

# 2017-20 Cypress College Strategic Plan

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Assessment of Progress and Evaluation for Year Three, 2019-20

Office of Institutional Research and Planning

10/14/2020

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## Introduction

### Development of the 2017-20 Strategic Plan

The 2017-20 Cypress College Strategic Plan was initially developed from collaborations with Cypress College administrators, faculty, staff, and students in April 2017 at the Strategic Planning Colloquium. A total of 65 members of the Cypress College community came together to help create the plan after reviewing the goals and objectives from the previous plans, reviewing relevant data trends, and discussing strategic directions, goals, and objectives for the next three years to include in the new plan.

Through this process, the 2017-20 Cypress College Strategic Plan included 4 goals and 11 objectives for Direction A (student success), 6 goals and 15 objectives for Direction B (organizational effectiveness and excellence), and 5 goals and 6 objectives for Direction C (strong community connections). It was decided that the responsible parties designated that oversee specific objectives would be referred to as “Champions” to maintain collegiality and the charger spirit with regard to strategic plan implementation.

### Alignment with District Strategic Directions

The 2017-20 Strategic Plan aligned with the NOCCCD strategic directions set forth in the District Strategic Plan to ensure we are working towards the same vision.

**Alignment of Cypress College and District Strategic Directions**

NOCCCD	Cypress College
Direction 1: Student Completion	Direction A: Student Success
Direction 2: Reduce the Achievement Gap	Direction A: Student Success
Direction 3: Basic Skills Progress	Direction A: Student Success
Direction 4: Planning and Decision-Making	Direction B: Organizational Effectiveness and Excellence
Direction 5: Community Relations	Direction C: Strong Community Collections

### Alignment to Funding Processes

In 2019-20, Cypress College evaluated and revised the one-time funding processes. As a result, the \$100,000 annual strategic plan and institution-set standards fund was consolidated into the larger one-time funding pool, however requests maintain the requirement of alignment with the strategic plan. This revision helped streamline college funding processes as well as strengthen transparency.

### Process and Timeline for Year Three (2019-20) Evaluation

The Year Three Evaluation is the final evaluation of the 2017-20 Strategic Plan, focusing on progress that occurred within the 2019-20 academic year, through June 2020. The process differed slightly from the Year Two Evaluation in that it solicited input on progress more broadly from the campus community in addition to the Champions. This change was made to address feedback that the prior evaluation process did not include enough opportunities for input from various constituency groups. The process and timeline are summarized below.

Timeframe	Activity
May - June 2020	<ul style="list-style-type: none"><li>• Institutional Research and Planning Office compiled updates from the “Champions” of each objectives</li></ul>
July 2020	<ul style="list-style-type: none"><li>• Institutional Research and Planning Office creates a draft of the 2017-20 Strategic Plan Year Three Evaluation Report</li></ul>
August 2020	<ul style="list-style-type: none"><li>• Strategic Directions Committee meets to review updates and provide initial rankings of progress</li></ul>
September 2020	<ul style="list-style-type: none"><li>• 2017-20 Strategic Plan Year Three Evaluation Report and initial rankings are shared through shared governance for feedback to finalize the rankings and report</li></ul>

### Themes for 2019-20 Evaluation

There were two main themes that emerged as important considerations during the Year Three Evaluation. The first theme is the impact of and response to COVID-19. The transition to remote instruction and services was a hurdle that posed challenges in certain areas. However, in many of the updates provided, instructional and non-instructional areas noted innovations to continue meeting the needs of students in a remote environment. The second theme was the impact of interim or vacant leadership positions. In 2019-20, there were several key leadership positions that were either vacant or interim, most notable being the VP of Instruction, which may have impacted progress in some specific areas.

### Developing a New Strategic Plan

The 2017-20 Cypress College Strategic Plan will continue for an additional academic year through 2020-21 in order to ensure alignment with the strategic directions outlined in the District Educational and Facilities Master Plan (EFMP), which was finalized late Spring 2020. In addition to ensuring alignment with the EFMP, this continuation will allow the college to include the updated mission, vision, and core values that were established in Spring 2020, as well as hold both an equity and strategic planning retreat in Fall 2020 and Spring 2021 to help develop the next strategic plan. These large-scale campus-wide initiatives will help to inform the next iteration of the strategic plan.

**2017-20 Strategic Plan Year Three Rankings**

Strategic Direction	Goal	Zero	Minimal	Moderate	Substantial	Major
<b>A: Student Success</b>	<b>OVERALL</b>			<b>X</b>		
	<b>A.1: Achievement of Milestones</b>				<b>X</b>	
	<b>A.2: Enrollment Management &amp; Success Strategies</b>			<b>X</b>		
	<b>A.3: At-Risk Student Success</b>				<b>X</b>	
	<b>A.4: Dedication to Student Success</b>				<b>X</b>	
<b>B: Organizational Effectiveness and Excellence</b>	<b>OVERALL</b>				<b>X</b>	
	<b>B.1: Improve Participatory Governance</b>			<b>X</b>		
	<b>B.2: Enhance Professional Development</b>				<b>X</b>	
	<b>B.3: Improve Campus Climate</b>			<b>X</b>		
	<b>B.4: Resources Available for Needs</b>				<b>X</b>	
	<b>B.5: Hiring Addresses Needs</b>			<b>X</b>		
	<b>B.6: Promote Culture of Safety</b>				<b>X</b>	
<b>C: Strong Community Connections</b>	<b>OVERALL</b>				<b>X</b>	
	<b>C.1: Collaboration with K-12 Schools</b>				<b>X</b>	
	<b>C.2: Community Relationships</b>				<b>X</b>	
	<b>C.3: Collaboration with NOCE</b>			<b>X</b>		
	<b>C.4: Collaboration with 4-Year Universities</b>			<b>X</b>		
	<b>C.5: Strengthen Image of the College</b>					<b>X</b>
<b>YEAR THREE RANKING OF STRATEGIC PLAN: MODERATE/SUBSTANTIAL</b>						

## 2017-20 Strategic Plan, Year Three Updates to Actions and Evidence of Progress

### Direction A: Student Success

Goal A.1: Facilitate all students' achievement of critical milestones by providing excellent instructional and support services.

Champion	Annual Updates to Actions & Evidence of Progress																				
<b>Objective A.1.1</b> <b>Maximize the proportion of students completing a Student Educational Plan (SEP).</b>																					
Dean, Counseling and Student Development	<p>In the 2019-2020 academic year, Counseling continued to focus on delivering services in-person and online to increase access and maximize the completion of SEPs. The Counseling Division continued its commitment to increase clarity of counseling processes and re-directing students to meta-majors and providing counseling services to students for the completion of a comprehensive SEP by the end of a student's first year. Every day throughout the year, DSS counselors meet with students to authorize academic adjustments, discuss disability management, and provide academic counseling. During 2019-2020, DSS counselors facilitated 1,374 appointments. During these appointments, they generated 279 educational plans. While the number of completed SEPs began to increase in Fall 2019 compared to Fall 2018, momentum was lost amidst the impact of COVID for Spring 2020.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1eef6;"> <th></th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>Summer</td> <td>729</td> <td>679</td> <td>474</td> </tr> <tr> <td>Fall</td> <td>3,458</td> <td>2,777</td> <td>3,137</td> </tr> <tr> <td>Spring</td> <td>2,800</td> <td>2,420</td> <td>1,633</td> </tr> <tr style="background-color: #e1eef6;"> <td><b>Total</b></td> <td><b>6,897</b></td> <td><b>5,876</b></td> <td><b>5,244</b></td> </tr> </tbody> </table> <p>In an effort to increase the number of education plans across the Counseling Division and in alignment with the Guided Pathways efforts on campus, program maps were created in collaboration with counseling faculty and faculty across discipline areas. The program maps are used for first semester abbreviated education plans (A-SEP) and can also be used as a tool for comprehensive education plans (C-SEP). In addition, templates in DegreeWorks were piloted in Health Science Programs in order to facilitate the creation of comprehensive education plans by counseling faculty. Group counseling sessions during peak registration periods were also implemented in Express Counseling to increase the number of students served. During these counseling group sessions, students fulfill the campus orientation requirement as well as create an abbreviated education plan with a counselor. Students have the ability to create an education plan one on one with a counselor during walk in hours. Finally, during the COVID-19 pandemic, Cranium Café, which has been a long-standing online feature on our campus was utilized by all counseling faculty to continue serving students during the online transition from in-person student services to remote in campus services (One-Stop to Non-Stop). Cranium Café was also utilized during Charger Fridays in the creation of educational plans for high school students transitioning to Cypress College.</p>		2017-18	2018-19	2019-20	Summer	729	679	474	Fall	3,458	2,777	3,137	Spring	2,800	2,420	1,633	<b>Total</b>	<b>6,897</b>	<b>5,876</b>	<b>5,244</b>
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Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective A.1.2 Strengthen the college readiness of incoming students.</b>	
Deans, SEM & Language Arts	<p>In Fall 2019, AB-705 was fully implemented on the Cypress College campus. Math and English provided students with co-requisite coursework designed to strengthen the student's skills in Math and English and provide individualized academic support for students enrolled in college level math and English coursework. The substantial reorganization of math and English curriculum that occurred to address AB705 and the results after one year of implementation were impressive. More specifically, the completion rate of transfer-level English within one year increased from 46.5% in Fall 2015 to 71.2% in Fall 2019, and the completion rate of transfer-level math within one year increased from 23.2% in Fall 2015 to 43.3% in Fall 2019 and increases were observed across all ethnic groups.</p> <p>Cypress College also implemented the Guided Self-Placement Tool for English and math placement in lieu of taking assessment exams. After successfully completing the GSP, students have streamlined access to the English and math class they need without having to wait for a counseling appointment. While seeking assistance from a counselor is always recommended for clarification and clearance issues, many students can start registering for these classes right away. The Math faculty have also personally helped students with understanding how the combo classes work and with proper placement. The review videos available to all students on the Mathematics Department's webpage also aid students to prepare for and strengthen their understanding of their math classes.</p> <p>The Charger Experience Program provides summer orientations for students transition from high school to their first semester at Cypress College. These orientations are focused on academic resources such as: LRC, MLC and DSS to ensure students are aware of the academic programs available to them for their academic success. Also, during the Summer 2020, the orientations will be focused on college readiness on an online environment and will provide students with information on how to succeed online such as Canvas, Cranium Cafe, Zoom etiquette, and email etiquette.</p> <p>Due to significant changes in instruction as a result of the COVID-19 outbreak, there simply was not time to revise and organize the English Summer Boost Program for Summer 2020, which was intended as a result of diminished student participation in Summer 2019. The future of this program is uncertain.</p> <p>The First Steps Bridge program in DSS, in collaboration with the English Department's Summer Boost Program, provides students with disabilities who are transitioning from high school to college the opportunity to participate and complete a counseling course (COUN 100), designed to promote academic success during the first year at Cypress College. English Summer Boost provides students a free two-week intensive writing course to prepare students for the rigor of college level writing.</p>

Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective A.1.3</b> <b>Improve the success rate of students progressing through specified crucial course sequences.</b>	
Deans, SEM & Language Arts	<p><b>English:</b> The English 010 corequisite lab course that was created and offered for the first time in Fall 2019 was not successful as many students opted not to enroll, and it was not offered in Spring 2020. Instead, an English 101 course was developed, a five-unit course equivalent to English 100. This course is intended to give instructors more time to address metacognition, as well as give students more individualized attention in the development of skills and in the writing of compositions in a "flipped classroom" format. In addition, peer tutors are being recruited and hired to assist students. 24 sections will be offered for the first time in Fall 2020. A training is being planned for the summer, to address the difference between 100 and 101 instruction, as well as how the intended pedagogy can be realized in the context of remote instruction. For students who may feel unready for English 100 or 101, English 60 continues to be offered, but there are very few sections given low student demand. Outreach to enroll AUHSD students in English 60 is now actively being explored, with 3 high schools now offering English 60 in the senior year as part of dual enrollment, with discussions to expand offerings at other high schools by spring 2021.</p> <p><b>ESL:</b> Starting in Fall 2020, the ESL Department has restructured its course sequence and will offer ESL 110, a course equivalent to English 100. ESL 110 is among the first course of its kind in all of Southern California, and Cypress is one of only seven California community colleges to have an ESL course specifically designed for English language learners to complete their UC/CSU composition requirements. In Fall 2019, the ESL Department offered the Guided Pathways ESL Milestone Certificates, the first of their kind in the California Community College system, which is designed to prepare English Language Learners (ELLs) for the academic rigor of degree-applicable coursework in various Guided Pathways Meta Majors. Students completing these certificates have achieved academic English reading and writing skills at an advanced, post-secondary level; they have also achieved success in prerequisite or introductory coursework in a variety of degree, certificate, or general education patterns. These two elements combine to demonstrate significant achievement of a milestone along their pathways to degrees, certificates, or transfer. For 2019-2020, Cypress ESL students earned about 600 milestone certificates.</p> <p><b>Math:</b> The Mathematics Department created curriculum for 2-unit corequisite courses that are hard linked to the 5 gateway courses it offers. These courses are designed to support students to successfully complete a transfer-level mathematics course within the first year. Those students who have completed the prerequisites of the needed gateway course or possess a high school GPA that exceeds a certain requirement have the option of taking the main 4-unit transfer-level course without the 2-unit corequisite. The faculty created 94 electronic directed learning activities (eDLAs) to further support students through their gateway courses as well as review for the next course. A report done by Cypress College Institutional Research shows that of the students in these Combo Math classes, there was a 60.4 percentage point difference in success rates for those that completed eDLAs. Based on another report on AB 705, we found that completion of transfer-level English and mathematics has increased significantly, and that equity gaps are narrowing as a result of our implementation of AB 705.</p>



Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective A.1.4</b> <b>Track students' achievement, including career attainment, after completion of their Cypress experience, and use the results to inform departmental and institutional planning.</b>	
Director, Institutional Research & Planning	<p>The Institutional Research and planning office continues to use the National Student Clearinghouse (NSC) to track transfer outcomes for students who earned an ADT. Specifically, in the 2018-19 academic year, the college awarded 746 transfer degrees, with students earning more AA-Ts (<math>n = 429</math>) than AS-Ts (<math>n = 317</math>). Students that graduate from these programs continue to maintain a transfer rate of over 80% within one academic year. Additionally, the college also continues to participate in the annual, statewide, community college CTE Employment Outcomes Survey to track employment outcomes for graduates of CTE programs. These data are included in instructional program review reports and used to inform institutional planning.</p>
<b>Objective A.1.5</b> <b>Enable students to make informed academic decisions.</b>	
Dean, Counseling and Student Development & Director, Student Success and Support Programs	<p><b>Transfer Workshops</b> – EOPS counselors explain various transfer options to students. Students learn about transfer requirements to CSUs, UCs, and private universities as well as the cost of attendance, application timelines and processes, as well as other important tips to remember when considering a transfer institution. Arming students with this information allows them to make a better-informed decision in conjunction with their personal and educational goals.</p> <p><b>UCI Transfer Prep Partnership</b> – We have forged a relationship with the UCI Community College Program to host Personal Insight Workshops for EOPS students interested in transferring to the UC system. The workshop gives EOPS students ideas and points to consider when constructing their Personal Insight statement, which is required for the UC application. In addition, EOPS students connect with current UCI students for one-on-one assistance with the UC application and Personal Insight statement.</p> <p><b>University Field Trips</b> – We host two University Field Trips a year, one in the fall semester and one in the spring semester. The purpose of the campus visits and tours is to expose EOPS students to various universities across the state and promote transfer.</p> <p><b>Academic Counseling</b> – EOPS students are required to meet with our counselors a minimum of three times per semester. During these meetings, students discuss their academic and personal progress and concerns with counselors, map out their courses based on their educational goals, and seek guidance and support. Our EOPS counselors are integral to our program and students, as they are guides and coaches and ensure that our students are making satisfactory academic progress towards their educational endeavors. After the campus closure due to COVID-19 our program acted quickly and converted all counseling appointments to a virtual format. All of our counselors and staff are available on Cranium Café to serve students via live chat and/or video conferencing.</p>

Dean, Counseling and Student Development & Director, Student Success and Support Programs

**Career Planning Center** – The Career Planning Center's direct connection to helping students decide on a major to make informed academic decisions are as follows: Majors2Careers event - occurs every fall. Directly connects students to their top interests and pathways. Career Assessments along with Career Counseling Appointments - Help students explore and select their major with a Career Counselor. Career Assessment Workshops - offered online and in person to all students. Additionally, CPC collaborates and provides workshops for special population programs such as, Legacy, Veterans, Puente, and DSS. Workshops focus on Major Exploration, Goal Setting, Career Development Process. For example, "How to choose your Major" and "Intro to Strengths Workshop" - Introduction on what students can expect and gain from the Strengths assessment. "Are you in the right major?" - Helps students evaluate, assess, and explore various careers to help them determine if they are in the right major. Some of the site license tools used are Focus2 and Career Cruising. Career Presentations - conducted by CPC staff. Provides an overview of CPC services and career exploration resources to counseling classes.

**Financial Aid Office (FAO)** – The FAO held its second Financial Aid Awareness event to help students understand the financial aid resources available to them along their educational path. The event incorporated benefits similar to those offered in our workshops and hands-on financial aid labs held throughout the year, which raised student knowledge of financial resources available. The FAO collaborated with the Counseling Department to support Guided Pathways & Title V by providing classroom presentations for Counseling 140 and 150 courses, to ensure that students at the beginning of their Cypress College journey become aware of financial aid. The FAO initiated a high-touch call campaign, whereby student workers spoke personally to students who have yet to complete a FAFSA or Dream Act, are missing financial aid requirements and documents, or are in the at-risk student population. As part of the Satisfactory Academic Progress (SAP) reminders, students are notified of the counseling and tutoring services available at Cypress College. The FAO also has on staff a financial aid counselor that specializes in aiding students with their SAP appeal by offering Comprehensive Education Plans and discounting excessive units. In the wake of the COVID-19 pandemic, the FAO transitioned all staff to Cranium Café to maintain a high level of student interaction and created an FAQ (displayed on the FAO website) to explain the impacts the pandemic could have on their financial aid status.

**Veteran Resource Center (VRC)** – The VRC reported the intake process that new and returning students follow to gain access to academic counseling; students are required to complete an intake process to determine VA education benefits and schedule an appointment with the academic counselor. It is important for military-connected students (MCSs) to meet with the VRC counselor because of the requirements that need to be followed under federal mandate 38 U.S.C. 3675, as it pertains to the VA education requirements and eligibility. Since the COVID-19 outbreak, the Veterans counselor has maintained up-to-date information on legislative bills to ensure MCSs make informed decisions about academic decisions that arise due to the remote learning modality that was implemented and how that affects their VA education benefits. Students continue to have access to the VRC counselor to discuss academic questions and concerns. The modes of

Champion	Annual Updates to Actions & Evidence of Progress
	<p>academic counseling consist of (i.e., Cranium Café, Zoom, Degree Works, phone, and emails). During the counseling session, abbreviated and comprehensive education plans are completed using Assist.org, ccctransfer.org, NOCCCD e-catalog, other college catalogs, and school-specific major requirements to provide students accurate information to help them make informed decisions about their academic path.</p> <p><b>Counseling Division</b> - Continues to provide a diversity of services to enable students to make informed academic decisions. The division continues to collaborate with Financial Aid to incorporate financial literacy workshops in the Counseling 140C courses. The Career Planning Center's direct connection to helping students decide on a major to make informed academic decisions are as follows: Majors2Careers event - occurs every fall. Directly connects students to their top interests and pathways. Career Assessments along with Career Counseling Appointments - Help students explore and select their major with a Career Counselor. Career Assessment Workshops - offered online and in person to all students. Additionally, CPC collaborates and provides workshops for special population programs such as, Legacy, Veterans, Puente, and DSS. Workshops focus on Major Exploration, Goal Setting, Career Development Process. For example, "How to choose your Major" and "Intro to Strengths Workshop" - Introduction on what students can expect and gain from the Strengths assessment. "Are you in the night major?" - Helps students evaluate, assess, and explore various careers to help them determine if they are in the right major. Some of the site license tools used are Focus2 and Career Cruising. Career Presentations - conducted by CPC staff. Provides an overview of CPC services and career exploration resources to counseling classes. DSS provides support to students with verified disabilities that empowers them to make informed academic decisions. DSS provides accommodations, workshops, services, and assistive technology. They offer learning disability assessment, study and learning strategies instruction, equipment loans, and alternate media. Academic counseling: DSS students meet with DSS counselors at least once per semester to topics such as course progress, graduation requirements, and transfer requirements. In addition to counseling, students with learning disabilities meet with the Learning Disabilities Specialist to discuss accommodations and disability-related challenges that impact academic success. As part of the Title V initiative, two Career Coaches were hired Spring 2020. The Career Coaches will support the Completion Teams to facilitate events and activities driven to help students make informed academic and career decisions.</p>
<p><b>Objective A.1.6</b>  <b>Develop, sustain, and enhance the baccalaureate program.</b></p>	
Dean, Health Science	<p>We have admitted a small cohort of students who have all actively progressed through the program to achieve their baccalaureate degree. The recruitment of new students has been primarily in person which has been challenging in recent months. New marketing materials need to be developed for electronic recruitment. Past Associate degree students are contacted at least twice a year to inform them of the Baccalaureate option. Additional outreach activities will be developed for the upcoming year.</p>

**Goal A.1: Facilitate all students' achievement of critical milestones by providing excellent instructional and support services.**

**Strategic Direction Coordinator Comments on Progress:** Until the COVID 19 crisis handicapped student interaction in Spring 2020, Counseling was increasing the number of completed Student Educational Plans (SEP's); it also began incorporating Program Mapping into SEP's. The already established Cranium Café was integral in continuing counseling with students in an online format when face-to-face interactions were no longer possible. Remote interactions also occurred with new students during the Charger Experience summer orientations. In response to AB705, corequisite English courses were offered for the first time in Fall 2019 but were abandoned the following semester due to poor enrollment; instead, a 5-hour freshmen composition course was created and will be offered in Fall 2020. Unlike the optional English corequisite courses, the Math Department created mandated corequisite courses for new students who did not meet eligibility requirements for gateway courses, as well as 94 complementary electronic directed learning activities (eDLAs) to help students achieve success. Both departments had significant gains in one-year completion rates of transfer level courses, as well a decline in achievement gaps among ethnic groups. Regarding the EOPS, Financial Aid, and Veterans Resource Center programs, counseling has been pivotal in their success. A few highlights include a partnership with UCI to improve transfers to UC's, improved outreach regarding financial aid awareness and completion of applications, and greater awareness of military-connected students of compliance requirements for VA benefits. The Career Planning Center continues to help students decide on appropriate majors, and Disability Student Services (DSS) continues to assist students with a variety of needs. Recruiting students for the baccalaureate program has been a challenge.

**Overall Progress on Goal A.1: Substantial**

Goal A.2: Develop and implement enrollment management strategies to enhance student access and success.

Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective A.2.1</b> <b>Ensure access to mathematics and English for all incoming freshmen.</b>	
Deans, SEM & Language Arts	<p>English, ESL, and Mathematics faculty leaders met with the Counseling Division to ensure counselors' awareness of the new English 101, ESL 110, and the 5 combo math courses. They also consulted with the SEA director regarding the inclusion of these course options in the self-placement process. With the loss of several non-transfer level math courses due to AB 705, the Mathematics Department offered enough of the 5 gateway courses along with their combo counterparts to accommodate the needs of all students. The Library and Learning Resource Center freely lends about 600 graphing calculators for the whole semester to students who need one for their math class. The Mathematics Department also uses Open Educational Resources (OER) for MATH 40 and MATH 141 to enable zero cost textbooks and online homework management systems to these classes with plans to convert more courses to OER in the future. These efforts significantly reduce the financial barriers students often face when attempting math courses. Additionally, the Promise/Pledge program continues to require English and math enrollment in the first year, and since most of our incoming freshman are a part of this program, it has helped improve access to these courses.</p>
<b>Objective A.2.2</b> <b>Develop and implement an updated enrollment management plan.</b>	
Executive Vice President	<p>As the Vice President of Instruction position has been vacant throughout most of the 2019-20 academic year, not much progress has been made in this area. Enrollment management has remained a focus throughout the registration cycle within President's Staff. With the hiring of a new VPI in 2020-21, this area will become a stronger focus of the college.</p> <p>Although no formal enrollment management plan has been developed, there has been commendable enrollment management efforts made in response to COVID by Admissions and Records, Campus Communications, and Institutional Research and Planning. For example, Tableau enrollment reports and institutional dashboards have been developed by the Institutional Research and Planning Office that provide regular updates on enrollment are provided daily to all deans and the Executive Team during critical enrollment periods.</p>

**Goal A.2: Develop and implement enrollment management strategies to enhance student access and success.**

**Strategic Direction Coordinator Comments on Progress:** Efforts were made to ensure students awareness of new English, ESL, and math courses during the matriculation process. Also, the Promise program has greatly contributed to progress in this area. Little progress has been made in the development of a College enrollment management plan. The unplanned efforts of many support services, including Admissions & Records, to accommodate students' enrollment needs during the COVID crises deserves acknowledgment.

**Overall Progress on Goal A.2: Moderate**

Goal A.3: Develop and implement programs and services aimed at helping at-risk students succeed.

Champion	Annual Updates to Actions & Evidence of Progress
<p align="center"><b>Objective A.3.1</b>  <b>Reduce the achievement gaps among identified student groups.</b></p>	
<p>Director, Student Equity</p>	<p>In alignment with the Student Equity plan that was created in 2019, the following activities among others, were funded by SEA to reduce the achievement gap among disproportionately represented groups on campus:</p> <ul style="list-style-type: none"> <li>• A full-time counselor was funded in the 2019-2020 Academic year to support students in the Legacy Program.</li> <li>• In collaboration with NOCE, NOCRC, Cypress College, the creation of the ARISE Lab provides support to students Autism Spectrum Disorder. Despite the opening of the lab being delayed due to COVID-19, an adjunct counselor position is supported to provide support and activities for this population via a remote environment</li> <li>• Student Athlete Success Center (SASC) was created in the 2019-2020 Academic Year to help mitigate achievement gaps among Hispanic and African-American students, 73.5% of student athlete’s represent these groups. SEA supports tutoring support, counseling, study space and computer access to help promote academic success.</li> <li>• Twenty-one students were provided with student grants in the Spring 2020 semester pandemic to assist with financial hardships during the COVID-19 pandemic. These grants assisted students in the completion of their academic goals during the semester in order for them to stay enrolled and focus on coursework.</li> </ul>
<p align="center"><b>Objective A.3.2</b>  <b>Connect at-risk students to academic and campus support services.</b></p>	
<p>Dean, Counseling and Student Development &amp; Dean, Student Support Services</p>	<p><b>DSS Update</b> – DSS works closely with other student and academic services to enhance its services to students with disabilities. For example, DSS and the Learning Resource Center collaborate to provide tutoring in the DSS office for students with disabilities. Furthermore, DSS and Campus Safety provide on-campus transportation to ensure students with physical disabilities arrive to classes on time. DSS has collaborated with other departments, such as the Career Planning Center and Financial Aid, to provide workshops designed specifically for students with disabilities. DSS faculty and staff serve on campus committees to address campus student inequity, food and housing insecurities, and other committees as related to supporting students.</p> <p><b>Career Coaches/Career Planning Center</b> – Under Title V funding, Career Coaches have been established and are working in collaboration with the Career Planning Center to provide support and information to students in order to provide in-depth career and education planning (SEPs).</p> <p><b>EOPS Update</b> - During counseling sessions, EOPS counselors discuss academic progress with students to ensure they are on the right track. If students are struggling academically, they are referred to the various on-campus support services (Library and Learning Resource Center, English Success Center, Math</p>

Champion	Annual Updates to Actions & Evidence of Progress
	<p>Learning Center &amp; Supplemental Instruction). In addition, counselors often recommend SmartThinking, an online tutoring service, where students can get live help with various subjects. Students are often referred to the Career Center for online workshops to encourage and facilitate academic success strategies. The EOPS Program assist students who are suffering from food insecurities and have continued a partnership with Second Harvest Food Bank, the largest food bank in Orange County, to ensure that students are receiving information about CalFresh eligibility as well as assistance in the enrollment process. Our CalFresh representative was in the EOPS office every Thursday from 9:00-12:00pm prior to the campus closure to facilitate and assist students with the enrollment process. CalFresh enrollment information is shared with students via multiple modes of communication, such as flyers, post cards, emails. Additionally, food and housing resources have been added to the College's Distance Education provider, Canvas. Prior to the campus closure, information was readily available and disseminated to students when they visited the Food Pantry, located in the Student Activities Center. With the Pathways of Hope (POH) partnership and the campus closure, students are now referred to POH hub where they can receive fresh and non-perishable food items to meet their basic needs.</p> <p><b>Financial Aid Office Update</b> - The Financial Aid Office (FAO) offered workshops and labs this year designed specifically to the needs of DSS, EOPS, and AB-540 students. As part of the FAO call campaign, staff members reached out to students that indicated on the FAFSA they were Homeless Youth or At-Risk of Homelessness. In addition to helping the students with their financial aid, campus and community resources were shared to aid the student overcome hurdles that might impede their educational pathway. The FAO reaches out to former Foster youth and provides them with information on the Guardian Scholars program offered to assist them while at Cypress College. The FAO established a resource table for students that face food and housing insecurities. Services like the Food Bank, Pathways of Hope, and assistance with Cal-Fresh applications are advertised to students. Students on a warning or disqualification of academic standing are notified of the counseling and tutoring services available. The FAO created a scholarship display for students as additional resources that can be utilized. In response to the pandemic, the FAO began processing Emergency Grants funded by the Foundation Office and Student Equity and Achievement Program to assist students with COVID-19-related issues. In addition, the FAO developed and implemented the process to award the CARES Act Emergency Funds to be awarded to students that experienced COVID-19 related financial hardships.</p> <p><b>Veterans Resource Center Update</b> - The VRC front desk staff and counselor continue to work closely with the mentorship coaches who are tasked to provide on- and off-campus support services to overcome academic and personal barriers. Due to the "stay-at-home" order, the mentorship coaches continue to provide this much needed support using Zoom to meet with at-risk students and host off-campus support services that are in high-demand due to the loss of income for many. The VRC staff mainly refers students to community partners like the Tierney Center, Volunteers of America OC, and the Community Based Outpatient Center in Santa Ana for housing, food, jobs, and health and mental health concerns. In addition,</p>



Champion	Annual Updates to Actions & Evidence of Progress
	<p>the VRC staff are well-connected with DSS, EOPS, Guardian Scholars, Financial Aid and other support services on campus to connect them to the services that meet their needs. Furthermore, VRC specific tutoring (math, English, and sciences), VRC front desk, and mental health counseling sessions continue to be available through our virtual platforms, Zoom or Cranium Café. Lastly, at-risk students continue to be referred to the veteran specific COUN 150C class, taught by the VRC counselor, who is knowledgeable about the transition obstacles and services that can help improve their outcomes. The VRC counselor completed the Canvas online teaching course in the Fall semester and is approved to teach online courses in subsequent semesters, if it is required to move to an online or remote platform.</p> <p><b>LIFE Program:</b> The LIFE (Liberated Intellectuals For Excellence) Program is continuing to build its foundation in order to offer comprehensive wrap-around services for the formerly-incarcerated and system-impacted (have had a loved one who has experienced incarceration) student populations. The LIFE Program was awarded a grant from Shasta College during winter of 2019. The grant provided the necessary funds for the establishment of such a program. Beginning in the Spring 2020 semester, the LIFE Program began offering such services as textbook vouchers and gift cards. Over the summer of 2020, the LIFE Program hired 5 “professional experts” who were / are able to provide peer mentoring, attend community meetings, and conduct campus-wide presentations. During Fall 2020, the LIFE program continued to offer such services as: textbook vouchers, emergency gift cards, and regular community meetings (hosted on Zoom). In addition, the LIFE Program has scheduled the 3<sup>rd</sup> annual “Lift Up” event and resource fair, which will continue to provide valuable information to the campus on the topic of the formerly-incarcerated and system-impacted student populations. The LIFE Program will be hosting its very first COUN 150 class during the Spring 2021. The class will be tailored specifically to the formerly-incarcerated and system-impacted student population, in the same way other specialized programs on campus tailor their COUN 150 cohort courses. In addition, SEA funding has been allocated to LIFE, so that services might continue to be offered through the Spring 2021 semester. Lastly, the LIFE program is looking to coordinate a faculty mentorship program with guidance from other well-established programs, such as Legacy and Puente.</p>

**Goal A.3: Develop and implement programs and services aimed at helping at-risk students succeed.**

**Strategic Direction Coordinator Comments on Progress:** The Student Equity Achievement Program has funded and supported the Legacy Program, Puente Program, the ARISE Lab (initially focusing on autistic students), the Student Athlete Success Center, and individual students experiencing hardship due to the COVID 19 crisis. DSS & EOPS coordinate with different student support services to serve the needs of their students, as well as outside resources such as the Second Harvest Food Bank and CalFresh. Financial Aid and the Veterans Resource Center also improve students' awareness of services both on and off campus, and these programs have adapted to the COVID 19 crisis by respectively facilitating emergency financial aid and providing remote counseling.

**Overall Progress on Goal A.3: Substantial**

Goal A.4: Emphasize the campus community's dedication to student success.

Champion	Annual Updates to Actions & Evidence of Progress
<p align="center"><b>Objective A.4.1</b>  <b>Make the success of all students and student equity a pervasive theme of discourse throughout the college.</b></p>	
<p>President</p>	<p>The college continues to make progress in developing equity-mindedness across the campus. In 2019-20, the Diversity, Equity, and Inclusion (DEI) Committee changed its mission and purpose to include a focus on developing an equity-minded framework for the work we do across campus. DEI initiated a new Equity Framework worksheet for use at our spring Equity Retreat, began a Common Book Reading Series with a canvas discussion board and brown bag luncheons to discuss the book, "White Fragility". In April 2020 we had over 100 participants register for an overnight college-wide Equity retreat, which will be postponed to a virtual convening in fall 2020 due to Covid-19. We added "Equity" to our College Core Values and this is printed across the campus, as well as developing a new Core Values Logo with equity at the center. Our Title V Guided Pathways grant has focused on ensuring an equity framework is at the heart of our completion teams and we are implementing equity training for all completion peer and data coaches in all meta majors. The college continues to see progress on the completion of all impacted groups, data which is shared at very opening day and throughout our updates to the campus community. We instituted two Equity Walks this year and will continue to broaden participation on the enlightening assessments of our campus, website, and services for all students. Evidence of this progress is in the DEI meeting minutes, Professional Development workshops and participation, and the Guided Pathway Steering committee minutes.</p> <p>Also aligned with this objective, the college has featured the success of Cypress ESL students who earned the Guided Pathways ESL Milestone certificates with a permanent page on the college website: <a href="https://www.cypresscollege.edu/esl-testimonials/">https://www.cypresscollege.edu/esl-testimonials/</a> The Office of Campus Communications also featured announcements of the ESL Milestone certificates and the GE approval for ESL 110C on the website and social media platforms. This college support and recognition of English learners is a focus of equity-mindedness that is often overlooked at other institutions; however, at Cypress College the success of these students is affirmed and the support as they advance to their educational goals is evident.</p> <p>During the COVID 19 crisis tremendous outreach and support was provided to students through the check-out of laptops, access to Wi-Fi, support through student emergency grants, and constant communication to help support their progress in school. The college communications also initiated a "Every Student Has a Story" Campaign to emphasis our focus on students and support for their progress. The College also implemented the Presidential Scholars of Distinction Program in 2019 which provides a student from each meta-major a \$1000 scholarship and opportunity to represent their academic pathway at Commencement. Each year since 2017, the college has substantially increased its degree and certification completion, almost doubling its effort in 2018-19 and again in 2019-2020, and these results are shared broadly as part of the discourse on student success and equity throughout the college.</p>

**Goal A.4: Emphasize the campus community's dedication to student success.**

**Strategic Direction Coordinator Comments on Progress:** The Diversity, Equity, and Inclusion Committee focused on equity mindfulness by changing its mission and purpose and by sponsoring professional development opportunities. Equity was added to the College's Core values, and it is an integral part of the Guided Pathways Title V Grant. The college has doubled and tripled its degree and completion attainment since 2017, with LatinX students leading the increase in successful completion.

**Overall Progress on Goal A.4: Moderate/Substantial**

**Strategic Direction A: Student Success**

**Strategic Direction Coordinator Comments on Progress:** Progress was made in several student success initiatives, and the College adapted to the COVID 19 crisis by providing remote access to programs, services, and resources.

**Overall Progress on Strategic Direction A: Moderate/Substantial**

**Direction B: Organizational Effectiveness and Excellence**

Goal B.1: Create organizational structures and practices that enhance participatory governance, a sense of ownership of decision-making processes, and campus engagement.

Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective B.1.1</b> <b>Effectively communicate participatory governance opportunities, processes, and outcomes.</b>	
President	<p>Our website has added a new webpage to detail all shared governance committees and minutes on one page. <a href="https://www.cypresscollege.edu/about/cypress-college-governance/">https://www.cypresscollege.edu/about/cypress-college-governance/</a>; this includes: President Advisory Cabinet Academic Senate; Associated Students; Curriculum Committee; Diversity Committee; Planning &amp; Budget Committee; Safety Committee; Technology Committee. Presidential updates are provided monthly to Academic Senate and the college Executive Team now meetings monthly with the Senate Executive Team to ensure timely communication on all issues. In fall 2019, there were lapses in communication and consultation by a senior administrator that resulted in conflicts between constituent groups and administration. Key initiatives and programs at the college were impacted, and trust between segments of the campus was significantly eroded. To address these concerns the Senate leadership passed a resolution requesting that administrators honor the agreements in place with faculty and implement a plan to address concerns about shared governance, specifically as it aligned with the 10+1 vision at Cypress College. Furthermore, the college President and the Senate President are working together to bring ASCCC and CCLC to the campus for a Collegiality in Action series of workshops to ensure that the 10+1 is honored, as well as communication is occurring in a supportive and collegial way between administration and faculty. Cypress College is also participating in the Caring Campus Initiative by IEBC to ensure inclusion of our classified professionals in campus-wide decision-making, and support for their role in Guided Pathways.</p> <p>Other efforts that align with this objective include the solicitation for broad input on various college processes, particularly surrounding budget development and program review.</p>

**Goal B.1: Create organizational structures and practices that enhance participatory governance, a sense of ownership of decision-making processes, and campus engagement.**

**Strategic Direction Coordinator Comments on Progress:**

There were several efforts made by the College to include a wide range of constituents on campus committees and to encourage constituents to attend meetings or otherwise participate in campus discussions and initiatives. Through committee structures, the College received input on various processes including but not limited to student services, learning and instruction, budget development, and program review. As an example, planning for the Caring Campus initiative began during this reporting period. Consequently, various plenary sessions provided a means for classified staff to voice their thoughts, ideas, and suggestions about Guided Pathways. Other examples of inclusiveness, communication, and collegiality can be gleaned throughout other campus structures as well.

**Overall Progress on Goal B.1: MODERATE**

**Goal B.2: Enhance professional development.**

Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective B.2.1</b> <b>Facilitate ongoing participation by faculty, staff, and administrators in professional development activities.</b>	
Professional Development Committee	SPRING 2020 Semester <ul style="list-style-type: none"> <li>• June 3, 2020 – Classified Appreciation Day with over 60 participants.</li> <li>• Since Covid-19 Professional Development has focused on Online Webinar and Conference workshops Online, including the complete Wayfinding series through 3CSN, Equity Minded workshops through Cora, RP, Cue, and most recently articles provide by Sage on Teaching about Structural Racism and Police Violence.</li> <li>• 6/01 - We are also encourage classified, faculty, and managers to attend 3CSN Equity 101</li> <li>• 5/29 – We forwarded the RP Group, “Ten ways Tutors can support Student Success.”</li> <li>• 5/29 – PD offered Classified a “Front Line Staff” On Course Workshop with Dr. Jonathan Brennan with 58 people who enrolled.</li> <li>• 5/22 – A Kudoboard was sent out to all faculty announcing 3 faculty retirement.</li> <li>• 5/12 – The issue of Teaching Tolerance “Protecting Black Students' Mental Health After Racist Violence” was sent out to all faculty to read.</li> <li>• 5/11 and 6/09 – Promotion of this year’s ONLINE Teaching Conference was sent out – This year’s event is Online and Free Registration</li> <li>• 5/11 – E-mail to All Faculty - Community with 3CSN! Wayfinding Online Zoom Session Schedule</li> <li>• 5/10 – Reminder for Flex Proposal was sent to Full-time Faculty and Deans.</li> <li>• 4/28 – Award Letters were finally send out to approved Conference Funding applicants – there was a delay due to the Covid-19 Alert.</li> </ul>

Champion	Annual Updates to Actions & Evidence of Progress
	<ul style="list-style-type: none"> <li>• 4/27 – Call to Full-time Faculty for Flex Proposals • 4/25 – Forwarded Free Webinars, “African American Student Success Week”</li> <li>• 4/24 – Reminder for final Conference Funding Due Date of April 27th</li> <li>• 4/16 – Reminder of “Growth Mindset 2” with Dr. Miguel Powers for April 17th session</li> <li>• 4/13 – PD Announces Upcoming Events: Growth Mindset 4/17, Equity Walk , 5/1, Cora Webinar series, Zoom sessions with 3CSN, and Virtual Townhall meeting, “A Conversation with Policymakers and Practitioners on African American Student Success.”</li> <li>• 4/09, 4/13, 4/29, 5/4, 5/6 – Reminder sent out to All Faculty, Classified, Managers for “Growth Mindset” with Dr. Miguel Powers</li> <li>• 4/09 – Forwarded 3CSN Wayfinding Online Zoom Session Schedule • 3/30 - Several PD events cancelled due to Covid-19, including Equity Retreat, F2F Growth Mindset workshops, Equity Walk, Strategic Conversation, etc.</li> <li>• 3/30 – Forwarded ACUE: Free Webinar Series begins: Effective Online Instruction</li> <li>• 3/23 – Forwarded 3CSN Wayfinding series and Cora Webinar: “Employing Equity-Minded and Culturally-Affirming Practices in Virtual Learning Spaces.”</li> <li>• 3/13 – Announcement of Postponement of “Growth Mindset” due to Covid-19 Alert.</li> <li>• 2/27 – Reminder of NEW Faculty Seminar for February 28th • 2/03, 2/17 – “Growth Mindset 2” Announcement for the following dates: 3/30, 4/17, 5/8</li> <li>• 2/10 – Forwarded RP Newsletter that included: Registration for the RP Conference April 15-17</li> <li>• 1/24, 2/02, 2/10 – Reminder of Spring Conference Funding Dates: February 24th and April 27th</li> <li>• 2/04 – Announcement of the NEW Faculty Seminar beginning on February 28th</li> <li>• 1/23 - SPRING FLEX 2020: Keynote Speaker, Tim Wise, and workshops on Race and Education, Building Community and Leadership with Ken Nwadike Jr., Understanding the Opioid Epidemic with Marla McBride, and Open Canvas workshops with Distance Education.</li> <li>• 1/15, 1/22 – Announcement: Spring FLEX is here</li> </ul> <p><b>FALL 2019 SEMESTER</b></p> <ul style="list-style-type: none"> <li>• 11/12 – From Equity Talk to Equity Walk for November 15th</li> <li>• 9/13 – Announcement of NEW Faculty Seminar with first meeting Thursday, Sept. 19th and remaining Faculty Seminar will focus on attending the “Growth Mindset” series. • 9/12 – Announce “Growth Mindset” with Dr. Miguel Powers for All Faculty, Classified, Managers includes NEW Faculty Seminar: 9/20, 10/25, and 11/22.</li> <li>• 8/22 - FALL FLEX 2019-Fourteen Department Flex Proposals were submitted and approved for Fall 2019. Key Note Speaker is Spoken Word Poet, Hip Hop Artist, Educator and Cultural Diplomat Ken Smego. Drawing on his experiences as a youth educator and growing up in the American South, his talk focuses on issues of race, gender, community building and the stories we all carry. The two hour key note will be followed by two one and a half our workshop sessions. The workshops will include Suicide Prevention, Human Trafficking-Know the Signs, ChAT, Canvas Boot Camp, and a session by Ken Smego.</li> </ul>

Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective B.2.2</b> <b>Provide professional development focused specifically on improving student learning and student achievement.</b>	
Professional Development Committee	<p>Professional Development continues to support faculty on workshops that enhance student learning, including the continued promotional and monetary support of faculty and staff participating in Equity trainings and workshops. Professional Development Committee sponsored a year long (2019-2020) Growth Mindset Workshop series presented by Dr. Miguel Powers. We had twenty participants who met once a month for a five hour workshop focusing on research-based strategies, neuroplasticity, grading and feedback, intelligent practices, and student voices.</p> <p>On May 1, 2020, twenty faculty and staff also participated in a Digital Equity Walk to uncover the messages our digital spaces convey to students and how these might affect their ability to succeed. The outcome of the walk informed many changes that were made to our campus web site. In Fall 2019, Professional Development also sponsored a screening of "White Like Me" by Tim Wise. The screening was organized to inform and begin critical discussions about race and ethnicity on our campus. Professional Development, SEA, and the DEI committees sponsored a book club discussion on "White Fragility" by Beverly D'Angelo. Sixty faculty and staff attend the six hour On Course Workshop in Spring 2020. The workshop is designed to address the unique interaction between front line staff and students as an opportunity to enhance student responsibility and ultimate success in the college experience. Strategies presented in this workshop improve both student academic success and retention. The Professional Development Committee planned to send six faculty and staff to attend the NCORE conference in May 2020. Due to Covid-19, those plans have been postponed. The Professional Development Committee still intends to send participants once we are allowed to do so. The Equity Retreat that was planned for March 2020, has also been postponed to Fall 2020 due to COVID-19 restrictions. Ninety-three participants signed up for the two-day retreat that focused on creating an Equity Framework for our campus.</p>
<b>Objective B.2.3</b> <b>Increase the number and proportion of personnel applying for funding in support of professional development.</b>	
Professional Development Committee	<ul style="list-style-type: none"> <li>• Professional Development continues to encourage All Faculty, Classified, and Managers to apply for Conference Funding.</li> <li>• Professional Development has increased with Classified and Managers applying for funding.</li> <li>• Professional Development has also provided funding for special events such as NCORE, Online Teaching Conference, and On Course Training, as well as specialize programs such as the CSUF police RAD (Rape Aggression Defense) training workshops that were open to all women of Cypress College.</li> </ul>



**Goal B.2: Enhance professional development.**

**Strategic Direction Coordinator Comments on Progress:**

The College demonstrated its commitment to provide learning opportunities for faculty, staff, and administrators. During this reporting year, the Professional Development Office funded several requests submitted by campus personnel in every classification. In addition to conference funding, the College sponsored a New Faculty seminar, a Growth Mindset seminar. The Professional Development Office also hosted keynote speakers for flex activities designed around race, equity, and building community leadership. Further, the College sponsored a Front-Line Staff online workshop. Additionally, the annual Classified Appreciation Day was held in a virtual environment and was well attended. Although other professional development opportunities for classified staff were planned, many of these events could not be held due to the COVID-19 pandemic.

**Overall Progress on Goal B.2: SUBSTANTIAL**

Goal B.3: Improve campus climate by fostering an environment that is consistent with the College’s Core Values.

Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective B.3.1</b> <b>Encourage new faculty, staff, and administrators to become active members of the campus community.</b>	
Professional Development Committee	<ul style="list-style-type: none"> <li>• Professional Development continues to provide a NEW faculty seminar with this past year focusing on “Growth Mindset,” Online Webinars from 3CSN to address Canvas and Zoom concerns since moving to remote learning. We have also encouraged faculty to maintain an Equity Minded focus by promoting CORE webinars.</li> <li>• Several events we had scheduled for Equity Retreat with Dr. Kieffer-Lewis had to be cancelled due to the Covid-19 Alert.</li> <li>• Professional Development brought in an ONLINE all day workshop for Classified, the “Front Line Staff” workshop was presented by Dr. Jonathan Brennan from On Course. We later opened the session to faculty and managers and had approximately 58 participants, with the majority being Classified.</li> <li>• We continue to support Classified through the District Mentor Leadership series</li> </ul>
<b>Objective B.3.2</b> <b>Facilitate participation in regular events and activities so that all employees collaborate, share ideas, and socialize.</b>	
Professional Development Committee	<p>The professional development committee continued to have regularly scheduled events to allow participation from all campus employees. Due to Covid-19, many of the activities that we planned for all employees to collaborate, share ideas, and socialize have been postponed. This include the Equity Retreat and End of Year Luau. The Professional Development Committee did host a virtual Classified Appreciation Zoom meeting on June 1, 2020.</p>
<b>Objective B.3.3</b> <b>Solicit and incorporate input from students on student success and other important issues facing the college.</b>	
Director, Student Activities & President, Associated Students	<p>The Associated Students at Cypress College have continued to have an influence on shared governance committees such as PAC, Planning and Budget, Academic Senate, etc. They have expanded and sit on additional district-level committees such as Educational and Facilities Master Plan which includes 2 student representatives, an alternate, and our Administrative Assistant who serves as a Classified staff representative.</p> <p>Four Town Halls were held this past academic year prior to the campus closing due to COVID-19. The Town Halls provided an opportunity to gather information from students on their concerns and needs. The A.S. Council received valuable feedback from students to enable them to better represent them and vote accordingly on resolutions that would be discussed at the Student Senate for California Community College (SSCCC) General Assembly. The approved resolutions would then be taken to the State Senate. An additional Town Hall outcome was a student survey to determine in the student body was in favor or a nominal fee to provide free OCTA bus passes to students with limited transportation options.</p>

Champion	Annual Updates to Actions & Evidence of Progress
	<p>The student body also expressed interest in campus sustainability programs which sparked the plans for a campus community garden. Up until the campus closure the Associated Students Council continued to promote increased awareness of student government and its responsibility to represent the student body as its governing voice. The College has formed a Sustainability Committee, chaired by the President, to focus on the critical issues our students and employees want addressed regarding plastic, water, energy, and climate change.</p> <p>Promoting student life is also part of the A.S. Council and this was done through A.S. sponsored events such as Welcome Back, Club Rush, Blood Drives, Smoke Free campus events, Friendsgiving, and Finals Fuel. A growing and continued student concern is hunger and homelessness. Through our continued District partnership with Pathways of Hope, we are able to address the food-insecurity issues with the Cypress College food pantry. It continues to be housed in our temporary Student Activities Center. Since the last update the pantry has been able to provide students with an expanded and consistent inventory of food. The partnership with Second Harvest Food Bank (through Pathways of Hope) provides the pantry with a weekly delivery of 2 to 3 pallets of inventory (mostly non-perishable). Other partnerships with various markets allow us to provide more fresh produce and an expansion to refrigerated items as well. Additional funding from the State Chancellors Office Hunger and Homelessness program allowed us to supplement inventory needs not available through our current partnerships. With these funds inventory is purchased through Costco and Smart &amp; Final. We continue to register over 225 students (Cypress College &amp; NOCE) every semester.</p> <p>Through Pathways of Hope our Service Navigator can provide housing, healthcare and funding resources for students who qualify. This is a new service offered in the spring semester. A small inventory of professional business attire has been added for students who need them for job interviews. Inventory has been generously donated by our faculty, staff and administration. Related to the food bank is the coffee bar area. Students are able to grab a free cup of coffee, tea, hot chocolate, and a grab-and-go item such as granola bars, fruit, fruit cup, or oatmeal. On peak days we will serve over 125+ cups of coffee</p>
<b>Objective B.3.4</b> <b>Improve the Cypress campus climate among all constituency groups.</b>	
President	<p>Cypress implemented a 2019 Campus Climate Survey. Although there was some progress in certain areas, and the overall results were solid, the results did not show marked improvement since the 2017 climate survey, which tells us we still have work to do in improving the campus climate and ensuring all voices are heard and supported. Our Caring Campus work, which begins in summer and fall 2020, is an attempt to empower our classified professionals and the Collegiality in Action workshop, provisionally scheduled for fall 2020, but now temporarily delayed until 2021 due to COVID 19, is an attempt to improve relations with our faculty.</p>

Champion	Annual Updates to Actions & Evidence of Progress
<p align="center"><b>Objective B.3.5</b>  <b>Develop and implement strategies to promote cultural inclusivity and cultural competence.</b></p>	
<p>President</p>	<p>The college continues to support our programs for special populations including the Legacy Program, which doubled in size this year, our Puente Program, our Charger Experience, our DSS Program, and by identifying release time for a faculty coordinator to support our LGBTQ population. The college has provided funding for Black History Month, Hispanic Heritage month, which this year highlighted a retrospective of Sergio Moctezuma-O'Cadiz, and the Hostile Terrain exhibit by MacArthur Fellow Jason DeLeon; and brought a DSS/DEI sponsored slam poet, LeDerick Horne, to campus to share his challenges and triumphs in living with a disability. The campus continues to expand our support for student hunger and homelessness with our partnership with Pathways of Hope, and seeks to create a culture of empathy and awareness by sharing our student stories whenever and wherever we can, including at all Opening Day convocations, FLEX Day workshops and presentations, through our "Every Student Has A Story" campaign, and through our professional development workshops for all campus constituents.</p>

**Goal B.3: Improve campus climate by fostering an environment that is consistent with the College's Core Values.**

**Strategic Direction Coordinator Comments on Progress:**

Cypress College defines its core values as Equity, Excellence, Integrity, Collegiality, and Inclusiveness. The contextual meaning of these values are as follows:

1. Equity – Eliminating barriers to educational success and career goals by ensuring fairness and access to resources and support.
2. Excellence – Pursuing the highest quality in learning and teaching, supporting students, enhancing the college environment, and implementing sustainable practices.
3. Integrity – Upholding an ethical standard of honesty, accountability, and trust.
4. Collegiality – Promoting teamwork, collaboration, communication, courtesy, and respect both on campus and with the surrounding community.
5. Inclusiveness – Fostering a community that embraces diversity, individuality, accessibility, a supportive climate, and encourages a variety of perspectives and opinions.

In keeping with these core values, the College supported several events during this reporting year to improve the campus climate. Events such as Yom HaShoah, a memorial to the Holocaust, were sponsored to promote diversity and inclusion without regard to race, color, or religion. Other events designed to celebrate cultures and increase cultural competence included Hispanic Heritage Month and Black History Month.

In response to calls for social justice and a spate of killings of unarmed Black Men by members of law enforcement, the College stated its support for the Black Lives Matter movement. The College also provided opportunities for students, faculty, and staff to voice their concerns about social issues through town hall meetings and other settings. Additionally, the Black Faculty and Staff Association convened six subcommittees to develop recommendations on becoming an anti-racist campus. The areas reviewed for potential change were:

1. Documents, Compliance, and Policies
2. Campus, District Committees
3. Institutional Hiring Committees
4. Curriculum
5. Special Programs, and
6. Student Needs.

Additionally, to move efforts toward anti-racism forward, the College developed a plan for managers and faculty to participate in the USC Equity Institute during the next academic year. Several other activities intended to encourage collaboration, the sharing of ideas, and for socializing were either canceled or postponed due to the COVID-19 pandemic. The canceled events included the End of Year Luau, and the Equity Retreat was rescheduled for Fall 2020.

**Overall Progress on Goal B.3: MODERATE**

Goal B.4: Ensure resources are available to meet essential instructional, student support, and administrative needs.

Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective B.4.1</b> <b>Ensure that planning and resource allocation systematically address the current and projected instructional and service needs of our students.</b>	
Vice President of Administrative Services	Within the 2019-20 academic year a systemic analysis of planning processes and resource allocation regarding one-time funding was done. The \$1 million strategic plan and institution set standards fund was eliminated and consolidated within the existing one-time funding processes. An update to the instructional program review form was created and implemented for the 2020-21 academic year to allow for clearer budgeting for departments and divisions. Division budgets were more clearly established and communicated. A database of requests from instructional program review was created and will continue to be updated in future academic years.
<b>Objective B.4.2</b> <b>Pursue additional grant funding and other alternative revenue streams as required to meet identified student needs.</b>	
Executive Director, Foundation, Deans of Business, CTE, and Director of STEM	<p>The Cypress College Foundation continues to seek grant funding from corporations and charitable foundations. In 2019-2020, the Foundation received \$25,000 from Southern California Edison, \$4,500 from the California Community College Foundation, \$12,000 from the Walmart Foundation, \$25,000 from Catherine Sorensen for the Promise Program, and others to support students and programs at Cypress College.</p> <p>There have been several large-scale grants that have been awarded to the college the support student needs. Of particular note was the \$2.8M Title V HSI grant that was awarded to the college to help support student needs through Guided Pathways, the Cyber Security program grant to help student succeed through this pathway, and the Strong Workforce Program grant that supports a wide variety of student needs across career education programs.</p>
<b>Objective B.4.3</b> <b>Obtain and maintain technology, equipment, and supplies needed to employ best practices in both instructional and student support programs.</b>	
Manager, Systems Technology Services & Academic Computing	<p><b>APPLICATION DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Implement additional mobile app services – Dashboard, scanning and push notification improvements</li> <li>• Implemented Digital ID</li> <li>• Developed the new website template in partnership with 3<sup>rd</sup> party vendors</li> <li>• Azure cloud development</li> </ul> <p><b>NETWORK</b></p> <ul style="list-style-type: none"> <li>• Implementation of Virtual Private Network services</li> <li>• Upgrade to network to support Voice Over IP telecommunication services (VOIP)</li> <li>• Lot 1 wireless expansion of services</li> </ul>

Champion	Annual Updates to Actions & Evidence of Progress
	<ul style="list-style-type: none"> <li>• Upgrade and maintenance to the college Virtual Storage Area Network (VSAN) in support of college data storage and expansion.</li> <li>• Upgrade to the college Firewall</li> <li>• Upgrades to the web services infrastructure to support college websites.</li> <li>• Upgraded backup batteries to ensure power redundancy.</li> </ul> <p><b>CAMPUS TELECOMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Began implementation of Cisco Voice Over IP telecommunication services (VOIP)</li> <li>• Manage campus Avaya voice and data services</li> </ul> <p><b>CLASSROOM UPGRADES</b></p> <ul style="list-style-type: none"> <li>• Humanities Lecture Hall projector upgrades</li> <li>• SEM lecture halls projector upgrades</li> <li>• Humanities Division – Speech rooms upgrades for 116 and 120.</li> <li>• Gym 2 – room 126, multimedia upgrade</li> <li>• TA, room 220 – multimedia upgrade</li> <li>• President’s Conference Room Upgrade</li> </ul> <p><b>CONFERENCE ROOM UPGRADES</b></p> <ul style="list-style-type: none"> <li>• Tech Ed 3, room 201 – Zoom room video conference upgrade.</li> </ul> <p><b>TUTORING ROOM UPGRADES</b></p> <ul style="list-style-type: none"> <li>• LLRC, 1<sup>st</sup> floor</li> <li>• LLRC, room 245 (power/data)</li> </ul> <p><b>OFFICE UPGRADES</b></p> <ul style="list-style-type: none"> <li>• Technology Services Office</li> <li>• Research Office upgrade</li> </ul> <p><b>PRODUCTION SERVICES</b></p> <ul style="list-style-type: none"> <li>• Established a single contract for Division copiers</li> <li>• Delivered and configured new copiers for Division offices</li> <li>• Managing all campus print production contracts and services</li> <li>• Established monthly print usage report for Deans and managers</li> </ul> <p><b>ROUTINE MAINTENANCE</b></p> <ul style="list-style-type: none"> <li>• Technology updates for classrooms throughout the campus</li> <li>• Projector replacement and upgrades throughout the campus</li> <li>• Schedule computer replacement and upgrades (five-year replacement plan) – upgraded 358 campus computers</li> </ul>

Champion	Annual Updates to Actions & Evidence of Progress
	<p><b>SECURITY OPERATIONS &amp; MAINTENANCE</b></p> <ul style="list-style-type: none"> <li>• Implemented Advanced Threat Protection services for Phishing, Malware, Spam and Denial of Services</li> <li>• Implemented hardware tracking software for laptops (Absolute software)</li> <li>• Implemented encryption software for laptops/mobile devices</li> <li>• Reframed the management and operations of desktop and lab endpoints</li> </ul>
<p align="center"><b>Objective B.4.4</b>  <b>Ensure that strategic planning for capital improvements meet campus needs.</b></p>	
<p>Vice President, Administrative Services</p>	<p><u>Capital Construction Program - Measure J Bond Construction Program</u></p> <ul style="list-style-type: none"> <li>• <b>Science, Engineering, &amp; Math Building (New):</b> Began construction of the new 106,000 square feet Science, Engineering, and Math Building with 21 lecture and 23 lab classrooms, including an immersive digital classroom, and crematorium for the Mortuary Science Program. As of August 2020, the project is over 65% complete.</li> <li>• <b>Student Activities Center (Renovation/Expansion):</b> Began construction on the renovation/expansion of the Student Activities Center. As of August 2020, project is over 90% complete.</li> <li>• <b>Veteran's Resource Center (New):</b> Began construction on the new Veteran's Resource Center. As of August 2020, project is over 90% complete.</li> <li>• <b>Baseball Clubhouse (Replacement):</b> Began construction on the replacement of the Baseball Clubhouse. Former baseball team clubhouse was deemed uninhabitable by state officials. The project will also include the addition of protective fencing/netting and modernization of the adjacent restrooms to current ADA standards. As of August 2020, the project is over 70% complete.</li> <li>• <b>Mass Communication &amp; Security System Upgrades:</b> Feasibility and project scoping underway to improve campus safety video monitoring, campus/classroom safety systems upgrades, and campus phone systems. Project scoping to be completed by Fall 2020 with, construction plan developed through Spring 2021.</li> <li>• <b>Fine Arts Building (Renovation):</b> District/College received state funding support to begin design/programming of the Fine Arts Building Renovation. Architect selection to be complete in October 2020, with design/programming to continue for 12-18 months.</li> </ul>



Champion	Annual Updates to Actions & Evidence of Progress
	<ul style="list-style-type: none"> <li>• <b>Career &amp; Technical Education (CTE) Complex Renovation, Technical Education 1 (TE1) &amp; Technical Education 3 (TE3):</b> An Initial Project Proposal (IPP) was submitted to the state for the renovation of TE1 and TE3 Buildings as a joint renovation project titled CTE Complex Renovation. The project will renovate both buildings and connect the facilities creating a one complex for the growing CTE programs.</li> </ul> <p><u>Scheduled Maintenance</u></p> <ul style="list-style-type: none"> <li>• <b>Building 8 – Roof Repair:</b> Repairs completed to waterproof the upper deck/roof over the Student Activities Center.</li> <li>• <b>Substation Roof Replacement:</b> Repairs underway to replace the roof above the Edison Substation.</li> <li>• <b>Blockhouse Roof Replacement:</b> Design underway to replace the roof above the HVAC blockhouse</li> <li>• <b>TE3 Boiler System Repair:</b> Repairs underway to repair the boiler system in TE3.</li> <li>• <b>Dental Hygiene/Assisting Lab Renovation:</b> Renovation underway to update the Dental Hygiene/Assisting Lab to accreditation standards.</li> <li>• <b>Classroom Maintenance Program:</b> Campus-wide classroom maintenance program established to address campus instructional space improvements. Improvements are focused on instructional technology, paint, flooring, and furniture replacements.</li> <li>• <b>Paint Mixing Room – Automotive:</b> Began design efforts to upgrade the existing paint mix room to CalOSHA standards and preserve academic program capabilities.</li> </ul> <p><u>Other Projects</u></p> <ul style="list-style-type: none"> <li>• <b>Student Collaboration Space:</b> Design of new student collaboration space in Humanities Building (1<sup>st</sup> floor). Remodeled spaces to provide dedicated space for student groups. Installation/renovation to be completed in Fall 2020.</li> <li>• <b>Educational &amp; Facilities Master Plan (EFMP):</b> Active participation and collaboration with District consultants regarding the development and acceptance of the new EFMP.</li> </ul>

Champion	Annual Updates to Actions & Evidence of Progress
	<p data-bbox="625 297 1192 326"><u>Campus/District Communication &amp; Collaboration</u></p> <ul data-bbox="674 362 1892 573" style="list-style-type: none"> <li data-bbox="674 362 1892 483">• Regular updates of capital construction &amp; maintenance project efforts at Planning &amp; Budget Committee, President's Advisory Committee, Executive Team, District Committee on Budget &amp; Facilities, Budget Officer's Meetings (VP's &amp; CBO), Board of Trustees Meetings, and Citizen's Oversight Committee for Measure J.</li> <li data-bbox="674 516 1892 573">• Acquired additional \$7.5 million to help address scheduled maintenance backlog needs from District One-Time Funds.</li> </ul>

**Goal B.4: Ensure resources are available to meet essential instructional, student support, and administrative needs.**

**Strategic Direction Coordinator Comments on Progress:**

The College took appropriate steps to meet this goal. The College's fundraising efforts resulted in the receipt of grants and charitable donations from corporations and philanthropic groups. While the funding generated through grants and awards are being used to support or supplement efforts such as Guided Pathways, Strong Workforce Development, and other campus initiatives, the College's use of conventional funds and resource allocation were examined to identify opportunities for cost savings and efficiency. An example of the extent to which the campus demonstrated good stewardship of its financial resources is found in the analysis of planning processes that occurred during this reporting year. As a result of this analysis, the resource allocation for one-time funding was consolidated. As a result of this consolidation, the pool of funding that was available for campus use increased. Another benefit of the consolidation is that the process for requesting funds was and streamlined.

The College also made significant progress toward meeting demands for equipment and needs for technology upgrades. Several improvements to academic computing and network infrastructure were made. Computing enhancements such as VPN services and an upgrade to VOIP made it possible for employees to work remotely and provide instructional and student support services in the wake of the COVID-19 pandemic. Also, several classrooms were upgraded to facilitate learning and instruction. Additionally, wireless services were expanded to Lot 1 to provide students with internet access. Other network and computing efforts were undertaken to expand campus resources for data storage and to improve security. Our use of a mobile app was enhanced by the implementation of a Digital ID card; additional mobile app services were implemented, including a dashboard, scanning, and improvements to push notifications.

The College undertook several projects to create, expand, maintain, and renovate the physical plant. A new campus building is currently under construction and will pave the way for enhanced opportunities for learning and instruction in STEM majors; an existing building is being expanded to include space for the Veteran's Resource Center, the International Students Program, and the Office of Student Life. Additionally, several repairs to buildings and facilities were carried out during this review period.

**Overall Progress on Goal B.4: SUBSTANTIAL**

Goal B.5: Ensure that hiring and other human resources practices address current and future learning, teaching, and student support needs effectively.

Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective B.5.1 Establish and institutionalize development, recruitment, and hiring practices for College personnel that facilitate greater diversity.</b>	
President	The College has committed to diversifying our employee community, and to establishing hiring practices that ensure diversity. We are screening all applicant pools at a District level, requiring hiring committees to evaluate the gender and racial diversity of all candidates invited for first level interviews, and each academic department and division will be developing a Diversity Plan by December 2020. In 2019-20, the 25 new faculty who began at the college in fall 2019 was the most diverse class ever. The College President requires a diverse pool for every second level interview sequence in order to move forward for selecting a final candidate.

<b>Goal B.5: Ensure that hiring and other human resources practices address current and future learning, teaching, and student support needs effectively.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> The College took appropriate steps toward meeting this goal by requiring Search Committees to be more intentional about increasing diversity in applicant pools. As a result, several qualified employees from diverse backgrounds were interviewed and subsequently hired among faculty, administrative, and classified ranks.</p>
<b>Overall Progress on Goal B.5: MODERATE</b>

Goal B.6: Promote a culture of safety at the College.

Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective B.6.1</b> <b>Formalize, disseminate, implement, and provide workshops and other training on emergency preparedness procedures.</b>	
Director, Campus Safety	<ul style="list-style-type: none"> <li>• County-wide Active-Shooter Drill</li> <li>• California Great Shakeout Earthquake Drill</li> <li>• Evacuation Training</li> <li>• Stryker Chair Training</li> <li>• EOC Training (Modified)</li> <li>• Suicide Prevention Training</li> <li>• Radio Procedure and Operation Training</li> </ul> <p>There has also been a COVID-19 response team working diligently to ensure safety protocols are created and followed. Information has been regularly communicated to the campus about the various procedures in place, and this information is available on the college website.</p>

<b>Goal B.6: Promote a culture of safety at the College.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b></p> <p>The College provided an earthquake drill and Fire Marshall training to prepare for possible campus emergencies. Other safety trainings that were planned for this reporting year were canceled due to the COVID-19 pandemic.</p> <p>The College response to the COVID-19 pandemic related to protecting the health and safety of campus constituents was commendable. The campus CEO convened a group of campus leaders and met regularly throughout the last quarter of the AY (and beyond). This group included administrators, faculty, and classified staff. It was charged with developing policies and procedures to protect students, faculty, and staff and, at the same time, create a remote (online) environment through which learning and instruction could take place, and student support services could be provided.</p>
<b>Overall Progress on Goal B.6: SUBSTANTIAL</b>

**Strategic Direction B: Organizational Effectiveness & Excellence**

**Strategic Direction Coordinator Comments on Progress:**

Overall progress toward organizational effectiveness and excellence borders between the moderate and substantial rankings. The College did a very good job of addressing the problems associated with Direction B goals and objectives. The ability of the College to assign personnel and quickly allocate other resources needed to resolve issues is a testament to its leadership, improved communication among campus constituencies, and continued collaboration between stakeholders.

**Overall Progress on Strategic Direction B: MODERATE/SUBSTANTIAL**

**Direction C: Strong Community Connections**

C.1: Establish more effective collaboration with K-12 schools.

Champion	Annual Updates to Actions & Evidence of Progress
<p><b>Objective C.1.1</b>  <b>Coordinate targeted outreach with K-12 schools to identify postsecondary academic and career pathways along with transition strategies to Cypress College.</b></p>	
<p>Dean, Counseling and Student Development &amp; Dean, Student Support Services                      Director of Dual Enrollment</p>	<p><b>Charger Experience Program/Pledge Update</b> - Continued the work in strengthening partnerships with AUHSD by attending Anaheim Collaborative meetings, in addition to attending monthly College, Career and Access Teams at each AUHSD high school. Charger Fridays were moved to an online platform during the Spring 2020 to ensure that the commitments to the high school partners were fulfilled despite of the COVID-19 pandemic. In addition, the Charger Experience Program continued to expand the collaboration with local high schools by expanding partnerships to Fullerton Union High Schools, Los Alamitos High School, Buena Park High School, Rancho Alamitos and Pacifica High Schools from Garden Grove Unified School District. To promote career pathways with K-12 partners, Charger Fridays were aligned with the Guided Pathways framework on campus and provide a career assessment in collaboration with the Career Planning Center in order to provide students with a foundation to connect career interests to selection of a major when enrolling at Cypress College during their first semester. Further, the Charger Experience Program offers orientations and registration events during the summer months to promote academic success for students, during their transition from high school to the first semester at Cypress College.</p> <p><b>Dual Enrollment Update</b></p> <ol style="list-style-type: none"> <li>1. Developed a new partnership with Garden Grove Unified School District (GGUSD) and mapped out dual enrollment career pathways in cybersecurity and business during academic year 2019-2021. Pathways were launched in fall of this academic year 2020-21.</li> <li>2. Regardless of challenges posed by the COVID-19 pandemic, dual enrollment was able to successfully promote to high school students during spring 2020 for summer 2020 dual enrollment course offerings. Student demand was higher than anticipated and exceeded the number of available seats/course sections.</li> <li>3. Launched CS32, a K-14 Cybersecurity Career Readiness Model with AUHSD. CS32 is Cypress College cybersecurity cohort pathway in partnership with AUHSD implements a career readiness model for students with parent involvement embedded into the program curriculum. By working together with the feeder middle schools in addition to the high school and college teachers, this partnership resulted in the development of a college-bound curriculum that will ensure student success in future college courses and success rates for industry certifications. Student recruitment, application, selection and transition into the program took place during the 2019-2020 academic year.</li> <li>4. Piloted an embedded English dual enrollment class that replaces a core class at the high school for English. The pilot was launched as cohort model at Magnolia High School with AUHSD during spring 2020. The pilot was successful and AUHSD would like to pursue additional embedded models for dual enrollment classes with other schools served within the district.</li> </ol>

Champion	Annual Updates to Actions & Evidence of Progress
	<p>5. Hosted Jobs Challenge CTE Academy. The National Guard, working with both CTE and the Career Planning Center, created a program to provide CTE training and Career Readiness skills to lead to gainful employment. To be involved in this Academy, students were required to be graduates of the Sunburst Youth Academy National Guard Youth Challenge program which was created to intervene in and reclaim the lives of 16-18 year old high school dropouts.</p> <p><b>Counseling Division Update</b> - As an effort to continue strengthening and establishing new partnerships with K-12 schools, the Counseling Division hosted the annual Counselor Breakfast attended by both middle and high school counselors. An overview of different student services and CTE programs were highlighted helping to inform feeder campuses. DSS developed a summer bridge program for high school seniors. First Steps is designed for students with IEPs or 504 plans who will be transitioning to Cypress College. During First Steps, students take a Counseling 100 course, participate in Summer Boost, develop and learn to apply study and learning strategies, take campus tours, explore careers and interests, and communicate and learn from math faculty. DSS developed relationships with AUHSD and provided direct outreach to eight high schools. During summer 2019, DSS welcomed 30 First Steps students. Following 2019 the summer First Steps program, 100% of the students enrolled in fall courses; 80% enrolled in an English course; 96% completed an SEP; and 73% persisted from fall 2019 to spring 2020. The Outreach Advisory Committee, composed of various Cypress College constituents meet both in fall and spring 2019-2020 to establish best practices and organize outreach efforts across the college campus. DSS provides further targeted outreach in the following ways: DSS Parent Night at Cypress College; Parent/Teacher Night at high schools, tabling events at high schools, and several high school teachers/transition specialists serve on the DSS advisory board.</p> <p><b>EOPS Update</b> - The EOPS Program works in partnership with various on-campus outreach programs who partner with the local K-12 feeder schools. For example, EOPS participates in the annual KinderCaminata event where over 500 kindergarteners visit Cypress College and engage in various activities and table visits to establish a college going culture at an early age. Our program also participated in Connect2Cypress where over 500 high school seniors visited the campus and learned about all of the programs and services available to Cypress College students. During Connect2Cypress we communicated with prospective Cypress College students, informed them about our program services, and distributed program applications. We also participate in the Charger Fridays program; where students from local high schools learn about Cypress, meet with counselors, and participate in a virtual resource fair and campus tour. Additionally, we participated in the virtual spring Commit2Cypress outreach event where over 600 students and their parents learned about the college, services, and programs. EOPS hosted a virtual workshop during the breakout sessions to give students and their parents a more in-depth look into the program. In the future, we plan to extend our reach to the local K-12 schools by contacting the administrators at the local schools to be part of our Advisory Committee to further look at and explore pathways to Cypress College.</p>



Champion	Annual Updates to Actions & Evidence of Progress
	<p><b>Financial Aid Update</b> - Participated in numerous events in the onboarding and college preparation of K-12 students. The FAO participated in Cash 4 College workshops at local high schools throughout the year, which provided information and hands-on assistance. The FAO provided a Zoom presentation and personalized financial aid status updates to all high school seniors during their Virtual Charger Experience visit at Cypress College. In addition, the FAO presented a virtual workshop in the spring Virtual Commit2Cypress event for high school seniors which provided attendees with a head start in their preparation for college. The FAO participated in KinderCaminata to raise higher education awareness to students beginning their primary education.</p> <p><b>Veterans Resource Center</b> - started to shift the perception of the VRC “that it only focuses on veterans” to a military-connected student approach to provide dependents of parents in the military with an opportunity to identify themselves as potential recipients of VA education benefits due to their parents’ military service. The VRC staff is well-versed in the VA education benefits to which K-12 students may be entitled. In addition, the CalVet office improved its process to better assist potential recipients of the CalVet Fee Waiver to which many military-connected K-12 students may be eligible. The VRC staff continues to seek ways in which to improve outreach to K-12 students but may be limited at the moment due to the COVID-19 stay-at-home orders.</p>

<b>Goal C.1: Establish more effective collaboration with K-12 schools.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> Charger Friday is a key initiative in this area. Not only did the campus-visit program continue during the pandemic, but it expanded to Fullerton Union High Schools, Los Alamitos High School, Buena Park High School, Rancho Alamitos and Pacifica High Schools from Garden Grove Unified School District. While Charger Friday is a highlight, we note progress in a number of areas, including work in Counseling to develop Student Educational Plans. In addition, the Dual Enrollment program also expanded its’ partnerships and enrollments continue to grow.</p>
<b>Overall Progress on Goal C.1: Substantial</b>

Goal C.2: Strengthen community relationships.

Champion	Annual Updates to Actions & Evidence of Progress
<p align="center"><b>Objective C.2.1</b>  <b>Develop and enhance partnerships between Cypress College, business, civic groups, and government entities.</b></p>	
<p>Dean, Career Technical Education &amp; Executive Director, Foundation, President</p>	<p>The CTE Dean is participating in a task force to develop the Orange County Post-COVID Economic Development Strategy with members of the Orange County Regional Consortium, the OC Business Council, the Workforce Development Boards, North Orange Chamber of Commerce, and the OC Department of Education. The role of community colleges will be especially important in preparing students for the economic recovery. Funding through Strong Workforce and Perkins V will assist in this effort. Directed the development of a Districtwide Workforce Development Advisory Committee with local industries, K12 partners, the Centers of Excellence, and workforce development partners to produce a Comprehensive Local Needs Assessment in support of the new Perkins V application. Marketing and expanding Program Finder to include a job finder search bar, matching TOP to SOC codes, which will enhance the ability of industry partners to find education partners for collaboration, internships, and job placement. Of the 250 college students from the region that participated in the OC Career Expo Virtual Seminar, 50 were Cypress College students. This participation is facilitated through Career Connect which enables employers to post job information for students. The CTE Dean serves on the Orange County Pathways Executive Committee for OC Department of Education working with K12, community colleges, and industries to create K12 to CC to career paths. The annual advisory meetings have been held with all Workforce Development industries, including Air Conditioning/Refrigeration, Automotive Collision, Automotive Technology, Aviation, Business, Computer Information Systems, Travel/Cruise, Hotel, Restaurant, Culinary, Digital Media, and the Health Sciences areas, including Nursing, Dental Hygiene, and Mortuary Science. Accreditation with industry entities was successful with HVAC Excellence and Toyota T-Ten. We are working on an industry partnership with B. Braun to train their employees with our new Mechatronics equipment and certificates in the Engineering Technology Program beginning in the fall of 2020.</p> <p>The Career Planning Center has collaborated with the Women Helping Women OC organization to provide career counseling appointments in order to help women enhance their knowledge of opportunities at Cypress College. A partnership was also established with OC Career One Stop Center with the Career Planning Center providing strengths workshops in English and Spanish.</p> <p>The Cypress College Foundation continued to partner with businesses, organizations and civic groups through participation in mixers and community events as well as linking with the community through the Annual Golf Classic and Americana Awards. The Foundation partners with each city within the colleges service area, recognizing the citizens of the year and promoting Cypress College programs. The Foundation also raised funds for student programs through the involvement in Americana with the cities, corporations, and other organizations.</p>

Champion	Annual Updates to Actions & Evidence of Progress
	<p>In addition to the efforts through CTE, the college President has established a President's Advisory Council that is a community advisory group that meets with the executive team to hear about what is going on at the college and provides the opportunity for input, discussion, and partnerships.</p> <p>The college provides regular press releases to the community providing updates on progress being made. A Community Newsletter was established in 2019 which is now sent to over 1500 community partners on a quarterly basis, and the Executive Team meets quarterly with the City of Cypress leaders to partner on issues, challenges, and successes. In 2019 the college provided space for the City for the annual Independence Day Celebration, and provides office space on the Cypress College campus for the Cypress Chamber of Commerce.</p>
<b>Objective C.2.2</b> <b>Establish and sustain connections with diverse community groups.</b>	
Executive Director, Foundation	The Executive Director and Donor Relations Manager established a strategic effort to connect with community groups in 2019-2020 through involvement with the Chambers of Commerce in the colleges service area and membership and involvement with numerous other organizations serving Orange County.

<b>Goal C.2: Strengthen community relationships.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> The CTE Strong Workforce Program is a substantial undertaking which has resulted in both growth and stronger enrollment for CTE than the college as a whole. The scope, budget, and time commitment alone make this a formidable effort, while the success is evident in the metrics. In addition, the Cypress College Foundation has taken significant steps toward growth.</p>
<b>Overall Progress on Goal C.2: Substantial</b>

Goal C.3: Strengthen Collaboration with North Orange Continuing Education (NOCE).

Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective C.3.1</b> <b>Expand seamless transitions between NOCE and Cypress College.</b>	
Vice President of Instruction	<p>With the immense amount of progress made previously in 2018-19, little progress was made in 2019-20. NOCE decided to discontinue the Math Co-Lab program because of AB 705. However, NOCE and Cypress are collaborating on the new ARISE Lab which supports our DSS students at both Cypress and the NOCE Cypress students. In addition, the college partnered with the City of Cypress to provide swim classes at the Cypress College facilities to Cypress residents through NOCE, benefitting the NOCE LEAP program. Cypress College also provided a new wing of additional classrooms to NOCE in the Business Building to allow for an expansion of the non-credit programs at NOCE in an area of the campus not being utilized fully. Additional opportunities for collaboration are being explored for the future.</p>

<b>Goal C.3: Strengthen Collaboration with North Orange Continuing Education (NOCE).</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> This area was tasked as the responsibility of the Executive Vice President (now Vice President of Instruction), and the position was vacant the majority of the academic year. Progress from the prior academic year, 2019-2020, was reversed with an NOCE decision to discontinue the Math Co-Lab Program. However, other opportunities for collaboration have been implemented and additional collaborations are being explored.</p>
<b>Overall Progress on Goal C.3: Moderate</b>

C.4: Strengthen collaboration with 4-year colleges and universities.

Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective C.4.1</b> <b>Improve pathways for transfer with 4-year colleges and universities.</b>	
Dean, Counseling and Student Development Dean of Business/CIS	<p>The Transfer Center and Articulation Unit continue to improve pathways with 4-year universities as reported in 2018-2019. In the fall 2019, the Transfer Center continued to support transfer events and activities. Workshops for CSU and UC admission, annual events, university rep visits, transfer fairs and campus tours continued. Implementing the Transfer virtual Canvas Hub was a priority. With COVID during Spring 2020, restrictions were enforced for all campus activities. The Transfer Center continued to offer services, support transfer bound students and host events in a virtual platform. Counselors in collaboration with both the discipline faculty and the Articulation unit continued to develop program mapping for certificate, degree and transfer pathways.</p> <p>One highlight related to pathways to 4-year colleges is the College's Pathways to Advancement in Cybersecurity Education (PACE) program, which provides a clear pathway and articulation between Cybersecurity related programs leading to transfer partners like Cal State Fullerton and UC Irvine. This program is supported by a \$300,000 three-year NSF ATE grant that was awarded in 2019 and provides a solidified pathway to four-year institutions via the Cyber Security program.</p>

<b>Goal C.4: Strengthen collaboration with 4-year colleges and universities.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> The impact of the campus closure related to the COVID-19 pandemic is felt strongly in this area, however significant pathways to 4-year colleges have been articulated through grant funding, and the Transfer Center has successfully implemented a virtual Canvas Hub to support student transfers.</p>
<b>Overall Progress on Goal C.4: Moderate</b>

Goal C.5: Strengthen the image of Cypress College.

Champion	Annual Updates to Actions & Evidence of Progress
<b>Objective C.5.1</b> <b>Develop and implement an integrated communication plan emphasizing marketing, branding, and outreach.</b>	
Director, Campus Communications	The Office of Campus Communications continues to develop the college's Integrated Communication Plan to support the identity, brand, communication, marketing, advertising, and outreach goals. Elements implemented in the past year in support of the ICP and its full development include: establishment of a common email signature, distributed to all managers across the campus for implementation; development, approval, and implementation of a test server for the new website re-design and platform; development of coordinated portraits for the executive team; development of bio pages for the executive team; design and installation of a building wrap on the first, second, and third floors of the Cypress College Complex; design and implementation of new student posters on the Student Center; growth across all social media platforms; implementation of COVID-19 communication plans (for transition and for ongoing remote instruction/work from home); development of the 53 <sup>rd</sup> Commencement programming and broadcast; development and implementation of a communication plan for the Sustainability Committee; development of iconography and official colors to support the Guided Pathways Project; and increased media coverage, including placements into Spectrum 1 News, the LA Times, KPCC/NPR radio, and a variety of other outlets.

<b>Goal C.5: Strengthen the image of Cypress College.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> It is difficult to imagine more-substantial achievement in this area. Pre-pandemic, building wraps were added to the north and west facings of the Cypress College Complex Building that strongly integrate with the “Buen Cypress! We Take This Journey Together” identity campaign. The imagery includes student stories, core values, and the overarching brand. Student testimonial posters were also added to the Student Center, updating the Cypress + campaign, integrating the 2020 #1 designation, and updating existing artwork that was deteriorating because of time. In addition, the 53<sup>rd</sup> Commencement transitioned into a fully online event and was highly successful. Finally, communication to students and employees on behalf of the college and the President of the College was more substantial than in other years.</p>
<b>Overall Progress on Goal C.5: Major</b>

**Strategic Direction C: Strong Community Connections**

**Strategic Direction Coordinator Comments on Progress:** The work in this area is significant for any academic year, much less one that experienced major disruption resulting from the global pandemic. While each of the objectives are important, it is evident that Cypress College rose in meeting the needs of students and potential students in the most-critical ways in light of the circumstances. The overall progress ranking reflects the commitment to completing quality work that what was both essential and urgent in the current environment.

**Overall Progress on Strategic Direction C: Substantial**