

# 2017-20 Cypress College Strategic Plan

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Assessment of Progress and Evaluation for Year Two, 2018-19

Institutional Research & Planning

8/27/2019

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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.

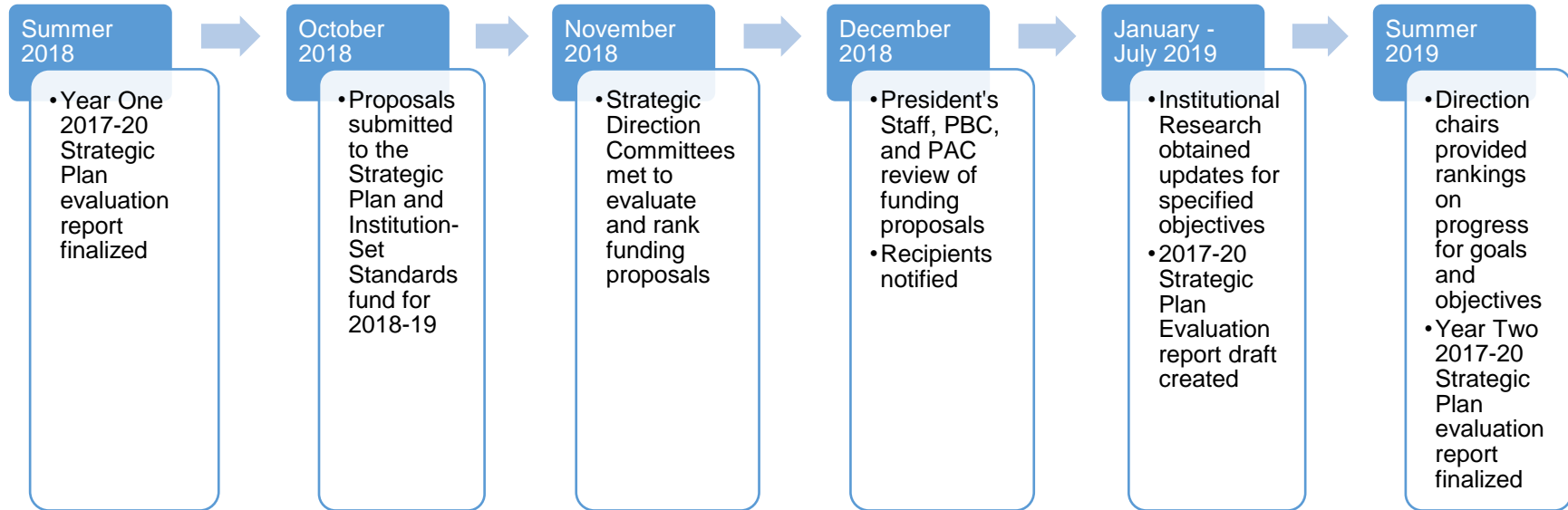
The new 2017-20 strategic plan continues to emphasize the five NOCCCD strategic directions set forth in the District’s Strategic Plan: completion, achievement gap, basic skills, planning, and community relations. Cypress College combined District Directions 1 (completion), 2 (achievement gap), and 3 (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 2018-19, 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 five requests for Direction A, five requests for Direction B, and four requests for Direction C totaling nearly \$150,000. Overall, three requests from Direction A were fully funded alongside three requests from Direction B, and two requests from Direction C totaling nearly \$97,000. One additional request from Direction C was partially funded for approximately \$3,000. Thus, the Strategic Plan and ISS fund was fully expended for 2018-19.

The remainder of 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 Two Timeline

Overall, 2017-18 refers to year two 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 year two, it was expected that the additional actions based on the previously created plans would help meet the goals and objectives for year two.



## Strategic Plan and Institution-Set Standards Fund Requests, 2018-19

### Institution-Set Standards

- I: Increasing course completion rates (72.1%)
- II: Increasing certificate completion (876)
- III: Increasing degree completion (1,134)
- IV: Increasing transfer volume (916)

### Grand Total Requested: \$141,584

- Total A Amount Requested: \$63,318
- Total B Amount Requested: \$49,666
- Total C Amount Requested: \$23,600

### Grand Total Funded: \$100,000

- Total A Amount Funded: \$51,338
- Total B Amount Funded: \$31,941
- Total C Amount Funded: \$16,721

| Direction | A   |   |  |   |   |
|-----------|---|---|--|---|---|
| Project   | 1   | 2   | 3  | 4   | 5   |
| Standard  | I, II, & III  | I   | III  | I, II, III & IV   | N/A   |
| Title     | Upgrading the STEM Anatomy/Physiology Student Success Center and Modernizing and Biology Majors Laboratory Experience | Automotive Technology T-TEN Student Intern Evaluation and Annual Employment Tracking Portal   | Expansion of Food Bank - "Grab & Go Campaign"  | Pathways to Success: Marketing & Tracking Guided Pathways ESL Milestone Certificates & CSU/IGETC Fulfillment                                  | Biological Anthropology Laboratory Request for Skeletal Materials   |
| Contact   | Stephanie Spooner   | Michael Klyde   | Dave Okawa   | Kathy Wada  | Becky Floyd   |
| Objective | Increase the number of models available for student use in the STEM Anatomy/Physiology Success Center.                | Create a web based portal for the existing T-TEN student internship evaluation to link evaluations by instructors, mentors, and service managers. | Expand a selection of "grab-n-go" non-perishable items to be packaged and delivered to all areas on campus to help with student hunger insecurity. | Conduct further research on best practices and market the new ESL guided pathways certificate programs through an "Expertise Exchange" event. | Purchase primate and human bones and skeletons for use in ANTH 101 and the corresponding laboratory course for hands on learning. |
| Amount    | \$15,538  | \$11,880  | \$25,000   | \$5,100   | \$10,800  |
| PS Rec    | Fund  | Do not Fund   | Fund   | Do not Fund   | Fund  |
| Total     | <b>\$68,318 requested; \$51,338 funded</b>  |   |  |   |   |

| Direction | B   |  |   |   |   |
|-----------|---|--|---|---|---|
| Project   | 6   | 7  | 8   | 9   | 10  |
| Standard  | N/A   | N/A  | N/A   | N/A   | I, II, III & IV   |
| Title     | Psychology Department Software & Technology   | Automotive Collision Repair Laboratory Lighting  | Automotive Collision Repair National Automotive Technicians Foundation (NATEF) Training                           | Automotive Collision Repair Outdoor Lighting  | Feasibility Exploration of an Undergraduate Research Program on Cypress Campus  |
| Contact   | Randy Martinez  | Larry Ramos  | Larry Ramos   | Larry Ramos   | Silvie Grote  |
| Objective | Purchase a 3-year license for SPSS for student use during class time for PSY/SOC 161 courses. | Address deficiencies in Automotive Collision Repair laboratory lighting as identified within program review. | Provide ACR instructors with funding to secure the required 20 hours of relevant training annually through NATEF. | Install lighting to the southwest side of the Tech Ed 1 building to increase laboratory safety to meet evening instruction needs. | Provide funding for a team of three faculty to attend the Initiating & Sustaining Undergraduate Research Programs Institute to explore feasibility. |
| Amount    | \$13,941  | \$15,000   | \$3,000   | \$10,000  | \$7,725   |
| PS Rec    | Fund  | Fund   | Fund  | Do not Fund   | Do not Fund   |
| Total     | <b>\$49,666 requested, \$31,941 funded</b>  |  |   |   |   |

| <b>Direction</b> | <b>C</b>  |   |  |  |
|------------------|---|---|--|--|
| <b>Project</b>   | 11  | 12  | 13   | 14   |
| <b>Standard</b>  | N/A   | N/A   | N/A  | N/A  |
| <b>Title</b>     | Human Sex Trafficking Awareness Seminar   | 6 ft. Charlie the Charger Bronze Statue                                 | 2019 Cypress College Athletics Hall of Fame Installation   | Virtual Campus Tour and Map  |
| <b>Contact</b>   | Vincent Taylor  | Alan Reza   | Wes McCurtis   | Marc Posner  |
| <b>Objective</b> | Hold a sex trafficking awareness seminar for students and the campus community. | Purchase and display a 6 ft. tall bronze statue of Charlie the Charger. | Hold the second ever Cypress College Athletics Hall of Fame induction, including a formal induction event alongside baseball and softball games. | Create a virtual Cypress College tour video which will reside on the campus website to allow for anyone to have a guided tour of the campus, online. |
| <b>Amount</b>    | \$6,000   | \$4,100   | \$6,000  | \$7,500  |
| <b>PS Rec</b>    | Partially Fund  | Do not Fund   | Fund   | Fund   |
| <b>Total</b>     | <b>\$23,600 requested; 16,721 funded</b>  |   |  |  |

**2017-20 Strategic Plan, Year Two: 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 TWO OVERALL RANKING OF STRATEGIC PLAN: SUBSTANTIAL</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<br/>Maximize the proportion of students completing a Student Educational Plan (SEP).</b> |   |  |  |         |         |        |     |     |      |       |       |        |       |       |              |              |              |
| Dean,<br>Counseling and<br>Student<br>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>The division took an active role to mitigate errors to SEPs during 17-18. Current data for 18-19 shows a decrease in the number of completed comprehensive plans. This decrease may stem from a multitude of factors.</p> <p>The 2018-19 academic year brought about new endeavors and transitions in the delivery of counseling services and processes to directly support the implementation of new initiatives. To meet state initiatives and deadlines, the Counseling Division focused on the implementation of AB 750 and Guided Pathways during 18-19. In particular, the need to formalize processes using multiple measures while facilitating campus-wide counseling efforts were at the forefront. The new Student Funding Formula and the re-allocation and integration of SSSP funding with other categorical programs will re-define and impact how the division will proceed in collecting data for comprehensive SEPs. While the funding metrics include comprehensive SEPs, It is important to note there is no official definition of how the state chancellor’s office currently defines a comprehensive SEP. The division will develop methods to provide services to students without a comprehensive SEP. The Counseling Division is committed to increasing clarity of counseling processes in 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.</p> <table border="1" data-bbox="1180 1222 1892 1382"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Summer</td> <td>729</td> <td>679</td> </tr> <tr> <td>Fall</td> <td>3,458</td> <td>2,777</td> </tr> <tr> <td>Spring</td> <td>2,800</td> <td>2,420</td> </tr> <tr> <td><b>Total</b></td> <td><b>6,987</b></td> <td><b>5,876</b></td> </tr> </tbody> </table> |  | 2017-18 | 2018-19 | Summer | 729 | 679 | Fall | 3,458 | 2,777 | Spring | 2,800 | 2,420 | <b>Total</b> | <b>6,987</b> | <b>5,876</b> |
|   | 2017-18   | 2018-19  |  |         |         |        |     |     |      |       |       |        |       |       |              |              |              |
| Summer  | 729   | 679  |  |         |         |        |     |     |      |       |       |        |       |       |              |              |              |
| Fall  | 3,458   | 2,777  |  |         |         |        |     |     |      |       |       |        |       |       |              |              |              |
| Spring  | 2,800   | 2,420  |  |         |         |        |     |     |      |       |       |        |       |       |              |              |              |
| <b>Total</b>  | <b>6,987</b>  | <b>5,876</b>   |  |         |         |        |     |     |      |       |       |        |       |       |              |              |              |

| Champion  | Background or Plan  | Annual Updates to Actions & Evidence of Progress   |
|---|---|--|
| <b>Objective A.1.2<br/>Strengthen the college readiness of incoming students.</b> |   |  |
| Deans, SEM & Language Arts  | <p>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).</p> | <p>An increased number of students participated in 2018 Summer Boost compared to 2017. Different from 2017 was a sizable number of DSS students. Another difference was the intent of the program: with the elimination of the English placement test and the implementation of Multiple Measures, fewer students needed to be “boosted” to a higher level course; instead, the experience better prepared them for success in English 100. In Spring 2019 the Research Office was requested to provide data to determine whether or not Summer Boost indeed had a positive impact on students’ performance in English 100.</p> <p>Due to AB705, the participation of students participating in Summer Boost the Summer of 2019 was significantly lower than in previous years. However, 40 students enrolled in English Boost and took advantage of the workshops to prepare them for math and English college level coursework. This summer will give our campus the opportunity to rebrand and reimagine Summer Boost for Summer 2020 to ensure that students have an opportunity during the summer prior to enrolling in college to strengthen their skills in math and English.</p> |

| Champion  | Background or Plan   | Annual Updates to Actions & Evidence of Progress   |
|---|--|--|
| <b>Objective A.1.3</b><br><b>Improve the success rate of students progressing through specified crucial course sequences.</b> |  |  |
| Deans, SEM & Language Arts  | <p>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.</p> | <p>In Spring 2019, English and English/Reading faculty members voted to eliminate English 57 and 58 beginning in the 2019-20 academic year, thereby eliminating two steps toward students' enrollment in English 100. English 60 and 100 curriculum was revised to include metacognitive learning strategies, formerly an integral part of English 57 and 58 curriculum. A lab course was created for students who need additional help to succeed in English 100.</p> <p>Also in Spring 2019, recruitment began for embedded tutors: students who were successful in English 100 and could serve as effective coaches for their peers. Planning began for an embedded librarian who could provide assistance to students in the research process for certain 100 classes. In Spring 2019, adjunct and full-time English faculty participated in a full day training on accelerated learning in English 100. Another training occurred regarding effective teaching strategies for English 60. The ACCESS program, designed to improve students' awareness and utilization of support services, continued to be implemented in all English 60 and 100 classes for fall and spring.</p> |

| Champion  | Background or Plan   | Annual Updates to Actions & Evidence of Progress   |
|---|--|--|
| <b>Objective A.1.4</b><br><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,<br>Institutional<br>Research &<br>Planning  | <p>The Institutional Research &amp; 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.</p> | <p>During the 2017-18 academic year, Cypress College awarded a total of 626 transfer degrees including AA-T's (58.1%, <math>n = 364</math>) and AS-T's (41.9%, <math>n = 262</math>) to 603 students. The top three majors for transfer degrees were Business Administration (<math>n = 214</math>), Psychology (<math>n = 101</math>), and Sociology (<math>n = 53</math>). NSC successfully matched and tracked 99.7% (<math>n = 601</math>) of these students. Approximately 83.9% (<math>n = 504</math>) of transfer degree recipients went on to transfer to four-year institutions within one year after graduating. Of the students that did transfer to 4-year institutions from Cypress College, most enrolled at California State University, Fullerton (<math>n = 225</math>) or California State University, Long Beach (<math>n = 138</math>). Thus, the ADT programs continue to remain successful pathways for transfer after completion of the Cypress experience.</p> |

| Champion   | Background or Plan   | Annual Updates to Actions & Evidence of Progress   |
|--|--|--|
| <b>Objective A.1.5</b><br><b>Enable students to make informed academic decisions.</b>  |  |  |
| <p>Dean,<br/>Counseling and<br/>Student<br/>Development &amp;<br/>Director, Student<br/>Success and<br/>Support<br/>Programs</p> | <p><b>EOPS</b><br/>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>1. Transfer Workshops – Our EOPS counselors inform and explain transfer options to students. Students learn about transfer requirements to CSUs, UCs, and private universities along with the cost of attendance, application timelines and processes.</p> <p>2. UCI Transfer Prep Partnership – 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. This 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 are able to connect with current UCI students for one-on-one assistance with the UC application and Personal Insight statement.</p> <p>3. University Field Trips – We host two University Field Trips a year, one in the fall semester and one in the spring semester. The purpose of these trips are to expose our students to various universities across the state and promote transfer. Many of our students have not had the opportunity to travel outside of Southern California, so attendance for these students encourages exploration to various educational pathways. This past year we have expanded our University Field Trips to include day trips to Cal State Fullerton and UC Irvine, where we received a guided tour, a transfer panel and were able to dine in the Campus Dining Hall. We also collaborated with the Transfer Center for several Campus Tours; our two full-time counselors chaperoned trips to UCLA, Cal Poly Pomona, CSU Long Beach and CSU Dominguez Hills.</p> <p>4. Academic Counseling – EOPS students are required to meet with our counselors a minimum of three times per semester. During these meetings, students are able to 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 all of our students are making satisfactory academic progress towards their educational endeavors.</p> |

| Champion   | Background or Plan   | Annual Updates to Actions & Evidence of Progress  |
|--|--|---|
| <p>Dean,<br/>Counseling and<br/>Student<br/>Development &amp;<br/>Director, Student<br/>Success and<br/>Support<br/>Programs</p> | <p><b>Financial Aid</b><br/>The Financial Aid Office enables students by:<br/>1) Hosting financial aid application workshops; and<br/>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>The Financial Aid Office (FAO) held its first Financial Aid Awareness event to help students understand the financial aid resources available to them along their educational path. This event incorporated many similar benefits as our workshops and hands-on financial aid labs held throughout the year, which raised student knowledge of financial resources available. The FAO participates in providing classroom presentations for Counseling 140 courses, to ensure students that are at the beginning of their Cypress College journey become aware of financial aid. 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 offers a counselor that specializes in aiding students with their SAP appeal by offering Comprehensive Education Plans and discounting excessive units.</p>   |
| <p>Dean,<br/>Counseling and<br/>Student<br/>Development &amp;<br/>Director, Student<br/>Success and<br/>Support<br/>Programs</p> | <p><b>Veterans Resource Center</b><br/>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>Students who utilize VA education benefits are required to complete a comprehensive education plan with the Veterans counselor to remain compliant with requirements set by the VA. In addition, students utilizing VA education benefits are required to meet with the Veterans counselor to approve courses each semester and allows progress tracking. Military-connected students that do not utilize VA education benefits meet with the Veterans counselor to develop abbreviated education plans for priority registration purposes and are informed about their options to see their major counselor or continue to see the Veterans counselor. Military dependents also receive academic counseling as well as referrals to VA services for dependent education programs. In either case, the Veterans counselor provides students with flyers, links, and points of contact for specific vocational, certificate, and transfer requirements (i.e., ASSIST, CSU/UC/private school major/supplemental application requirements). Furthermore, the VRC has established direct connections with BIOLA, CHAPMAN, CSUF, CSULB, and CSUDH to assist Cypress College VRC students with academic information and transfer assistance. The VRC coordinator plans to expand the points of contact for transfer schools and is working directly with campus departments to create military-connected information flyers for vocational programs.</p> |

| Champion  | Background or Plan   | Annual Updates to Actions & Evidence of Progress   |
|---|--|--|
| <b>Objective A.1.6<br/>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>General education upper division classes were offered at Cypress to close the gap that was previously identified.</p> <p>We continue to recruit at industry meetings and through alumni. We have been in contact with potential students who have inquired about the program. Due to changes in the prerequisites, we will have more students who are eligible to apply. The recruitment for the baccalaureate program will continue. Unfortunately, we have lost the outreach staff member who was instrumental in the recruitment process. We will need to identify additional resources for recruitment.</p> <p>Eight students graduated during the 2018-2019 academic year.</p> |

| <b>Goal A.1: Facilitate all students' achievement of critical milestones by providing excellent instructional and support services.</b>   |
|---|
| <p><b>Strategic Direction Coordinator Comments on Progress:</b> The decline in the number of comprehensive SEPs, the decline in the number of students participating in Summer Boost, and the fewer than anticipated number of students achieving baccalaureate degrees were mitigating factors in meeting Goal A.1. On the other hand, major changes in English curriculum along with instructors' training will probably result in many students' completion of English 100 in a more timely fashion, tied with new curricular and instructional resources for their success. In addition, EOPS, VRC, and Financial Aid provided new resources and activities to encourage student success and transfer. The Research Office was also successful in tracking the increasing number of students transferring with AS-T's and AD-T's.</p> |
| <b>Overall Progress on Goal A.1: Substantial</b>  |

| Champion   | Background or Plan   | Annual Updates to Actions & Evidence of Progress   |
|--|--|--|
| <b>Objective A.2.1</b><br><b>Ensure access to mathematics and English for all incoming freshmen.</b> |  |  |
| Deans, SEM &<br>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>Other colleges with a co-requisite English 100 model were investigated. This was done primarily to determine the number of lab classes that should be offered: approximately 40 percent of English 100 classes will have this option immediately before or after class, as well as Friday and Saturday for evening students or ones with class conflicts. Lab classes will start at the 4th week so that instructors can refer struggling students who have not already enrolled. Other colleges who have retained pre-freshmen level English courses were also investigated in order to estimate how many English 60s should be offered. For students who may not have skills to succeed at this level, NOCE created a course based on English 57 and 58 curriculum, and a few classes will be piloted in Fall 2019.</p> <p>This summer will give our campus the opportunity to rebrand and reimagine Summer Boost for Summer 2020 to ensure that students have an opportunity during the summer prior to enrolling in college to strengthen their skills in math and English.</p> |
| <b>Objective A.2.2</b><br><b>Develop and implement an updated enrollment management plan.</b>        |  |  |
| Executive Vice<br>President  | Enrollment management was examined at the District level through the Districtwide Enrollment Management Advisory Group (DEMAC).  | <p>The campus enrollment management is done by the Deans and the Chief Instructional Officer based on historic trends and past demand. New marketing technics have been successfully implemented to target students to enroll in our CTE programs and have shown increased enrollment.</p> <p>Through the partnership with Interact Communications, emails began being sent out to students who were eligible to enroll at Cypress College but had not yet enrolled for Fall 2018 and Spring 2019. From Fall 2017 to Fall 2018, the number of applications to the college increased from 11,351 to 11,610 while the enrollment rate of students who applied to the college increased from 43.0% to 45.2%.</p>  |



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

**Strategic Direction Coordinator Comments on Progress:** Some research and thought was put into the timing and appropriate number of English 100 co-requisite lab classes to be offered in Fall 2019. It should be noted that similar efforts in the Mathematics Department were not explained. Interact Communications emails apparently a positive impact on enrollment. The results of DEMAC's efforts were not discernable.

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

| Champion  | Background or Plan   | Annual Updates to Actions & Evidence of Progress  |           |        |      |        |       |         |     |    |     |     |         |    |     |     |     |         |     |     |     |       |         |     |     |     |       |
|---|--|---|-----------|--------|------|--------|-------|---------|-----|----|-----|-----|---------|----|-----|-----|-----|---------|-----|-----|-----|-------|---------|-----|-----|-----|-------|
| <b>Objective A.3.1<br/>Reduce the achievement gaps among identified student groups.</b> |  |   |           |        |      |        |       |         |     |    |     |     |         |    |     |     |     |         |     |     |     |       |         |     |     |     |       |
| Director, Student Equity  | <p>Last year, the CCCCCO 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 CCCCCO 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>In the 2018-2019 Academic Year, the number of probation students seen increased by 26% from 1,379 in the previous year to 1,734 the current year.</p> <p>The increase was due largely to providing students the flexibility of seeing a counselor when classes were not in session (during the summer months and during January).</p> <table border="1" data-bbox="1180 646 1892 805"> <thead> <tr> <th>Probation</th> <th>Summer</th> <th>Fall</th> <th>Spring</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>127</td> <td>74</td> <td>253</td> <td>454</td> </tr> <tr> <td>2016-17</td> <td>29</td> <td>129</td> <td>386</td> <td>544</td> </tr> <tr> <td>2017-18</td> <td>203</td> <td>435</td> <td>741</td> <td>1,379</td> </tr> <tr> <td>2018-19</td> <td>484</td> <td>476</td> <td>774</td> <td>1,734</td> </tr> </tbody> </table> <p>Charger Fridays provided assessment, orientation, educational planning for feeder high schools. Katella HS and Anaheim HS were added to the schools served during Charger Fridays, in addition the 5 feeder schools increased their participation bringing the number of students served to 850.</p> <ul style="list-style-type: none"> <li>• The implementation of an online Guided Self Placement tool allowed students to place into math and English coursework, in addition to the use of multiple measures when seeing a counselor.</li> <li>• The Pledge Program offered educational planning workshops for students in order to create clear academic goals.</li> <li>• NOCE- Charger Thursdays were established to assist with non-credit students with the matriculation process as they transitioned from non-credit to credit coursework. The structure of Charger Fridays was modified to accommodate the NOCE population.</li> </ul> | Probation | Summer | Fall | Spring | Total | 2015-16 | 127 | 74 | 253 | 454 | 2016-17 | 29 | 129 | 386 | 544 | 2017-18 | 203 | 435 | 741 | 1,379 | 2018-19 | 484 | 476 | 774 | 1,734 |
| Probation   | Summer   | Fall  | Spring    | Total  |      |        |       |         |     |    |     |     |         |    |     |     |     |         |     |     |     |       |         |     |     |     |       |
| 2015-16   | 127  | 74  | 253       | 454    |      |        |       |         |     |    |     |     |         |    |     |     |     |         |     |     |     |       |         |     |     |     |       |
| 2016-17   | 29   | 129   | 386       | 544    |      |        |       |         |     |    |     |     |         |    |     |     |     |         |     |     |     |       |         |     |     |     |       |
| 2017-18   | 203  | 435   | 741       | 1,379  |      |        |       |         |     |    |     |     |         |    |     |     |     |         |     |     |     |       |         |     |     |     |       |
| 2018-19   | 484  | 476   | 774       | 1,734  |      |        |       |         |     |    |     |     |         |    |     |     |     |         |     |     |     |       |         |     |     |     |       |

| Champion   | Background or Plan   | Annual Updates to Actions & Evidence of Progress   |
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|  |  | <ul style="list-style-type: none"> <li>• Summer Boost program partnered with DSS to offer the First Steps program. Students were able to enroll in COUN 100 and in the English Boost to assist in the transition of high school to college coursework.</li> <li>• Math/English faculty participated in CAP conferences and professional development through the RP group. Conferences included AB705 preparation and support, and Strengthening Student Success.</li> <li>• SEA funded students to participate in out of state conferences such as the NCORE conference, were 4 students from the Charger Experience/Pledge Program participated, and a Moto Labs conference at MIT were 4 students competed in a national computer programming competition.</li> <li>• Online videos were created to inform students about AB705, the guided self-placement process, and direction on how to modify their educational plans with the new math/English sequence.</li> </ul>  |
| <b>Objective A.3.2</b><br><b>Connect at-risk students to academic and campus support services.</b> |  |  |
| Dean,<br>Counseling and<br>Student<br>Development &<br>Dean, Student<br>Support Services           | <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</p> | <b>EOPS Update</b><br>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. In addition, counselors often recommend Smarthinking, an online tutoring service, where students can get live help with various subjects. Students are often referred to the Career Center for in-person and online workshops to encourage and facilitate academic success strategies. The EOPS Program assists 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 is in the EOPS office every Thursday from 9:00-12:00 p.m. to facilitate and assist students with the enrollment process. CalFresh enrollment information is shared with students via multiple |

| Champion | Background or Plan  | Annual Updates to Actions & Evidence of Progress   |
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|          | <p>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>modes of communication, such as flyers, postcards, emails, and through display on the digital signage in the EOPS office. Additionally, food and housing resources have been added to the College's Distance Education provider, Canvas. Information is also readily available and disseminated to students when they visit the Food Bank, which is located in the Student Activities Center. Cypress College is taking a more holistic approach to assist students who are at-risk and are struggling at the college, especially those who are struggling to meet their basic needs. The EOPS Director and EOPS Coordinator are part of the Hunger and Homelessness Taskforce who are charged with securing additional resources and referrals to ensure that students' basic needs are met.</p> <p><b>Financial Aid Office Update</b><br/> The Financial Aid Office (FAO) held specific workshops and labs this year for DSS, EOPS, and AB-540 students. The FAO established a resource table for students that face food and housing insecurities. There, services like the Food Bank, Pathways of Hope, and assistance with Cal-Fresh applications, are advertised to students. For students on a warning or disqualification academic standing, these students are notified of the counseling and tutoring services available. The FAO created a scholarship display for students as additional resources that can be utilized. The FAO reaches out to former Foster youth and provide information on the Guardian Scholars program offered to assist them while at Cypress College.</p> <p><b>Veterans Resource Center Update</b><br/> The VRC has established direct connections with on/off-campus support services (i.e., housing, food, jobs, DSS, EOPS, etc.) to ensure military-connected students receive holistic academic/personal services. Not to mention, the VRC provides free and unlimited mental health services to military-connected students on-site. At the end of the 2018-19 school year, the VRC secured an MOU with US Vets "Outside the Wire" to increase mental health services and added case management to provide additional referral services to our military-connected students. The additional services will assist the VRC with the increased need for academic, campus, and community</p> |

| Champion | Background or Plan | Annual Updates to Actions & Evidence of Progress  |
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|          |                    | <p>resources. In addition, COUN 150C provides a space for transitioning veterans to learn about the on/off-campus support services that are available, in case there is a need. On/off-campus partners are brought in to the class to present and ask questions about their service and in many instances the student veterans are provided with a direct contact to receive services on-site. This provides another avenue of support that allows military-connected students to receive services on-site instead of attempting to identify services and points of contact on their own, which could cause stress and impact their academic responsibilities. The VRC plans to continue to monitor on/off-campus support services to ensure the level of support is maintained and confirm points of contact are up-to-date.</p> |

| <b>Goal A.3: Develop and implement programs and services aimed at helping at-risk students succeed.</b>   |
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| <p><b>Strategic Direction Coordinator Comments on Progress:</b> The achievement of a plan integrating the Student Equity, SSSP, and BSI categorical programs was a major achievement. Also impressive were the increase in the number of probationary students counseled and the increase of the number high school students participating in Charger Fridays (along with the inclusion of NOCE students). Improvement in matriculation also included the creation of Guided Self-Placement and online videos. A number of students and faculty participated in professional opportunities focused on at-risk students. EOPS, Financial Aid, and VRC have also worked assiduously to connect this student population with needed resources.</p> |
| <p><b>Overall Progress on Goal A.3: Substantial</b></p>   |

| Champion  | Background or Plan  | Annual Updates to Actions & Evidence of Progress  |
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| <b>Objective A.4.1</b><br><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>The college continues to make progress towards this objective in some key ways:</p> <ol style="list-style-type: none"> <li>1. Guided Pathways: this addresses the success of all students by addressing the need for helping students complete their degrees and certificates in a more timely and purposeful way. To date the college has identified meta majors for each area, is working towards ensuring all students have a declared meta major, have imbedded counselors in each meta major, have reorganized general counseling to begin in the career counseling area first, have implemented My Path which helps to on-board students more easily and informatively, will be implementing Program Mapper in fall to help students identify the course sequencing for each Associate Degree for Transfer, have reorganized Senior Preview Day around Guided Pathways, have set up our dual enrollment to be pathway oriented, and have focused our Opening Days and Leadership team meetings on educating faculty and staff about Guided Pathways.</li> <li>2. Equity Discourse: This year we revamped the mission of the Diversity Committee and are now the Diversity, Equity and Inclusion Committee with a goal to ensure all staff, students, and faculty have an understanding of how equity is manifested on our campus, are supportive of the equity initiatives we are trying to achieve, and have a personal commitment to equity and inclusion in their own respective roles. Along with developing Equity spaces across campuses, there has been attention to diversifying our employees; an equity survey was sent to all employees seeking a common definition of equity and inclusion, and next year all departments, divisions, and committees, will be asked to integrate our four core values, with equity at the center, into their mission and goals.</li> </ol> |

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| <b>Goal A.4: Emphasize the campus community's dedication to student success.</b>   |
| <b>Strategic Direction Coordinator Comments on Progress:</b> Major steps have been achieved in the implementation of Guided Pathways, and Student Equity discourse and related professional development activities have been pervasive at the College. |
| <b>Overall Progress on Goal A.4: Substantial</b>   |

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| <b>Strategic Direction A: Student Success</b>   |
| <b>Strategic Direction Coordinator Comments on Progress:</b> Given that three out of the four Direction A goals were rated as "substantial" (with one rated as "moderate"), an overall "substantial" rating was deemed appropriate. |
| <b>Overall Progress on Strategic Direction A: Substantial</b>   |

**Direction B**

| Champion  | Background or Plan  | Annual Updates to Actions & Evidence of Progress   |
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| <b>Objective B.1.1</b><br><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 the attempt to better communicate the work of each committee across campus, this year we created a web page for all shared governance committees and are posting the meeting schedules, meeting minutes, and other pertinent information regarding each committee of the website. Release time opportunities are being created to include an application process for those release time positions that have campus wide duties, and great work has been accomplished this year on accreditation, the SLO committee, program review committee, Planning and Budget Committee, and Presidents Advisory Council to create clearer processes, better campus communication, and quantifiable objectives and outcomes.</p> |

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| <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><b>Strategic Direction Coordinator Comments on Progress:</b> This ranking is supported by campus efforts that were made to raise awareness about the activities of shared governance committees and to enhance communication with faculty in general. Additionally, the creation of an application process for release time that was created to facilitate faculty participation on committees demonstrated progress in this area.</p> |
| <b>Overall Progress on Goal B.1: Moderate</b>   |



| Champion  | Background or Plan   | Annual Updates to Actions & Evidence of Progress   |
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| <b>Objective B.2.1</b><br><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. | <p>Fall Flex 2018 - Fifteen Departments submitted Flex activity proposals and were approved by the Professional Development Committee. The workshops were offered in three one hour and forty minute sessions. The workshops included, United Faculty Workshop, Learn Tools to Accomplish a “Win-Win” Mindset, Fundamentals of Office, Canvas Training, Microsoft Innovative Educator Programs, Leading To Student Success: Disability Accommodations and Adjustments, Show Me the Money: How to apply for Conference Funding, and Path To Retirement. In the morning, Classified Employees were provided a workshop on Banner Training, presented by Dao Do. The workshop was so well received, we offered it again for Spring 2019.</p> <p>Spring Flex 2019 - Twelve departments submitted Flex proposals and they were all approved. Professional Development changed the format to provide a two hour key note speaker in the morning and two one and a half hour sessions of workshops for faculty to choose from. The Key Note speaker was Ken Nwadike Jr., an American documentary filmmaker, motivational speaker, and peace activist. His presentation was followed by two one and a half our workshop sessions. The following workshops were offered for faculty not attending pre-approved department flex activities: Lift Up: Working With Previously Incarcerated Students, Simplifying Guided Pathways, How To Map Course Student Learning Outcomes, Kognito &amp; CHAT, and Tableau Training.</p> <p>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.</p> |

| Champion  | Background or Plan   | Annual Updates to Actions & Evidence of Progress   |
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| <b>Objective B.2.2</b><br><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. | <p>After Equity Training with Dr. Neal expanding the Diversity Committee to embrace "Diversity, Equity, and Inclusion," PD coordinators and members from the Dr. Neal cohort training reached out to Professional Development at Fullerton and NOCE and began dialog to form an "Equity Collaborative" of interested employees to address equity issues, district-wide.</p> <p>The Professional Development Committee sent five faculty members to 3CSN (California Community Colleges' Success Network) 3rd Annual Equity Institute: "Building Equity-Mindedness to Support the Vision for Success" hosted by Grossmont College in San Diego. Faculty members shared what they learned with the Equity Cohort/Collaborative which fueled the discussion of creating a shared vision of equity. In addition, several participants from the Equity Cohort attended NCORE (National Conference on Race and Ethnicity) last year, so the PD coordinators encouraged and sponsored members of the Professional Development Committee to attend this year's NCORE in Portland, Oregon. The group included faculty, managers, and classified employees. Professional Development continues to support Early Bird Faculty members interested in attending the 2019 ONLINE Teaching Conference.</p> <p>Professional Development sponsored another workshop in October focused on Equity. Dr. Kenjus Watson provided a three hour workshop titled: The Problem(s) and Promise of Equity: Acknowledging the Symptoms/Addressing the Disease. Twenty-seven faculty, one manager, and two classified employees attended the event. At the Spring 2019 Opening Day, Professional Development secured Dr. Heather Hackman as the KeyNote Speaker who addressed equity concerns. In Fall 2019, Professional Development will offer a Growth Mindset Workshop Series presented by Miguel Powers. Faculty, Managers, and Classified employees will also be encouraged to attend a campus-wide "Equity-Walk" to uncover the messages conveyed to our students by physical or digital spaces and campus processes in relation to student success.</p> |

| Champion  | Background or Plan  | Annual Updates to Actions & Evidence of Progress  |
|---|---|---|
| <b>Objective B.2.3<br/>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>Conference Funding has improved since the updated application and the access to Conference material now located on the Professional Development website. It was a decision of the Professional Development Committee to continue offering three conference cycles - one in Fall, and two in Spring semester.</p> <p>There has been an increase in conference funding requests and costs for attending conferences. The Professional Development Committee is working on ways to fund as many requests as possible. The options include requesting more funding for Professional Development.</p> |

| <b>Goal B.2: Enhance professional development.</b>  |
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| <p><b>Strategic Direction Coordinator Comments on Progress:</b> Progress toward reaching this goal is evidenced by several activities that occurred during this review period. The College demonstrated its commitment to professional development by approving several flex activities for faculty, providing professional development workshops to faculty and staff. Many of the workshops were student-centered in that they explored the means through which faculty and staff contributed to student success. Additionally, the Professional Development committee expanded its support of faculty and staff for conference attendance.</p> |
| <b>Overall Progress on Goal B.2: Substantial</b>  |

| Champion  | Background or Plan  | Annual Updates to Actions & Evidence of Progress   |
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| <b>Objective B.3.1</b><br><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>Professional Development has sponsored many activities on campus that are open to all employees. These activities include a workshop on "FITE: Incarcerated Students," "GREEN ZONE Training through Veterans Center," "RAD - A all Women Self-Defense Training offered on campus for Women," "Canvas workshops," and additional Banner training. These trainings have been provided by Cypress and District staff.</p> <p>Beginning in Fall 2019, all New Faculty will participate in the New Faculty Seminar. The Welcome Orientation and Meet and Greet will take place on August 20th. Faculty will attend workshops once a month that are focused on Student Success. Attendance at these workshops can be used toward Equivalent Unit Credit. In addition, new faculty will have access to a Canvas Shell that provides information that new faculty need to know. New faculty members who attend all of the workshops will earn their "Equity Ally" certification.</p> <p>These workshops and certification is open to all Cypress faculty and staff.</p> |
| <b>Objective B.3.2</b><br><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 continues to have regularly scheduled events that allow participation from all campus employees. The Professional Development Committee hosts the End of Year Luau and Classified Appreciation Luncheon. 110 faculty and staff attended the End of Year Luau, and approximately 120 classified employees attended the luncheon.   |

| Champion   | Background or Plan   | Annual Updates to Actions & Evidence of Progress  |
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| <b>Objective B.3.3<br/>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. | <p>Associated Students continue to sit on shared governance committees on campus and district to voice the opinion of our student body. The A.S. council has also added campus town halls to seek out needs or concerns of our student body. Associated Students can then present these needs and concerns at the different, appropriate avenues to help promote change for the success of our students.</p> <p>The Campus Food Bank continues to see growth this academic year. We are currently serving approximately 200 student regularly each semester. These numbers have increase with the addition of outreach tabling and classroom presentations. Items added to the Food Bank include toiletries and clothing.</p>   |
| <b>Objective B.3.4<br/>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 college has made important strides in addressing campus climate among all groups. A survey was sent out to managers in spring 2019 to address how to encourage and support innovation and creativity. These things will be discussed in the 2019 summer management retreat. The Buen Cypress "We Take This Journey Together" campaign is being expanded, and the theme of togetherness continues to be emphasized; students and staff are now talking more about the "journey". The last three Opening Days have been focused on the many accomplishments of the college, in the attempt to help employees focus on the positive progress being made. All classified employees will now be included in Opening Day activities. There is still work to be done, so the 2019 climate survey will be an important opportunity to capture if the climate is improving or not. |

| Champion   | Background or Plan   | Annual Updates to Actions & Evidence of Progress   |
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| <b>Objective B.3.5<br/>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. | As previously stated in goal A.4.1, the college is focusing seriously on promoting diversity, equity, and inclusion. The newly named DEI committee re-evaluated its own mission and purpose and has 5 new goals for 2019-2020: Goal 1: Create a shared definition for Equity Goal 2: Create an Equity Faculty Coordinator Goal 3: Require all shared governance and programs to identify how they practice equity and inclusion Goal 4: Support and develop new Diversity, Equity, and Inclusion activities Goal 5: Begin development of a Diversity, Equity, and Inclusion Plan These goals will be shared widely across the campus, and monitored for effectiveness. In addition, our speakers and campus wide activities will be focused on supporting these goals or equity and inclusion. In 2019-20 will be increasing our awareness of culturally competent practices on our hiring committees, in our classrooms, and in the way we serve students as part of our Guided Pathways initiatives. |

| <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> Efforts to improve the campus climate included workshops for faculty and staff that were sponsored by the professional development committee, and the creation of a new faculty seminar. Workshops provided faculty and staff with an opportunity to improve their understanding of the roles they play in student success and to explore best practices to that end. Other efforts to achieve this goal involved the creation of a canvas shell for faculty that included information about professional development, and regularly scheduled campus events that are open to all faculty and staff – including Opening Day ceremonies. These events have a cathartic quality and promote the spirit of community among campus constituents. Additionally, the campus provided a mechanism for the inclusion of student voices on college direction and facilitated student participation on shared governance committees. Further, the college devoted resources to its food bank, which continues to be a valuable resource to students who need food, toiletries, and clothing.</p> |
| <b>Overall Progress on Goal B.3: Moderate/Substantial</b>  |

| Champion  | Background or Plan  | Annual Updates to Actions & Evidence of Progress   |
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| <b>Objective B.4.1</b><br><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.   | Cypress College hired a new Vice President of Instruction (VPI) in 2018-19. The new chief instructional officer continued the processes from the previous year. 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><br><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>In 2018-19, the college received \$8.2 Million from multiple grants. The grant sources included Strong Workforce, Perkins, STEM, OC Pathways, Teacher Prep Pipeline, and the AS Nursing Degree to name a few. These grants provided funding to every CTE program on campus which allowed instructors to upgrade instructional resources to meet industry standards.</p> <p>The Foundation focused efforts to raise additional funds for the North Orange Promise. Disneyland Resort contributed \$50,000 in grant funding and Catherine Sorensen donated \$10,000 toward the Promise. The Veterans Resource Center Campaign remained a priority through grants and commitments of more than \$400,000 from Forest Lawn and individual contributors.</p> |
| <b>Objective B.4.3</b><br><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,                                 | <b>Network &amp; Campus Telecommunication</b><br>Upgraded the college Virtual Storage Area Network (VSAN) for expansion of college data storage, upgrades to web services infrastructure to support college websites, college switch upgrades to support the increased network traffic, upgraded backup batteries to ensure power redundancy.  |

| Champion | Background or Plan   | Annual Updates to Actions & Evidence of Progress   |
|----------|--|--|
|          | <p>developing more avenues for self-service, continuously improving security, and standardization.</p> | <p>Managed and consolidated all voice and fax services for a campus cost savings.</p> <p><b>Classroom Upgrades</b><br/>           Fine Arts division - Converted and installed new digital labs in – FA 126, 214D, Aviation classroom upgrades, Tech Ed 1, Tech Ed 3 107 classroom upgrades (furniture and network updates), Business Division Updates – New smart classroom upgrades for 317, 319, and 204, Humanities Division – Speech rooms upgrades for 102 and 106, SEM 114 classroom to lab conversion, Gym 1 – Fitness lab technology and sound system upgrade, and Gym 2 – Basketball sound system technology upgrade.</p> <p><b>Conference Room and Office Upgrades</b><br/>           CCPLEX – Technology upgrades rooms 414 and 419, and Tech Ed 3, room 201 – Zoom room video conference upgrade, Tech Ed 1 Office upgrades, STEM, Dual Enrollment, and Tech Ed 1 – Grants office move.</p> <p><b>Production Services</b><br/>           Managed all campus print production contracts and services, upgraded campus production copier, initiated accountability software and reporting for print services, Initiated managed print services for campus operations and sustainability.</p> <p><b>Technology Innovation</b><br/>           Internet of Things (IoT) project initiation to support college operation cost and equipment management. Energy saving, green initiative and partnership with the State of California.</p> <p><b>Routine Maintenance</b><br/>           Technology updates for classrooms, projector replacement and upgrades, scheduled computer replacement and upgrades (five-year replacement plan) – upgraded 358 campus computers.</p> |



| Champion  | Background or Plan   | Annual Updates to Actions & Evidence of Progress   |
|---|--|--|
| <b>Objective B.4.4<br/>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 2019, construction has begun on the Science, Engineering, &amp; Math (SEM) Building. Major construction activities will continue through Spring 2021, with occupancy during Summer 2021. In addition, we are under final consideration for funding to renovate the Fine Arts Building via state capital outlay funds.</p> <p>The college has begun to review the current budget model and has established base budgets closer in line with actual expenditures, thereby reducing the reliance upon a year-to-year one-time funding requests. Through the shared governance process, various campus governance groups will be invited to provide input on the new model that will incorporate program review in its evaluation process. The goal is to have the budget model fully in place by 2020-21.</p> |

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|---|
| <b>Goal B.4: Ensure resources are available to meet essential instructional, student support, and administrative needs.</b>   |
| <p><b>Strategic Direction Coordinator Comments on Progress:</b> The college implemented significant change to its organizational structure by creating a position for Vice President of Instruction. The allocation of instructional resources was based on program reviews whereby academic divisions anticipated student needs based on data.</p> |
| <b>Overall Progress on Goal B.4: Substantial</b>  |

| Champion  | Background or Plan   | Annual Updates to Actions & Evidence of Progress   |
|---|--|--|
| <b>Objective B.5.1<br/>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. | Of the 23 new faculty that were hired this year, 70% represent a diverse background. Of the 5 new managers hired, 90% represent a diverse background. We continue to support developing an awareness of culturally biased hiring practices through our EEO training, having open discussions about biases, requiring the active pools to be diverse, and intervening in the hiring if the pools are not diverse. |

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| <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 progressed toward achieving this goal by hiring faculty and managers from diverse backgrounds. As part of these efforts, the college developed awareness of culturally biased hiring practices and required hiring committees to be diverse as well.</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<br/>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>A mandatory Lockdown drill was held on April 2, 2019. An Active Shooter video was shown in day classes during the drill. A debriefing was held with stakeholders to discuss lessons learned and best practices. Several malfunctioning automatic locking doors were identified. Maintenance and Operations was notified of needed repairs.</p> <p>Multi-jurisdictional active shooter drill is scheduled for August 8, 2019. The drill will involve Orange County law enforcement agencies and Fire Department. An earthquake drill is also scheduled for October 17, 2019. Professional Development schedule and curriculum currently being developed. The goal is to provide workshops and presentations on a monthly basis.</p> <ul style="list-style-type: none"> <li>• Updated Manager's Radio Call List, Spring 2019.</li> <li>• Update Building/Floor Marshal List, end Summer 2019.</li> <li>• Update Evacuation Zone Map, end Summer 2019.</li> <li>• Approval to purchase Campus Safety Equipment: 2 Vehicles, Electric Carts, and Bicycles.</li> </ul> |

| <b>Goal B.6: Promote a culture of safety at the College.</b>  |
|---|
| <p><b>Strategic Direction Coordinator Comments on Progress:</b> The college held drills to promote emergency preparedness. Additionally, ChAT – the Charger Assessment Team, the Cypress College version of a Behavioral Intervention Team, held regular meetings to discuss student disciplinary issues and to develop procedures to mitigate risks to safety.</p> |
| <b>Overall Progress on Goal B.6: Moderate</b>   |

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|---|
| <b>Strategic Direction B: Organizational Effectiveness &amp; Excellence</b>   |
| <b>Strategic Direction Coordinator Comments on Progress:</b> The college has made noteworthy progress toward achieving organizational effectiveness and excellence, especially as they relate to professional development, resource allocation, and improving the campus climate. |
| <b>Overall Progress on Strategic Direction B: Moderate</b>  |

**Direction C**

| Champion   | Background or Plan   | Annual Updates to Actions & Evidence of Progress  |
|--|--|---|
| <p><b>Objective C.1.1</b><br/> <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,<br/>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>EOPS</b><br/> The EOPS Program works in partnership with various on-campus programs for outreach with the local K-12 feeder schools. For example, EOPS participates in the annual KinderCaminata event where over 600 local 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 participated in the Charger Friday’s program; where students from local high schools visited the campus, completed their placements, were given campus tours, and participated in a resource fair. Additionally, during the spring, we were part of Pledge Day, where the Anaheim Union High School District seniors visited Cypress with their parents to learn about the college, services, and programs. EOPS was represented at the event with an informational booth and hosted a 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 inviting the administrators to be part of our Advisory Committee to further look at and explore pathways to Cypress College.</p> <p><b>Financial Aid</b><br/> The Financial Aid Office (FAO) participated in numerous events in the onboarding and college preparation of K-12</p> |

| Champion | Background or Plan | Annual Updates to Actions & Evidence of Progress  |
|----------|--------------------|---|
|          |                    | <p>students. The FAO participated in hosting Cash 4 College workshops at local high schools throughout the year, which provided information and hands-on assistance. The FAO provided personalized financial aid status updates to all high school seniors during their Charger Experience visit at Cypress College. The FAO participated in KinderCaminata to raise higher education awareness to students in the beginning grades. In addition, the FAO assisted in presentations for Dual Enrollment courses throughout the academic year to give students a head start in the preparation for college.</p> <p><b>Charger Experience</b><br/> The Charger Experience/Pledge Program 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. Pledge Night and Commit2Cypress yielded 809 contracts signed as a commitment to enroll at Cypress College. A partnership with Garden Grove Unified School district is also being established in the coming year 2019-2020.</p> |

| <b>Goal C.1: Establish more effective collaboration with K-12 schools.</b>  |
|---|
| <p><b>Strategic Direction Coordinator Comments on Progress:</b> During Year 2, major progress was achieved in this area — highlighted by a focus on the high school to college pipeline as a result of efforts and activities as part of the Promise/Pledge and Dual Enrollment programs.</p> |
| <p><b>Overall Progress on Goal C.1: Major</b></p>   |

| Champion  | Background or Plan  | Annual Updates to Actions & Evidence of Progress   |
|---|---|--|
| <b>Objective C.2.1</b><br><b>Develop and enhance partnerships between Cypress College, business, civic groups, and government entities.</b> |   |  |
| <p>Dean, Career Technical Education &amp; Executive Director, Foundation</p>  | <p>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> | <p>The CTE Dean serves on the OC Pathways Executive Committee with representatives from Orange County Department of Education, industry, Orange County Business Council, the CSUs, and K12 administrators to guide and align the new K12 Strong Workforce Initiatives. The CTE Dean also serves as a voting member on the Los Angeles Orange County Regional Consortium which includes partnering with CTE Deans from throughout the region working on priority sectors in workforce development.</p> <p>The college established the Spring 2019 Career Fair that included 40 employers. Introduced employers to CC Career Connect, the electronic job board, resulting in 337 employers creating accounts and posting an average of 75-100 jobs being available to Cypress students throughout 18-19.</p> <p>An MOU was finalized by the District with faculty paving the way for increased internships opportunities, so a Canvas resource module is being developed for that. Collaborating with the North Orange Chamber and K12 SWP to connect programs and businesses. Program Finder, providing a crosswalk between K12 CTE and CC CTE programs is in the final stages of development with a November soft-launch.</p> <p>Representatives regularly attend meetings for many different workgroups in the region. Seventy-seven new articulations were completed this year with 39 high schools in 8 different school districts These articulations are now <a href="#">online</a>.</p> <p>The annual CTE advisory meetings have been held with all areas of Workforce Development industries. As part of the Perkins V application process, a largescale Workforce Development Advisory Council, including community, industry, business, ethnic organizations, parents, and students, meeting is in the planning stages for fall 2020.</p> |

| Champion  | Background or Plan  | Annual Updates to Actions & Evidence of Progress  |
|---|---|---|
|   |   | <p>The Foundation continues to enhance relationships and partnerships with area Chambers of Commerce, City staff and elected officials, and other community partners. The Annual Americana Awards affords the opportunity to work with committees from each city served by the College through the selection of the Citizens of the Year. Additionally, the Executive Director and members of the Board of Directors attend City Council Meetings to introduce their respective Americana Citizen of the Year. The Cypress College Foundation also partners with the Cypress Chamber of Commerce each year to host the Cypress Festival Mixer at Cypress College.</p> |
| <b>Objective C.2.2</b><br><b>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 Cypress College Foundation continues to work with a variety of diverse community organizations, seeking contributions and partnerships.   |

| <b>Goal C.2: Strengthen community relationships.</b>  |
|---|
| <p><b>Strategic Direction Coordinator Comments on Progress:</b> With the onboarding of a new Director of Foundation and Community Relations, the continuing introduction of a new campus President (Dr. Schilling was in her second year during this period), the college invested time and energy into expanding and strengthening community relationships. A partnership was negotiated with Pathways of Hope to address food and housing insecurity following results obtained in the college's Real College survey participation. In addition, Dr. Schilling worked with local governments to address housing issues. Also, for the first time, the City of Cypress initiated an Independence Day celebration, which was hosted at Cypress College.</p> |
| <b>Overall Progress on Goal C.2: Substantial</b>  |



| Champion   | Background or Plan  | Annual Updates to Actions & Evidence of Progress   |
|--|---|--|
| <b>Objective C.3.1</b><br><b>Expand seamless transitions between NOCE and Cypress College.</b> |   |  |
| <p>Executive Vice President</p>  | <p>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.</p> | <p>During this year NOCE and Cypress College worked as joint-venture partners to offer the following courses.</p> <p>CC Math 10= ABED 110<br/> College Prep Basic Math<br/> This course is scheduled to be advertised on the Cypress College Marquee. Flyers were distributed to counseling and various programs. In early spring NOCE came to the Cypress College Counseling Division meeting to promote classes.</p> <p>NOCE hired a Professional Expert to build the curriculum for these courses.</p> <p>CC Math 15=ABED 115    College Prep Pre-Algebra<br/> CC Math 20=ABED 116    College Prep Elementary Algebra<br/> ABED 117 (Accelerated)    College Prep Pre and Elementary Algebra<br/> CC Math 24=ABED 124    College Prep Pre-Statistics</p> <p>They planned to submit CDCP forms to the Curriculum Committee for local review. There will be 3 CDCP requests for a combination of the math courses:</p> <p>CDCP-College Preparation Math Skills 1<br/> ABED 110+115+116</p> <p>CDCP-College Preparation Math Skills 2<br/> ABED 120 (Accelerated 110+115,Math Co-Lab ) + ABED 116</p> <p>CDCP-College Preparation Math Skills 3<br/> ABED 110+ ABED 117 (Accelerated 115+116)</p> <p>NOCE Staff met with Eldon Young, Dean of Language Arts Jesus Ayala (Matriculation), Kelly Carter (Counseling) and</p> |

| Champion | Background or Plan | Annual Updates to Actions & Evidence of Progress  |
|----------|--------------------|---|
|          |                    | <p>Gisela Verduzco to discuss collaboration with the CC English Department. They have moved forward with creating a course outline for an accelerated Reading and Writing English course.</p> <p>CC English 57+58 = ABED 150 (Accelerated) College Prep English Reading and Writing</p> |

| <b>Goal C.3: Strengthen Collaboration with North Orange Continuing Education (NOCE).</b>   |
|--|
| <p><b>Strategic Direction Coordinator Comments on Progress:</b> Collaboration with NOCE recently has focused on the pipeline from NOCE to Cypress and on providing NOCE mathematics coursework to meet the remedial needs of Cypress College students. In Year 2, the college resolved similar needs related to English students. Curriculum and partnerships were created to ensure that Cypress College students in need of improving skills in English and/or Math were available through NOCE.</p> |
| <p><b>Overall Progress on Goal C.3: Major</b></p>  |

| Champion  | Background or Plan  | Annual Updates to Actions & Evidence of Progress  |
|---|---|---|
| <b>Objective C.4.1<br/>Improve pathways for transfer with 4-year colleges and universities.</b> |   |   |
| Dean,<br>Counseling and<br>Student<br>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 Transfer Center and Articulation Unit continue to improve pathways with 4-year universities through the following: Increase the number of articulation agreements Continue to coordinate three Transfer Fairs per year Offer students options and spotlight universities in the Transfer Center Transfer Progress Program which counselors are assigned students with 30+ transferable units completed and update comprehensive educational plans Provide transfer workshops such as ADT, Transfer 101, CSU and UC applications Coordinate university tours Increase number of approved ADTs Increase number of C-ID approved courses Increase number of courses approved for general education Counselors in collaboration with both the discipline faculty and the Articulation unit are developing program mapping for certificate, degree and transfer pathways.</p> |

| <b>Goal C.4: Strengthen collaboration with 4-year colleges and universities.</b>  |
|---|
| <p><b>Strategic Direction Coordinator Comments on Progress:</b> Cypress College continues to benefit from the substantial work done in earlier years to develop and promote the Associate Degree for Transfer options. The number of awards in this category continues to increase.</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><br><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. | The Office of Campus Communications released an updated Identity Guide for fall 2018. The work in the guide builds on previous iterations and includes expanded font usage, expanded color pallets, a newly created section detailing new program-logo options, and a new section detailing photography and graphics, including digital messaging and the website. The Identity Guide and the Style Guide were published on a new section of the campus website. In addition, major work on campus branding, messaging, and articulation were completed in consultation with the President. |

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

**Strategic Direction Coordinator Comments on Progress:** While the single objective articulated in C.5.1 is narrow, this goal is iterative in that each of the above goals in Direction C support the goal of strengthening the image of Cypress College. As noted, work on the college’s identity is a highlight here. In addition, the college developed an email-communication plan, completed numerous brochures, and held outreach and in-reach events such as Connect2Cypress.

**Overall Progress on Goal C.5: Moderate**

**Strategic Direction C: Strong Community Connections**

**Strategic Direction Coordinator Comments on Progress:** Fostering community connections is a focal point for the college. Substantial work has been completed and continues in this area to highlight Cypress College as one of California’s Premier community colleges.

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

## Measures of Overall Institutional Effectiveness

### Student Success Scorecard

The [California Community Colleges Student Success Scorecard](#) measured momentum points, outcomes, and other metrics, disaggregated by demographic data by College and for the state as a whole. This scorecard aimed to track a cohort of first-time students for six years 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. Data were presented both through a one-year snapshot and a five-year trend. The California Community Colleges Chancellor's Office retired the Student Success Scorecard in March 2018, and a new version was not released to the public in 2019.

### Student Success Metrics Dashboard

The [California Community Colleges Student Success Metrics Dashboard](#) was updated in Spring 2019 and includes information at the statewide, macroregion, microregion, district, and college level for multiple years. Students are able to be examined through five different journey types: all students, adult education/ ESL students, short-term career education students, degree/transfer students, and undecided/other students. Students are categorized into the different journey types based upon their educational goals. The different metrics include data on successful enrollment, student type, learning progress, momentum points, student success, employment, and earnings. Data within this dashboard represents the source data for the Vision for Success and Student Equity planning and will be updated annually. The dashboard was recently updated with 2017-18 data, and allows for some disaggregation.

### Planning Processes

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

The Institution-Set Standards for 2018-19 expanded from previous years. In previous years, the college set standards for successful course completion, degree completion, certificate completion, and transfer volume. For 2018-19, the number of standards expanded as well as the required number of goals. Starting in 2018-19, the college began the process of developing both floor and stretch goals to help measure student achievement. Additionally, one additional goal area was added related to bachelor degree completion for the pilot program. Some of the definitions also changed for the ISS that were previously examined (see the table below).

| Measure                      | Old Definition  | Change in Definition                                   |
|------------------------------|---|--|
| Successful Course Completion | success rate in fall term for current academic year                             | success rate for academic year                         |
| Degree Completion            | number of associate degrees and ADTs completed annually                         | N/A (no change)  |
| Certificate Completion       | number of certificates completed annually                                       | Only includes 18+ unit certificates completed annually |
| Bachelor Degree Completion   | N/A (not previously reported)   | number of bachelor degrees completed annually          |
| Transfer Volume              | number of students who transferred annually to 4-year colleges and universities | N/A (no change)  |

For each area, Cypress College considered the three year trends, averages, the highest point in the trend, and weighted averages for all of the ISS measures noted on the previous page. Growth patterns were examined at 1%, 3%, 5%, and 10%. The methodology for examining and setting stretch goals was explained in Planning and Budget Committee (PBC) meetings in Spring 2019.

**Vision for Success Goal Setting**

For the [Vision for Success](#), each California Community College was required to set goals based on a 2016-17 baseline from the newly developed Student Success Metrics dashboard noted on the previous page. Cypress College examined this data within the dashboard and developed goals related to completion, transfer-unit accumulation, workforce, and equity to be achieved by 2021-22. Goal setting was approved through committees including Student Equity and Achievement, PBC, and the Board of Trustees.

| Goals                    | Cypress College   |   | Statewide   |
|--------------------------|---|---|---|
|                          | College Metric  | Baselines and Goals   | System-Wide Metric  |
| <b>Completion</b>        | Increase All Students Who Earned an Associate Degree (including ADTs)   | <b>Baseline</b><br>1,058 in 2016-17<br><b>Goal</b><br>1,270 in 2021-22, 20% increase  | 20% increase in the number of CCC students annually meeting the vision completion goal. |
| <b>Transfer</b>          | Increase All Students Who Earned an Associate Degree for Transfer   | <b>Baseline</b><br>472 in 2016-17<br><b>Goal</b><br>638 in 2021-22, 35% increase  | 35% increase in the number of CCC students annually transferring to UC or CSU.          |
| <b>Unit Accumulation</b> | Decrease Average Number of Units Accumulated by All Associate Degree Earners  | <b>Baseline</b><br>95 in 2016-17<br><b>Goal</b><br>82 in 2021-22, 14% decrease  | Decrease average from 87 to 79 for CCC students earning associate degrees.              |
| <b>Workforce</b>         | Increase Median Annual Earnings of All Students   | <b>Baseline</b><br>\$25,524 in 2016-17<br><b>Goal</b><br>\$30,629 in 2021-22, 20% increase  | Increase from 60% to 69% of exiting CTE students employed in field of study.            |
| <b>Equity</b>            | Increasing the numbers of <ul style="list-style-type: none"> <li>Black students earning associate degrees and ADTs</li> <li>LGBT students earning associate degrees and ADTs</li> <li>students from other races earning ADTs</li> </ul> | <b>Baselines and Goals</b> <ul style="list-style-type: none"> <li>AD increase by 69% from 36 to 61</li> <li>ADT increase by 88% from 16 to 30</li> <li>AD increase by 111% from 18 to 38</li> <li>ADT increase 90% from 10 to 19</li> <li>ADT increase 75% from 12 to 21</li> </ul> | Reduce equity gaps for the above measures by 40% within 5 years.                        |

### **Student Equity and Achievement Goal Setting**

For the Student Equity and Achievement goal setting, each California Community College was required to set goals based on primarily 2017-18 baselines from the newly developed Student Success Metrics dashboard. Overall and sub-group goals were developed for disproportionately impacted student groups with regard to the six metrics: enrolled in the same community college, transferred to a four-year institution, attained the vision goal completion definition, completed both transfer-level math and English within the District in the first year, and retained from fall to spring at the same college.

| <b>Metric</b>   | <b>Current baseline Data for Overall Student Population</b> | <b>Goals for Overall Student Population</b> |
|---|---|---|
| <b>Access: Successful Enrollment</b>  | <b>19,138</b><br>in 2017-18                                 | <b>21,317</b><br>11.4% increase by 2021-22  |
| <b>Retention: Fall to Spring</b>  | <b>11,048</b><br>in 2017-18                                 | <b>11,255</b><br>1.9% increase by 2021-22   |
| <b>Completion of transfer level math and English</b>                                    | <b>232</b><br>in 2017-18                                    | <b>540</b><br>132.8% increase by 2021-22    |
| <b>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</b> | <b>1,272</b><br>in 2017-18                                  | <b>1,785</b><br>40.3% increase by 2021-22   |
| <b>Transfer to a Four-year institution</b>  | <b>1,601</b><br>in 2016-17                                  | <b>2,331</b><br>45.6% increase by 2021-22   |

Equity goals for disproportionately impacted groups for each of the metrics noted above were also examined, set, and submitted to the state. The guiding methodology for SEA goal setting for disproportionately impacted groups was the bottom-up methodology from University of Southern California's Center for Urban Education. This methodology is guided by the principles that no group will experience an equity gap, that no group is less successful than the baseline year, and the overall success volume is increased (please see Cypress College Student Equity and Achievement SEA Plan Data Packet for more details regarding equity goal setting).

Tracking for the Institution-Set Standards will continue to occur with local data while tracking and reporting for the Vision for Success and Student Equity and Achievement Planning will be derived from the Student Success Metrics Dashboard, at least annually. Thus, the college now has more additional planning initiatives that will be tracked and reported on, alongside the college strategic plan. The 2019-20 evaluation of the strategic plan will also include assessments of progress on these goal setting initiatives, after being introduced this year.

## Recommendations

### 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 data assistance as requested, wherever possible                              | Ongoing                             |

### Recommended Actions in Strategic Planning Process

| Recommendation   | Recommended Implementation Schedule |
|--|-------------------------------------|
| 1. Complete final evaluation of the 2017-20 Strategic Plan, year two                 | Summer 2019                         |
| 2. Prepare for and organize the strategic planning colloquium                        | Fall 2019 – Spring 2020             |
| 3. Continue to collect annual updates for the 2017-20 strategic plan                 | Fall 2019 – Spring 2020             |
| 4. Collect Final Updates for 2017-20 strategic plan                                  | Spring 2020                         |
| 5. Conduct the strategic planning colloquium to develop the 2020-2023 strategic plan | Spring 2020                         |
| 6. Complete the final evaluation for the 2017-20 Cypress College Strategic Plan      | Summer 2020                         |