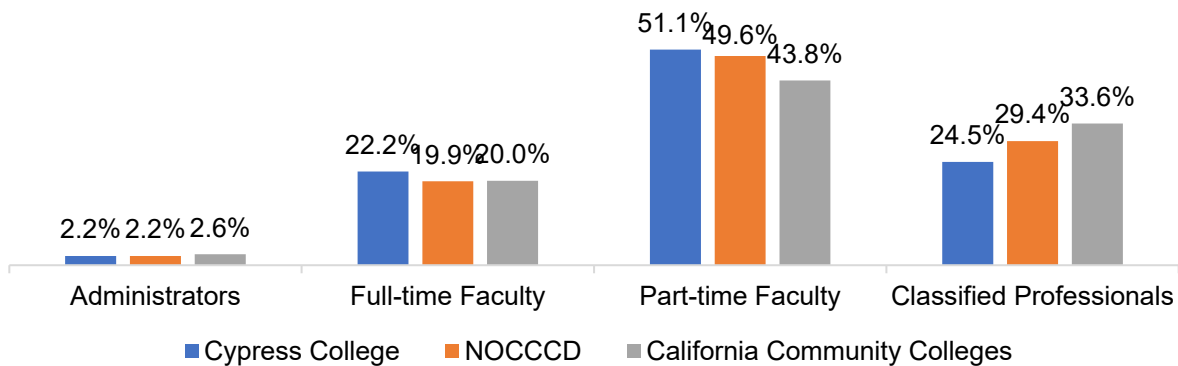


Figure 7. Employee Classifications at Cypress College, Districtwide, and Statewide

Source: California Community Colleges Chancellor's Office Data Mart

In Fall 2024, a slightly greater proportion of females were employed across all employment categories at Cypress College, ranging from 51.7% for classified professionals to 76.2% for administrators (see Table 5).

Table 5. Cypress College Employees by Gender

Gender	Administrator		Classified		FT Faculty		PT Faculty		Overall	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Female	16	76.2%	120	51.7%	112	53.3%	258	53.3%	506	53.4%
Male	5	23.8%	112	48.3%	98	46.7%	226	46.7%	441	46.6%
Total	21	100.0%	232	100.0%	210	100.0%	484	100.0%	947	100.0%

Source: California Community Colleges Chancellor's Office Data Mart

As seen in Table 6 on the following page, over two-thirds of Cypress College employees were 40 or older in Fall 2024, with adjunct faculty representing the youngest employee group and administrators representing the oldest employee group (see Table 6).

Table 6. Cypress College Employees by Age

Age	Administrator		Classified		FT Faculty		PT Faculty		Overall	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
18 to 34	1	4.8%	38	16.4%	8	3.8%	136	28.1%	183	19.3%
35 to 39	0	0.0%	34	14.7%	23	11.0%	60	12.4%	117	12.4%
40 to 49	7	33.3%	62	26.7%	55	26.2%	119	24.6%	243	25.7%
50 to 59	8	38.1%	67	28.9%	79	37.6%	86	17.8%	240	25.3%
60 and older	5	23.8%	31	13.4%	45	21.4%	83	17.1%	164	17.3%
Total	21	100.0%	232	100.0%	210	100.0%	484	100.0%	947	100.0%

Source: California Community Colleges Chancellor's Office Data Mart

Cypress College employees come from diverse ethnic backgrounds; however, the ethnic distributions varied greatly by employee category in Fall 2024. Overall, the largest ethnic group was White non-Hispanic at 35.6%, followed by 31.3% Hispanic, 16.9% Asian, and 5.3% African American (see Table 7).

Table 7. Cypress College Employees by Ethnicity

Ethnicity	Administrator		Classified		FT Faculty		PT Faculty		Overall	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%	<i>n</i>
African American	4	19.0%	9	3.9%	8	3.8%	29	6.0%	50	5.3%
Am. Indian/Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	1	4.8%	39	16.8%	34	16.2%	86	17.8%	160	16.9%
Hispanic	5	23.8%	102	44.0%	50	23.8%	139	28.7%	296	31.3%
Pacific Islander	0	0.0%	0	0.0%	2	1.0%	4	0.8%	6	0.6%
White	8	38.1%	61	26.3%	88	41.9%	180	37.2%	337	35.6%
Multi-Ethnic	2	9.5%	3	1.3%	11	5.2%	18	3.7%	34	3.6%
Not Reported	1	4.8%	18	7.8%	17	8.1%	28	5.8%	64	6.8%
Total	21	100.0%	232	100.0%	210	100.0%	484	100.0%	947	100.0%

Source: California Community Colleges Chancellor's Office Data Mart

Chapter Two: Measures of Institutional Effectiveness

Course Success and Retention

Course success and retention rates serve as two long-standing, short-term student performance indicators. Figures 8 and 9 show that course success and retention rates have generally remained stable over the past five years. Our ACCJC Institution-Set Standard (ISS) floor goal for successful course completion in 2023-24 was 71.2%, with a stretch goal of 75.3%. The Fall 2024 and Spring/Winter 2025 course success rates both exceeded our ISS floor goal of 71.2%, with Fall 2024 course success rates being 72.5% and Spring/Winter 2025 course success rates being 74.2%.

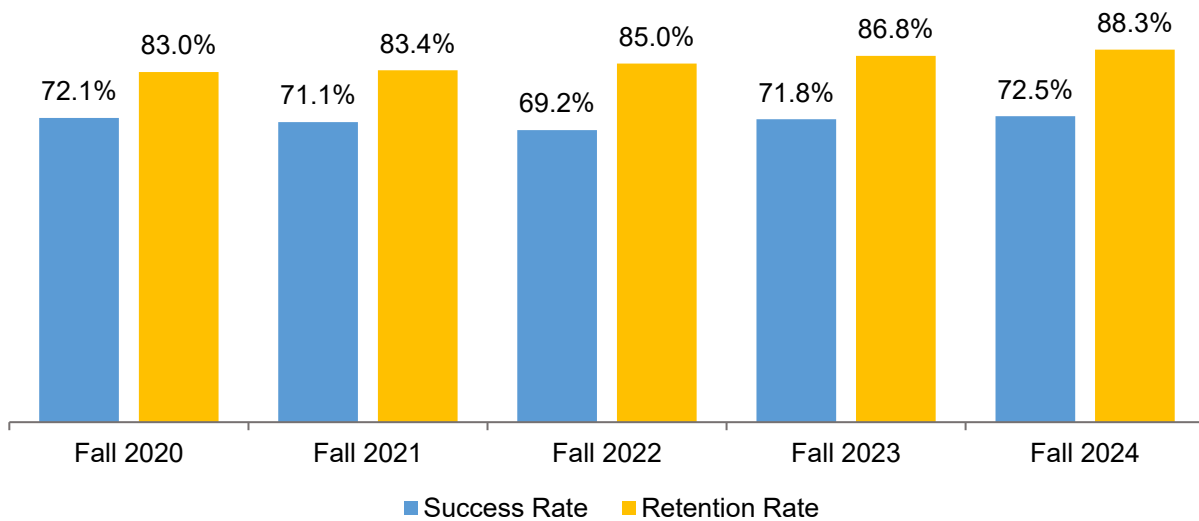


Figure 8. Course Success and Retention Rates for Fall Terms
Source: Student Academic History

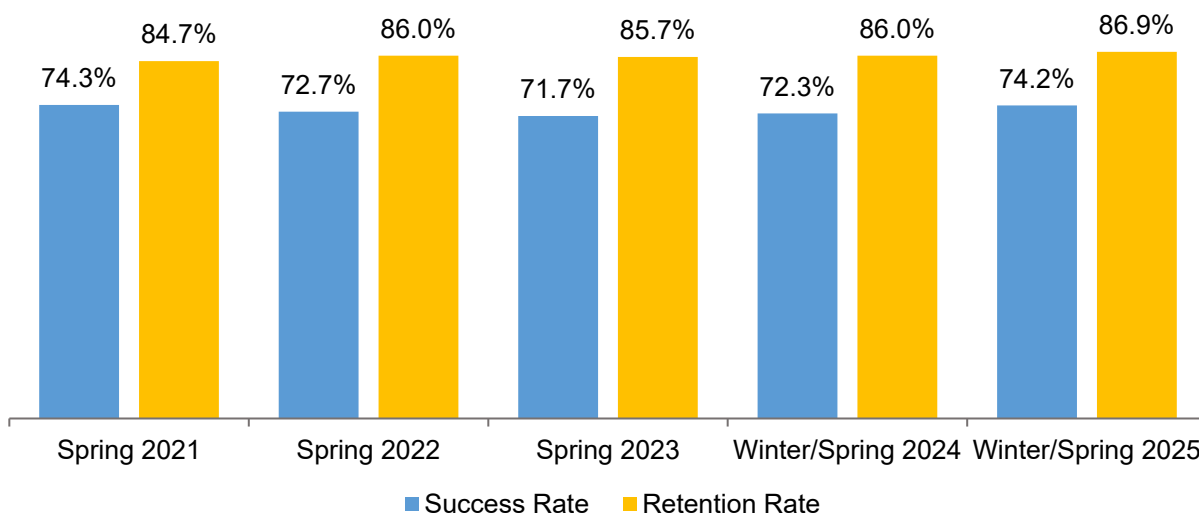


Figure 9. Course Success and Retention Rates for Spring Terms
Source: Student Academic History

Figures 10 and 11 summarize course success and retention rates by division for Fall 2024 and Winter/Spring 2025. In general, course success and retention rates were higher in divisions with more specialized pathways and cohort programs and lower in divisions with general education (GE) coursework, higher enrollments, or STEM-related programs.

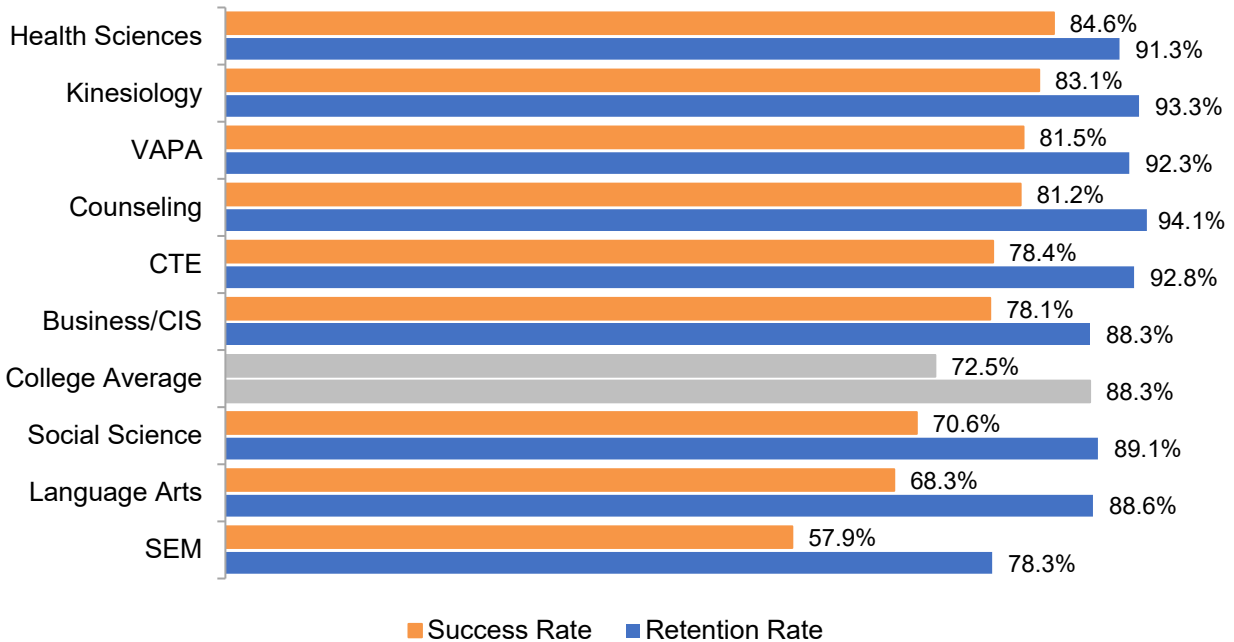


Figure 10. Fall 2024 Course Success and Retention Rates by Division
Source: Student Academic History

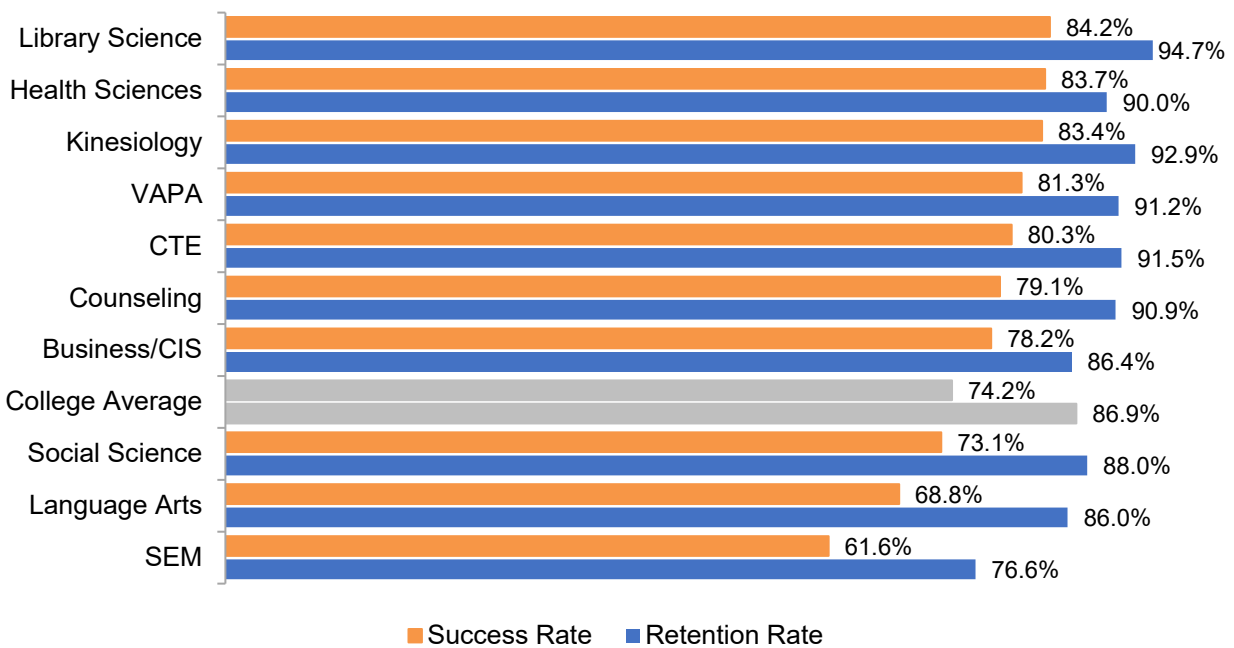


Figure 11. Winter/Spring 2025 Course Success and Retention Rates by Division
Source: Student Academic History

Figures 12 and 13 summarize course success and retention rates by instructional modality for Fall 2024 and Winter/Spring 2025. In both Fall 2024 and Winter/Spring 2025, hybrid courses that combined in-person and online formats had the lowest course success rates, and hybrid courses that combined asynchronous and synchronous components, alongside in-person courses, had the highest course success rates. Course success and retention rates were generally similar across other modalities.

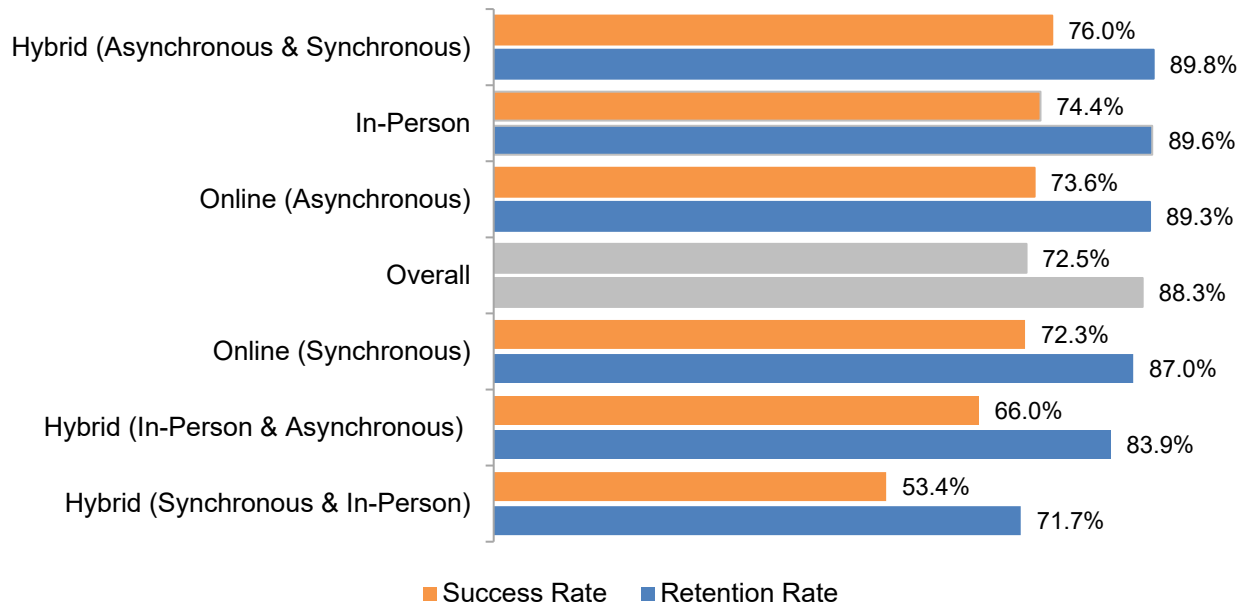


Figure 12. Fall 2024 Course Success and Retention Rates by Instructional Modality
Source: Student Academic History

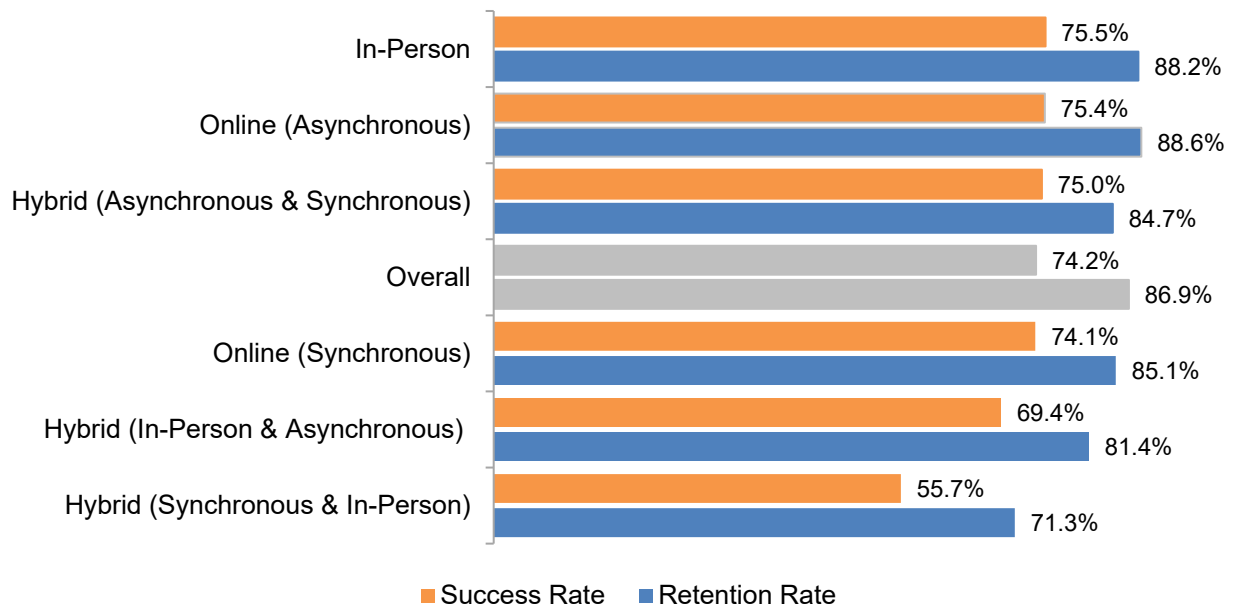


Figure 13. Winter/Spring 2025 Course Success and Retention Rates by Instructional Modality
Source: Student Academic History

Figures 14 and 15 summarize course success and retention rates by ethnicity for Fall 2024 and Winter/Spring 2025. In both primary terms, Filipino, Asian, multi-ethnic, and White students had course success and retention rates above the collegewide average. In contrast, students from historically underserved groups, including African American, Latinx, Pacific Islander, and American Indian/Alaska Native students, had lower course success and retention rates compared to the collegewide average. The College continues to address these equity gaps through various large-scale efforts led by Guided Pathways, Student Equity and Achievement (SEA), and other campus initiatives.

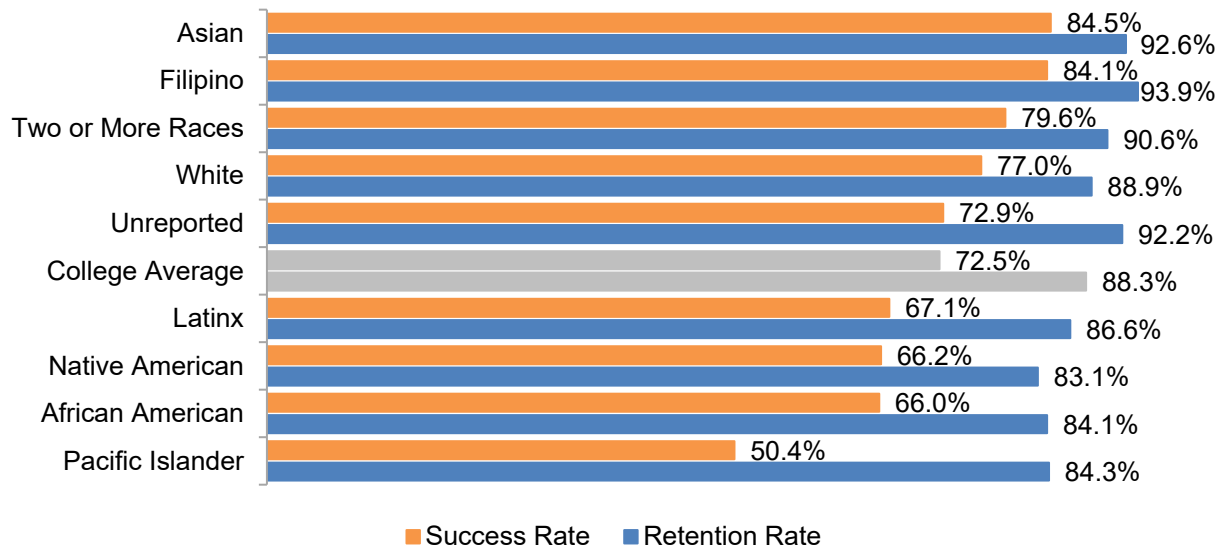


Figure 14. Fall 2024 Course Success and Retention Rates by Ethnicity
Source: Student Academic History

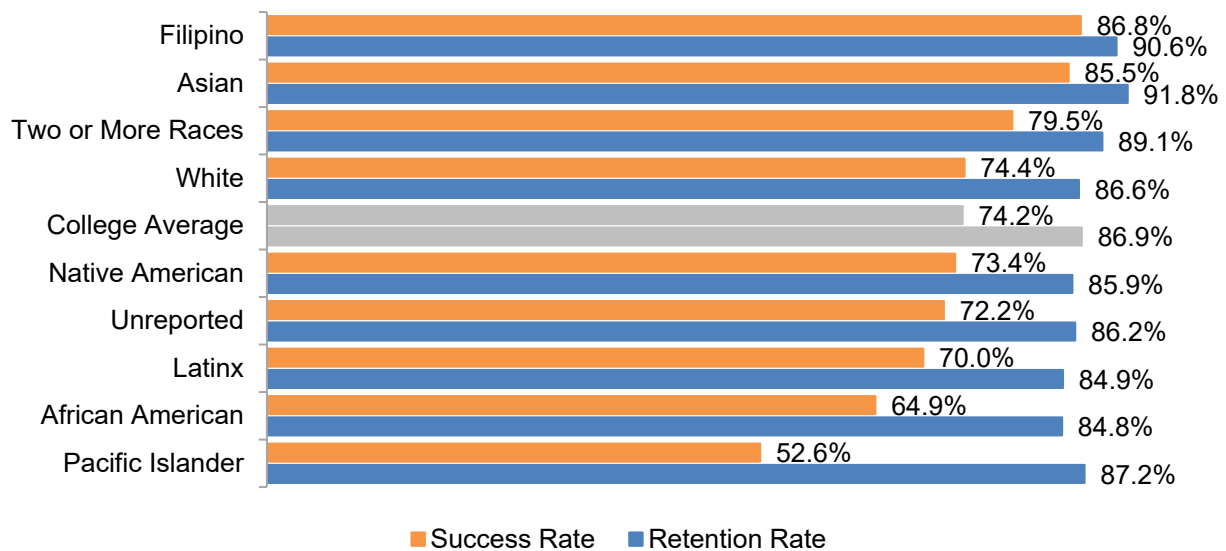


Figure 15. Winter/Spring 2025 Course Success and Retention Rates by Ethnicity
Source: Student Academic History

Figures 16 and 17 summarize success and retention rates for some of our specialized instructional programs including dual enrollment, Puente, MESA (Math, Engineering, Science Achievement), ZTC (Zero Textbook Cost), and Legacy. Our dual enrollment students have been extremely successful and have consistently maintained success rates above 85% and retention rates above 90%.

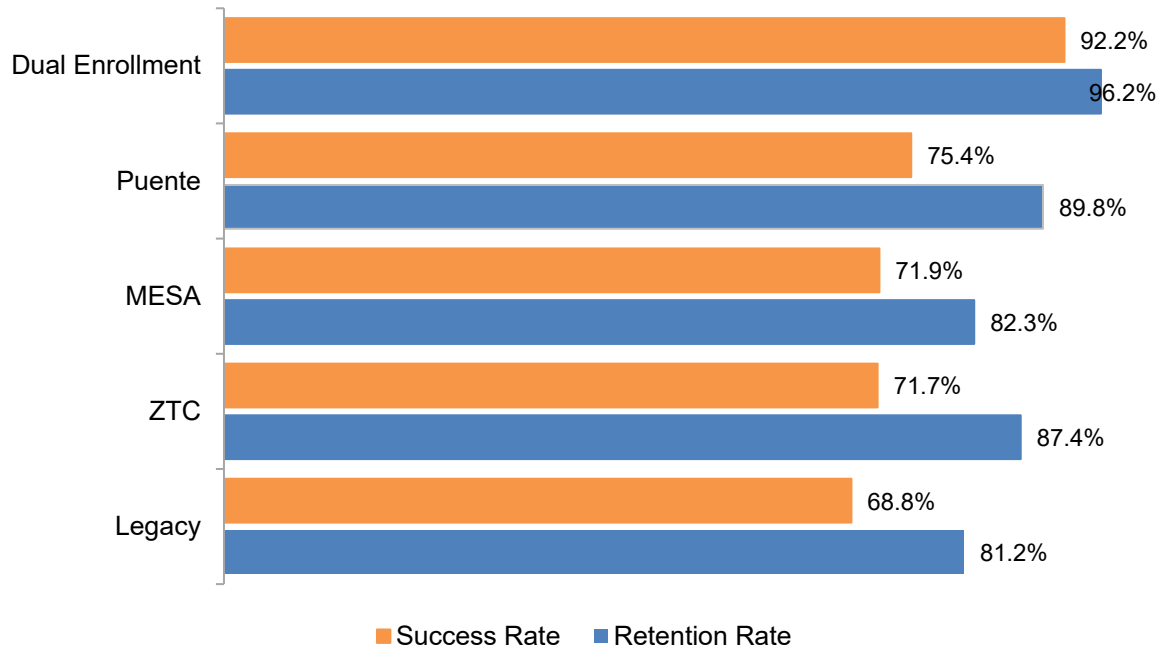


Figure 16. Fall 2024 Course Success & Retention Rates, Specialized Instructional Programs

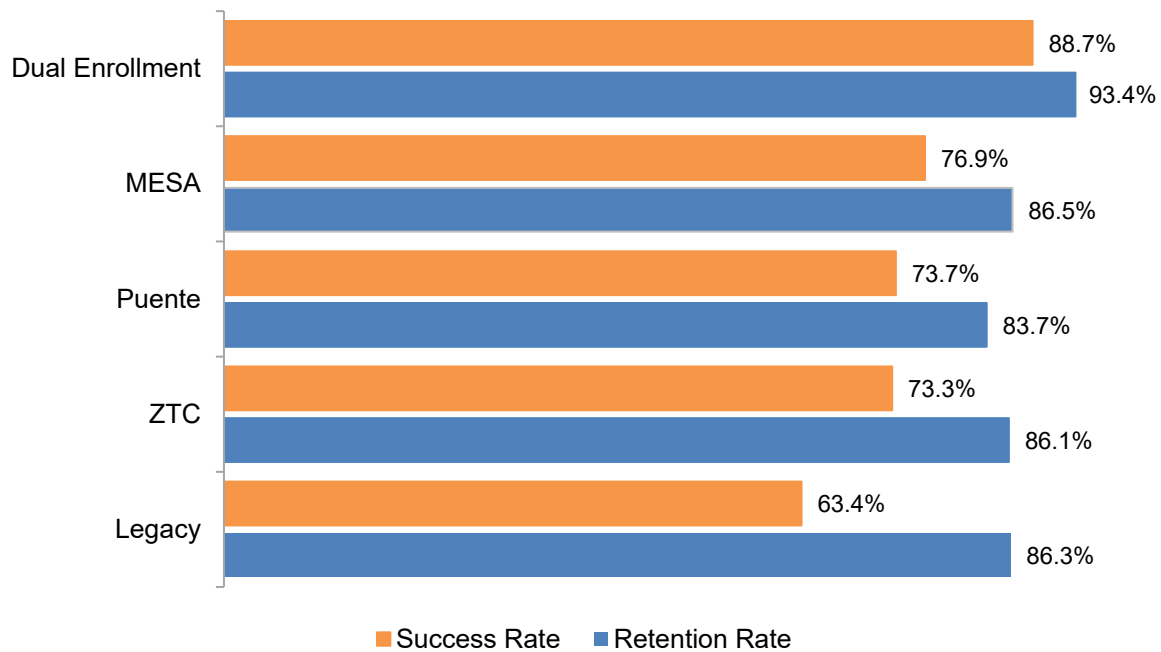


Figure 17. Spring 2025 Course Success & Retention Rates, Specialized Instructional Programs

Completion of Transfer-Level English and Math

As a result of [AB 705](#), the 2018-2019 academic year marked the final year of utilizing placement tests as a part of the assessment process for English and math. Instead, high school GPA and coursework were used to recommend placement into transfer-level courses for all students. These changes are transformative in the assessment process and have significantly increased transfer-level English and math completion. Additionally, [AB 1705](#) legislation was signed in the Fall 2022 semester and was expected to further increase throughput rates in transfer-level English and math.

Figure 16 shows that transfer-level English completion within one year of the first attempt in the discipline has increased from a low of 64.8% for the Fall 2022 cohort to 73.4% for the Fall 2024 cohort. Figure 18 shows the transfer-level math completion rates within one year of the first attempt in the discipline. Overall, the completion rates are lower in math than in English, remaining around 50% (see Figure 19).

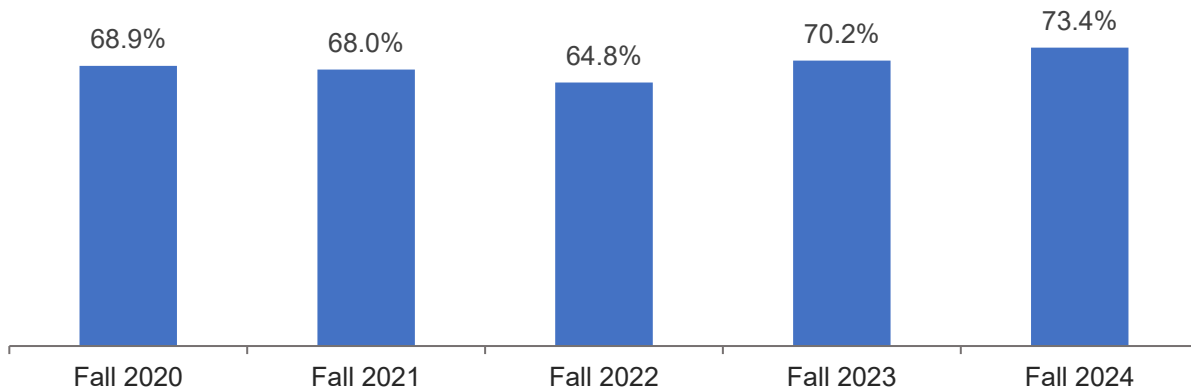


Figure 18. Completion of Transfer-Level English within One Year

Source: Student Academic History

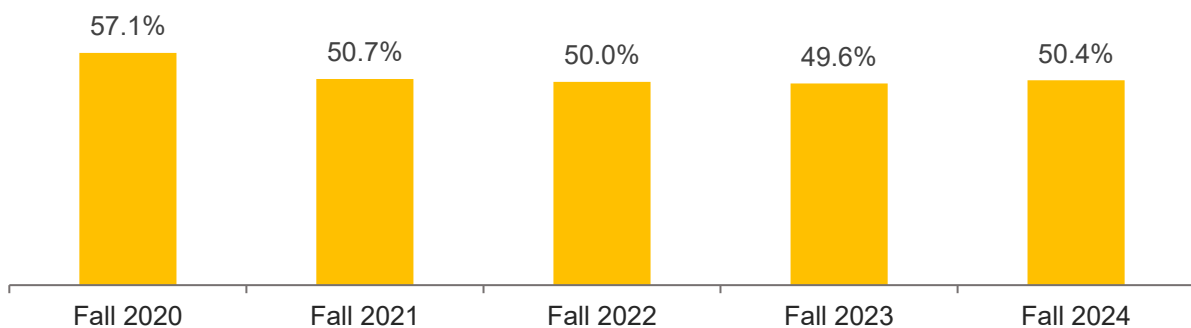


Figure 19. Completion of Transfer-Level Math within One Year

Source: Student Academic History

Transfer-level English completion within one year has remained relatively stable across all ethnic groups, however increases have been observed with regard to Asian students (24.8 percentage point increase) and African American students (13.7 percentage point increase; see Figure 20). With regard to transfer-level math completion within one year, rates have improved most drastically for African American students (12.6 percentage point increase; see Figure 21).

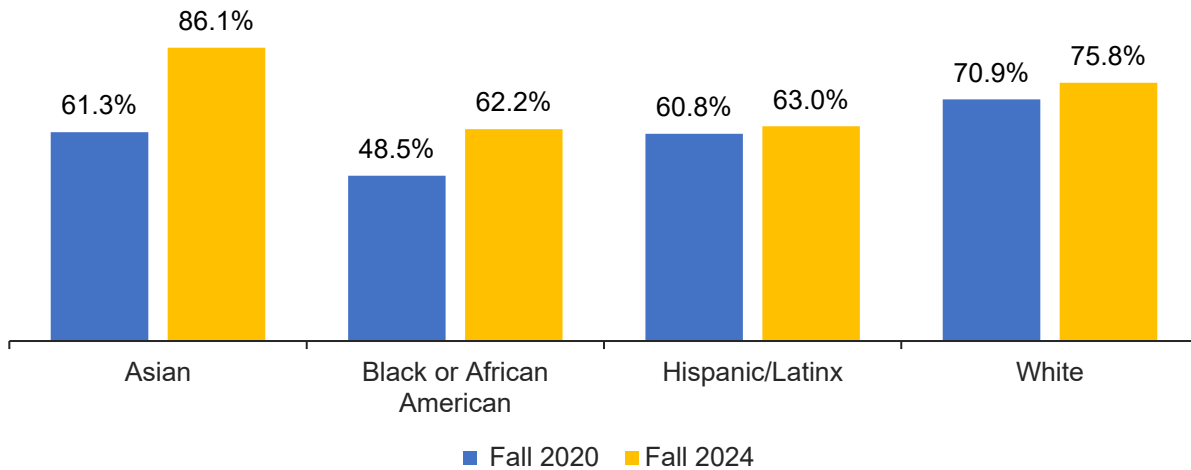


Figure 20. Completion of Transfer-Level English within One Year by Ethnic Group

Source: Student Academic History

Note. Groups with cell sizes that fell below 10 were suppressed

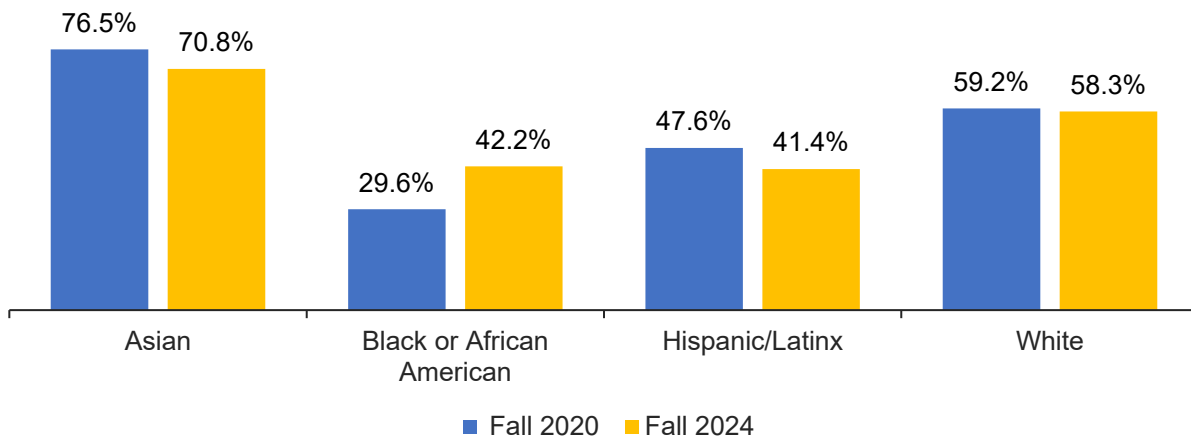


Figure 21. Completion of Transfer-Level Math within One Year by Ethnic Group

Source: Student Academic History

Note. Groups with cell sizes that fell below 10 were suppressed.

Awards: Degrees and Certificates

Cypress College has three ACCJC Institution-Set Standard (ISS) for award completion: 1,266 associate degrees awarded, 1,298 certificates awarded, and 2 bachelor's degrees awarded represent the floor goals. The College surpassed all of the floor standards in the 2024-25 academic year by awarding 1,756 associate degrees, 1,993 certificates, and 6 bachelor's degrees (see Figure 22). The College also set aspirational goals for awards: to award 2,123 associate degrees, 2,499 certificates, and 11 bachelor's degrees. Progress toward meeting these stretch goals continues to be assessed annually.

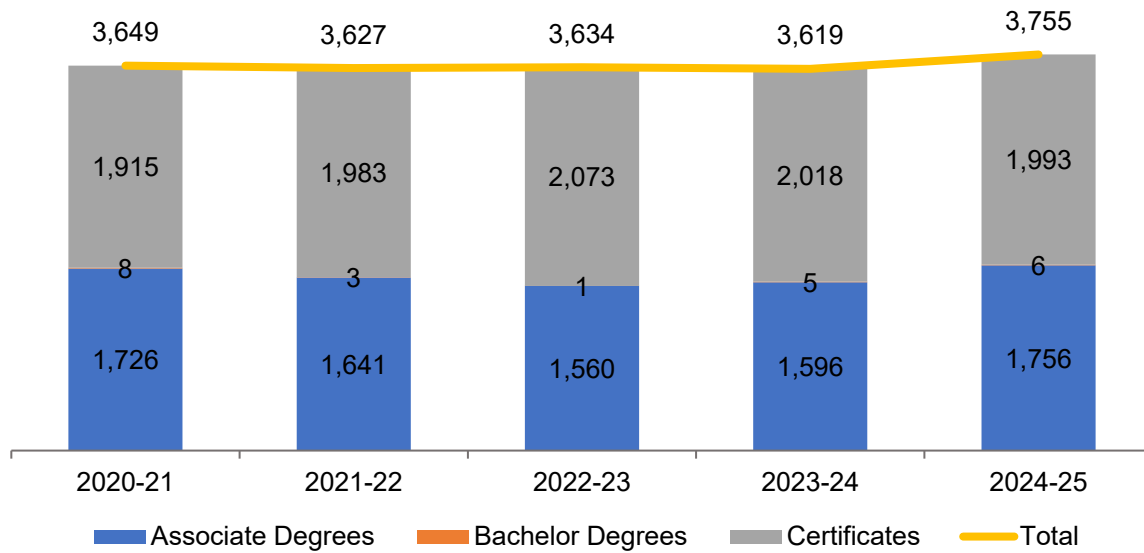


Figure 21. Degrees and Certificates Awarded by Academic Year

Source: Degrees and Certificates

Table 8 below disaggregates the proportion of degrees and certificates awarded by various student demographics. The trends have remained relatively stable; however, there were some notable shifts. For example, more degrees and certificates were awarded to students aged 24-25 than in previous years, indicating an overall younger award-earning population, as well as for multiethnic students, mirroring their increase in the student population.

Table 8. Awards Earned by Demographics

Awards	2020-21	2021-22	2022-23	2023-24	2024-25
Gender					
Female	58.1%	56.1%	53.2%	50.5%	51.6%
Male	39.1%	41.1%	43.4%	45.5%	44.3%
Not Reported	2.8%	2.9%	3.5%	4.0%	4.1%
Age Group					
19 or less	8.0%	7.3%	7.8%	10.4%	8.1%
20-24	53.1%	53.8%	52.9%	50.1%	56.2%
25-39	32.8%	31.3%	31.9%	33.5%	31.1%
40+	6.1%	7.5%	7.3%	6.0%	4.5%
Ethnicity					

Awards	2020-21	2021-22	2022-23	2023-24	2024-25
African American	3.2%	3.5%	3.2%	3.2%	2.8%
American Indian	0.0%	0.2%	0.2%	0.1%	0.1%
Asian	25.4%	24.8%	23.7%	23.0%	23.2%
Filipino	3.9%	3.8%	2.4%	1.3%	0.8%
Latinx	44.1%	45.2%	46.1%	49.2%	47.9%
Pacific Islander	0.3%	0.2%	0.5%	0.2%	0.2%
Two or More Races	7.5%	8.2%	9.2%	11.0%	13.1%
White	13.5%	13.0%	13.1%	11.0%	10.8%
Not Reported	2.0%	1.3%	1.5%	0.9%	1.1%
Disability Status					
Disability	6.9%	5.7%	5.7%	7.2%	8.7%
No Disability	93.1%	94.3%	94.3%	92.8%	91.3%
Financial Aid Status					
Financial Aid Recipient	64.4%	62.3%	59.8%	61.7%	60.9%
No Financial Aid	35.6%	37.7%	40.2%	38.3%	39.1%
Veteran Status					
Veteran	2.2%	4.8%	5.7%	2.5%	5.5%
Not Veteran	97.8%	95.2%	94.3%	97.5%	94.5%

Source: Degrees and Certificates

Degrees Awarded

Cypress College awarded 1,756 associate degrees in the 2024-25 academic year, remaining above our ACCJC Institution-Set Standard (ISS) floor goal for associate degree completion. The areas awarded the most degrees in 2023-24 included Liberal Arts, Accounting, and Psychology, and the areas with the most growth in degrees awarded from 2022-23 to 2023-24 included Liberal Arts and General Studies, Art, and Accounting (see Table 9).

Table 9. Degrees Earned by Department

	2020-21	2021-22	2022-23	2023-24	2024-25	Total
Accounting	234	208	229	214	229	1,114
Administration of Justice	46	26	52	45	50	219
Air Conditioning/Refrigeration	9	7	8	5	9	38
Anthropology	16	5	8	14	5	48
Art	34	41	46	40	66	227
Automotive Collision Repair	1	2	1	6	6	16
Automotive Technology	5	15	10	10	9	49
Aviation and Travel Careers	43	33	37	34	40	187
Biology	12	14	7	21	31	85
Chemistry	6	7	4	7	13	37
Communication Studies	41	29	26	36	28	160
Computer Information Systems	14	26	30	42	52	164
Computer Science	3	7	16	35	46	107

	2020-21	2021-22	2022-23	2023-24	2024-25	Total
Court Reporting	0	1	1	0	1	3
Dance	1	1	0	1	6	9
Dental Assistant	7	9	5	15	7	43
Dental Hygiene	15	30	9	13	16	83
Diagnostic Medical Sonography	10	8	12	11	9	50
Economics	30	26	19	37	27	139
Education	31	22	29	35	30	147
Engineering	1	0	0	1	0	2
English	19	30	27	24	23	123
Ethnic Studies	4	6	2	4	2	18
Foreign Language	2	3	0	2	1	8
Geography	5	5	2	5	8	25
Geology	2	2	1	1	5	11
Health Information Technology	25	16	8	8	6	63
Health Science	8	11	9	6	10	44
History	14	14	15	18	21	82
Hotel, Restaurant, Culinary Arts	34	61	45	23	34	197
Human Services	14	18	16	13	13	74
Interdisciplinary Studies	0	0	0	1	0	1
Journalism	5	6	5	8	9	33
Kinesiology	37	52	49	44	55	237
Liberal Arts/General Studies	499	476	387	335	383	2,080
Management	9	6	15	13	7	50
Marketing	3	0	3	6	2	14
Mathematics	52	26	27	40	44	189
Media Arts Design	16	20	21	26	19	102
Mortuary Science	38	31	30	43	30	172
Music	0	3	5	4	2	14
Nursing	61	59	52	63	69	304
Philosophy and Religious Studies	6	2	1	2	4	15
Photography	0	0	7	10	7	24
Physics	25	10	18	27	40	120
Political Science	29	16	20	14	17	96
Psychiatric Technology	16	14	22	16	14	82
Psychology	157	130	126	125	139	677
Public Health Science	12	16	6	11	14	59
Radiologic Technology	2	53	34	30	37	156
Sociology	71	50	48	52	48	269
Theater Arts	11	12	10	11	13	57
Total	1,735	1,665	1,560	1,607	1,756	8,323

Source: Degrees and Certificates

In Table 10, degree data is disaggregated by various student demographics. Consistent with the overall awards data, the trends remained relatively stable across the demographic groups, with some slight shifts from year to year. Multiethnic students, veterans, and students that did not receive financial aid earned an increased proportion of degrees than in previous years.

Table 10. Degrees Earned by Demographics

Associate Degrees	2020-21	2021-22	2022-23	2023-24	2024-25
Gender					
Female	65.4%	62.5%	59.6%	57.1%	57.4%
Male	32.4%	34.6%	36.8%	39.0%	38.4%
Not Reported	2.2%	2.9%	3.7%	3.9%	4.2%
Age Group					
19 or less	6.8%	5.8%	5.8%	7.8%	6.8%
20-24	56.0%	54.5%	54.6%	50.7%	56.8%
25-39	32.7%	32.6%	32.3%	34.7%	31.9%
40+	4.5%	7.0%	7.2%	6.7%	4.4%
Ethnicity					
African American	2.7%	4.0%	3.1%	3.7%	2.7%
American Indian	0.0%	0.2%	0.3%	0.2%	0.1%
Asian	22.4%	24.3%	23.8%	22.2%	22.6%
Filipino	4.7%	4.1%	2.6%	1.3%	1.0%
Latinx	45.4%	45.3%	46.3%	47.2%	48.0%
Pacific Islander	0.3%	0.1%	0.5%	0.2%	0.1%
Two or More Races	8.1%	7.8%	8.8%	12.1%	13.0%
White	14.3%	13.0%	13.0%	12.1%	11.3%
Not Reported	2.1%	1.3%	1.6%	1.0%	1.3%
Disability Status					
Disability	7.8%	6.9%	6.9%	8.8%	9.3%
No Disability	92.2%	93.1%	93.1%	91.2%	90.7%
Financial Aid Status					
Financial Aid Recipient	65.1%	63.5%	61.4%	62.4%	59.0%
No Financial Aid	34.9%	36.5%	38.6%	37.6%	41.0%
Veteran Status					
Veteran	2.5%	5.0%	6.3%	3.0%	6.1%
Not Veteran	97.5%	95.0%	93.7%	97.0%	93.9%

Source: Degrees and Certificates

Certificates Awarded

Cypress College awarded 1,993 certificates in the 2024-25 academic year, remaining above our ACCJC Institution-Set Standard (ISS) floor goal for certificate completion. The CSU GE Breadth Certificate, IGETC Certificate, Automotive Technology, Computer Information Systems, and Radiologic Technology represented the areas with the most certificates awarded in 2024-25 (see Table 11).

Table 11. Certificates Earned by Department

	2020-21	2021-22	2022-23	2023-24	2024-25	Total
Accounting	2	7	5	8	9	31
Administration of Justice	1	7	12	11	7	38
Air Conditioning/Refrigeration	120	118	148	109	61	556
Anthropology	2	0	0	2	0	4
Automotive Collision Repair	3	18	21	25	28	95
Automotive Technology	134	204	190	245	249	1,022
Aviation and Travel Careers	62	85	64	50	57	318
Communication Studies	0	2	0	1	4	7
Computer Information Systems	65	70	112	137	103	487
Court Reporting	0	25	3	1	2	31
CSU GE Certificate	845	771	753	724	822	3,915
Dance	1	1	0	1	2	5
Dental Assistant	10	13	13	5	11	52
Dental Hygiene	0	1	143	59	66	269
Diagnostic Medical Sonography	4	6	7	9	1	27
Economics	0	0	1	0	0	1
Engineering	0	0	0	4	3	7
English	2	1	5	1	0	9
English as a Second Language	227	98	55	120	54	554
Foreign Language	0	0	1	6	3	10
Geography	9	6	6	6	7	34
Hotel, Restaurant, Culinary Arts	94	100	64	26	46	330
Human Services	33	36	23	33	35	160
IGETC Certificate	318	327	292	308	274	1,519
Kinesiology	2	11	8	24	18	63
Management	3	6	15	9	7	40
Marketing	1	0	3	1	4	9
Media Arts Design	4	13	18	21	14	70
Music	10	12	11	23	7	63
Photography	2	2	7	5	12	28
Psychiatric Technology	23	19	31	19	9	101
Radiologic Technology	7	31	62	48	73	221
Theater Arts	5	7	1	6	5	24
Total	1,989	1,997	2,074	2,047	1,993	10,100

Source: Degrees and Certificates

Table 12 summarizes certificate data disaggregated by various demographics, which showcase some notable trends from year to year. For example, male students began earning a higher proportion of certificates in 2023-24, and this trend continued through the 2024-25 academic year. Increased proportions of certificates were awarded to students aged 20-24, multi-ethnic students, and veteran students in 2024-25.

Table 12. Certificates Earned by Demographics

Certificates	2020-21	2021-22	2022-23	2023-24	2024-25
Gender					
Female	52.1%	50.7%	48.3%	45.2%	46.4%
Male	44.9%	46.4%	48.3%	50.7%	49.6%
Not Reported	3.0%	2.9%	3.3%	4.1%	4.0%
Age Group					
19 or less	9.1%	8.6%	9.3%	12.3%	9.3%
20-24	50.8%	53.3%	51.6%	49.8%	55.9%
25-39	32.7%	30.1%	31.5%	32.6%	30.3%
40+	7.4%	7.9%	7.4%	5.3%	4.6%
Ethnicity					
African American	3.7%	3.1%	3.3%	2.8%	2.9%
American Indian	0.0%	0.2%	0.1%	0.1%	0.1%
Asian	28.1%	25.3%	23.7%	23.6%	23.9%
Filipino	3.2%	3.5%	2.3%	1.3%	0.6%
Latinx	43.1%	45.2%	45.9%	50.9%	47.8%
Pacific Islander	0.3%	0.4%	0.4%	0.1%	0.3%
Two or More Races	6.9%	8.5%	9.6%	10.1%	13.3%
White	12.7%	12.8%	13.2%	10.1%	10.2%
Not Reported	2.0%	1.2%	1.5%	0.9%	1.1%
Disability Status					
Disability	6.2%	4.7%	4.9%	6.0%	8.3%
No Disability	93.8%	95.3%	95.1%	94.0%	91.7%
Financial Aid Status					
Financial Aid Recipient	63.9%	61.3%	58.6%	61.3%	62.6%
No Financial Aid	36.1%	38.7%	41.4%	38.7%	37.4%
Veteran Status					
Veteran	1.9%	4.7%	5.2%	2.1%	5.0%
Not Veteran	98.1%	95.3%	94.8%	97.9%	95.0%

Source: Degrees and Certificates

Transfer Volume

Cypress College's [ACCJC Institution-Set Standard \(ISS\)](#) is to transfer at least 575 students to the UC or CSU systems each year, with a stretch goal of 957 students transferring to the UC and CSU systems each year. In 2024-25, Cypress College had 970 transfers to the CSU and UC systems, meeting both the floor and stretch goals for transfer volume (see Figure 23).

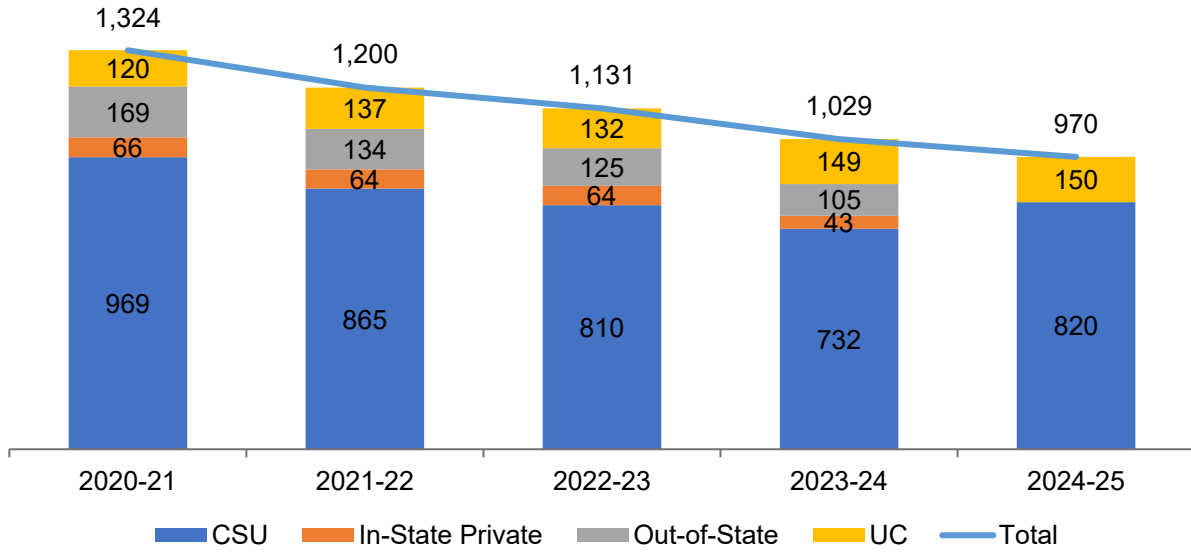


Figure 22. Transfer Volume, 2020-21 through 2024-25*

Source: [California Community College Chancellor's Office Data Mart](#), [CSU Analytics](#), [UC Info Center](#)

*Note. 2024-25 data for in-state-private and out-of-state transfers have not yet been updated

Student Pathway to Completion

Figure 24 summarizes key momentum points on a student's pathway to completing a degree, certificate, or transfer. The data indicate that among Fall 2022 first-time students, approximately 25.9% earn a degree, certificate, or transfer within three years. Furthermore, there are notable differences in completion rates and achievement of pathway milestones by ethnicity.

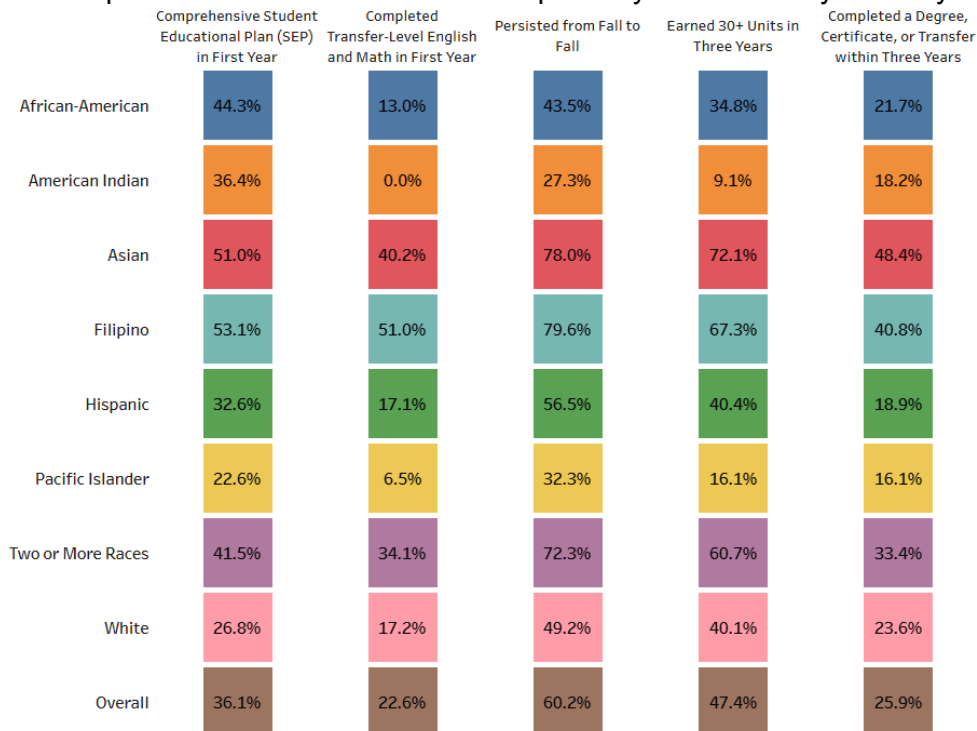


Figure 23. Student Completion Pathway for Fall 2022 First-Time Students

Source: NOCCCD Student Information Systems and National Student Clearinghouse

Full-Time Equivalent Students (FTES)

The Student-Centered Funding Formula (SCFF) emphasizes the role of Full-Time Equivalent Students (FTES) as one of the primary metrics for generating funding. Specifically, within the SCFF, it represents approximately 70% of the institutional funding calculation. In 2024-25, Cypress College generated 12,310.6 total FTES, which represents an increase of 11.5% when compared to the 2023-24 academic year (see Figure 25). Our expanding dual enrollment and charger experience programs, alongside general outreach, have helped to increase total FTES.

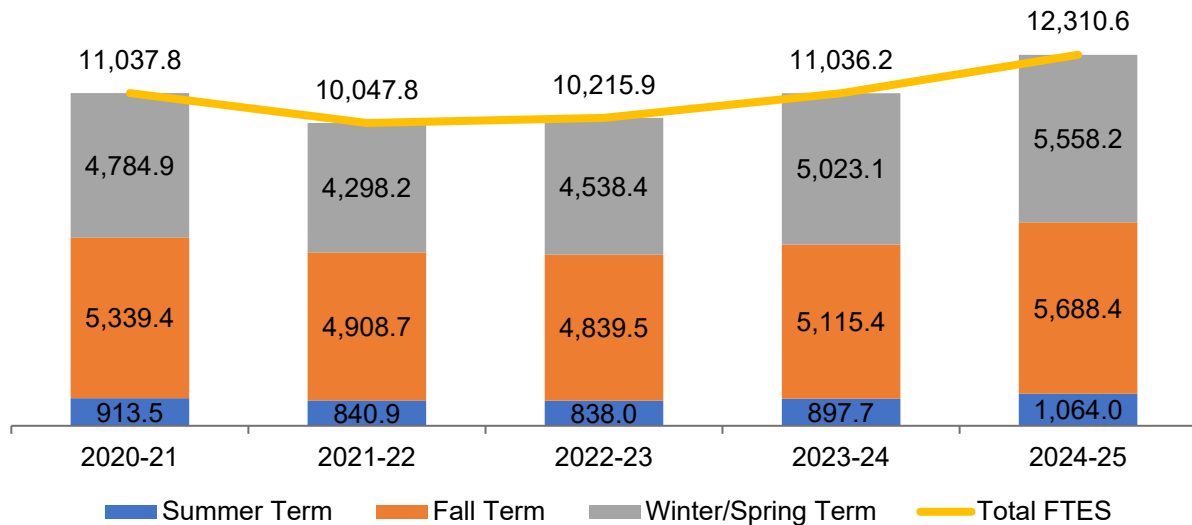


Figure 24. Total FTES, 2020-21 through 2024-25

Source: Term Section FTE

Table 13 summarizes the FTES trends by division over the past five academic years. The SEM, Social Sciences, and Language Arts divisions generated the most FTES, as they contain many general education (GE) courses, which tend to have high enrollments.

Table 13. Division Trends in Total FTES, 2020-21 through 2024-25

FTES by Division	2020-21	2021-22	2022-23	2023-24	2024-25
Business/CIS	821.6	854.5	884.1	965.6	995.5
Career Technical Education	887.4	793.2	876.7	1,015.7	1,208.7
Counseling	204.3	199.8	216.0	241.5	323.3
Health Sciences	860.3	860.6	945.2	1,003.9	1,147.9
Kinesiology	483.1	479.9	572.3	653.4	677.7
Language Arts	1,709.5	1,522.5	1,405.4	1,496.1	1,702.7
Library and Learning Resources	1.0	0.4	0.5	0.4	0.6
Science/Engineering/Math	2,869.5	2,473.9	2,380.5	2,573.3	2,782.1
Social Sciences	2,192.4	1,896.5	1,908.0	2,059.9	2,312.1
Visual and Performing Arts	1,008.7	966.9	1,026.2	1,062.2	1,160.3
Total	11,037.9	10,048.2	10,214.9	11,072.1	12,310.9

Source: Term Section FTE

Full-Time Equivalent Students (FTES) per Full-Time Equivalent Faculty (FTEF)

Full-Time Equivalent Faculty (FTEF) measures faculty resources based on instructional hours. It is generally the highest cost to institutions and in relation to full-time equivalent students (FTES), is a vital measure of college efficiency and cost-effectiveness. FTES per FTEF is a ratio representing how many FTES are generated by each FTEF. This ratio is often used to indicate resource allocation efficiency, with a generally accepted target of 17.5 in California Community Colleges for a term.

Given the large number of Health Sciences and Career Technical Education programs with enrollment limitations due to clinical or external accreditation requirements, the ideal ratio of 17.5 is unrealistic for the overall college. However, the College continues to strategically use funds to best meet the needs of students while maintaining acceptable FTES per FTEF ratios ranging from 12.3 to 14.0 in fall and spring terms (see Table 14 and Figure 26).

Table 14. FTEF, FTES, and FTES per FTEF, 2020-21 through 2024-25

	2020-21	2021-22	2022-23	2023-24	2024-25
FTEF	814.2	795.9	793.5	853.6	924.6
FTES	11,037.9	10,048.2	10,214.9	11,072.1	12,310.9
FTES per FTEF	13.6	12.6	12.9	12.9	13.3

Source: Term Section FTE

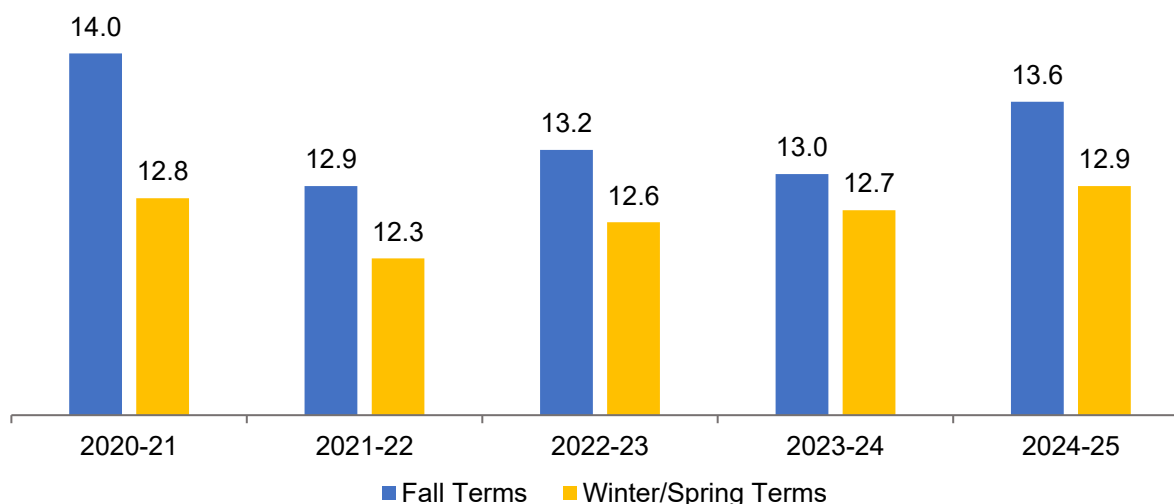


Figure 25. FTES per FTEF, 2020-21 through 2024-25

Source: Term Section FTE

Institution-Set Standards for Student Achievement

As part of the accreditation process, ACCJC-accredited institutions are required to establish and annually review institution-set standards (ISS) for student achievement metrics, including course success rates, 16+ unit certificates, associate degrees, transfer volume, and bachelor's degrees. In 2021-22, the College revised and approved the new ISS for the strategic planning

cycle, extended through 2024-25. This allows the College to monitor whether standards and corresponding stretch goals are being met across time and integrated within the strategic planning efforts. Table 15 summarizes our ISS for student achievement and outcomes for the 2024-25 academic year. Analyses of the standards were included in previous sections throughout this report.

Table 15. Institution-Set Standards for Student Achievement, 2021-22 through 2024-25

Metric	Institution-Set Standards	2024-25 Outcomes
Course Success Rates	Standard ("floor") = 71.2% Stretch Goal ("aspiration") = 75.3%	73.6% Standard Met
Certificates (16 + Units)	Standard ("floor") = 1,298 Stretch Goal ("aspiration") = 2,499	1,915 Standard Met
Associate Degrees	Standard ("floor") = 1,266 Stretch Goal ("aspiration") = 2,123	1,753 Standard Met
Transfers to UC & CSU	Standard ("floor") = 575 Stretch Goal ("aspiration") = 957	970 Standard Met
Bachelor's Degrees	Standard ("floor") = 2 Stretch Goal ("aspiration") = 11	6 Standard Met

DataVista Dashboards

[DataVista](#) is a newly developed data resource created by the state Chancellor's Office that provides valuable information on student progression along various educational pathways, from entry to completion, transfer, and employment. Various reports are available including Guided Pathways, Student Equity and Achievement, Strong Workforce, and Vision 2030. The reports allow us to analyze Cypress College student success across system-wide data and uniform metrics, which we are unable to do locally. The most recent data available are from 2023-24 and they are publicly available for all California Community Colleges.

Chapter Four: Employment and Earnings Metrics

The College also regularly examines employment and earnings metrics in relation to career technical education (CTE) programs to assess the effectiveness of these programs in preparing students for the workforce.

Table 16 summarizes the job placement rates of CTE students who have earned a degree or certificate based on the Perkins Core Indicator report provided by the state Chancellor's Office, which uses TOP codes to categorize programs. Only programs with at least 10 graduates in the latest year are included, and data are suppressed for programs that had fewer than 10 graduates in the previous three years. For the 2023-24 cohort, Automotive Collision Repair, Database Design and Administration, and Diagnostic Medical Sonography were program areas that had job placement rates of 100% (see Table 16).

Table 16. Job Placement Rates among CTE Degree or Certificate Completers

Program (by Top Code)	2021-22 Cohort	2022-23 Cohort	2023-24 Cohort
Accounting	100.0%	77.8%	82.8%
Administration of Justice	---	90.9%	82.0%
Alcohol and Controlled Substances	---	---	83.0%
Automotive Collision Repair	---	100.0%	100.0%
Automotive Technology	90.6%	91.9%	96.5%
Business Administration	64.3%	84.9%	72.3%
Coaching	---	---	66.7%
Commercial Music	---	90.0%	90.0%
Computer Graphics and Digital Imagery	---	76.6%	71.4%
Computer Networking	75.0%	69.6%	80.6%
Computer Programming	---	100.0%	57.1%
Computer Support	---	75.0%	85.7%
Culinary Arts	77.8%	100.0%	86.0%
Database Design and Administration	---	---	100.0%
Dental Hygienist	100.0%	85.7%	92.0%
Diagnostic Medical Sonography	100.0%	92.9%	100.0%
Environmental Control Technology	85.2%	87.1%	84.4%
Fitness Trainer	---	100.0%	72.7%
Flight Attendant	84.2%	100.0%	82.0%
Human Services	95.0%	81.3%	64.0%
Journalism	---	50.0%	60.0%
Management Development & Supervision	---	85.7%	50.0%
Marketing & Distribution	---	50.0%	40.0%
Mortuary Science	96.8%	96.6%	98.0%
Piloting	---	69.2%	82.0%
Psychiatric Technician	78.9%	100.0%	93.0%
Radiologic Technology	92.7%	79.7%	90.0%

Program (by Top Code)	2021-22 Cohort	2022-23 Cohort	2023-24 Cohort
Registered Nursing	91.7%	100.0%	93.0%
Software Applications	---	---	75.0%
Television	---	54.5%	83.3%

Source: CCCCOC Perkins V Core Indicator Report

Figure 27 summarizes the percentage of Cypress College CTE students who obtained employment in a job closely related to their field of study over the past five years. Among the 2021-22 cohort, 75.2% of CTE students were employed in a job closely related to their field of study, which is higher than the two previous cohorts, which had 72.7% and 67.3% rates for the 2019-20 and 2020-21 cohorts, respectively.

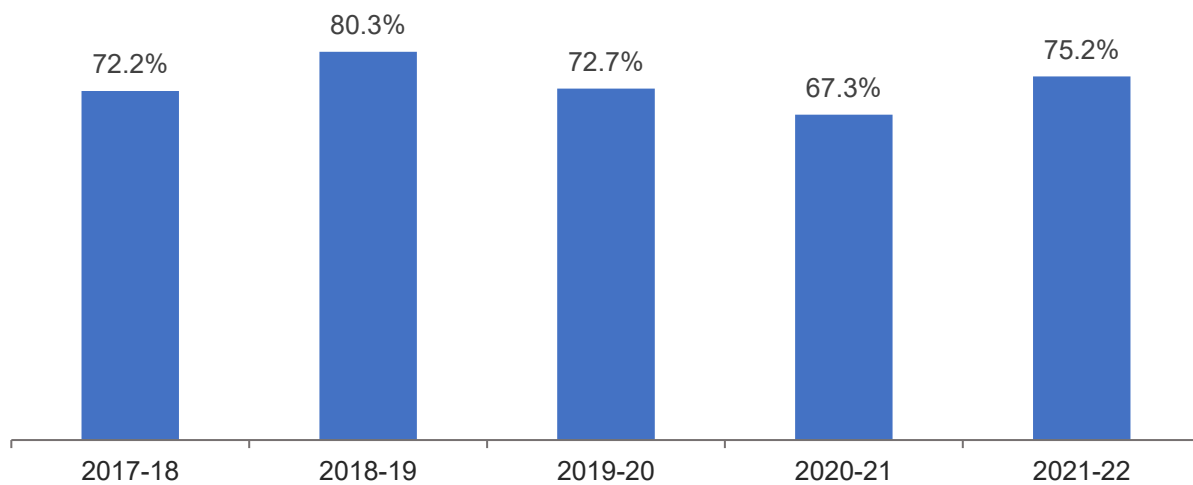


Figure 26. CTE Students Employed in Jobs Closely Related to their Field of Study

Source: CCCCOC DataVista, Strong Workforce Report

In addition to employment, the College monitors the attainment of a living wage among CTE students who have completed their studies. The percentage of Cypress College CTE students who attained a living wage was highest in 2020-21 at 26.9%, however the following two cohorts experienced declines, likely in part due to the economic impacts of COVID-19. The most recent data available is from the 2022-23 cohort, which had a rate of 24.3% (see Figure 28).

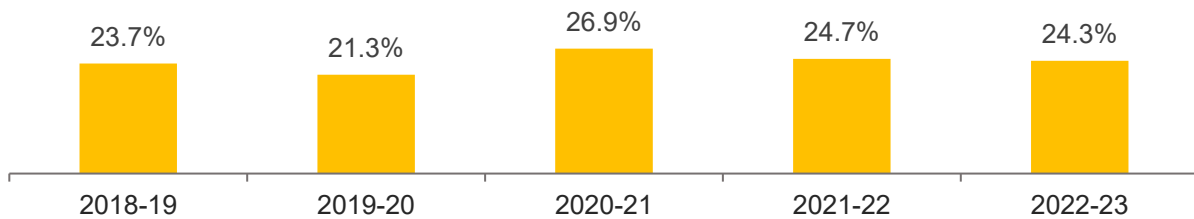


Figure 27. CTE Students who Attained a Living Wage after College

Source: CCCC DataVista, Strong Workforce Report

The rate of living wage attainment varied quite a bit by ethnicity. Specifically, the data for the 2022-23 cohort disaggregated by ethnicity indicates that Black or African American students had the highest rate of living wage attainment at 30.0%. In contrast, Hispanic students had the lowest rate of living wage attainment at 20.5%, representing a nearly 10 percentage point gap (see Figure 29).

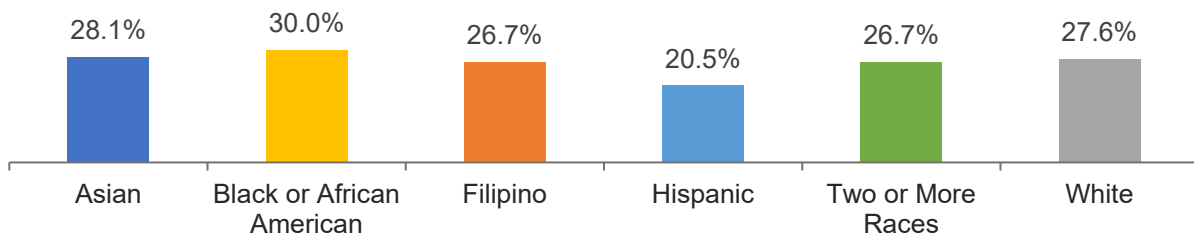


Figure 28. CTE Students who Attained a Living Wage after College by Ethnicity, 2022-23

Source: CCCC DataVista, Strong Workforce Report

Chapter Three: Institutional Planning

The 2024-25 academic year marked an implementation year for the College's previous planning efforts. This academic year included planning activities related to the Guided Pathways, Program Review, the Student Equity and Achievement Plan, Governance and Decision-Making, and Strategic Planning.

Guided Pathways

The 2024-25 academic year included continued progress in advancing Guided Pathways initiatives. A key area of focus was the expanded implementation of Starfish. This student success platform enables faculty and staff to provide kudos, to-dos, flags, and referrals to better connect students to the resources they need. The expanded implementation efforts resulted in 53,552 tracking items sent to students in Spring 2025, of which 54.2% were to-do items, 44.2% were kudos, 1.3% were flags, and 0.3% were referrals. In addition, Starfish usage has continued to grow beyond instruction to include additional student programs and services (e.g., STEM², Dual Enrollment, Transfer Center, etc.) to track communications and contact with students. Another significant priority of Guided Pathways has been to increase the number of students who have a comprehensive student education plan, will ensure that students have a clear path to completing their educational goals. Through intentional collaborations between Guided Pathways leadership, student services, and counseling, the percentage of first-time students who had a comprehensive educational plan on record by the end of their first year increased from 54.2% among Fall 2023 first-time students to 68.6% among Fall 2024 first-time students, which is the highest percent in at least the past five years. These achievements reflect some of the many successes that have resulted from the extensive planning and collaboration across many areas of our College.

Program Review

The program review process for instruction, student services, and administrative services continue to align with planning and resource allocation processes. In 2024-25, the committees overseeing program review made important improvements to the program review processes. For example, a concerted effort was made to strengthen the connection between program review and resource allocation by incorporating a midpoint review into the instruction, student services, and administrative services program review processes. The midpoint review provides an opportunity at the two-year mark of the four-year cycle for programs to revisit their goals, objectives, and resource needs that were identified in their comprehensive program review and provide relevant and timely updates. The midpoint was approved and implemented in all three program review areas: administrative, instructional, and student services. In addition to incorporating a midpoint review, the program review committees have updated their processes to ensure timely and relevant feedback and made other process-related improvements.

Student Equity and Achievement (SEA) Plan

The 2022-25 Cypress College SEA Plan was submitted and approved in Fall 2022. Three underrepresented, underserved, and/or disproportionately impacted groups, including female students, Hispanic or Latinx students, and Black or African American students, were at the heart

of the plan. Goals were set in five different areas, including successful enrollment, completion of transfer-level math and English, persistence, transfer, and completion (see Table 17). This plan was set to conclude in 2024-25, and a group of managers, classified, faculty, and administrators attended a SEA Planning Institute in Spring 2025 to help create the foundation for the next iteration of the student equity and achievement plan, which was approved in the Fall 2025 semester.

Table 17. 2022-25 SEA Plan Disproportionately Impacted (DI) Groups

SEA Plan Metric	DI Group(s)	3-Year Outcome
Successful Enrollment	Female Students	Achieve equity in successful enrollment for female students by increasing the percentage and number of successful enrollments by 14.1% (184 additional students).
Completion of Transfer-Level Math & English	Hispanic or Latinx Students	Achieve equity in transfer-level math and English completion for Hispanic or Latinx students by increasing the percentage and number of transfer-level math and English completers by 47.1% (122 additional students).
Persistence: First Primary Term to Secondary Term	Hispanic or Latinx Students	Achieve equity in persistence from the first primary term to the secondary term for Hispanic or Latinx students by increasing the percentage and number of persisting students by 4.4% (50 additional students).
Transfer	Black or African American Students	Achieve equity in transfer for Black or African American students by increasing the percentage and number of transfers by 260.0% (13 additional students).
	Hispanic or Latinx Students	Achieve equity in transfer for Hispanic or Latinx students by increasing the percentage and number of transfers by 74.4% (87 additional students).
Completion	Black or African American Students	Achieve equity in completion for Black or African American students by increasing the percentage and number of students achieving the Vision for Success definition for completion by 81.8% (9 additional students).
	Hispanic or Latinx Students	Achieve equity in completion for Hispanic or Latinx students by increasing the percentage and number of students achieving the Vision for Success definition for completion by 49.1% (84 additional students).

Governance and Decision-Making Processes

The [Cypress College Governance and Decision-Making Handbook](#) was approved through the Cypress College shared governance process in Spring 2023, marking a significant contribution to increasing informed and collaborative decision-making. The handbook is comprehensive, providing clarity and consensus on governance terminology, governance group types, and the roles and responsibilities of governance group members. In addition, it provides guidelines for committee-related documentation (e.g., agenda, minutes, charters), and a framework for evaluating the effectiveness of governance groups through a self-evaluation process. Implementation of the handbook began in Fall 2023, which included updating the College governance webpage, establishing and approving committee charters, and facilitating the annual committee self-evaluation process. In 2024-25, governance groups had to complete self-evaluations as part of their self-evaluations. While the implementation of the Governance and Decision-Making Handbook is still ongoing, early efforts have shown promising progress in enhancing understanding of governance roles, processes, and communication channels and overall strengthening the foundation for effective institutional planning.

Strategic Planning

The [2021-24 Cypress College Strategic Plan](#) has been the College's guiding document for planning and decision-making for the past three years. The plan was extended one additional year through 2025 to align with other college and districtwide planning processes. The goals outlined in the plan center on key college initiatives and priorities across five Strategic Directions, 1) Student Experience and Success, 2) Employee Experience, 3) Stewardship of Resources, 4) Collective Impact and Partnerships, and 5) Physical Environment. These strategic directions align with the Cypress College mission, vision, and core values, as well as the NOCCCD mission, vision, and core values and the NOCCCD Educational and Facilities Master Plan (EFMP). The strategic directions and goals of the plan serve as a framework for our functional plans and planning processes. This integration has ensured that institutional efforts and resources are effectively streamlined toward a common purpose. In 2024-25, college-wide planning efforts centered on the creation of a new strategic plan. A spring planning workshop was held in March 2025 to gather insights to inform the new plan that would help to support current and future goals. Additionally, updates were presented at division meetings to present updates on plan progress and explain how their planning efforts and goals fit into the larger strategic planning processes. The resulting [2025-28 Cypress College Strategic Plan](#) was approved during the 2025-26 academic year.

Chapter Four: Accreditation

In addition to spending the year focused on planning efforts, Cypress College remained heavily engaged in its ongoing accreditation cycle. In Fall 2023, the Institutional-Self Evaluation Report (ISER) was approved through the shared governance process and submitted to ACCJC, representing a key milestone in the accreditation process. In March 2024, the College received six core inquiries from the ACCJC Peer Review Team after their review of the ISER. The core inquiries sought clarification and additional information in the following areas:

- Standard I.B.2: Plans to assess Administrative Unit Outcomes.
- Standard I.C.2: Strategies for maintaining an accurate and current catalog.
- Standard III.B.1: Confirmation that campus buildings are regularly inspected (e.g., through ASCIP inspections).
- Standard III.C.3: Actions taken to address the data breach.
- Standards IV.A.3, 4, 5, 7: Clarification on guidelines for shared governance.
- QFE+: A commendation-based inquiry on the use of disaggregated data, the equity framework, the College mission to increase student success.

These inquiries reflect a thoughtful and constructive engagement with the ISER and indicated areas where the College has opportunities to clarify practices or expand upon successes. Supportive evidence was gathered, and detailed responses were submitted to address the core inquiries prior to the Focused Site Visit scheduled for Fall 2024.

In September 2024, Cypress College hosted the ACCJC Peer Review Team for a successful site visit. In January 2025, ACCJC officially notified Cypress College that our accreditation status was fully reaffirmed, recognizing the College's continued commitment to institutional effectiveness. No compliance requirements were noted and no recommendations for improving institutional effectiveness were received.

The College received one commendation for Standards I.A.2. and I.B.6, where the Commission commended Cypress College for effectively implementing a mission-driven, collegewide data disaggregation strategy to ensure equity disparities are intentionally highlighted, evaluated, and discussed to improve student outcomes in certificate and degree attainment.

The visiting team also specifically praised Cypress's student-centered support systems, including Charger Experience, KinderCaminata, the Veterans Resource Center, affinity spaces such as Puente, Legacy, APIDA, Pride, and Rising Scholars, as well as food pantry/basic-needs support and strong academic/career programs. The College received a full seven-year reaccreditation from ACCJC.

Conclusion

The 2024-25 academic year marked a period of renewed planning and success for Cypress College. The College demonstrated measurable improvements across several critical areas of institutional effectiveness, including enrollment, student outcomes, equity, and employment-related metrics. Institutional planning efforts also advanced through the development of a new strategic plan and Student Equity and Achievement (SEA) Plan, program review, Guided Pathways, and governance group processes. The full reaffirmation of our accreditation status by ACCJC further reflects the College's dedication to continuous improvement and institutional effectiveness. Moving forward, Cypress College continues to uphold our mission, vision, and core values, ensuring continued equitable pathways to student success.

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