

# 2017-20 Cypress College Strategic Plan

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Assessment of Progress and Evaluation for Year One 2017-18

**Institutional Research & Planning**

**7/9/2018**

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## Introduction

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. Overall, 65 members of the Cypress College community came together to help create a draft of the plan after reviewing three main areas:

1. the previous goals and objectives from the 2014-17 strategic plan;
2. data trends related to success, retention, persistence, and other student outcomes both short and long-term;
3. and discussions for developing new processes, strategic directions, goals, and objectives for the next three-year period.

The goals and objectives were incorporated into the 2017-20 Cypress College Strategic Plan where 11 objectives were included for Direction A, 15 objectives were included for Direction B, and six objectives were included for Direction C. For the 2017-20 strategic plan, it was decided that the responsible parties designated as those that oversee specific objectives would be referred to as “Champions” to maintain collegiality and the charger spirit with regard to strategic plan implementation.

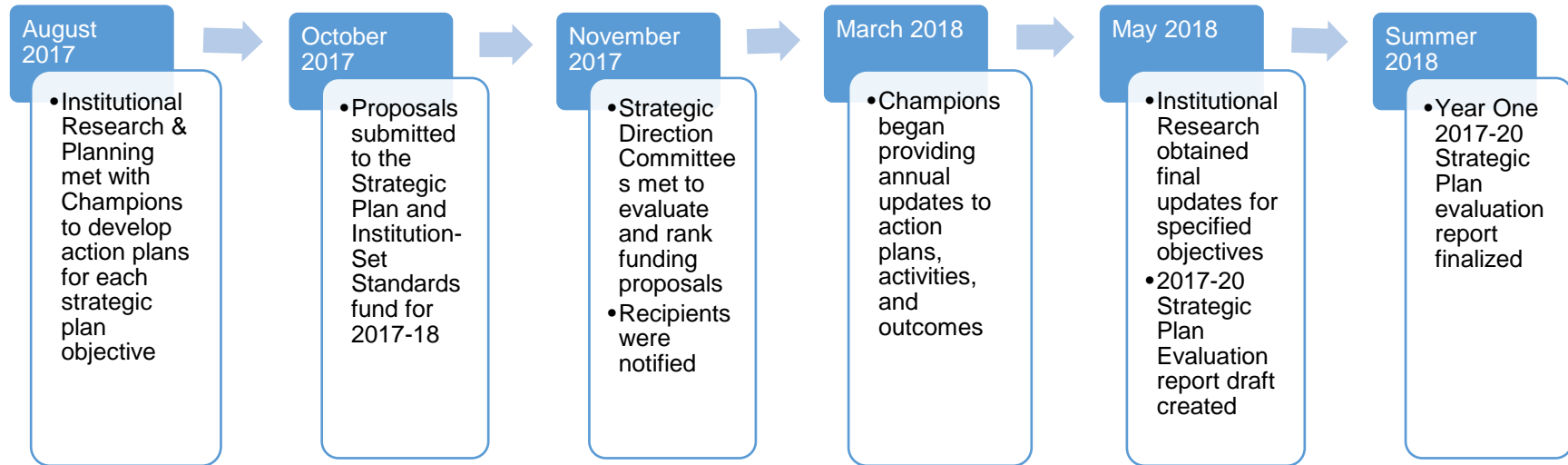
The new 2017-20 strategic plan continues to emphasize the five NOCCCD strategic directions set forth in the District’s Strategic Plan: completion, achievement gap, basic skills, planning, and community relations. Cypress College combined District Directions 1 (completion), 2 (achievement gap), and 3 (basic skills) into one Direction, A, related to student success. District Direction 4 (planning and decision-making) is linked to the College’s Direction B, Organizational Effectiveness and Excellence. Finally, District Direction 5 (community relations) corresponds with the College’s Direction C, Strong Community Connections.

In 2017-18, the college continued with setting aside \$100,000 for supporting programs and areas directly aimed at helping to achieve the goals and objectives noted in Directions A, B, and C alongside the institution-set standards (ISS) related to successful course completion, degree and certificate completion, and transfer volume. The college received six requests for Direction A, four requests for Direction B, and four requests for Direction C totaling over \$250,000. Overall, one request from Direction A was funded alongside three requests from Direction B, and two requests from Direction C totaling nearly \$90,000. One additional request from Direction C was funded through a different funding process for an additional \$10,000.

This report serves as an annual self-evaluation that measures the extent to which the previously developed goals and objectives for 2017-20 are achieved both overall and annually. Goal and objective attainment is measured through the use of various institutional effectiveness measures, quality review processes, and other data-driven assessments. This evaluation report serves as a current and clear snapshot of mission-directed goals, objectives, and outcomes. Based on these results, improvements can be made to programs and services that did not deliver the expected outcomes in support of the mission, and best practices can be developed from the successful achievement of goals and objectives.

## Year One Timeline

Overall, 2017-18 refers to year one of the three-year 2017-20 Cypress College Strategic Plan. In year one, action plans for each specific objective were created to help champions stay on track with regard to a timeline for implementation. In sum, year one was primarily expected to be a planning year to allow champions to get organized with regard to their implementation plans.



## Strategic Plan and Institution-Set Standards Fund Requests, 2017-18

### Institution-Set Standards\*

- I: Increasing course completion rates (71.1%)
- II: Increasing certificate completion (759)
- III: Increasing degree completion (1,078)
- IV: Increasing transfer volume (903)

### Grand Total Requested: \$265,712.73

- Total A Amount Requested: \$147,990.00
- Total B Amount Requested: \$85,010.73
- Total C Amount Requested: \$32,711.00

### Grand Total Funded: \$88,505.73

- Total A Amount Funded: \$35,670.00
- Total B Amount Funded: \$37,610.73
- Total C Amount Funded: \$15,225.00

\*Note. Certificate, degree and transfer completion are assessed annually while course success rates are assessed during each primary semester.

Direction	A					
Project	1	2	3	4	5	6
Standard	I, III, & IV	I & II	I	II	I & IV	II
Title	Fundamentals of Art DSS Best Practices	Automotive Technology Tablets for Recruitment	Hybrid Calculus I Course Creation	Automating Certificate Awards Through DegreeWorks	Nursing Simulation	New Tesla Certificate Programs
Contact	Janet Driggs	Mike Klyde	Laurie Morvan	Kathleen Reiland	Maria Soto	Marty Orozco
Objective	ART 100 faculty will participate in a DSS workshop and collaborate on calibrating pedagogy and sharing best practices	The AT department will secure tablets and software to aid with data entry and recruitment of new students	Create teaching videos for a hybrid MATH 150A course	Hire a part time evaluator to front-load transcripts from other institutions to automate the certificate award process	Purchase video equipment necessary for student participation in nursing simulation activities	Purchase specialized diagnostic software, professional development, and installation of charging stations
Amount	\$1,700	\$2,164	\$42,000	\$38,400	\$48,726	\$15,000
PS Rec	Do not fund	Do not fund	Do not fund	Do not fund	Fund \$35,670	Do not fund
Total	<b>\$147,990.00 requested, \$35,670.00 funded</b>					

Direction	B				C			
Project	7	8	9	10	11	12	13	14
Standard	N/A	N/A	N/A	I, II, & IV	I & II	I, II, & IV	N/A	N/A
Title	DSS Remote Transcription Equipment	DSS Assistive Listening Devices	Streamlining ID Card Process	Professional Development Administrative Assistance	Automotive Fundamentals High School Text Books	Engineering Software Advancement	EOPS T-Shirts for Outreach	Business Pitch Competition Showcase*
Contact	Sandra Garcia	Steve Auger	Paul de Dios	Ruth Gutierrez	Mike Klyde	Massoud Saleh	Alan Reza	Henry Hua
Objective	Purchase remote transcription equipment for ADA/504 Compliance for deaf and hard of hearing students	Purchase functional Assistive Listening Devices to loan to deaf and hard of hearing students for class use	Purchase software to streamline the student ID process through mobile ID cards	Hire an administrative assistant dedicated to professional development	Expand the high school pathway from AT 110 to AT 105 by purchasing a class set of textbooks and safety glasses	Expand Engineering software used in classes to create a certificate program and expand dual enrollment offerings	Commission a local business to silk screen new EOPS t-shirts for outreach events	MGT 161 students will participate in a business pitch competition judged by local business leaders & chamber members
Amount	\$1,227.22	\$1,383.51	\$62,400	\$20,000	\$5,025	\$10,200	\$7,486	\$10,000
PS Rec	Fund \$1,227.22	Fund \$1,383.51	Fund \$35,000	Do not fund	Fund \$5,025	Fund \$10,200	Do not fund	Do not fund*
Total	<b>\$85,010.73 requested, \$37,610.73 funded</b>				<b>\$32,711.00 requested, \$15,225.00 funded</b>			

\*Note. This proposal was funded through a different funding mechanism.

**2017-20 Strategic Plan, Year One: Overall Rankings**

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

**2017-20 Strategic Plan, Year One: Baselines, Annual Actions, Activities, and Evidence**

**Direction A**

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress																								
<b>Objective A.1.1 Maximize the proportion of students completing a Student Educational Plan (SEP).</b>																										
Dean, Counseling and Student Development	It was determined early in 2017 that due to “entering” errors the count for Cypress SEPs was not accurate. Also, there was a need for transfer, probation and all major counselors to assist the student with a comprehensive plan to increase the students’ success and completion at Cypress.	<p>Due to the new processes of entering and checking on SEPs weekly, errors were reported quickly and corrected and there was a 168% increase in comprehensive plans throughout the academic year. A new process of reaching out and following up advising for probation students created a system that allowed students to understand their status on how to succeed causing counseling and advising of probation students to increase by 118% for the academic year and contributed to the increase of comprehensive SEPs. The tables below detail information on academic probation and comprehensive Student Equity Plan Completion.</p> <table border="1" data-bbox="1178 833 1890 963"> <thead> <tr> <th>Probation</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Summer</td> <td>29</td> <td>203</td> </tr> <tr> <td>Fall</td> <td>129</td> <td>435</td> </tr> <tr> <td>Spring</td> <td>386</td> <td>520</td> </tr> </tbody> </table> <table border="1" data-bbox="1178 992 1890 1151"> <thead> <tr> <th>Comprehensive SEP</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Summer</td> <td>342</td> <td>729</td> </tr> <tr> <td>Fall</td> <td>1,402</td> <td>3,458</td> </tr> <tr> <td>Spring</td> <td>2,244</td> <td>2,800</td> </tr> </tbody> </table> <p><i>*All Spring 17-18 numbers are estimation as the term has not completed.</i></p>	Probation	2016-17	2017-18	Summer	29	203	Fall	129	435	Spring	386	520	Comprehensive SEP	2016-17	2017-18	Summer	342	729	Fall	1,402	3,458	Spring	2,244	2,800
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Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective A.1.2 Strengthen the college readiness of incoming students.</b>		
Deans, SEM & Language Arts	Summer Boost, initiated in 2014 and increased in scope in thereafter, provides students with an opportunity to obtain higher level placements in English and math and an assured admission to the Math and English class that the students are placed into at the end of the boost program. The program is available for incoming freshmen who graduated from High School in the same year (prior Spring).	The 2017 Summer Boost Program was again quite successful in preparing students for success in higher level English courses. Winter Boost was tried for the first time: it was also successful, but the number of students who participated was lower than expected.  A comprehensive analysis of outcomes for this group of students has not yet been completed.
<b>Objective A.1.3 Improve the success rate of students progressing through specified crucial course sequences.</b>		
Deans, SEM & Language Arts	First begun in the 2014-15 academic year, the English Department's A.C.C.E.S.S. Program, designed to better connect students with campus support resources, was expanded from ENGL 60 to include ENGL 100 students in 2016-17. This expansion continued in 2017-18.	The A.C.C.E.S.S. Program has been consistently successful in introducing students to support services, which in turn, has increased their utilization. Acceleration in the form of "Fast-Track" classes that combine two semesters of English course-work into one has also been successful with regard to ENGL 058, ENGL 060, and ENGL 100.
<b>Objective A.1.4 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	The Institutional Research & Planning office had previously began utilizing the National Student Clearinghouse (NSC) for obtaining transfer-related information on students, starting in Spring 2014. At the conclusion of Spring 2014, Cypress College had awarded a total of 225 transfer degrees split equally between AS-T's and AA-T's (51.1% and 48.9% respectively) for the 2013-14 academic year. These students had approximately a 70% transfer rate within one year. Rates have increased for students subsequently.	The Institutional Research & Planning office continued to utilize NSC data on transfers to help inform planning with regard to instructional program review, associate degree for transfer students, and students following the IGETC or CSU GE-Breadth patterns for transfer certification.  During the 2016-17 school year, 506 transfer degrees were awarded split between AA-T ( <i>n</i> = 261) and AS-T ( <i>n</i> = 245). Of the students that NSC was able to track, over 80% transferred to a 4-year university. Thus, there has been an increase in both students earning transfer degrees as well as the number of these students going on to transfer.

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective A.1.5</b> <b>Enable students to make informed academic decisions.</b>		
<p>Dean, Counseling and Student Development &amp; Director, Student Success and Support Programs</p>	<p><b>EOPS</b> The EOPS Program has historically and currently enables students to make informed academic decisions by offering a variety of services such as: Transfer Workshops, UCI Transfer Prep, University Field Trips and academic counseling.</p> <p>In terms of the future, EOPS plans to expand the university field trips to include day trips to local universities such as Cal State Long Beach, Cal State Dominguez Hills and Cal Poly Pomona.</p>	<p><b>EOPS</b> Transfer Workshops – EOPS counselors in collaboration with the Transfer Center explained various transfer options to students. Students learned about transfer requirements to CSUs, UCs, and private universities as well as the cost of attendance, application timelines and processes.</p> <p>UCI Transfer Prep – EOPS forged a relationship with the UCI Community College Program to host Personal Insight Workshops for EOPS students interested in transferring to the UC system. This workshop gave EOPS students ideas and points to consider when constructing their Personal Insight statements, which is required for the UC application. EOPS students were able to connect with current UCI students for one-on-one assistance with the UC application and Personal Insight statement.</p> <p>University Field Trips – EOPS hosted two University Field Trips, one in the fall semester and one in the spring semester. These trips exposed students to various universities across the state and promoted transfer.</p> <p>Academic Counseling – EOPS students continued to meet with counselors a minimum of three times per semester.</p>

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<p>Dean, Counseling and Student Development &amp; Director, Student Success and Support Programs</p>	<p><b>Financial Aid</b> The Financial Aid Office enables students by: 1) Hosting financial aid application workshops; and 2) Housing an academic counselor in the Financial Aid Office, which prioritizes financial aid applicants.</p> <p>The goal is to have students applying for financial aid as early and easily as possible while also guiding the student to information on both financial aid and academic paths to their educational goals.</p>	<p><b>Financial Aid</b> Financial Aid Application Workshops – The two Financial Aid Applications, Free Application for Federal Student Aid (FAFSA) and the California Dream Act Application (CADAA), are available for students to complete sooner than ever before in the past, starting in 2017-18. Financial Aid application workshops enabled students to access the financial information to fuel their future academic decisions.</p> <p>Academic Counselor in Financial Aid –The Financial Aid Office now hosts an academic counselor who can prioritize financial aid recipients making counseling as accessible as possible. Our future plan is to work on releasing the student’s tentative award eligibility even earlier. Strides have already been made with the early Financial Aid Applications. As we continue to streamline our processes, the expectation is to get the award letters out to students as early as the end of March compared to late May or the early part of June for the current processes. Having the award letters go out to the students as early as possible will help students make informed academic decisions.</p>

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<p>Dean, Counseling and Student Development &amp; Director, Student Success and Support Programs</p>	<p><b>Veterans Resource Center</b> Student Veterans interested in utilizing their VA education benefits are required to meet regulations set in place by the U.S. Department of Veteran Affairs (VA). The Veterans Resource Center (VRC) has established a protocol to ensure students are VA compliant and provide additional information (financial aid, orientation, assessment) to allow students to make an informed decision. The Veteran Resource Center also utilizes on-campus resources like the Career Center, Student Support Services, Disabled Students Services, specialty programs (Puente, Legacy, STEM2), and technical major workshops (Health Science and T-Ten program) to assist students make an informed decision.</p> <p>Future programming within the center will also provide students with additional resources to guide them as they begin to explore majors. The VRC is currently planning to begin a mentorship program to allow current student veterans to connect with alumni and learn more about academic requirements and job outlooks to inform students about potential majors.</p>	<p><b>Veterans Resource Center</b> The VA requires the school's Veterans counselor to complete a thorough prior credit evaluation and develop a comprehensive education plan (see Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(C)(4)). Once a major is identified, student veterans are required to meet with the Veterans Counselor prior to each semester to ensure classes continue to meet the academic path identified. If student veterans are undecided or will begin their first semester at our institution, they are required to enroll in COUN 150C (Veteran only class; see Catalog p. 38). In the COUN 150C class, students complete assessments like the Myers-Briggs and Strengths Finder, which are then interpreted by certified interpreters (i.e., Cypress College career counselors). Continuing students that have not taken the COUN 150C and are still undecided are referred to the Career Center to further explore potential careers with a career counselor.</p> <p>Recent feedback from alumni suggest the center should provide additional avenues of information to student veterans about the expectations of potential employers. A Veteran-to-Veteran mentoring program will assist student veterans make an informed decision about the rigors of academia and employment advice from current veterans in relatable job fields. The VRC staff will be attending student veteran related conferences (i.e., California Veterans Summit, WAVES, and NAVPA) that provide best-practices to improve our center.</p>

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective A.1.6 Develop, sustain, and enhance the baccalaureate program.</b>		
Dean, Health Science	<p>The first cohort of 12 students was admitted in the Fall of 2017. Initially, it was anticipated that all students would be able to attend full-time. However, some students changed to part-time status due to full-time work and personal commitments. Four of the students will graduate in Spring 2018, one in the summer of 2018 and the rest have an anticipated graduation of Fall 2018. Program completion is expected within three semesters. Due to the online nature of the Funeral Service classes, one critical issue was the inability to offer upper division general education online classes to meet the demand of the program. Other Bachelor Degree programs worked together to allow students to take classes at other campuses.</p>	<p>In the Fall 2017, a student survey was conducted to identify gaps in processes which resulted in improved communication with counseling, faculty and students. Program leadership attend industry meetings to meet potential students and create relationships with funeral establishments. In April, the program hosted a national funeral service meeting on our campus. During recruitment, we identified that many students need general education courses and industry certifications to apply to the program. The program is assisting these students through this next phase, but many are 1-2 years from being eligible to apply.</p> <p>In the Mortuary Science Associate degree, we are preparing our students so they can easily transition into the Bachelor degree program. However, we will continue our follow-up to build our pipeline of students. For Fall 2018, we will have two hybrid upper division general education classes. Students come to campus for orientation to meet the faculty and begin their classes. Applications are still open for the incoming Fall 2018 class, but we hope to have more students than the Fall 2017 cohort. Class offerings are being evaluated due to faculty retirements and the incoming students.</p>

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

**Strategic Direction Coordinator Comments on Progress:** There was substantial progress in meeting Goal A.1 due to significant increases in the completion of Student Educational Plans and in the advisement of probationary students; the expansion and continued success of Summer Boost and the creation of Winter Boost; the expansion and continued success of the A.C.C.E.S.S program; the continued utilization of the National Student Clearinghouse to track AS-T and AA-T students transfers to four-year institutions; the utilization of transfer workshops, university field trips, and academic counseling to bolster EOPS students' academic success; the improved timeline of Financial Aid Application workshops and the placement of a counselor in the Financial Aid Office; the thorough advisement of student veterans; and the improvement in recruitment processes and curriculum for students' pursuance of a baccalaureate degree in Funeral Services.

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

Champion	Background or Plan	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>In 2017-18, the college continued to utilize multiple measures for placing students into English and math courses for directly matriculating students as well as students who had taken up to two-years off after graduating from high school.</p> <p>For 2018-19, the college plans on utilizing multiple measures for placing all incoming students, due to the success of the pilot.</p>	<p>The changes in the matriculation process in the form of Multiple Measures has resulted in major shifts in course offerings, namely a reduction at the developmental level and an increase at the transfer level. There has been success in meeting new enrollment needs: i.e. few cancellations for low enrollment and no long wait-lists. The college is considering changes to English and math course sequences in accordance with AB 705 and an AB 705 workgroup was developed to help tackle those issues.</p>
<b>Objective A.2.2</b> <b>Develop and implement an updated enrollment management plan.</b>		
Executive Vice President	<p>Enrollment management was examined at the District level through the Districtwide Enrollment Management Advisory Group (DEMAC).</p>	<p>The Districtwide Enrollment Management Advisory Group (DEMAC) has been looking at the issues pertaining to enrollment and target-setting. Since DEMAC was introduced, the campus-wide Enrollment Management Committee has not met to avoid duplication.</p> <p>The campus enrollment management is done by the Deans and the Executive Vice President based on historic trends and past demand. The method has been successful so far as evidenced by the fact that the enrollment at Cypress College has not declined during the period although almost all campuses in the vicinity has witnessed a decline in enrollment.</p>

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

**Strategic Direction Coordinator Comments on Progress:** There was moderate progress in meeting Goal A.2. Multiple Measures has been fully implemented, and meeting new enrollment patterns has been successful. Changes in course sequences are now being considered. The District Enrollment Management Group has also been investigating how to best meet enrollment patterns.

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



Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective A.3.1 Reduce the achievement gaps among identified student groups.</b>		
Director, Student Equity	<p>Last year, the CCCCO combined three programs, Student Equity, SSSP, and BSI, as each had similar goals of increasing student success and had potential for overlap between the programs. In response, Cypress College produced an Integrated Plan (IP), developing goals and activities that crossed over all three programs. Cypress College submitted the plan to the CCCCO January 30, 2018. The Integrated Plan (IP) consists of five overarching goals and activities, all of which address our Strategic Plan goal A.3 “Develop and implement programs and services aimed at helping at-risk students succeed.”</p> <p>The goals of the integrated plan are as follows:</p> <ol style="list-style-type: none"> <li>1. Increase access and promote success to prospective and incoming students through mandated core services.</li> <li>2. Increase the percentage of basic skills students progressing to the next level course or college level courses in mathematics, English, and English as a Second Language.</li> <li>3. Increase success rates for students meeting benchmarks toward degree/cert attainment and/or transfer.</li> <li>4. Increase degree, certificate and transfer rates for underprepared and/or underrepresented students.</li> <li>5. Integrate credit and non-credit instruction and student support services for student success.</li> </ol>	<p>Activities for each of the goals included:</p> <ul style="list-style-type: none"> <li>• Provide one day assessment, orientation, and educational planning for targeted feeder high schools through Charger Fridays.</li> <li>• Provide bus transportation to students to increase participation of underrepresented students.</li> <li>• Provide counseling support for students who placed into basic skills English, math, or ESL.</li> <li>• Collaborate with IR to obtain Cal Pass Data. Develop multiple measures implementation Guidelines. Provide additional counseling services to assist with multiple measures.</li> <li>• Provide professional development opportunities for faculty to attend the California Accelerated Project Conference.</li> <li>• Provide Chrome Books for classroom use in English and Reading.</li> <li>• Provide counseling support for students who place into basic skills levels.</li> <li>• Provide workshops to assist students in creating educational plans.</li> <li>• Implementation of the Charger Experience to support improved academic placements in English and math.</li> <li>• Use of multiple measures.</li> <li>• Expansion of Summer Boost program.</li> <li>• General adjunct counselors to support orientations and student access to counselors for development of ed plans.</li> <li>• Directed learning activities (DLA's) to reinforce math concepts.</li> <li>• Collaborate with independent living programs, continuation schools from the surrounding areas.</li> <li>• Provide counseling services, including NOCE/CC Math Co-Lab for student assessing into math 10 and 15.</li> </ul>

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective A.3.2 Connect at-risk students to academic and campus support services.</b>		
<p>Dean, Counseling and Student Development &amp; Dean, Student Support Services</p>	<p>As mentioned in A.1.1, a new probation process was implemented Fall 2017. The initial appointment includes an initial probation appointment to create an abbreviated educational plan and the completion of a Student Success form which allows students to identify obstacles to their academic success. Students are then referred to campus academic and support services as part of their probation plan.</p> <p>The Charger Experience Program holds academic and campus support services workshops throughout the academic year to encourage students to seek support services. Example of workshops held this academic year have been Financial Aid, Transfer, Honors, DSS, and study skills to promote the Learning Resource Center. Basic Skills counselors reach out to students enrolled in basic skills math and English coursework to support them through the process of completing their academic goals.</p> <p>Through intrusive counseling, counselors create educational plans and connect students to campus resources including the Math Co-Lab, the Learning Center. In addition, the basic skills counselors hold semester workshops focused on study skills and the importance of seeking academic support.</p> <p>Other Student Services such as Disability Support Services, Extended Opportunity Programs &amp; Services, Cooperative Agencies Resources for Education, CalWORKs, Financial Aid, Puente, Legacy, and STEM2 engage in specific case management approaches and strategies within each respective departments such as orientations, individual and group counseling, and student success workshops.</p>	<p><b>EOPS</b> If students are struggling academically, they are referred to the various on-campus support services. The Library and Learning Resource Center offers one-on-one tutoring for EOPS students and houses the English Success Center and the Math Learning Center, which offer additional workshops and assistance to students. Supplemental Instruction is also available to students and encourages students to form study groups for collaborative learning. Additionally, counselors often recommend Smarthinking, which is an online tutoring service. The Career Center also offers in-person and online workshops to students to encourage and facilitate academic success strategies to students who are struggling academically. The EOPS Program assists students who are suffering from food insecurities and have formed a partnership with Second Harvest Food Bank to ensure that students are receiving information about CalFresh eligibility as well as assistance in the enrollment process.</p> <p><b>Financial Aid Office</b> Students who are in a Satisfactory Academic Progress (SAP) standing of "Warning" are at-risk of losing their financial aid. When a student is placed in this status, a notification is sent regarding their current academic situation and how they can get academic assistance. The Financial Aid Office strives to connect Warning students to services such as academic Counseling and tutoring availability. The Financial Aid Office also has a liaison to assist students that have an unstable living situation or are at-risk of homelessness. Furthermore, students are informed about our Food Bank and other campus services that they can utilize while attending school. The Financial Aid Office connects at-risk students to various departments that offer campus services such as EOPS/CalWorks/CARE Office, Veterans Resource Center, Student Health Center and the</p>

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
		<p>Foundation Office. The Financial Aid Office refers eligible students to the Foster Youth liaison located in the EOPS department to learn about the Guardian Scholars Program.</p> <p><b>VRC</b>  Student veterans have been identified as an at-risk population due to their non-traditional student status, age, basic skills placement, and military-related physical and mental health issues. The VRC provides support services based on best practices that have been developed by the Chancellor's office as well as feedback received from Cypress College student veterans. The information to on/off-campus support services are distributed by email, brochures, flyers, and bi-weekly workshops within the VRC and COUN 150C class. Partnerships with EOPS and DSS have been developed to streamline the process to access additional support on campus. Transfer workshops have been developed in partnership with EOPS. Within the VRC student veterans have access to algebra based and statistics tutoring, basic skills-to-college level English tutoring, and Health Sciences tutoring (Anatomy, Physiology, and Chemistry). The VRC has also partnered with off-campus non-profits to assist student veterans with housing, food, medical, and emergency funding to assist student veterans in need. Lastly, student veterans have access to mental health services through our partnership with US Vets "Outside the Wire" program to assist with individual or family support on campus.</p>

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

**Strategic Direction Coordinator Comments on Progress:** There was moderate progress in meeting Goal A.3. An Integrated Plan was developed with five overarching goals and a number of supportive activities. At-risk students have a number of workshops, services, and programs to enable their success, and programs/offices such as the Charger Experience, EOPS, Financial Aid, and the Veterans Resource Center help ensure that students avail themselves of these opportunities.

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

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<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>		
President	<p>Student Equity themes have been a focus of the President's Office this entire year. Various initiatives have been expanded or established related to diversity in hiring, reorganization of job descriptions, offering a diversity certificate, holding a diversity summit, and bringing in a speaker for Spring 2018's opening day ceremony related to diversity and inclusivity.</p>	<p>To date initiatives include, sending a Cypress Team to the CUE conference on Diversity in Faculty Hiring. Currently a reorganization of job descriptions, job postings, and evaluation of hiring practices is being developed and will be implemented by summer 2018. The Diversity Committee is re-looking at its mission and making an attempt to broaden its connection with the Student Equity committee, and Professional development, in order to leverage the resources focused on Equity.</p> <p>This year the college offered a year-long Diversity certificate for faculty, in which 15 faculty members participated. And at Cypress' urging, the District will be conducting a Diversity Summit in Fall 2018 focused on developing a District, and college, Diversity Plan. Our spring Opening Day speaker was Dr. Veronica Neal, who focused on cultural sensitivity in the classroom, and the managers participated in a Cultural Intelligence workshop in January 2018, focusing on understanding unconscious bias. The college will be sending a team of 4 managers, classified, and faculty to the NCOR conference in June 2018, to develop best practices on fostering a climate of inclusivity and diversity on campus.</p>

<b>Goal A.4: Emphasize the campus community's dedication to student success.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> There was substantial progress in meeting Goal A.4. This was exemplified in the Opening Day lecture; in the year-long diversity certificate training involving fifteen faculty members; in the cultural intelligence workshop given to managers; and in sending teams to the NCORE Conference and the CUE Conference on Diversity in Faculty Hiring.</p>
<b>Overall Progress on Goal A.4: SUBSTANTIAL</b>

**Strategic Direction A: Student Success**

**Strategic Direction Coordinator Comments on Progress:** There was substantial progress in meeting Goals A.1. and A.4. with regard to both the achievement of milestones as well as the dedication to student success. Moderate progress was observed with regard to enrolment management, success strategies, and at-risk student success. Overall, the 2017-18 year marked a substantial change with regard to expanding activities for student groups with the aim of positively contributing to all student success efforts.

**Overall Progress on Strategic Direction A: SUBSTANTIAL**

**Direction B**

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective B.1.1</b> <b>B.1.1 Effectively communicate participatory governance opportunities, processes, and outcomes.</b>		
President	<p>In response to our own accreditation ISER, the college is in the process of developing a shared governance website to post all shared governance committee minutes and provide more participation and transparency for the decisions being made within these committees. This webpage will be in place by Fall 2018.</p>	<p>In conjunction with PAC, we have revised the meetings to include more campus presentations and will be implementing a monthly update to the campus on PAC and PBC decisions. The President's Office has implemented a blog focused on Guided Pathways, which will be broadened to include other topics relevant to the campus. PBC, under the direction of the VPAS, has worked on changing the budget process to include a more transparent and consistent ranking process for one time funds, and a balanced approach to ongoing vs. one time funding. The Program Review process will also be tied to funding in a more direct way. All these initiatives will be implemented by end of Fall 2018.</p>

<p><b>Goal B.1: Create organizational structures and practices that enhance participatory governance, a sense of ownership of decision-making processes, and campus engagement.</b></p>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> Moderate progress has been made toward the achievement of this goal. There are plans to enhance existing organizational structures by including broader representation of campus constituents and making the governance and budget processes more transparent.</p>
<p><b>Overall Progress on Goal B.1: MODERATE</b></p>

Champion	Background or Plan	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	Professional Development was focused on expanding Flex offerings for 2017-18 alongside having an increased number of workshops opportunities for classified staff. We are presently in the process of offering additional Classified workshops during the same time as Flex workshops are provided to Faculty for Fall 2018.	Professional Development has been activities in the development and maintenance of workshops for the Mandatory Faculty Flex that was implemented by the NOCCCD District since Fall 2017. We have enhanced Professional Development by offering an increase of workshop opportunities for Classified staff, including several workshops that have been open to the entire campus, but specifically an increase of Classified related topics such as the importance of RQs and the Budget process. We have also promoted and been supportive of classified staff in joining the district Leadership Academy, as well as encouraging classified to be a significant part of certified training, such as the Equity workshop presented by Dr. Veronica Neal.
<b>Objective B.2.2</b> <b>Provide professional development focused specifically on improving student learning and student achievement.</b>		
Professional Development Committee	Professional Development continues to support faculty on workshops that enhance student learning, including the continued promotional and monetary support of faculty to attend the ONLINE Teaching Conference in Anaheim. It is our hope that more issues of Equity and sub-group involvement will emerge in 2018 - 2019 academic year.	Professional Development has provided faculty many opportunities to attend useful workshop directly related to teaching: Workshop on "Teaching Soft Skills" from Health Workforce Initiative was offered to our Health Care professionals but extended to the entire faculty. Workshop on "Pathways to the Student Brain," with Dr. Janet Zadina, offered useful information that challenges faculty thinking on how students learn. Workshop on "Strength Finder," with Dr. Joanna Zimring Towne, Encompass Leadership Training and Coaching, allowed faculty to discover their own strength and provided several suggestions of how to bring out the strength of students within the classroom. Professional Development hosted and brought together the entire NOCCCD District for the annual "Strategic Conversation" where this year's theme was "Pathway Perspectives: Meeting Our Promise." Professional Development has also been able to formulate an active and substantive Equity Core Group through the training and certification process of Equity Training through Dr. Veronica Neal.



Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective B.2.3 Increase the number and proportion of personnel applying for funding in support of professional development.</b>		
Professional Development Committee	The conference funding form was revised for 2017-18. Three application periods for conference funding were provided in 2017-18 alongside workshops for filling out the application.	<p>The year Professional Development offered Conference Funding on three separate occasions and received many applicants for each Conference Funding cycle. More faculty and classified have applied for funding than in previous year, and we have supported several managers who have applied for funding too. Professional Development Committee agreed to set aside Conference Funding for Faculty and Staff to attend the ONLINE Teaching Conference. This past year, the professional development coordinators offered a workshop on Professional Development Conference Funding to clarify the process.</p> <p>In addition, the Professional Development Committee was able to produce an updated Conference Funding Application which was well received throughout campus. We have received fewer questions about the process and more faculty, classified, and managers have applied. The Professional Coordinators are in the process of offering another conference funding workshop in the near future.</p>

<b>Goal B.2: Enhance professional development.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> Substantial progress has been made toward the achievement of this goal. During the 2017-2018 academic year, the Professional Development Committee (PDC) provided workshops to clarify the funding request process and also simplified the funding application. Consequently, PDC allocated professional development funds to support conference travel and training for a record number of several faculty, managers, and staff who brought back valuable information and skills back to campus.</p>
<b>Overall Progress on Goal B.2: SUBSTANTIAL</b>

Champion	Background or Plan	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	Cypress College Professional Development has offered a "Mixology" to introduce New Faculty to other faculty members on campus. New faculty orientations continued with new faculty seminars for 2017-18. Many professional development events were expanded to include ALL faculty, classified, and administration.	<p>In Fall 2016, our Mixology also introduced many people to our new Chancellor. In Fall 2017, our Mixology (mixed with Puente) and offered the opportunity to meet the new President of Cypress.</p> <p>New Faculty Orientation continues and we are constantly working on reassessing how to be more effective with this process. Our New Faculty Seminars for New Faculty have provided useful and needed topics to highlight services on campus and important entities, such as the Academic Senate, Union, Health Professional, District Personnel, etc. Because such services and entities are important to all Faculty and Staff on campus, Professional Development decided to open many of the New Faculty Seminars to ALL Faculty, Classified, and Administration. Professional Development continues to promote workshops and events for ALL Faculty, Staff, and Administration. We have continued to seek out ways to promote these workshops so that New Faculty feel empowered when they attend such events. We were instrumental in the initiation and support of the District Leadership Academy and advocated for Classified involvement. Professional Development remains an active participant with the District Professional Development Committee and continues to be the voice for ways to encourage New employee orientations to be more successful.</p>
<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	The professional development committee continued to have regularly scheduled events to allow participation from all campus employees.	The Professional Development Committee promoted and worked the event social event for the 2017 Colloquium, hosted and promoted the NOCCCD District Strategic Conversation for 2018, and continued to provide "Mixology" for Faculty, Staff, and Administration social gathering.

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective B.3.3 Solicit and incorporate input from students on student success and other important issues facing the college.</b>		
Director, Student Activities & President, Associated Students	Cypress College Associated Students maintained had members serve on various shared governance committees across the campus and throughout NOCCCD. Additionally, AS worked to expand the foodbank for 2017-18 alongside increasing visibility for the services it provides.	The Cypress College student body supported the expansion of the food bank to assist additional students over the course of the year. This included awareness and promotion of this service to at-risk students as well as students in need in which the food bank would help serve them and to the campus community overall, as well as the outside community for assistance in maintaining inventory in the food bank.
<b>Objective B.3.4 Improve the Cypress campus climate among all constituency groups.</b>		
President	Improvements were made to the 2017 Climate Survey and implemented in fall 2017. The Buen Cypress and My Cypress Story campaigns were established and expanded in 2017-18 to allow for increased visibility and discussions regarding student pathways and backgrounds.	The survey results were shared with the Management team, Leadership Team, and Academic Senate. Results will also be shared at the Fall 2018 Opening Day to solicit input on building community at the college. To date the Buen Cypress campaign, and My Cypress story is an attempt to foster a more collegial environment and creating more activities for colleagues to get to know one another will be a priority. Early attempts are providing lunch at the Opening Day and FLEX Days each semester, and an evaluation of how to make other campus activities more inclusive, is in the works.

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective B.3.5 Develop and implement strategies to promote cultural inclusivity and cultural competence.</b>		
President	Various strategies were developed and implemented to promote cultural inclusivity across the campus. Spring 2018 Opening Day brought an equity-driven speaker onto campus, management participated in cultural intelligence workshops, and campaigns were launched to help share student stories and foster inclusivity.	<p>Our spring Opening Day speaker, Dr. Veronica Neal, focused on cultural sensitivity in the classroom, and the managers participated in a Cultural Intelligence workshop in January 2018, focusing on understanding unconscious bias. The managers will follow up their training at the manager retreat in August to identify actions going forward.</p> <p>The Buen Cypress and My Cypress Story campaigns are also attempts to foster cultural inclusivity. The My Cypress stories will include the native languages of each "story" and cultural diversity is a priority when choosing which students and staff to highlight.</p> <p>A budget will be provided to support our Black History Month activities, Hispanic Heritage Month, and other cultural events. The college also plans to produce a Cultural Events brochure in 2018-19 which will be shared broadly with the external community and internal campus community.</p>

<b>Goal B.3: Improve campus climate by fostering an environment that is consistent with the College's Core Values.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> Substantial progress has been made toward the achievement of this goal. At the beginning of the academic year, faculty were given a presentation about cultural sensitivity and learned strategies that will help them facilitate students' cultural capital. For their part, managers were trained on how to identify cultural influences on individuals' perceptions. Additionally, the College launched a campaign to include additional voices in the campus narrative through storytelling. Additionally, several cultural activities and events that will take place in the 2018-2019 academic year have been identified for funding.</p>
<b>Overall Progress on Goal B.3: SUBSTANTIAL</b>

Champion	Background or Plan	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>		
Executive Vice President	In absence of projected instructional needs, the campus has done remarkably well in anticipating and fulfilling the needs as evidenced by the fact that the College was ranked highly by multiple agencies in the last five years, an accomplishment that never occurred in the first 45 years of history of the College.	The availability and allocation of resources are done as articulated in the program reviews. The divisions anticipated the student needs through assessment of quantitative and qualitative information.
<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 Vice President & Executive Director, Foundation	<p>While the Veterans Educational Resource Center was funded by Measure J, much of the needs of the facility were not.</p> <p>The campus needs to restructure its grant administration portfolio to pursue new money. During the last year, the District was assessing the organization structure and the need for a grant administration is articulated there.</p>	<p>The Executive Director of the Foundation helped establish a Capital Campaign Committee that meets bi-monthly and that will facilitate connections with prospective donors. Funds raised for the VRC will be directed to the facility as well as to ongoing student veteran support.</p> <p>There has not been much advancement in pursuing new grants in absence of staffing. The existing grants such as Perkins' are being administered locally.</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	In 2017-18, the Technology Services and Academic Computing department began work on an IT strategic plan for the campus. The plan is currently in draft form and is undergoing revisions prior to implementation. The primary goals of the plan include strengthening the student experience, providing support to users on campus, developing more avenues for self-service, continuously improving security, and standardization.	The Cypress College Technology Services and Academic Computing department provides Information Technology (IT) services and support for academic, administrative and student support services to meet the growing demands of students, teaching, and learning. The IT Strategic Plan is focused on the core pillars of Student Experience, Support, Self-Service, Security, and Standardization for college operations. The strategic model and planning include sustainable funding for supporting and improving classroom technology, infrastructure allocation for IT sustainability and training resources for faculty, staff, and administrators.

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective B.4.4</b> <b>Ensure that strategic planning for capital improvements meet campus needs.</b>		
Vice President, Administrative Services	<p>The Educational Master Plan, Facilities Master Plan, Five-Year Construction Plan, Equipment Replacement Plan, Scheduled Maintenance Priorities List, and program reviews have informed capital planning and helped ensure the sufficiency of facilities, effective utilization, and continuing quality of physical resources. These planning documents encompass long-range capital plans as well as plans to address immediate operations.</p> <p>During the evaluation of the current process, the Vice President of Administrative Services met with various constituent groups and division managers to understand the capital improvement needs for instructional, student support, and administrative needs in Spring 2018. A majority of available resources for long-range capital plans are the Measure J Bond approved by the voters in 2014.</p>	<p>As of Spring 2018, the new SEM and VRC/SAC projects are both with the Department of State Architect (DSA) for review. It is anticipated that the projects will be permitted by DSA in early Fall with mobilization and construction to begin after the Fall 2018 term. The remaining projects will need to be prioritized for construction/renovation.</p> <p>Most resources are requested through the annual One Time Funding Requests, which are ranked by the Direction Committees and PBC for final approval at PAC. While the current process has addressed previous needs with the utilization of one-time resources, improvement can be made to help the college prioritize all the needs on a more comprehensive basis as well as match on-going expenditures with on-going resources. As related to the College's budget, the immediate objective is to create base-line operating budgets for each division. The timeline for this objective is early Fall 2018. The division's operating budget may be augmented for capital needs. Instead of augmentations through the One-Time Funding Request, augmentations may take the form of resource requests coming from program review or the prioritization of the Equipment Prioritization Plan. Details of what these modifications will be further explored in the next planning year.</p>

<b>Goal B.4: Ensure resources are available to meet essential instructional, student support, and administrative needs.</b>
<b>Strategic Direction Coordinator Comments on Progress:</b> Moderate progress has been made toward the achievement of this goal. Qualitative and quantitative data were used to inform the budget process and align it with the institutional planning process.
<b>Overall Progress on Goal B.4: MODERATE</b>

Champion	Background or Plan	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	A diversity plan is currently being drafted and developed for implementation in Fall 2018.	A Diversity Plan is in process for 2018-19, a team attended the CUE conference and has developed a plan for broadening our recruitment, outreach, and successful hiring of a more diverse faculty. This plan, which includes re-working all job descriptions, job postings, and interview questions to be more comprehensive and balanced towards a diverse population, will be ready for implementation in fall 2018. A team of 4 Cypress members will also be attending the NCOR conference in June to develop a more comprehensive professional development plan which includes awareness of diverse faculty and staff hiring practices.

<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> Moderate progress has been made toward the achievement of this goal. Although the development of a diversity plan that will aim to result in a more diverse faculty is currently underway, with plans for Fall 2018 implementation, it has not been finalized.</p>
<b>Overall Progress on Goal B.5: MODERATE</b>



Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective B.6.1 Formalize, disseminate, implement, and provide workshops and other training on emergency preparedness procedures.</b>		
Director, Campus Safety	Following the active shooter training in 2018 along with Cypress Police Department coming onto campus to answer questions from administration, faculty, staff, and students, emergency preparedness procedures were reviewed and meetings with individual areas began to assess knowledge and procedures.	<p>Emergency preparedness procedures were reviewed for earthquakes, active shooter situations and general response from Fire and Police. The Director of Campus Safety met with M&amp;O, the Safety Committee and safety personnel to assess current knowledge and procedures. New models for response have been explored from the district but the main differences appear to only involve the difference in structures being protected (i.e. 11 story building compared to spread out campus with smaller buildings).</p> <p>The Interim Director of Campus Safety is currently collaborating with campus safety to review and update the emergency preparedness plan and will brief the incoming Director as soon as that person is chosen.</p>

<b>Goal B.6: Promote a culture of safety at the College.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> Minimal progress has been made toward the achievement of this goal. Active shooter training was provided and the College began the process of equipping instructional areas with locking mechanisms that guard against unauthorized classroom entry and, thereby, allow students and faculty to safely shelter in place. However, many campus spaces designated for student services, for example, remain exposed and do not have adequate provisions for safety.</p>
<b>Overall Progress on Goal B.6: MINIMAL</b>

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

**Strategic Direction Coordinator Comments on Progress:** There was moderate progress with regard to fulfilling the goals set out within Direction B. The most substantial progress was achieved when examining professional development expansions and enhancements alongside some improvements to the campus climate. Areas moderately improved included participatory governance awareness, resource allocation processes, and campus wide hiring practices. In contrast, minimal progress was made with regard to promoting a culture of safety at the college.

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

**Direction C**

Champion	Background or Plan	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</p>	<p>Targeted outreach with K-12 schools was coordinated through four primary areas:</p> <ol style="list-style-type: none"> <li>1. The Charger Experience Program</li> <li>2. EOPS</li> <li>3. Financial Aid</li> <li>4. VRC</li> </ol> <p>One future plan is to increase our outreach with K-12 schools by extending our on-campus Financial Aid Application workshops to include students at local High Schools.</p>	<p><b>Charger Experience Program</b>            The Charger Experience Program (CEP) Director is a member of the Career and Access Teams at all feeder schools. In addition, the CEP counseling team supports high school seniors through special events held at the high school such as Cash for College Night, Higher Education Night, and attends all special events that seniors participate in, in an effort to provide a smooth transition from high school to Cypress College. Through Pledge, the CEP team has also ensured that all high school students in the AUHSD were informed of our Pledge Night held on May 2nd, which 492 students attended with their families. AUHSD students participated in Charger Fridays during the Spring semester leading up to Pledge Night in order to familiarize themselves with the campus and complete the matriculation process in preparation for the Fall 2018 semester. Finally, the Dual Enrollment program has increased the number of sections available for high school students during the 2017-2018 academic school year.</p> <p><b>EOPS</b>            The EOPS Program works in partnership with various on-campus programs for outreach with the local K-12 feeder schools. EOPS participates in the annual Kindercaminata event where over 600 kindergarteners visit Cypress College and engage in various activities and table visits to establish a college-going culture at an early age. The program also participates in Senior Day where over 300 high school seniors visit the campus and learn about all of the programs and services available to Cypress College students. During Senior Day, we communicate with prospective Cypress College students and inform them about our program</p>

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
		<p>services as well as distribute program applications. We also are participating in the Charger Friday's program where students from local high schools visit the campus, complete their assessments, are given campus tours and participate in a resource fair. A new event that we will be participating in this year is Pledge Day, where the Anaheim Union High School District seniors will be visiting with their parents to learn about the college, services, and programs. EOPS will be represented at the event with an informational booth as well as hosting a workshop during the breakout sessions to give students and their parents a more in-depth look into our 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> <p><b>Financial Aid</b>  The Financial Aid office participates in Cash for College workshops at local High Schools. During those events, Cypress College Financial Aid Technicians explain to students and parents what Financial Aid Applications are available and the importance of completing them prior to the March 2nd deadline. Additionally, we assist students and parents with filling out the Financial Aid and Chafee Grant Applications while providing answers to their financial aid questions. The Financial Aid Office collaborates with our Adjunct Counselors, who are currently teaching dual enrollment classes at various High Schools, by providing financial aid presentations to high school juniors and seniors. Students are provided with information about financial aid and what they can do to manage their aid eligibility.</p> <p><b>VRC</b>  The VRC provides information to individuals who may be eligible for education benefits under the Survivors' and Dependents' Educational Assistance Program (Ch. 35) and/or the College Tuition Fee Waiver for Veteran</p>

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
		<p>Dependents (CalVet fee waiver). The Ch. 35 education benefits provides a monthly stipend based on their rate of pursuit while in higher education. Students eligible for the Ch. 35 education benefit are required to meet the same VA regulations as student veterans. Students eligible for the CalVet fee waiver are provided with tuition only fee waiver valid at the community college, CSU, and UC system. Application packets can be picked up from the Veterans Resources Center and a staff member can provide additional information, if questions arise.</p>

<b>Goal C.1: Establish more effective collaboration with K-12 schools.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> Substantial progress was made in meeting Goal C.1 because of the implementation of the Pledge program in partnership with AUHSD (and CSUF and UCI, see below) which provides a seamless transition from K-12 to higher education. In May, more than 490 AUHSD students made their commitments to attend Cypress College in the Fall. In addition to the Anaheim Pledge, progress is also noted in Dual Enrollment and the Charger Experience Program.</p>
<b>Overall Progress on Goal C.1: SUBSTANTIAL</b>

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective C.2.1</b> <b>Develop and enhance partnerships between Cypress College, business, civic groups, and government entities.</b>		
Dean, Career Technical Education & Executive Director, Foundation	Developing and Enhancing Cypress College partnerships has primarily been a function of the Foundation as well as the CTE division. The Foundation develops and maintains connections with community, business, civic, and ethnic organizations while through the various CTE programs, partnerships have been established with various businesses and other industry groups.	<p>The Executive Director of the Foundation regularly attends a variety of meetings of Veterans organizations to inform members and attendees about the VRC. One organization, the Veterans Resource Center of Orange County, will be holding its upcoming July 11, 2018 meeting on campus. As well, the Executive Director attends meetings of chambers of commerce, city councils and civic groups. The Woman's Club of Cypress held a fundraiser and directed proceeds to the CC Foundation. The Director attended with large architectural drawings of the VRC and received additional donations from attendees. The Foundation Director recruited the Director of the VRC to attend the monthly meetings at the Joint Forces Training Base in Los Alamitos. After attending several meetings, it was deemed more appropriate for a veteran to attend.</p> <p>CC Career Connect, an interactive electronic job board, has been implemented to provide industry with a place to post job and interview opportunities for students, and it has been well-received. Information was mailed to all advisory board members and the Chamber of Commerce. 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. Industries have also been represented in campus sponsored career fairs.</p>

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective C.2.2 Establish and sustain connections with diverse community groups.</b>		
Executive Director, Foundation	Existing connections with community groups related to the various chambers of commerce have been sustained while new connections have been established.	The Foundation develops and maintains connections with community, business, civic, and ethnic organizations. New connections include the Veterans Resource Center of Orange County, who will be holding their upcoming July 11, 2018 meeting on campus.

<b>Goal C.2: Strengthen community relationships.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> With the arrival of Dr. Schilling as Cypress College's 12th president, there was significant effort on her part to build relationships with members of the community. Two focuses of the Cypress College Foundation have been fundraising for the Veterans Resource Center and establishment of the Legacy Society, both of which have strengthened community relationships. Retirements in the Foundation have resulted in a temporary reduction in capacity while permanent, full-time replacements are sought.</p>
<b>Overall Progress on Goal C.2: MODERATE</b>

Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective C.3.1 Expand seamless transitions between NOCE and Cypress College.</b>		
Executive Vice President	With introduction of AB 705, the lower division basic skills classes are being offered in reduced numbers. This has impacted the transition from NOCE to Cypress College as NOCE students are often not ready for the upper level courses. Currently, the College and NOCE are exploring the possibility to prepare students for upper levels of basic skills courses.	The Institutional Research and Planning office has examined the pipeline from NOCE to Cypress College through the Math Co-Lab program. Co-Lab students overall were examined and compared with Cypress College students alongside a specific population of DSS students to ensure equity in the pathway.

<b>Goal C.3: Strengthen Collaboration with North Orange Continuing Education (NOCE).</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> Work in this area appears to be a continuation of existing efforts, notably the Math Co-Lab program. The Office of Institutional Research and Planning examines results of this effort. Results of NOCE DSS students who transfer to Cypress College are also examined to ensure equity in the pathway.</p>
<b>Overall Progress on Goal C.3: MINIMAL</b>



Champion	Background or Plan	Annual Updates to Actions & Evidence of Progress
<b>Objective C.4.1 Improve pathways for transfer with 4-year colleges and universities.</b>		
Dean, Counseling and Student Development	<p>The Transfer Center and Articulation Unit continue to improve pathways for transfer with 4-year colleges and universities through the following:</p> <ul style="list-style-type: none"> <li>• increase the number of articulation agreements</li> <li>• coordinate three Transfer Fairs per year</li> <li>• spotlight universities in the Transfer Center</li> <li>• Transfer Progress Program which counselors are assigned students with 30+ transferable units completed and update comprehensive educational plans</li> <li>• develop sample transfer pathways - provide transfer workshops such as ADT, Transfer 101, CSU and UC applications</li> <li>• coordinate university tours</li> </ul>	<p>The Charger Experience Program has collaborated with the transfer center to ensure that our students are aware of the university representatives' appointments at Cypress College, in addition to holding transfer workshops, and collaborating with UCI counselors to speak to CEP students about their programs.</p> <p>The partnership with AUHSD's Pledge program with UCI and CSUF have created a direct pathway for AUHSD students attending Cypress College, with guaranteed admission to both campuses. A projected 800 students will benefit from the Pledge agreement in the 2018-19 academic school year.</p>

<b>Goal C.4: Strengthen collaboration with 4-year colleges and universities.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> Instruction in the Baccalaureate Degree Pilot Program began during the 2017-2018 academic year, culminating with the graduation of Cypress College first five bachelor's degree recipients in May. This is the result of significant collaboration with the university partners, specifically with Cal State Fullerton. As noted above, implementation of the Anaheim Pledge required substantial collaboration with 4-year partners, notably CSUF and UC Irvine, though it should be noted that the results of these efforts will manifest later when the first cohort of Pledge students (entering Cypress in fall 2018) transfer to these institutions in fall 2020.</p>
<b>Overall Progress on Goal C.4: MODERATE</b>

Champion	Background or Plan	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 Communication has been working on developing an integrated communication plan in 2017-18. The culmination of these efforts resulted in an updated identity guide and a draft of a style guide for the campus.	<p>The Office of Campus Communications released updated Identity Guides for both fall 2017 and spring 2018. The Identity Guide is the first formal piece of a fully integrated communications plan.</p> <p>The team has completed a draft of a style guide, which provides a common framework for the use of language and publishing style across both print and digital efforts. Additional elements — such as communication timelines, templates, and web guidelines — are also in the late draft stage. Stakeholder and audience analysis components are in the early draft stage.</p>

<b>Goal C.5: Strengthen the image of Cypress College.</b>
<p><b>Strategic Direction Coordinator Comments on Progress:</b> The focus for the 2017-2018 year was on development of an integrated communications plan. Much of that work was completed and will appear in the first version of the plan, which will be released for the 2018-2019 academic year. This includes a style guide and a revised identity guide. Coinciding with the arrival of a new president, substantial work was completed on objectives other than the one initially selected for Year One of the Strategic Plan. This includes a comprehensive brand identity campaign launched during 2017-2018.</p>
<b>Overall Progress on Goal C.5: MODERATE</b>

**Strategic Direction C: Strong Community Connections**

**Strategic Direction Coordinator Comments on Progress:** There was moderate progress with regard to fulfilling the goals set out within Direction C. Collaboration with K-12 schools represented the one area which had major progress with regard to the expansion of the dual enrollment program and collaborations with local high schools. In contrast, minimal progress was made with regard to ensuring collaborations with NOCE. Moderate progress was made with regard to fulfilling, maintaining, and expanding community partnerships and relationships, collaborations with 4-year universities, and strengthening the image of the Cypress College.

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

## Measures of Overall Institutional Effectiveness

### Student Success Scorecard

The [California Community Colleges Student Success Scorecard](#) measures momentum points, outcomes, and other metrics, disaggregated by demographic data by College and for the state as a whole. Data are presented both through a one-year snapshot and a five-year trend. The California Community Colleges Chancellor's Office released the most recent Student Success Scorecard in March 2018. This scorecard aimed to track a cohort of first-time students in 2011-2012 to the 2016-17 academic year to determine progression and completion outcomes in seven areas: basic skills progress rates, transfer-level achievement, persistence, 30 unit completion, degree and transfer completion outcomes, CTE completion, and CTE skills builders. Please refer to the hyperlink in this paragraph for data related to the specific narratives presented below.

The **remedial or basic skills progress rate** refers to the percentage of credit students who first enrolled in English, ESL, or math course that was below transfer level during the 2011-12 school year and who went on to successfully complete a college level course in the same discipline, within six years. Overall, the college-wide progress rates for English, ESL, and math exceeded the statewide rates. Some gaps emerged when comparing students by ethnicity for sub-groups with less than 10 students: American Indian/Alaskan Native students in English, Filipino and Pacific Islander students in ESL, and American Indian/Alaskan Native students in math.

The Scorecard defines **transfer level achievement** as the percent of first-time students in 2014-15 who completed six units and attempted any math or English course in their first year who went on to complete a transfer-level course in Math or English in their first or second year. Cypress College was below the statewide average for one-year transfer level English completion for most sub-groups, while the college surpassed statewide averages for almost all sub-groups for two-year English transfer level achievement. Rates for transfer level math achievement were comparable or slightly lower than statewide averages, overall.

The Scorecard defines **persistence** as the percentage of first-time students who earned a minimum of 6 units and attempted any mathematics or English course within their first three years of enrollment and went on to enroll in the first three consecutive terms at any college in the California community college system. Overall, Cypress College students displayed higher persistence rates compared to students statewide except for prepared Filipino students and American Indian/Alaskan Native students overall.

The **30 Unit Completion** metric refers to the percentage of first-time students who earned at least six units at a California Community College, attempted any math and English course within their first three years of enrollment, and went on to earn at least 30 units in the California Community College system. Overall, Cypress College students displayed higher rates of 30 unit completion compared to students statewide. However, students aged 25 or older did have slightly lower 30 unit completion rates compared to students statewide.

The Scorecard defines **degree or transfer completion** as the percentage of first-time students who earned a minimum of 6 units, attempted any mathematics or English course within three years, and achieved one of three outcomes within six years of entry to a California community college: earned an associate degree or Chancellor's Office approved certificate, transferred to a four-year institution, or achieved "transfer prepared" status by successfully completing 60 UC/CSU transferable units with a GPA  $\geq$  2.0. Overall, Cypress College completion rates were slightly higher than the statewide rates; however, some differences did emerge when comparing students by preparation status, age, and ethnicity. More specifically, nearly all groups of prepared students by ethnicity at Cypress College displayed lower degree and transfer completion rates, compared to students statewide. Additionally, unprepared Cypress College students aged 20 or older also displayed lower degree and transfer completion rates, compared to students statewide.

**CTE completion** is defined as the percentage of students who completed more than eight units in a single CTE discipline for the first time in 2011-12 and went on to complete a degree, certificate, apprenticeship, or transfer-related outcome: earned any AA/AS or credit Certificate (Chancellor's Office approved), transferred to a four-year institution (students shown to have enrolled at any four-year higher education institution after enrolling at a California community college), or achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA  $\geq$  2.0). All sub-groups of students examined at Cypress College displayed higher CTE completion rates compared to all students statewide.

The term "**Skills Builders**" refers to students who completed higher level CTE coursework in 2014-15 and left the system without failing any CTE coursework or receiving a traditional outcome including transfer, degree completion, or certificate completion. CTE Skills Builders from Cypress College displayed a median percentage change in wages greater than all students statewide. The greatest changes were observed with regard to the commercial music, automotive technology, and human services areas.

### **Institution-Set Standards & Other Measures of Effectiveness**

Cypress College has set standards with regard to successful course completion, degree completion, certificate completion, and transfer volume. Other measures related to overall institutional effectiveness at Cypress College include college-wide retention rates, success and retention rates by division, methodology, FTES, and WSCH per FTEF.

#### ***Institution-Set Standard: Success and Retention***

Success and retention rates serve as indicators of students' performance by course, department, division, and college-wide. Successful course completion rates reflect the number of successful completions (final grade = A, B, C, P, or CR) divided by the number of all initial enrollments. Retention rates reflect the number of retained enrollments (all final grades other than W) divided by the number of all initial enrollments.

In 2017-18, success rates slightly increased while retention rates were stable. The ACCJC institution set standard for successful course completion is 72.1%. Cypress College did not meet this standard in Fall 2017 or Spring 2018 having overall success rates of

71.5% and 71.7% respectively. However, these rates were higher than in 2016-17, indicating a slight positive trend. Retention Rates in 2017-18 were similar to previous terms and spanned between 84.7% for Fall 2017 and 84.1% for Spring 2018.

### ***Institution-Set Standard: Degrees and Certificates***

Cypress College has two ACCJC institution set standards for award completion. These ISS include having students complete 1,134 degrees and 916 certificates per academic year. In 2017 – 2018, the College successfully met both institution set standards for associate degree and certificate completion, with students earning a total of 2,496 awards, an overall increase of 15.9% from 2016 – 2017.

Cypress College awarded 1,387 degrees during the 2017 – 2018 school year, surpassing the ACCJC ISS for degree completion. The most commonly awarded degree areas for 2017– 2018 included the AS-T in Business Administration, Liberal Arts Social and Behavioral Science, Liberal Arts Math and Science, and the AA-T in Psychology which contributed 47% of the total number of degrees awarded for the year. Areas that displayed the most growth in 2017 – 2018 included liberal arts, psychology, kinesiology, and hotel, restaurant, and culinary arts.

Cypress College awarded 928 certificates during 2017-2018 school year, surpassing the ACCJC ISS for certificate completion. The areas that awarded the most certificates in 2017 – 2018 included the IGETC certificate; hotel, restaurant, and culinary arts; automotive technology; air conditioning and refrigeration; and aviation and travel careers. These areas comprise 76.0% of all certificates awarded in 2017 – 2018. Areas that displayed the largest growth in certificates awarded in 2016 – 2017 fell primarily within CTE areas including hotel, restaurant, and culinary arts; air conditioning and refrigeration, aviation and travel careers, and geography along with the IGETC certificate; all of these programs awarded at least ten or more additional certificates compared to the previous year.

### ***Institution-Set Standard: Transfer Volume***

The number of transfers to both the CSU and UC systems slightly decreased compared to 2016-17. The number of students transferring to in state private and out-of-state private schools has remained consistent around 300 students transferring per year. The college established an institution set standard to have at least 916 students transfer each year. At this point, it is unknown if the college met the standard or not, as the numbers related to transfers to in-state-private and out-of-state institutions have not yet been released for 2017-18. However, 751 students have transferred to the CSU system and 117 have transferred to the UC system in 2017-18.

### ***Success and Retention by Division***

In Spring 2018, seven divisions had success rates higher than the college average, while only three had success rates below the average. Specifically, the health science, kinesiology/athletics, and CTE divisions had the highest success rates alongside fine arts, library science, business/CIS, and counseling which were all higher than the college average of 71.7%. In contrast, the language arts, social science, and SEM divisions had the lowest success rates at 71.0% or below.

Focusing on retention rates, the trends were similar to success rates where seven divisions were above the college average, while three were lower than the average. Specifically, the health science, kinesiology/athletics, and counselling divisions had the highest retention rates for Spring 2018 alongside the CTE, fine arts, social science, and language arts divisions. In contrast, the Business/CIS, library science, and the SEM divisions had the lowest retention rates all below the college-wide average.

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

FTES serves as a significant measure of productivity for Cypress College. One FTES refers to the equivalent of 525 hours of instruction per student per year. As the basis for state funding, FTES represents the income associated with instruction. The amount of FTES generated increased slightly from 11,370.4 to an estimated 11,672.9, indicating a potential increase of 2.7%.

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

Like FTES, WSCH (Weekly Student Contact Hours) represents the income associated with instruction. The most significant corresponding cost is FTEF (Full Time Equivalent Faculty). To determine general cost-effectiveness, the ratio of WSCH per FTEF is used. A longstanding target for many community colleges in California is a WSCH per FTEF ratio of 525 to 1, which assumes an average class size of 35. When enrollment is high at a particular college or when an institution has few courses with mandated limitations on enrollment (such as Health Science courses), a WSCH per FTEF ratio of 525 can sometimes be achieved, but in most institutions such a target is difficult to reach. A more realistic target that our District uses is 438 WSCH/FTEF, which is based on a student/faculty ratio of 29 to 1. However, each discipline is different in terms of how much WSCH it can, and indeed should, generate.

Overall, productivity slightly increased from 2016-17 levels based upon estimations. In 2017-18, the college was most productive in Fall 2017. This marks the first time in the five-year trend in which a fall term was more productive than a summer term. WSCH per FTEF decreased by 16 from Summer 2016 to Summer 2017. However, productivity increased in Fall and Spring terms when comparing 2016-17 to 2017-18. However, the college did not meet ratios near 438 or 525 and instead values were 414.7 for Summer 2017, an estimated 415.3 for Fall 2017, and an estimated 407.5 for Spring 2018.

## Preliminary Recommendations Moving Forward

### Recommended Corrective or Supportive Enhancements in College Structures, Processes, and Operations to Improve Progress

Recommendation	Recommended Implementation Schedule
1. Continue discussions related to restructuring one-time-funding and strategic plan fund processes	Summer 2018 - Ongoing
2. Continue to provide achievement baselines and targets, focusing on CTE, general education, and basic skills.	Ongoing

### Recommended Actions in Strategic Planning Process

Recommendation	Recommended Implementation Schedule
1. Complete final evaluation of the 2017-20 Strategic Plan, year one	Summer 2018
2. Refine goals, objectives, and updates to be SMART (specific, measurable, agreed-upon, realistic, and time-bound).	Summer 2018
3. Continue to define baselines and targets, and refine goals and objectives, for the 2017-2020 Strategic Plan	Summer 2018
4. Provide more meaningful and timely updates to the campus community with regard to the achievement of goals and objectives.	Ongoing