November, 2006
Cypress College
Prepared by: Nancy Byrnes, Vice President of Educational Support and Planning and Heather Brown, Director, Institutional Research
Introduction – President’s Message

The college regularly provides a variety of reports to the campus and community on its status and accomplishments. This report, the Institutional Effectiveness Report, combines several of these various reports into one document. The Institutional Effectiveness Report (IER) helps the college to validate what we do, and how well we do it, and then use this information to make changes for improvement.

The Institutional Effectiveness Report begins with data that describe our institution, specifically our students and our staff. In Chapter 2, there are summaries of the 2005-2006 Instructional Quality Assessment reports. In Chapter 3, the reports of the latest Student Support Services Quality Review cycle have been summarized and are now being shared with the campus. Chapter 5 provides a summary of the key findings of two comprehensive surveys, the Student Satisfaction Inventory and the Campus Climate Survey of faculty and staff. The purpose of sharing this information is for the campus to review the major accomplishments and the goals and objectives of other areas on campus for a better understanding of what we all do to make Cypress College an effective institution.

Chapter 6 contains a summary of our progress on our 2004-2008 Strategic Plan. After adopting the Strategic Plan, we established detailed action plans and made significant progress on those plans. In fact, many are now complete. Additional action plans were approved in early fall 2006; these action plans support the established goals and objectives of our existing Strategic Plan.

Cypress College can be justifiably proud of the progress it has made in linking planning, evaluation, and improvement. Future Institutional Effectiveness Reports will show how these links continue to be strengthened. We are committed to reviewing many different kinds of evidence to determine how well we are accomplishing our mission and achieving our goals. We are also committed to using this analysis to make improvements.

My thanks to Dr. Nancy Byrnes, Vice President of Educational Support and Planning; Dr. Heather Brown, Director of Institutional Research; Dr. Mike Kasler, Executive Vice President; and many others, not only for their help in completing this report, but more importantly for their commitment to making Cypress College a premier learning environment for achieving student success.

Marjorie D. Lewis, Ph.D.
President
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Chapter 1

Introduction

This chapter presents demographic information (characteristics of our students, staff and service area), and some common measures of institutional effectiveness. Current measures of student achievement include success and retention in courses, term to term persistence, awards, and transfers. (As the college develops the capacity to assess its success in contributing towards stated student and institutional learning outcomes —SLOs and ILOs— future editions of this report will seek to incorporate such information.) Measures of productivity (enrollment and FTES), efficiency (WSCH per FTEF, and efficient room utilization), and financial indicators are also included in this report.

Much of the information within this chapter has been presented in other reports, at various times. So, it may seem quite familiar to some readers. However, by combining the information into a single comprehensive resource, we hope to make information more readily available to a broad audience. Suggestions for changes and/or additional information to be included in future editions are welcome (contact Heather Brown, Director of Institutional Research).
Characteristics of Cypress College Students, Staff and Service Area

Demographics of Service Area

Cypress College serves the Orange County cities of Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach and Stanton, although residents of any city are welcome. This primary service area of more than 82,000 adult residents is relatively diverse in terms of its ethnicity. The 2000 Census reported that of area residents over the age of 18 more than 50% were not White. At that time, the area had large populations of Latinos (33.3%) and Asians or Pacific Islanders (20.6%); African Americans comprised just 2.2% of the local population.

Although more recent demographic data of our immediate service area are not available, there appears to be a trend toward greater ethnic diversity countywide. Orange County is now a “minority majority” county where no single racial or ethnic group comprises more than 50% of the total population. Since 2000, the proportion of Whites has decreased as the proportions of Asian and Hispanic county residents have increased.¹

¹ U.S. Census Bureau, American Community Survey, 2000-2003.
**Characteristics of Students**

**Student Demographics**

Women comprise the majority (57%) of students enrolled at the college. The proportion of male and female students has remained fairly consistent for the past five years.

![Proportion of Students by Gender](image)

In Fall 2006, 31.3% of Cypress College students were Whites, 27.5% were Latinos, 19.4% were Asians or Pacific Islanders, 8.1% were Filipinos, 5.1% were African Americans, and 8.7% were of other ethnicities or declined to report their ethnicity. Over time, the proportions of African American and White students have decreased, and the proportions of Latino and Other students have increased.
At Cypress College, over one-third of the students are 20–24 years old. More than half are under the age of 25. Students between the ages of 30 and 49 represented less than 20% of our population in Fall 2006, down from their peak in Fall 2002.

In Spring 2005, the college began collecting information from students about the highest level of education achieved by either of their parents. The most recent student responses indicate that 35% are among the first generation of their family to attend college. Another 25% of our students reported that one or both parents had attended college but not received a diploma. Only 27% of Cypress College students came from a family in which one or both parents had at least a Bachelors degree.
Highest Level of Education Achieved by Parents of Cypress College Students

<table>
<thead>
<tr>
<th>Parental Education Level</th>
<th>First Generation to College</th>
<th>Fall 2005</th>
<th>Percent of Known</th>
<th>Fall 2006</th>
<th>Percent of Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>No High School Diploma</td>
<td>Yes</td>
<td>1,542</td>
<td>12%</td>
<td>1,510</td>
<td>12%</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>Yes</td>
<td>3,083</td>
<td>24%</td>
<td>2,970</td>
<td>23%</td>
</tr>
<tr>
<td>Some College/No Degree</td>
<td>No</td>
<td>3,189</td>
<td>25%</td>
<td>3,214</td>
<td>25%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>No</td>
<td>1,366</td>
<td>11%</td>
<td>1,343</td>
<td>10%</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>No</td>
<td>2,351</td>
<td>19%</td>
<td>2,377</td>
<td>18%</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>No</td>
<td>1,139</td>
<td>9%</td>
<td>1,079</td>
<td>8%</td>
</tr>
<tr>
<td>No Response</td>
<td>Unknown</td>
<td>381</td>
<td></td>
<td>488</td>
<td></td>
</tr>
</tbody>
</table>

Academic Characteristics of Students

In Fall 2006, the primary educational goal for 40% of our students was to obtain an associate degree and transfer to a university; another 15% sought to transfer without a degree, and almost 12% sought to obtain a degree but not transfer. Since Fall 2002, the proportion of students seeking a degree and transfer increased dramatically while the proportion who were undecided about their educational goal dropped. This pattern may reflect subtle shifts in the student population as enrollment fees increased during the past three years.

Over a third of all students enrolled in Fall 2006 courses carried a course load of 12 or more units. During the past five years, the ratio of part-time to full-time students has shifted substantially. In Fall 2002, almost half of our students carried less than six units. Now, our student population is divided into thirds – one third take less than six units, one third take 6-11.5 units, and another third take 12 or more units. This pattern is consistent with data reported above and the higher enrollment fees implemented in recent years.
Student Origin

City of Residence
Residents from four cities (Anaheim, Buena Park, Cypress and Garden Grove) within our service area comprise 44% of our student population (Fall 2006). However, people come from many other cities to take classes here. In fact, hundreds of students come to us from cities served by other community colleges (e.g., Long Beach, Cerritos, Fullerton and Whittier). The following table reports recent information about where our students reside.
The number of students enrolled at Cypress College dropped by 70 between Fall 2005 and Fall 2006. However, the numbers of students from most cities within our primary service area, particularly Anaheim and Buena Park, increased.

**Primary Feeder High Schools**

The following table reflects the number of Spring 2005 high school graduates, as reported to the California Department of Education (CDE), and the number of high school graduates who matriculated to Cypress College the following fall. Students new to Cypress College report their high school of origin as part of the admission process. In Fall 2005, 727 new students reported a high school of origin that matched one of the primary feeder high schools for the college. This represents 59% of all new high school graduates (1,238) who enrolled at the college in Fall 2005.

Of the primary feeder high schools, Los Alamitos High had the largest graduating class in Spring 2005. Relative to graduating class size, however, the greatest proportion of graduates who matriculated to Cypress College came from Cypress High (21.8% of its graduating class).
Top Feeder High Schools

<table>
<thead>
<tr>
<th>High School</th>
<th>Graduates Spring 2005¹</th>
<th># Enrolled Fall 2005</th>
<th>Participation Rate²</th>
<th>% all HS enrollees Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cypress High</td>
<td>458</td>
<td>100</td>
<td>21.8%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Western High</td>
<td>343</td>
<td>66</td>
<td>19.2%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Kennedy High</td>
<td>469</td>
<td>81</td>
<td>17.3%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Cerritos High</td>
<td>552</td>
<td>74</td>
<td>13.4%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Pacifica High</td>
<td>417</td>
<td>51</td>
<td>12.2%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Los Alamitos High</td>
<td>674</td>
<td>79</td>
<td>11.7%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Savanna High</td>
<td>390</td>
<td>45</td>
<td>11.5%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Buena Park High</td>
<td>327</td>
<td>33</td>
<td>10.1%</td>
<td>2.7%</td>
</tr>
<tr>
<td>La Mirada High</td>
<td>443</td>
<td>39</td>
<td>8.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Loara High</td>
<td>410</td>
<td>34</td>
<td>8.3%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Rancho Alamitos High</td>
<td>327</td>
<td>26</td>
<td>8.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Bellflower High</td>
<td>350</td>
<td>25</td>
<td>7.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Gahr High</td>
<td>386</td>
<td>25</td>
<td>6.5%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Sunny Hills High</td>
<td>539</td>
<td>25</td>
<td>4.6%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Warren High</td>
<td>585</td>
<td>24</td>
<td>4.1%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

¹Source: http://data1.cde.ca.gov/dataquest/
²Participation Rate: The percentage of the 2005 graduating class at each high school that enrolled at Cypress College the following fall.

Demographics of Faculty and Staff

Cypress College employs more than 850 instructors, managers and staff. College-wide and across most job assignment categories, women comprise slightly more than half the employees.

Employee Gender by Assignment, Fall 2006
Although most college employees are White (69%), many are of other ethnicities; 14% are Latino and 12% are Asian or Pacific Islander. The classified staff and full-time faculty are the most diverse.

**Employee Ethnicity, Fall 2006**

![Employee Ethnicity Pie Chart](image)

**Employee Ethnicity by Assignment, Fall 2006**

![Employee Ethnicity by Assignment Bar Chart](image)
Measures of Institutional Effectiveness

Student Achievement

Success and Retention

Two important indicators of student performance are success and retention rates.

Successful course completion rates reflect the proportion of all initial enrollments divided by the number of successful completions (final grade = A, B, C or CR). Retention rates reflect the proportion of all initial enrollments divided by the number of retained enrollments (final grades other than W).

The following chart depicts student success and retention rates at Cypress College during the last six terms. During this time, the overall success and retention rates have remained relatively stable. Success rates reached their lowest level (63.5%) in Fall 2004, but have since increased to 64.6%. Retention rates have remained fairly stable ranging between 79% and 80%. The Cypress College success and retention rates are slightly lower than state figures for all community colleges during the same period. The Fall 2005 statewide success rate was roughly 65.8% and the statewide course retention rate was 83%.

Success and Retention Rates for Credit Enrollments

The following table and chart show the success rates for each division during the last six terms. In general, Cypress College success rates have been higher in spring than fall semesters. The data show that students are struggling to succeed in classes in Science, Engineering and Math (56.0% success rate in Spring 2006). In contrast, prerequisites and
entrance criteria contribute to high success rates in Health Sciences. Higher success rates also occur in Vocational Education, Physical Education, Counseling and Language Arts courses.

### Success Rates by Division, Fall 2003–Spring 2006

<table>
<thead>
<tr>
<th>Division</th>
<th>Fall 03</th>
<th>Spring 04</th>
<th>Fall 04</th>
<th>Spring 05</th>
<th>Fall 05</th>
<th>Spring 06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>60.2</td>
<td>64.1</td>
<td>60.3</td>
<td>61.2</td>
<td>64.1</td>
<td>62.4</td>
</tr>
<tr>
<td>Counseling</td>
<td>74.9</td>
<td>74.3</td>
<td>74.9</td>
<td>73.4</td>
<td>73.7</td>
<td>70.9</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>63.5</td>
<td>62.8</td>
<td>63.8</td>
<td>64.6</td>
<td>65.6</td>
<td>64.1</td>
</tr>
<tr>
<td>Health Science</td>
<td>83.0</td>
<td>82.6</td>
<td>80.0</td>
<td>79.4</td>
<td>78.0</td>
<td>78.0</td>
</tr>
<tr>
<td>Language Arts</td>
<td>66.5</td>
<td>67.4</td>
<td>66.9</td>
<td>64.9</td>
<td>66.1</td>
<td>65.1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>69.4</td>
<td>70.4</td>
<td>71.2</td>
<td>69.3</td>
<td>77.3</td>
<td>71.6</td>
</tr>
<tr>
<td>SEM</td>
<td>52.7</td>
<td>57.6</td>
<td>52.0</td>
<td>54.7</td>
<td>55.1</td>
<td>56.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>60.3</td>
<td>62.3</td>
<td>59.0</td>
<td>61.3</td>
<td>58.8</td>
<td>61.4</td>
</tr>
<tr>
<td>Voc/Tech Education</td>
<td>70.1</td>
<td>70.9</td>
<td>67.3</td>
<td>69.2</td>
<td>76.7</td>
<td>76.4</td>
</tr>
<tr>
<td>College-wide</td>
<td>63.8</td>
<td>65.6</td>
<td>63.5</td>
<td>64.1</td>
<td>65.1</td>
<td>64.6</td>
</tr>
</tbody>
</table>

### Success Rates by Division, Spring 2006

The following table and chart show the retention rates for each division during the last six terms. College-wide retention rates have been slightly higher in fall than spring semesters. Retention rates have remained stable over the past three years. In Spring 2006, four divisions had higher retention rates than the college-wide retention rate: Vocational Education, Counseling, Health Science, and Physical Education. Five divisions had lower retention rates than the college-wide rate: Language Arts, Fine Arts, Social Science, Business, and Science, Engineering and Math.
Retention Rates by Division, Fall 2003-Spring 2006

<table>
<thead>
<tr>
<th>Division</th>
<th>Fall 03</th>
<th>Spring 04</th>
<th>Fall 04</th>
<th>Spring 05</th>
<th>Fall 05</th>
<th>Spring 06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>78.6</td>
<td>78.0</td>
<td>78.1</td>
<td>78.9</td>
<td>79.4</td>
<td>76.5</td>
</tr>
<tr>
<td>Counseling</td>
<td>90.8</td>
<td>85.9</td>
<td>91.6</td>
<td>85.9</td>
<td>89.7</td>
<td>87.7</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>81.5</td>
<td>78.5</td>
<td>82.7</td>
<td>82.7</td>
<td>82.6</td>
<td>78.5</td>
</tr>
<tr>
<td>Health Science</td>
<td>91.3</td>
<td>89.9</td>
<td>89.8</td>
<td>89.4</td>
<td>88.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Language Arts</td>
<td>80.0</td>
<td>78.6</td>
<td>81.8</td>
<td>80.0</td>
<td>80.9</td>
<td>79.2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>83.8</td>
<td>85.4</td>
<td>85.1</td>
<td>84.8</td>
<td>84.9</td>
<td>85.2</td>
</tr>
<tr>
<td>SEM</td>
<td>70.4</td>
<td>72.9</td>
<td>71.1</td>
<td>71.9</td>
<td>73.2</td>
<td>72.9</td>
</tr>
<tr>
<td>Social Science</td>
<td>77.2</td>
<td>77.2</td>
<td>76.9</td>
<td>78.2</td>
<td>77.3</td>
<td>78.0</td>
</tr>
<tr>
<td>Voc/Tech Education</td>
<td>83.0</td>
<td>85.5</td>
<td>83.6</td>
<td>83.9</td>
<td>87.9</td>
<td>88.5</td>
</tr>
<tr>
<td>College-wide</td>
<td>79.5</td>
<td>79.2</td>
<td>80.1</td>
<td>80.0</td>
<td>80.4</td>
<td>79.3</td>
</tr>
</tbody>
</table>

Retention Rates by Division, Spring 2006

Success in Online Courses

Like many colleges, Cypress College has increased the number of courses and sections offered in an online format. In Fall 2001, the college offered 12 online courses across five divisions; by Spring 2006, it offered 95 online sections of 58 courses across seven divisions.

The following table shows that students enrolled in traditional format classes are generally more successful than their peers in similar online courses. With few exceptions, we've seen this pattern occur at Cypress since we started tracking it. And it matches the statewide pattern—in Fall 2005, there was a statewide success rate of 55% for internet classes with asynchronous instruction compared to 66% for all traditional format classes.
Although online courses offer unique options and flexibility to instructors and students, and help busy, motivated and disciplined students complete their programs in a faster and/or more convenient manner, students and instructors must keep in mind that online instruction is simply not a good fit for every student, or every program.

### Success Rates by Instructional Method, Spring 2005-Spring 2006

<table>
<thead>
<tr>
<th>Division</th>
<th>Course ID</th>
<th>Spring 05 Success Rate</th>
<th>Fall 05 Success Rate</th>
<th>Spring 06 Success Rate</th>
<th>Spring 05 Success Rate</th>
<th>Fall 05 Success Rate</th>
<th>Spring 06 Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU</td>
<td>ACCT 101</td>
<td>29.2</td>
<td>37.1</td>
<td>21.7</td>
<td>38.6</td>
<td>44.5</td>
<td>38.6</td>
</tr>
<tr>
<td>BU</td>
<td>ACCT 103</td>
<td>68.8</td>
<td>69.0</td>
<td>72.2</td>
<td>76.5</td>
<td>54.5</td>
<td>76.6</td>
</tr>
<tr>
<td>BU</td>
<td>CIS 075</td>
<td>26.3</td>
<td>35.3</td>
<td>62.5</td>
<td>38.5</td>
<td>53.2</td>
<td>52.3</td>
</tr>
<tr>
<td>BU</td>
<td>CIS 101</td>
<td>36.2</td>
<td>19.6</td>
<td>28.6</td>
<td>66.7</td>
<td>68.0</td>
<td>68.0</td>
</tr>
<tr>
<td>BU</td>
<td>CIS 108</td>
<td>44.4</td>
<td>55.0</td>
<td>47.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU</td>
<td>CIS 109</td>
<td>40.0</td>
<td>28.6</td>
<td>20.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU</td>
<td>CIS 111</td>
<td>56.9</td>
<td>61.0</td>
<td>66.5</td>
<td>74.3</td>
<td>74.4</td>
<td>72.4</td>
</tr>
<tr>
<td>BU</td>
<td>CIS 132</td>
<td>40.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30.8</td>
</tr>
<tr>
<td>BU</td>
<td>CIS 150</td>
<td>54.2</td>
<td>44.4</td>
<td>30.0</td>
<td>55.6</td>
<td>80.0</td>
<td>70.0</td>
</tr>
<tr>
<td>BU</td>
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Basic Skills Improvement

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

ESL core courses have many levels and range from ESL 72, High Beginning ESL to ESL 186, Advanced ESL Writing. Basic skills improvement rates in ESL have varied over the years. Prior to 2005-06, progress had been made at the higher levels of ESL. However in 2005-06, there were significant drops in progression at some of the higher levels, while strong improvement occurred at the lower levels. Additional work is needed to meet the Cypress College Student Equity Plan of increasing all of these rates by 3%. The following table provides the basic skills goal improvement rates through ESL courses.

Basic Skills Improvement Rates in ESL Courses, 2001-02 to 2005-06

<table>
<thead>
<tr>
<th>Division</th>
<th>Course ID</th>
<th>Spring 05 Success Rate</th>
<th>Fall 05 Success Rate</th>
<th>Spring 06 Success Rate</th>
<th>Spring 05 Success Rate</th>
<th>Fall 05 Success Rate</th>
<th>Spring 06 Success Rate</th>
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1. ESL 72 was not offered in Fall 2004 or Fall 2005.

The trends for English classes are similar to those in ESL. There were slight drops in basic skills improvement at the lowest and highest levels of English, yet a gain in the middle level. Progression from English 57 to English 58 was only 34% in 2005-06, its lowest level in the last five years. On the other hand, progression from English 58 to English 60 was 38% in
2005-06, its highest level in five years. Also, the Student Equity Plan points out that females outperformed males in all three levels of English basic skills progression during 2005-06. Males ranged from 28% (57 to 58) to 37% (58 to 60) while females ranged from 35% (60 to 100) to 40% (58 to 60).

### Basic Skills Improvement Rates in English Courses, 2001-02 to 2005-06

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<tr>
<td>English 57 to 58</td>
<td>44%</td>
<td>37%</td>
<td>40%</td>
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<td>English 58 to 60</td>
<td>30%</td>
<td>37%</td>
<td>35%</td>
<td>35%</td>
<td>38%</td>
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<tr>
<td>English 60 to 100</td>
<td>31%</td>
<td>37%</td>
<td>36%</td>
<td>35%</td>
<td>34%</td>
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</table>

Students struggle to succeed in math and their progress through the basic skills math courses at Cypress College is troubling. Unfortunately all three levels of math have experienced declines over the past four years. In 2001-02, the basic skills improvement rate between Math 15 and 20 was 21% compared to 17% in 2005-06. The rate from Math 20 to 30 or 40 was 18% in 2001-02 and only 15% in 2005-06. Also progression from Math 40 to transfer level math dropped from 13% to 11% in the past five years. Again, females outperformed males in all levels of math in 2005-06. Asian and Pacific Islander students performed the best at the highest and lowest levels of math progression while White students had the highest level of math progression from Math 20 to 30 or 40 in 2005-06.

### Basic Skills Improvement Rates in Math Courses, 2001-02 to 2005-06

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<td>Math 15 to 20</td>
<td>21%</td>
<td>18%</td>
<td>17%</td>
<td>15%</td>
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<td>16%</td>
<td>15%</td>
<td>14%</td>
<td>15%</td>
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<tr>
<td>Math 40 to transfer level math</td>
<td>13%</td>
<td>12%</td>
<td>13%</td>
<td>12%</td>
<td>11%</td>
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</table>

Interested readers may wish to read the latest Cypress College Student Equity Plan, which identifies basic skills improvement rates for various student populations (e.g., by gender and ethnicity), and which describes plans to improve these rates. The Institutional Research Office also has additional information relevant to this topic (e.g., rates of students unable to pass the first course in the sequence, students who passed the first class but chose not to enroll in the second class, and those who passed the first but failed the second course).

### Persistence

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

The following chart shows the persistence rates for the last five entering fall cohorts over two or three semesters. The trends are fairly similar for the 2001, 2002, and 2003 fall cohorts.
Fall-to-Spring persistence ranged from 79.3% to 78.3%. Fall-to-Fall persistence ranged from 62.3% to 60.1%. However, the Fall-to-Spring persistence rate for the most recent cohorts, Fall 2004 and Fall 2005, were lower than previous cohorts at 75.7% and 76.8% respectively. Spring 2005 through Spring 2006 marked a period of substantial demolition and construction activity on campus. The ensuing noise and disruption may have contributed to fewer students returning those semesters. However, greater proportions of our students now have degree and transfer educational goals (see page 5), and we will need to closely monitor the persistence rates of these students in order to gauge how well we are doing in helping them reach their educational goals.

Persistence of First-time Full-time Degree-seeking Students

![Persistence Chart]

- **Fall 01**
- **Fall 02**
- **Fall 03**
- **Fall 04**
- **Fall 05**

- 1st term
- 2nd term
- 3rd term
Awards: Degrees and Certificates

Cypress College awarded 652 associate degrees in 2005-06, up 5% from 2002-03, but down from the 2004-05 level. The number of certificates Cypress awarded increased dramatically from 482 in 2002-03 to 596 in 2005-06, an increase of 24%. During the same time period system-wide, the number of degrees awarded has increased by 6%, while certificates have decreased slightly by 2%.

Cypress College awards associate degrees in approximately 30 areas. Most degrees are earned in Liberal Arts and General Studies. While Radiological Technology continued to show strong growth in 2005-2006, programs like Nursing and Mortuary Science which saw growth in 2004-05, saw a decline in 2005-06.

Degrees and Certificates Awarded

Cypress College awards associate degrees in approximately 30 areas. Most degrees are earned in Liberal Arts and General Studies. While Radiological Technology continued to show strong growth in 2005-2006, programs like Nursing and Mortuary Science which saw growth in 2004-05, saw a decline in 2005-06.

Degrees Awarded, 2002-03 to 2005-06

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</table>
Cypress College also awards certificates in 25 areas. Auto Technology awarded the most certificates during 2005-06, followed by Human Services, Airline & Travel Careers, Hotel, Restaurant & Culinary Arts, and Radiological Technology. Smaller areas like Auto Collision Repair, Court Reporting and Marketing saw the number of certificates awarded in 2005-06 increase over their 2004-05 level. Larger areas such as Auto Technology, and Airline & Travel Careers also showed strong growth in 2005-06.

### Certificates Awarded, 2002-03 to 2005-06

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Transfers

The California Postsecondary Education Commission (CPEC) provides data regarding the number of transfers to UC and CSU for all community colleges in the state. In 2005-06, 122 students transferred to UC from Cypress College, compared to 77 students in 2004-05, a 58% increase. System-wide there was less than a 1% increase in transfers to UC during the same time. In 2005-06, 523 students transferred to CSU from Cypress College, compared to 660 students in 2004-05, a 21% decrease. This was much different than the only 2% decrease system-wide during the same time.

The following chart shows the transfers from Cypress College to the UC and CSU systems since 2001-02.

Transfers to UC and CSU, 2001-02 to 2005-06

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<tr>
<th>Year</th>
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<td>2004-05</td>
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<tr>
<td>2005-06</td>
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<td>523</td>
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Most students who transfer from Cypress College to a CSU or UC campus choose to remain within the greater metropolitan Los Angeles area. Approximately 76% of our transfers to CSU or UC end up at CSU Fullerton and Cal State Long Beach or UC Irvine and UCLA.
## Transfers to CSU by Campus, 2001-02 to 2005-06

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<td>432</td>
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## Transfers to UC by Campus, 2001-02 to 2005-06

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<td>5</td>
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<tr>
<td>TOTAL</td>
<td>92</td>
<td>96</td>
<td>91</td>
<td>77</td>
<td>123</td>
</tr>
</tbody>
</table>

* less than 5 people; actual data not released due to data confidentiality
**Student Enrollment Trends**

Cypress College offers students the opportunity to select from a number of different course scheduling options. These options include short-term classes, many of which begin on or after the first nine weeks of the full semester. However, for the purposes of tracking student enrollment trends and demographics, we focus on a single, consistent timeframe (the third week of the semester). Enrollment at Cypress College peaked during Spring 2002 at 15,962. Like many community colleges in California, Cypress College faced serious budget reductions in Spring 2003 and Fall 2003. By Spring 2004, enrollment had dipped to 12,874. As the statewide budget for California community college improved, Cypress College increased the number of course sections offered, and enrollment increased slightly in 2004-2005. However, enrollments slipped again in Fall 2005 and Spring 2006. While Fall 2006 enrollment of 12,981 was higher than Spring 2006, it still was below the Fall 2005 level.

*Figure: Cypress College Enrollment Trend – Students Enrolled by Third Week of the Semester*
How is FTES calculated? The state counts every 525 hours of student attendance as one FTES. Why 525? Because a student taking 15 hours of instruction per week for 2 semesters of 17.5 weeks would have attended 525 hours of class for an academic year (15 x 2 x 17.5 = 525). We monitor weekly student contact hours (WSCH) because it forms the basis for identifying how much FTES a section, department, division, or college generates.

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

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

Since 2001, Cypress College has generated an average of 10,466 resident FTES each year. In response to the statewide budget crisis, the college reduced the number of sections it offered in 2003-2004, and generated only 10,223 resident FTES. The college rapidly increased the number of sections offered the following year and resident FTES grew to 10,616. Although resident FTES grew in 2004-2005 by over 3.8%, the college fell short of its 2004-2005 target of 10,979 FTES. Enrollments slipped again in 2005-2006, and the college again fell short of its target for of 10,145 resident FTES. The following graph shows resident FTES generated in each term since Summer 2001.
The following table shows that the four largest divisions in terms of resident FTES are Science, Engineering and Math (SEM), Social Sciences, Language Arts, and Fine Arts. Growth in the Psychology and Sociology departments contributed substantially to the growth in the Social Science division. The SEM and Language Arts divisions experienced substantial declines in resident FTES in 2005-2006 – particularly in Mathematics and English.

### Division Trends in Resident FTES

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**WSCH per FTEF**

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

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

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

As reflected in the graph on the following page, the 2003-2004 academic year was the most productive in terms of WSCH per FTEF. Summer 2003 and Fall 2003 saw particularly high WSCH per FTEF as the college cut course sections in response to the statewide budget crisis.
WSCH per FTEF values have been highest in Social Sciences and Science, Engineering and Math – areas which have relatively high enrollments per section. Areas that have smaller section sizes, such as Language Arts and Health Sciences, have consistently lower WSCH per FTEF values. The purpose of understanding and examining these numbers is not to compare and contrast departments or divisions. Rather, it is to enable each discipline to evaluate itself according to its own, discipline-specific standards. The following table provides WSCH per FTEF information for each division during the past three years.

**WSCH per FTEF by Division, 2003-2006**

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<td>Language Arts</td>
<td>362.1</td>
<td>413.2</td>
<td>387.9</td>
<td>351.6</td>
<td>394.1</td>
<td>351.0</td>
<td>329.3</td>
<td>378.1</td>
<td>337.4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>422.7</td>
<td>431.3</td>
<td>418.3</td>
<td>505.9</td>
<td>424.6</td>
<td>411.1</td>
<td>449.6</td>
<td>412.6</td>
<td>384.7</td>
</tr>
<tr>
<td>SEM</td>
<td>484.7</td>
<td>516.9</td>
<td>471.7</td>
<td>376.2</td>
<td>502.3</td>
<td>483.9</td>
<td>405.9</td>
<td>481.0</td>
<td>463.4</td>
</tr>
<tr>
<td>Social Science</td>
<td>623.3</td>
<td>659.3</td>
<td>600.4</td>
<td>528.9</td>
<td>565.5</td>
<td>552.8</td>
<td>447.1</td>
<td>511.7</td>
<td>523.5</td>
</tr>
<tr>
<td>Voc/Tech</td>
<td>111.9</td>
<td>347.1</td>
<td>328.2</td>
<td>233.8</td>
<td>319.8</td>
<td>321.8</td>
<td>295.1</td>
<td>328.2</td>
<td>336.5</td>
</tr>
<tr>
<td>College-wide</td>
<td>480.4</td>
<td>440.2</td>
<td>418.5</td>
<td>423.6</td>
<td>421.2</td>
<td>398.9</td>
<td>398.8</td>
<td>401.9</td>
<td>388.2</td>
</tr>
</tbody>
</table>
**Room Utilization**

In order to be eligible for funds for capital outlay projects, each community college in California must demonstrate that it meets or exceeds statewide standards\(^2\) for efficient usage of existing rooms. Essentially, colleges must use existing lecture and lab rooms to their fullest capacity before the state will consider requests for additional classroom space.

With these requirements in mind, Cypress College has carefully monitored its room utilization for several years. Analyses show that the college falls far short of the statewide standard for efficient room utilization; in 2004, the college wide room utilization was less than 65% of the state standard. However, with careful attention to the accuracy of its space inventory and efforts to schedule classes and use rooms more efficiently, the college has slightly improved its room utilization, even in the face of dwindling enrollments.

Cypress College is in the process of seeking state funding to renovate three of its instructional buildings. The California Community Colleges Board of Governors has already approved the request to renovate the Humanities Building. Funding will be available for this renovation if the state capital outlay bond passes in the November 2006 election. A Final Project Proposal (FPP) has been submitted for improvements to the Science, Engineering and Math (SEM) Building, and the college is awaiting word on its approval. An Initial Project Proposal (IPP) for the Fine Arts Building is being prepared. SEM and especially Fine Arts showed improvements in room utilization in 2004 compared to 2003.

<table>
<thead>
<tr>
<th>Building</th>
<th>2003</th>
<th>2004</th>
<th>Change (in % Pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>49.3%</td>
<td>54.3%</td>
<td>5.0</td>
</tr>
<tr>
<td>CCCCE-3</td>
<td>*</td>
<td>23.9%</td>
<td>--</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>67.3%</td>
<td>86.5%</td>
<td>19.2</td>
</tr>
<tr>
<td>Gym2</td>
<td>60.6%</td>
<td>61.9%</td>
<td>1.3</td>
</tr>
<tr>
<td>Humanities</td>
<td>69.9%</td>
<td>66.7%</td>
<td>-3.2</td>
</tr>
<tr>
<td>Library</td>
<td>14.8%</td>
<td>14.4%</td>
<td>-0.4</td>
</tr>
<tr>
<td>SEM</td>
<td>78.8%</td>
<td>82.2%</td>
<td>3.4</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>7.5%</td>
<td>11.4%</td>
<td>3.9</td>
</tr>
<tr>
<td>TechEd1</td>
<td>122.8%</td>
<td>128.6%</td>
<td>5.8</td>
</tr>
<tr>
<td>TechEd2</td>
<td>34.1%</td>
<td>30.9%</td>
<td>-3.2</td>
</tr>
<tr>
<td>TechEd3</td>
<td>69.2%</td>
<td>75.4%</td>
<td>6.2</td>
</tr>
<tr>
<td>Overall</td>
<td>63.0%</td>
<td>64.9%</td>
<td>1.9</td>
</tr>
</tbody>
</table>

*Note: CCCCE-3, also referred to as the Holder Building, was not used for instruction until 2004.

More information regarding room utilization at Cypress College is available from the Institutional Research Office.

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\(^2\) The state standard for efficient use of lecture rooms is 53 hours of use per week with 66% of the student stations occupied at the census date; lab rooms need only be used for 27.5 hours per week but with 85% of the stations occupied.
Financial Indicators

General Fund Allocation

Over 60% of general fund monies are allocated for employee salaries (43% for academic, 19% for classified salaries). Other substantial allocations are for employee benefits (16%) and capital outlay projects (9%). The following pie chart illustrates the proportion of general fund dollars allocated for various purposes.

General Fund Allocation, Fiscal Year 2006-2007

<table>
<thead>
<tr>
<th></th>
<th>FY 03/04</th>
<th>FY 04/05</th>
<th>FY 05/06</th>
<th>FY 06/07</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Salaries</strong></td>
<td>$22,784,904</td>
<td>$23,668,006</td>
<td>$26,141,835</td>
<td>$26,106,040</td>
</tr>
<tr>
<td><strong>Classified Salaries &amp; Other Non-Academic Salaries</strong></td>
<td>$9,167,436</td>
<td>$9,670,783</td>
<td>$9,760,988</td>
<td>$11,561,698</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>$8,109,008</td>
<td>$9,341,417</td>
<td>$8,945,787</td>
<td>$9,748,971</td>
</tr>
<tr>
<td><strong>Supplies/Materials</strong></td>
<td>$2,995,697</td>
<td>$3,939,216</td>
<td>$1,010,524</td>
<td>$3,377,965</td>
</tr>
<tr>
<td><strong>Other Operating Expenses &amp; Services</strong></td>
<td>$2,821,466</td>
<td>$2,974,764</td>
<td>$3,340,477</td>
<td>$3,450,791</td>
</tr>
<tr>
<td><strong>Capital Outlay</strong></td>
<td>$5,805,889</td>
<td>$6,764,071</td>
<td>$1,614,134</td>
<td>$5,325,725</td>
</tr>
<tr>
<td><strong>Interfund &amp; Other Transfers Out</strong></td>
<td>$183,000</td>
<td>$183,000</td>
<td>$1,065,000</td>
<td>$112,473</td>
</tr>
<tr>
<td><strong>Student Financial Aid</strong></td>
<td>$475,097</td>
<td>$368,012</td>
<td>$778,432</td>
<td>$387,413</td>
</tr>
</tbody>
</table>

**Notes:**

*Other operating expenses* represent services that the college pays others to perform. Examples include maintenance agreements, phone service, postage costs, membership dues, insurance, and advertising.

*Capital outlay* reflects purchases of equipment, library books, improvement to buildings or grounds of a more permanent nature, and occasionally software. Such expenses are for items likely to last more than one year and typically cost at least $1,000.

*Interfund and other transfers out* tracks the transfer of funds between differently funded projects. For example, the bookstore, Foundation, parking budget, and financial aid each transfer funds to the Bursars office to pay for accounting services.
Grants Awarded

The amount of grant funds awarded to the college each year is another useful indicator of institutional effectiveness. Cypress College has received over 13 million dollars in grant funds per fiscal year since 2003-2004. The following graph depicts the total amount of grant funds awarded during the past four years. The amount of grant funds awarded in 2003-2004 would have been much less if we had not just been awarded $450,000 for the Title V Grant. The increase in the amount of grants awarded in fiscal year 2004 vs. 2003 is related to increases in Cal Grants, CalWORKS, DSPS, Advanced Transportation Technology Initiative (ATTI), Title V, and a new Nurse Workforce Initiative Grant. The substantial increase in grants awarded in 2006-07 reflects: a Learning Communities for Nursing grant for $1,342,104 and an ATTI Quick Start grant for $448,077.

Grant Funds Awarded, Fiscal Years 2003 to 2006
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Chapter 2: Instructional Quality Assessment

Introduction

Instructional Quality Assessment (IQA) is a peer supported and organized quality review process for instructional departments. The departments are reviewed on a four year rotation with an annual update submitted each year. The Office of Institutional Research prepares the data for each department and distributes that data to the selected departments early in the fall semester. The faculty within the department reviews the data and discusses the impact on that department. A lengthy report, including goals and objectives, is written by the faculty in the department and submitted to the dean by the end of the semester. The report is also submitted to the IQA Committee which reviews each of the department’s reports and provides feedback. The committee is made up of a faculty representative from each division and one dean, as well as the Director of Institutional Research as a resource member. The chair is a faculty member. Since this is a subcommittee of the Academic Senate, the IQA chair reports back to the Academic Senate on a regular basis.

After much review and feedback by the committee, the final report is then submitted to the Executive Vice President of Educational Programs and Student Services. The following summaries are based on each department’s final report.
Air Conditioning and Refrigeration

Program Strengths and Accomplishments
The department faculty has provided students with opportunities to specialize in commercial/industrial air conditioning and refrigeration, an area where there is high employment demand. Cypress College is one of the few colleges that provide this area of specialization. The department has established excellent relations with professionals in the industry, who provide feedback/suggestions for the program and future employment opportunities for students. Student surveys (91%) also indicate that the instruction provided by faculty is “good” to “excellent.”

Program Goals and Objectives
The department is commended for taking the initiative in addressing the decline in enrollment that has taken place for the past several years. Increased efforts in “outreach” activities at the high schools, new certification for graduates, and curriculum development will assist with this objective. The development of a new vocational math course to help students succeed in the program is also encouraged.

Other Issues Facing the Department
In addition to addressing declining enrollment, the faculty is encouraged to participate in the process of developing Student Learning Outcomes and assessments for the department. The department is one of only three that last year did not complete the college-wide requirement of developing SLOs for at least one course. This past year several modifications have been made in classrooms to address instructional needs. As resources permit and an increase in enrollment additional modifications may be needed to meet student/program needs. Additional equipment and software for the program should be requested through the annual Budget Request Process.
Art

Program Strengths and Accomplishments
Enrollment has been a challenge for the department; however, faculty addressed this issue by offering more online courses and scheduling classes at non-traditional times i.e., Friday classes, late afternoon, etc. The faculty has also developed and offered new courses based on student interests and requests, i.e. jewelry, cartooning, etc. This has not only increased enrollment in the department but also provided students with options to meet their educational goals. The department has also enhanced the *esprit de corps* amongst the full-time and part-time faculty by organizing annual retreats to address departmental issues and concerns. The faculty does an excellent job in recognizing student achievement via student art shows and awarding a scholarship from faculty contributions. Approximately 93% of the student surveys rate the instruction they receive in the department as “very good or excellent.”

Program Goals and Objectives
Even though enrollment has been increasing, it still remains a challenge for the department and the college. Recruiting students at the high schools and sponsoring special “recruitment” activities is encouraged. The department is also encouraged to continue developing new courses and varied instructional delivery modes to meet student needs.

Other Issues Facing the Department
During the 2006-2007 academic year, the area formerly used for Culinary Arts will be remodeled. Part of the space will be remodeled to serve as an art gallery for the college. Also in 2006-2007, five classrooms will be equipped with appropriate instructional equipment so that they can serve as “Smart Classrooms.” The department can also apply for one time Budget Requests, which is a means for it to request additional funds to meet departmental needs. Faculty is encouraged to continue participating in the process of developing Student Learning Outcomes and assessments for courses in their department.
Chemistry

Program Strengths and Accomplishments

The full-time faculty members in the department are very active on campus committees. They serve as club advisors and volunteer for various on-campus and off-campus outreach activities. The department continues to increase and expand course offerings in high demand areas. Student access for chemistry classes has also increased by the various scheduling options presented to students, i.e. Friday/Saturday classes. The department is to be commended for working with the faculty in the Health Science Division in developing courses and schedules to accommodate students pursuing allied health programs. Student surveys also reflect high satisfaction with the instruction they receive.

Program Goals and Objectives

The department plans to meet the ever-increasing student demand for quality chemistry instruction, especially in the area of organic chemistry which is a foundation course for students applying to professional schools. To improve the channels of communication, the department is encouraged to invite the counselor(s) to the department/Division meetings.

Other Issues Facing the Department

The faculty is encouraged to continue its outreach activities in the elementary schools and where possible expand them to the middle/senior high level. The faculty is also encouraged to continue their participation in the process of developing Student Learning Outcomes for courses in the department. With an increase in student demand for science courses, the Dean has been requested to provide the Executive Vice President with various scenarios of how the science offerings/schedules could be expanded to meet student needs if an additional lab assistant were hired. Even though operational costs have increased throughout the college, the cost to offer science courses is more expensive than offering traditional lecture classes. The Division may want to research a model other colleges use in establishing budgets for lab courses and recommend a model for the college to use for the science department. The college has allocated additional funds to support the Division. In addition to the one time budget requests, over the last four years, the Division has also been allocated an additional $25,000.
Computer Information Systems (CIS), Business

Program Strengths and Accomplishments
Enrollment stabilization has been a major challenge for the department. To meet this challenge the department has increased their course offerings of more online and hybrid classes. The department faculty continues to develop new courses in the areas of networking, voice over IP, and gaming. Curriculum development is based on employment needs as well as the input received from advisory committee meetings. Improving enrollment and meeting student needs have also been addressed via the offering of courses at varied times and days of the week, offering “dual-listed” classes with the School of Continuing Education and short-term classes. Approximately 93% of the student surveys rate the instruction they receive in the department as “very good or excellent.”

Program Goals and Objectives
Increasing enrollment remains a major goal for the department. The department continues to address this issue not only through new course development and varied instructional delivery systems, but also by promoting courses/certificates in the community and local high schools. The marketing and promotion efforts need to continue. The department should also continue revising existing courses/programs and developing new ones to meet labor market demands.

Other Issues Facing the Department
The acquisition of new or replacement technology in the department is a challenge. In summer 2006 the Business building was remodeled and classrooms were equipped with appropriate instructional equipment; however, this did not completely meet the needs of the department or Division. With one time Budget Requests there may also be additional funds allocated to the Division to meet these needs. Faculty is also encouraged to participate in the process of developing Student Learning Outcomes and assessments for the department.
Computer Science

**Areas of Concern**
Over the past several years there has been a steady decline in student demand for Computer Science courses offered through the Science-Engineering-Math (SEM) division. This has not only occurred at Cypress College but also surrounding community colleges and four year universities. This has been a result of the economic down turn of the “.com” industry and the lack of outreach/recruitment efforts to build the program.

**Program Goals and Objectives**
Aggressive outreach/recruitment efforts need to be initiated by the department and college to rebuild the program, if that is the direction the Division and college decide to pursue. Furthermore, major changes need to be made in the program to ensure that students are prepared to meet requirements of four year universities, that the courses are relevant and that students are prepared to meet industry employment needs.
English

Program Strengths and Accomplishments
Student surveys indicate a high level of satisfaction with the instruction students receive in the English Department. Ninety percent of the students responding indicated they received excellent or good instruction. To encourage and promote student retention/success, the English faculty participate in or sponsor several very effective programs: Puente, Black Studies and the University Transfer Achievement Program (UTAP). The faculty is also involved in several Learning Communities. A twelve week online course for English 60 and 100 was developed to improve student success and retention utilizing this mode of instruction. This past year the Educational Interpreting Program for the Deaf was introduced at the college, which will provide additional opportunities for students. Even though the Writing Center and Learning Center are now housed in the new LLRC, the Division is to be commended for establishing these instructional support services for students.

Program Goals and Objectives
With changes in demographics and serving more under-prepared students the faculty is encouraged to work with the Dean, faculty and staff of the LLRC to explore ways to participate in the hiring process of tutors and increase, expand and improve the instructional support services provided in the LLRC.

Other Issues Facing the Department
In the near future, the Humanities Building is scheduled for complete renovation, which will greatly enhance the instructional environment by resolving ventilation problems and noise transference between classrooms. In summer 2006 the building was “deep cleaned,” which also addressed some of the maintenance issues. Faculty is encouraged to continue their participation in the process of developing Student Learning Outcomes and assessments for the department.
English as a Second Language (ESL)

Program Strengths and Accomplishments
The faculty has developed courses to meet the educational needs of students ranging from high-beginning levels of English through advanced writing. The courses are designed to develop listening, speaking, writing and reading skills. Elective courses have also been designed to reinforce correct grammar usage and pronunciation. An excellent working relationship has been established with the School of Continuing Education to improve the transition of students from the “non-credit” program to the “credit” program. The department has also taken the initiative to develop a brochure and website to promote their program in the community. The faculty does an excellent job by including part-time faculty in department meetings and reviewing and/or designing new courses. Student survey responses and written statements from students indicate a high level of satisfaction with the instructional program.

Program Goals and Objectives
With changes in demographics and the college serving more under-prepared students the faculty is encouraged to work with the Dean, faculty and staff of the LLRC to explore ways to increase, expand and improve the instructional support services provided in the LLRC.

Other Issues Facing the Department
In the near future, the Humanities Building is scheduled for complete renovation, which will greatly enhance the instructional environment by resolving ventilation problem and noise transference between classrooms. Classrooms will also be converted to “smart” classrooms. In summer 2006 the building was “deep cleaned,” which also addressed some of the maintenance issues. A common thread which surfaces throughout the Educational Master Plan and Instructional Quality Review is a need for additional tutoring for students. This will be addressed by the Planning and Budget Committee through the allocation of additional funding for this support service. Faculty is encouraged to continue their participation in the process of developing Student Learning Outcomes for the department.
Ethnic Studies

Program Strengths and Accomplishments
The department is one of the few in the community college system whose educational program focuses on the historical and contemporary experiences of various under-represented ethnic/racial groups. The faculty is to be commended for collaborating with other disciplines in establishing the Black Studies Learning Community and Ethnic American Learning Community. The department has also worked collaboratively with the Business/CIS Division in establishing a new certificate program in Multicultural Marketing. Student surveys (88%) indicate that the instruction provided by faculty is “good” to “excellent.”

Program Goals and Objectives
The primary goal of the Ethnic Studies Department is consistent with the College’s mission of “embracing diversity.” The faculty is encouraged to continue reviewing the Student Equity Plan and developing courses and programs in the future to meet the diverse needs of our students.

Other Issues Facing the Department
In the near future, the Humanities Building is scheduled for complete renovation, which will greatly enhance the instructional environment, resolve the ventilation problem and alleviate the noise transference problem between classrooms. Additional equipment and software for the program should be requested through the annual Budget Request Process. Faculty is encouraged to continue participating in the process of developing Student Learning Outcomes and assessments for the department.
Geography

Program Strengths and Accomplishments
The student success and retention rates have increased in the Geography Department. Student surveys (87%) also indicate that the instruction provided by faculty is “good” to “excellent.” Curriculum has been revised to comply with Title 5 regulations and new courses have been designed and scheduled to meet student needs. Faculty has worked closely with the Teacher Preparation and Honors Program coordinators to offer the right mix of classes to help students achieve their goals.

Program Goals and Objectives
The department will continue to schedule courses at various times and will offer classes emphasizing varied teaching modalities to meet student needs. Short term courses, including 5 week classes, will be scheduled to meet the needs of students who are in the Accelerated AA Program.

Other Issues Facing the Department
The faculty is encouraged to increase their efforts in building the department and GIS Certificate Program. There is an untapped market for students who would benefit from certification in this area. Faculty is also encouraged to participate in the process of developing Student Learning Outcomes and assessments for the department. The Humanities Building is scheduled for complete renovation, which will greatly enhance the instructional environment. Additional equipment and software for the program should be requested through the annual Budget Request Process.
Physical Education

*Program Strengths and Accomplishments*

Overall student surveys indicate very positive responses regarding the instruction they receive in the Division. In addition to the traditional scheduling of classes, the Division has expanded their offerings to also include Friday and Saturday classes and online offerings. The “Winter-inter session” and short term classes have also provided additional avenues for students to meet their educational goals. The faculty in the Division who coach are to be commended for the additional time they spend working with and guiding the student athletes to insure academic achievement. They are also to be commended for their efforts in fund-raising activities to support their programs.

*Program Goals and Objectives*

The Division will continue to schedule courses at various times and in various formats (e.g., short term, “Winter inter-session”, week-end and online classes) to meet the needs of students, including those enrolled in the Accelerated AA Program. Increasing student enrollment in the department and transfer rate for athletes are also goals for the Division.

*Other Issues Facing the Department*

The faculty is encouraged to increase their efforts in building student enrollment by offering additional “high demand” classes (e.g., kick-boxing, etc.). As facilities are modified and new equipment is purchased, there will be additional opportunities to offer new courses. Faculty is encouraged to continue participating in the process of developing Student Learning Outcomes and assessments for the department.
Psychiatric Technology

Program Strengths and Accomplishments
The use of mentors/tutors and the utilization of a Web-based State Board Review practice examination has improved student retention and student success rate. This past year the program had a 93% pass rate which ranked number three in the State. Student surveys also indicate that the quality of instruction, learning resources and counseling services are excellent. The department has a very effective relationship with the health care industry, which provides the department with input regarding the direction/needs of the profession and how to prepare students to meet employment needs.

Program Goals and Objectives
A major objective for the department is to continue to offer students an excellent educational program whose graduates will be competent and professional members of the Mental Health Care team. An ongoing challenge for the department continues to be the ability to serve students who are academically under-prepared in the basic skills – reading, writing and math. This is the only Psychiatric Technician Program in Orange County. This past year the program had 100 applicants for only 24 spaces. The program cannot keep up with the demand for graduates/employees, which is another challenge for the program.

Other Issues Facing the Department
With the retirement of a full time faculty member it is difficult to find part-time faculty to teach in the program, which compounds the problem of meeting employer’s needs. Faculty is encouraged to continue their participation in the process of developing Student Learning Outcomes and assessments for the department.
Reading

Program Strengths and Accomplishments
Ninety one percent of the students responding to the student survey indicate a high level of satisfaction (excellent or good) with the instruction they receive in the area of reading, writing and study skills. The skills students develop in reading classes also assist them in transitioning and being successful in other courses. The online offerings have increased from one to four sections, which has also enabled the department to serve more students. The faculty in the department is to be commended for their participation on and involvement in a myriad of campus committees and activities.

Program Goals and Objectives
A major challenge for the department will be to serve more students who are academically under-prepared and do not qualify for college level classes. Furthermore because of additional educational requirements for faculty to teach reading, a major challenge is to recruit and hire faculty with appropriate certification.

Other Issues Facing the Department
In the near future, the Humanities Building is scheduled for complete renovation, which will greatly enhance the instructional environment, resolve the ventilation problem and alleviate the noise transference problem between classrooms. In summer 2006 the building was “deep cleaned,” which also addressed some of the maintenance issues. Faculty is encouraged to continue their participation in the process of developing Student Learning Outcomes and assessment for the department.
Chapter 3: Student Support Services
Quality Review

Introduction

The quality review program for Student Support Services was developed in the fall of 2002 and the spring of 2003. The first pilot programs began in the fall of 2003. Student Support Services are on a four year rotation; thus all services will have been reviewed for the first time by fall 2006. At the end of the first four-year rotation, there will have been 16 programs evaluated. Some of those programs participated in the pilot program and thus will be starting the second rotation.

Most evaluations are completed at the point of service through a survey for students. Each program has the opportunity to contribute specific questions to the standard survey.

After the surveys are analyzed by the Institutional Research Office, reports are distributed to the departments individually. The departments are asked to review the results and to react to the results compared to the established standard of 75% student satisfaction. Each department is asked to complete a quality review report including a narrative on which standards were met and not met, and then to include a long range plan including goals and objectives.

These reports are to be shared with the manager and then the Executive Vice President. A summary of those reports is included in this chapter so others on campus may see and understand the goals of these departments. These goals may also be used in the Strategic Plan as action plans if they fit the Strategic Plan Direction, Goals and Objectives.

Four programs were reviewed in Fall 2005 and are included in this chapter. The programs are the Career Center, Health Center, Student Activities, and the Transfer Center. Readers interested in the quality review reports of other student services programs may wish to review Chapter 3 of the 2004-2005 edition of the Institutional Effectiveness Report.
Transfer Center

Major Accomplishments
Out of the eleven areas of measurement, The Transfer Center exceeded 75% in all categories. The results are based on 83 surveys that were collected from students who utilized the Center during October and November, 2005. Nine of the eleven responses were 90% or over. All of the students indicated that they were satisfied with the overall quality of service with 84% of students responding that staff helpfulness and knowledge were excellent. Students also stated that access to computers was very helpful and many indicated that more computers were needed.

Students were least satisfied with the hours of operation and many indicated in their comments that the Center should extend the hours to include evenings. The Transfer Center closes at 5pm and none of the surveys were filled out by evening students. Two evening transfer fairs are held and two evening application workshops are held each year. Another issue is the lack of transfer counselors. The counselor assigned to the Transfer Center is the Transfer Director with 60% of her time attributed to the Center.

Goals for the Program

1. Create a campus-wide transfer culture
   a. Present 3-5 major specific transfer fairs per year.
   b. Meet with instructional divisions to promote class presentations on Transfer Center services.
   c. Update the Transfer Handbook and distribute to all faculty.
   d. Increase the number of students visiting universities by requesting funds for van rentals to conduct university visits.

2. Increase counseling services in the Transfer Center
   a. Submit a request for funds for adjunct counseling faculty to reopen the Transfer Center in the evening.
   b. Request a new counselor for the new Career/Transfer Center.
   c. Continue to develop a counseling internship program with at least one intern each semester.
Career Planning Center and Adult Re-entry Program

Major Accomplishments
Over a four week period, the Career Planning Center collected over 180 surveys related to customer service satisfaction. Out of the ten areas of measurement, the Career Planning Center exceeded the standard of 75% in nine of the ten areas. Those nine areas all exceeded 80% and the highest, 98.8%, was in the area of recommending the Center to others. The other areas that rated in the high 90% were in staff helpfulness, staff knowledge, and overall quality of service.

The one category that fell below the standard was the statement, Access to a Computer, with a 73% satisfaction rating. The Career Center has six computer stations with internet access and one stand-alone computer station in a small area. The center serves over 8000 students who come for class assignments or research and varying other students and community members. The Career Center will be moving to the new Student Center when it is finished and share space with the Transfer Center.

Goals for the Program

1. Review scope of responsibilities for the career/re-entry counselor and support personnel.
   a. Request a new counselor for the new Career/Transfer Center.
   b. Provide evening counseling in the new Career/Transfer Center.

2. Keep pace with technology and career-related software and resource materials.
   a. Provide ongoing in-service training for division staff on new career resources.
   b. Continue to update computer equipment for new Career/Transfer Center.

3. Increase and expand outreach and marketing efforts to undecided/undeclared students, adult learners, and to all factions of the campus and community.
   a. Enhance, revise, and redesign the website and important program documents for marketing, outreach and recruitment.
   b. Increase visibility and educate students, staff, faculty and the community about our services by giving presentations.
   c. Establish and participate in a Career Advisory Committee with representatives from the campus and the community.

4. Identify, develop, and utilize achievable Student Learning Outcomes which will foster an approach to learning, and seek to increase student achievement and skill acquisition.
   a. Work with instructors to incorporate an achievable and measurable career component into their course curriculum.
Student Activities

Major Accomplishments

Out of the seven areas of measurement, Student Activities exceeded the campus standard of 75% in all categories. In fact all responses were above 85%. The survey showed that the highest rankings were in staff knowledge, staff helpfulness, and overall quality of service. This survey was taken in the fall semester, 2005, shortly after moving into the new location.

The least favorable response was in the area of hours of operation. This area needs to be addressed, as evening students cannot take advantage of Student Activities. This area houses Photo ID which turned out to be the most used area.

Goals for the Program

1. Improve the hours of operation
   a. hire a 50% classified clerical assistant

2. Provide a communication conduit to help support Student Services
   a. purchase three flat screen television monitors to be installed in the Student Activity Center
Student Health Services

Major Accomplishments

Out of the seven areas of measurement, Student Health Services exceeded the college standard of 75% by 20 percentage points, exceeding 95% in all categories. The health center staff continues to provide what we consider to be quality care and customer service to students, faculty and staff. This year’s major accomplishment was the ability to add a clinical psychologist to the staff who works with the students one-half day per week. This accomplishment satisfies one of the department’s three goals from the last quality review. The health center continues to provide discounted services for lab work, as well as a discounted cost for any medications purchased through the health center.

Even with the addition of a clinical psychologist, there is still a need to further increase the availability of psychological services. To meet that need, an additional half-day of services is scheduled to be added beginning spring 2006.

Goals for the Program

1. Increase hours of available psychological services.
   a. improve access to psychological counseling services and decrease wait time.

2. Update equipment and educational materials.
   a. replace teaching models which are worn

3. Hire per diem Health Educator.
   a. expand services to include smoking cessation, weight reduction, and wellness classes for students, faculty and staff.
Chapter 4: Campus Support Services
Quality Review

Campus Support Services are evaluated every three years (2004, 2007, 2010, etc.). All programs completed their first quality review and the findings were reported in last year’s edition of the *Institutional Effectiveness Report*. Interested readers may wish to refer to that document to review the major accomplishments and department goals for:

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

These programs are slated for quality review again in Spring 2007, and the results will be reported subsequently.
Chapter 5: Results from College Surveys

Student Satisfaction as Reflected in the Noel-Levitz Student Satisfaction Inventory

The college uses the Noel-Levitz Student Satisfaction Inventory (SSI) on a biannual basis to identify students’ perceptions of the college in a number of areas. The survey responses help identify what matters most to our students, and how well we are meeting their expectations. The survey was conducted in Fall 2005 and Fall 2003; it is scheduled to be conducted again in 2007.

The Twelve Scales

The items on the Student Satisfaction Inventory have been analyzed statistically and conceptually to create scales. The scales provide composite scores that allow for an overview of the data. The scales are as follows:

- **Academic Advising and Counseling Effectiveness** assesses the comprehensiveness of the academic advising program, evaluating advisors’ knowledge, competence, approachability, and personal concern for students.
- **Academic Services** assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.
- **Campus Climate** measures the extent to which the institution provides experiences that promote a sense of campus pride and belonging.
- **Campus Support Services** assesses the quality of support programs and services.
- **Concern for the Individual** assesses the institution’s commitment to treating each student as an individual. Included in this assessment are those groups who frequently deal with students on a personal level (i.e., faculty, advisors, counselors, etc.).
- **Instructional Effectiveness** measures students’ academic experience, the curriculum, and the campus’s overriding commitment to academic excellence.
- **Admissions and Financial Aid Effectiveness** measures the extent to which admissions counselors are competent and knowledgeable, along with students’ perceptions of the effectiveness and availability of financial aid programs.
- **Registration Effectiveness** assesses issues associated with registration and billing and the extent to which the registration process is smooth and effective.
- **Responsiveness to Diverse Populations** assesses the institution’s commitment to specific groups of students enrolled at the institution (e.g., underrepresented populations, students with disabilities, commuters, part-time students, and
older, returning learners). Please note that this scale captures only a satisfaction score.

- **Safety and Security** measures the institution’s responsiveness to students’ personal safety and security on the campus.

- **Service Excellence** measures the areas of campus where quality service and personal concern for students are rated most and least favorably.

- **Student Centeredness** measures the institution’s attitude toward students and the extent to which they feel welcome and valued.

**Analysis of the Scales**

The best place to begin is by looking at the big picture and understanding the areas on campus which matter most to students. The following table summarizes the importance, satisfaction, and performance gap (calculated by subtracting the satisfaction score from the importance score) findings for the 12 scales. These are listed in order of importance.

### Cypress College and National SSI Responses, Fall 2005

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cypress College</th>
<th>National Comparison*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Effectiveness</td>
<td>6.38</td>
<td>5.46**</td>
</tr>
<tr>
<td>Academic Advising -- Counseling</td>
<td>6.36</td>
<td>5.20</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>6.35</td>
<td>5.48**</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>6.34</td>
<td>5.01**</td>
</tr>
<tr>
<td>Concern for the Individual</td>
<td>6.27</td>
<td>5.23</td>
</tr>
<tr>
<td>Admissions and Financial Aid</td>
<td>6.25</td>
<td>5.06</td>
</tr>
<tr>
<td>Academic Services</td>
<td>6.20</td>
<td>5.35</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>6.10</td>
<td>5.24</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>6.08</td>
<td>5.18</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>6.07</td>
<td>5.31</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>5.74</td>
<td>5.08**</td>
</tr>
<tr>
<td>Responsiveness to Diverse Populations</td>
<td>--</td>
<td>5.51</td>
</tr>
</tbody>
</table>

7 = very important/very satisfied. 1 = not important/not satisfied at all
* Participating two-year public community, junior and technical colleges.

** Denotes an area in which Cypress College students are significantly more satisfied than their peers at other community colleges.
Student Satisfaction in Fall 2005 versus Fall 2003

Students surveyed in Fall 2005 were significantly more satisfied than students surveyed in Fall 2003 on most of the survey items. The following list identifies the items with the largest gains between 2003 and 2005:

- Students are notified early in the term if they are doing poorly in a class
- Admissions counselors accurately portray the campus in their recruiting practices.
- Personnel in the Veterans’ Services program are helpful.
- This campus provides effective support services for displaced homemakers.
- Billing policies are reasonable.
- I am able to register for classes with few conflicts.
- Faculty provide timely feedback about student progress in a course.
- The assessment and course placement procedures are reasonable.
- Internships or practical experiences are provided in my degree/certificate program.
- There are convenient ways of paying my school bill.

There were few areas for which students surveyed in Fall 2005 were not more satisfied than those surveyed in Fall 2003. The following list identifies areas that did not improve significantly between 2003 and 2005:

- The student center is a comfortable place for students to spend their leisure time.
- Library resources and services are adequate.
- Financial aid counselors are helpful.
- There are a sufficient number of study areas on campus.
- My academic advisor helps me set goals to work toward.
- Campus restrooms are clean and sanitary.
- Opportunities to participate in campus clubs or other extracurricular activities are adequate.

Institutional Strengths and Challenges

The individual items on the SSI can be analyzed to identify strengths (high importance and high satisfaction). These are items that the institution can incorporate into marketing and recruiting materials, and internal and external public relations opportunities, and can use to provide positive feedback to the faculty, staff, administration, and students. **Strengths are defined as being above the median in importance and in the top quartile of satisfaction.** The items can also be analyzed to determine key challenges (high importance and low satisfaction). **Challenges are defined as being above the median in importance and the bottom quartile of satisfaction and/or the top quartile of performance gaps.** The information on the following page pinpoints primary strengths and challenges; the numbers refer to survey item numbers.
**Strengths: Areas of high importance and satisfaction that should be highlighted in promotional materials. (Numbers refer to survey item numbers.)**

18. The quality of instruction I receive in most of my classes is excellent.
73. The online process for registering for classes (WebStar) is easy to use.
58. Nearly all of the faculty are knowledgeable in their fields.
72. The online process for applying to the college (CCCApply) is easy to use.
69. There is a good variety of courses provided on this campus.
70. I am able to experience intellectual growth here.
66. Program requirements are clear and reasonable.
71. The college website is a source of accurate, helpful information.
35. Policies and procedures regarding registration and course selection are clear and well-publicized.
29. Faculty are fair and unbiased in their treatment of individual students.
51. There are convenient ways of paying my school bill.
34. Computer labs are adequate and accessible.
43. Class change (drop/add) policies are reasonable.
61. Faculty are usually available after class and during office hours.
3. The quality of instruction in the vocational/technical programs is excellent.
36. Students are made to feel welcome on this campus.

**Challenges: Areas of high importance and low satisfaction that should claim the institution’s immediate attention. (Numbers refer to survey item numbers.)**

8. Classes are scheduled at times that are convenient for me.
74. Classes are offered frequently enough for me to complete my educational program in a reasonable amount of time.
15. I am able to register for classes I need with few conflicts.
39. The amount of student parking space on campus is adequate.
76. Campus restrooms are clean and sanitary.
24. Parking lots are well-lighted and secure.
40. My academic advisor is knowledgeable about the transfer requirements of other schools.
77. Campus signs help me find the places and services I need.
52. This school does whatever it can to help me reach my educational goals.
65. Students are notified early in the term if they are doing poorly in a class.
11. Security staff respond quickly in emergencies.
25. My academic advisor is concerned about my success as an individual.
20. Financial aid counselors are helpful.
Campus Response to Challenges

Cypress College leaders reviewed the challenges identified by this survey, and developed plans to respond to each. The following section summarizes the campus response to each challenge. (The numbers refer to the item number on the survey. Items are presented in descending order of importance to students.)

8. Classes are scheduled at times that are convenient for me.
Division Deans continually review schedules and student demand for classes (fall, spring and summer) and make adjustments as needed. Classes with multiple sections are offered at various times, days and in some departments, teaching modalities (e.g. online, hybrid). Some classes, because of student demand, are offered as 1½ or double sections. A student can complete his/her general education requirements by enrolling in day and/or evening classes. Many of these courses are also scheduled on weekends. The Accelerated AA also provides students with additional options.

74. Classes are offered frequently enough for me to complete my educational program in a reasonable amount of time.
The majority of classes, including general education classes, are scheduled at times to meet student needs, including weekend classes and classes for the Accelerated AA. Due to limited demand, some vocational classes and elective classes are offered once a year; however, this still allows for a student to complete their program in two years. Student demand does not warrant offering some of the courses every semester.

15. I am able to register for classes I need with few conflicts.
Since the survey was taken we have hired additional full time staff in Admissions and Records, reduced the number of hourly employees by hiring part-time regular staff, improved the telephone system and expanded operating hours during peak periods. The services offered through Web-Star have also improved.

39. The amount of student parking space on campus is adequate.
In fact, the campus has adequate parking space for students. Lot 5 is rarely full, but students do not like to walk far to their classes. To benefit students, staff parking spaces in Lot 1 and Lot 7 were reduced and student spaces were increased. In addition, two lots are held for overflow parking and used during the first few weeks of school when parking need is greatest. Those overflow lots are next to Lot 7 in the grass area and off of Holder Street next to the baseball field. Campus Safety monitors the lots during the first few weeks of school and identifies which lots are still open when students are having difficulty finding a space in which to park.

76. Campus restrooms are clean and sanitary.
The campus will continue to have difficulty with this issue until all of the building renovations are complete. Five buildings now have larger, up-to-date restrooms but the heavily used buildings are yet to be renovated. A day custodian has been assigned to these restrooms to keep them stocked and cleaned.
24. **Parking lots are well-lighted and secure.**
The parking lots will have improved lighting now that the Maintenance crew can use a new scissor lift that has just been purchased to reach the lights. Previously, several lights would need to be out before equipment would be rented to change the lights because of the expense of the rental. Also, Campus Safety purchased emergency phones with blue lights for parking lots which are connected directly to the switchboard and Campus Safety.

40. **My academic advisor is knowledgeable about the transfer requirements of other schools.**
All counselors have been trained on ASSIST and should be using it with students. Staff in the Transfer Center is proficient on ASSIST and can help students look up course information. The Articulation Officer provides monthly articulation updates at counseling meetings. In the 2006-2007 school year, the Articulation Officer will begin updating articulation agreements with the most requested private institutions in our area.

77. **Campus signs help me find the places and services I need.**
During construction, several offices and services have moved into either temporary locations or new permanent locations. Banners have been made to direct students. It has become a campus priority to make banners wherever needed. Additional signs are also made to direct students to buildings through the maze of construction fencing. New permanent signs for vehicular traffic were designed and installed before the first day of Fall 2006 classes.

52. **This school does whatever it can to help me reach my educational goals.**
Little progress has been made on developing an electronic education plan. It has been recommended that we purchase an electronic education plan with matriculation funding this year.

65. **Students are notified early in the term if they are doing poorly in a class.**
One of the 2006-2007 objectives in the Strategic Plan is to implement an Early Alert System.

11. **Security staff responds quickly in emergencies.**
The top priority of Campus Safety is to respond to emergencies. They continue to walk or drive the campus in an effort to help students. They are in contact with the city police whenever necessary. The staff is also trained regularly in CPR and all types of emergency training.

25. **My academic advisor is concerned about my success as an individual.**
We would like to think that all of our faculty, staff and administration clearly communicate the impression that they care about students both academically and individually. The Dean of Counseling and Student Development stresses the importance of this with new and seasoned faculty.

20. **Financial aid counselors are helpful**
Ongoing training is provided to financial aid staff. Training consists of workshops, seminars, and conferences that focus on application and eligibility requirements as well as outreach and recruitment. As part of the Cypress College outreach efforts, financial aid is now a visible and vital part of student support services outreach efforts. Detailed information concerning
financial aid programs and events are posted on the financial aid office website as well as in the financial aid office. Students are notified in a timely manner via U.S. Mail and online of their application status and/or eligibility requirements. Live-help is available via phone or in person during normal business hours. Current and prospective students and families needing financial aid information are served in multiple languages, including Spanish, Tagalog, and Vietnamese.

**Campus Climate Survey of Employees**

**Background**

**Purpose**

Campus climate surveys are conducted regularly on campuses across the nation. Such surveys typically measure perceptions of the campus, feelings of acceptance and belonging, and diversity. Spring 2006 marked the third time such a study was conducted at Cypress College. Like the earlier studies in Spring 2004 and Fall 2000, its purpose was to gain a better understanding of employees’ personal satisfaction with the general working environment at the college.

**Method and Instrument**

The survey was distributed to faculty, staff and managers during a three-week period in April 2006. Participation was voluntary and anonymous. Employees received an “allusers” e-mail inviting them to participate in the web-based survey. The invitation included the web address for the survey, and a general description of the scope and purpose of the study. Subsequent reminders were also sent via e-mail and announced in various committee meetings.

The survey contains items that focus on general climate, diversity (particularly related to gender, ethnicity, and sexual orientation), participation in and satisfaction with communication and decision-making, and campus priorities for outreach, retention and student success. A full copy of the survey is available in Appendix A.

**Survey Participants**

The entire population of Cypress College faculty, staff and managers (approximately 740 individuals) was invited to participate in the survey. Of these employees, 261 completed the web survey, resulting in a response rate of 33%. (This response rate matches that of the 2004 study, which had a 33% response rate and 247 participants.) Compared to the 2004 climate study, the current study saw greater participation among faculty and part-time employees. Tables 1 and 2 present the distribution of respondents across various employment and demographic categories.
### Table 1: Employment Characteristics of Respondents

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position Type</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>214</td>
<td>85.3%</td>
</tr>
<tr>
<td>Part-time</td>
<td>37</td>
<td>14.7%</td>
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<tr>
<td><strong>Total</strong></td>
<td>251</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Employee Group</strong></td>
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<td></td>
</tr>
<tr>
<td>Faculty Credit</td>
<td>141</td>
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</tr>
<tr>
<td>Classified</td>
<td>86</td>
<td>33.6%</td>
</tr>
<tr>
<td>Confidential</td>
<td>3</td>
<td>1.2%</td>
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<tr>
<td>Manager</td>
<td>26</td>
<td>10.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>100.0%</td>
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<tr>
<td><strong>Length of Employment</strong></td>
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<tr>
<td>2 years or less</td>
<td>31</td>
<td>12.3%</td>
</tr>
<tr>
<td>3 to 5 years</td>
<td>46</td>
<td>18.3%</td>
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<tr>
<td>6 to 10 years</td>
<td>72</td>
<td>28.6%</td>
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<tr>
<td>11 or more years</td>
<td>103</td>
<td>40.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>252</td>
<td>100.0%</td>
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</table>

### Table 2: Participant Demographics

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
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<td></td>
</tr>
<tr>
<td>Male</td>
<td>92</td>
<td>36.1%</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>63.9%</td>
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<tr>
<td><strong>Total</strong></td>
<td>255</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 to 24</td>
<td>3</td>
<td>1.2%</td>
</tr>
<tr>
<td>25 to 34</td>
<td>38</td>
<td>14.9%</td>
</tr>
<tr>
<td>35 to 44</td>
<td>60</td>
<td>23.5%</td>
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<td><strong>Total</strong></td>
<td>255</td>
<td>100.0%</td>
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<tr>
<td><strong>Disability Status</strong></td>
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<tr>
<td>None</td>
<td>227</td>
<td>90.1%</td>
</tr>
<tr>
<td>Visual or hearing impaired</td>
<td>7</td>
<td>2.8%</td>
</tr>
<tr>
<td>Mobility impaired</td>
<td>14</td>
<td>5.6%</td>
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<tr>
<td>Other</td>
<td>4</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>252</td>
<td>100.0%</td>
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<tr>
<td><strong>Ethnicity</strong></td>
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<tr>
<td>African-American</td>
<td>7</td>
<td>2.8%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>21</td>
<td>8.5%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>32</td>
<td>12.9%</td>
</tr>
<tr>
<td>Native American or Alaskan Native</td>
<td>4</td>
<td>1.6%</td>
</tr>
<tr>
<td>White</td>
<td>156</td>
<td>62.9%</td>
</tr>
<tr>
<td>Other</td>
<td>28</td>
<td>11.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>248</td>
<td>100.0%</td>
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<tr>
<td><strong>Sexual Orientation</strong></td>
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<tr>
<td>Heterosexual</td>
<td>220</td>
<td>90.2%</td>
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<tr>
<td>Gay</td>
<td>3</td>
<td>1.2%</td>
</tr>
<tr>
<td>Lesbian</td>
<td>7</td>
<td>2.9%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>5</td>
<td>2.0%</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>3.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>244</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Results

General College Atmosphere

The first eleven items faculty and staff were asked to answer on the questionnaire represent various aspects of the college atmosphere or environment presented along a five-point continuum. Generally, a response of one indicates the employee felt the college reflected a more positive feeling (such as “relaxed” or “supportive”) and a response of five indicates the employee felt the college reflected a more negative feeling (such as “tense” or “unsupportive”). Ratings of one or two are considered positive while ratings of four or five are considered negative. A response of three is considered neutral.

Overall, Cypress College faculty and staff members viewed the campus atmosphere favorably. A majority (50% or more) of Cypress College employees assigned positive ratings to ten of the eleven descriptors. Perceptions among faculty and staff of the general atmosphere on campus were relatively similar in 2004 and 2006; statistical tests revealed no significant shifts over time in this area.

In 2006, over 70% agreed that the campus was friendly, 65% felt the campus had a climate of tolerance, and 64% perceived the college atmosphere as respectful. Administrators and managers perceived the atmosphere on campus more favorably than other employee groups. In some areas, the employee groups differed significantly in their perceptions of the atmosphere on campus. Table 3 presents the eleven college atmosphere items and the proportion of positive responses (ratings of 1 or 2).

<table>
<thead>
<tr>
<th></th>
<th>Faculty n=141</th>
<th>Classified n=86</th>
<th>Adm./Mgr. n=26</th>
<th>Overall n=256</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relaxed</td>
<td>51.8%</td>
<td>45.3%</td>
<td>73.0%</td>
<td>57.9%</td>
</tr>
<tr>
<td>Supportive</td>
<td>56.7%</td>
<td>52.3%</td>
<td>73.1%</td>
<td>57.1%</td>
</tr>
<tr>
<td>Friendly</td>
<td>70.0%</td>
<td>62.7%</td>
<td>88.5%</td>
<td>69.8%</td>
</tr>
<tr>
<td>Cooperative</td>
<td>58.1%</td>
<td>48.3%</td>
<td>84.6%</td>
<td>58.0%*</td>
</tr>
<tr>
<td>Respectful</td>
<td>60.0%</td>
<td>61.2%</td>
<td>88.0%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Tolerant</td>
<td>63.5%</td>
<td>62.4%</td>
<td>80.7%</td>
<td>64.6%</td>
</tr>
<tr>
<td>Comfortable</td>
<td>61.7%</td>
<td>61.2%</td>
<td>80.8%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Open</td>
<td>52.9%</td>
<td>46.5%</td>
<td>76.9%</td>
<td>53.4%*</td>
</tr>
<tr>
<td>Harmonious</td>
<td>44.7%</td>
<td>50.6%</td>
<td>76.9%</td>
<td>49.8%*</td>
</tr>
<tr>
<td>Interested</td>
<td>52.5%</td>
<td>51.7%</td>
<td>76.9%</td>
<td>54.9%</td>
</tr>
<tr>
<td>Sincere</td>
<td>60.2%</td>
<td>51.8%</td>
<td>72.1%</td>
<td>58.8%</td>
</tr>
</tbody>
</table>

* Indicates a statistically significant difference between two or more employee groups.

Gender Equity and Responsiveness to Diversity

Gender

Three survey items (22, 33, and 38) tapped respondents’ experiences with gender equity. Overall, 24% of the respondents felt some responsibility to be a spokesperson for their own gender, while at Cypress College (Table 3). When asked whether women have equal
opportunities with men for recognition, respect and advancement at the college, 86% overall responded “yes, definitely” or “yes, generally.” However, a significantly smaller percentage of women (82%) than men (93%) responded similarly.

The third item on this topic (#38) asked whether the college is committed to the curtailment of sexual harassment. Over 93% responded “yes, aggressively” or “yes, for the most part.” There were no significant differences in responses from men and women. The college has made great strides since Fall 2000, when 68% responded affirmatively. The significant gains made in perceptions of the college commitment in this regard may be attributed to the training about sexual harassment provided to staff, faculty and managers during the past three years.

| Table 4: Proportion of Respondents Who Agreed with Each Item Regarding Gender Equity |
|---------------------------------------------------------------|------------------|------------------------|
|                                                              | **Male** | **Female** | **Overall** |
|                                                              | **n=92**  | **n=159**  | **n=251**  |
| While at Cypress College, I feel some responsibility to be a spokesperson for my gender. | 16.3%   | 27.6%     | 23.5%     |
| Do women have equal opportunities with men for recognition, respect and advancement at the college? | 93.0%   | 82.3%     | 86.1%*     |
| Is the college committed to the curtailment of sexual harassment? | 90.7%   | 94.9%     | 93.3%     |

Survey items 22, 33, and 38.
* Indicates a statistically significant difference between male and female respondents.

Responsiveness to Diversity

A substantial portion of the survey focused on employees’ perceptions of how responsive the college is to its diverse students and staff. Unless otherwise noted, items were presented with a 5-point scale (1=strongly agree, 2=agree, 3= neutral, 4=disagree, and 5=strongly disagree).

Ethnic, Racial and Cultural Diversity

Overall, the majority (50% or higher) felt comfortable when participating in campus activities that focus on cultures other than their own (53.3%), and were satisfied with the diversity of the faculty (53.8%) and the staff (63.7%).

To gain insight into the experiences of members of ethnic minorities on campus, we compared the responses of Whites with those of respondents who identified themselves as an ethnicity other than White. This approach is not ideal, because it collapses the responses of members of different ethnicities (e.g., African Americans, Asians, Hispanics, and others) into a single “non-White” group. However, with so few members of some ethnicities, it was not appropriate to analyze the responses of each unique ethnicity. Collapsing ethnic categories into a dichotomy resulted in a 63% (White) to 37% (non-White) comparison.

The responses of Whites and non-Whites are presented in Table 5 in order to identify general patterns of experiences. Items for which responses differed significantly between Whites and non-Whites are marked with an asterisk (*).
### Table 5: Proportion of Respondents Who Agreed with Each Item Regarding Diversity

<table>
<thead>
<tr>
<th></th>
<th>White n=156</th>
<th>Non-White n=92</th>
<th>Overall n=248</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Cypress College, I feel most comfortable when I socialize with people from the same ethnic/racial background as mine.</td>
<td>11.0%</td>
<td>20.6%</td>
<td>14.6%*</td>
</tr>
<tr>
<td>At Cypress College, I feel comfortable when I participate in campus activities that focus on cultures other than my own.</td>
<td>59.8%</td>
<td>42.4%</td>
<td>53.3%</td>
</tr>
<tr>
<td>I am satisfied with the diversity of the ethnic backgrounds of the faculty.</td>
<td>57.2%</td>
<td>47.7%</td>
<td>53.8%</td>
</tr>
<tr>
<td>I am satisfied with the diversity of the ethnic backgrounds of staff at Cypress College.</td>
<td>66.0%</td>
<td>60.0%</td>
<td>63.7%</td>
</tr>
<tr>
<td>I am satisfied with the diversity of ethnic backgrounds of the administrators at Cypress College.</td>
<td>44.1%</td>
<td>29.2%</td>
<td>38.5%*</td>
</tr>
<tr>
<td>While at Cypress College, I feel some responsibility to be a spokesperson for my race/ethnic group.</td>
<td>10.6%</td>
<td>27.5%</td>
<td>16.9%*</td>
</tr>
<tr>
<td>Do members of ethnic minorities have equal opportunities for recognition, respect and advancement at the college?</td>
<td>91.3%</td>
<td>78.6%</td>
<td>86.4%*</td>
</tr>
<tr>
<td>In practice, how much of a commitment do you believe the college has to increasing the numbers and percentages of ethnic minorities in classified, faculty and administrative positions?</td>
<td>75.6%</td>
<td>60.5%</td>
<td>69.7%*</td>
</tr>
</tbody>
</table>

* Indicates a statistically significant difference between the two groups (White and non-Whites).
Survey items 12, 14, 18-21, 34, 37.
Diversity related to sexual orientation

In response to feedback following the 2004 Climate Survey, the college added several items to the 2006 survey to help gauge the campus environment for gays, lesbians and bisexuals. Members of the Gay and Lesbian Association of District Employees (GLADE) suggested and approved the final items that pertained to sexual orientation.

As reported in Table 2 previously, of the employees who answered the demographic question pertaining to their sexual orientation, 24 identified their sexuality as gay, lesbian, bisexual or other (i.e., not heterosexual), 220 identified themselves as heterosexual, and 17 skipped the item. The following table shows the responses of those who identified as heterosexual compared to those who identified as not heterosexual.

<table>
<thead>
<tr>
<th>Table 6: Proportion of Respondents Who Agreed with Each Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heterosexual</strong></td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>N=220</td>
</tr>
<tr>
<td>At Cypress College, I feel most comfortable when I socialize with people with the same sexual orientation as mine.</td>
</tr>
<tr>
<td>At Cypress College, I feel comfortable when I participate in campus activities that focus on gay/lesbian/bisexual/transgender issues.</td>
</tr>
<tr>
<td>Faculty and staff are made to feel welcome regardless of their sexual orientation.</td>
</tr>
<tr>
<td>I have gotten to know people of different sexual orientations at Cypress College.</td>
</tr>
<tr>
<td>Homophobia among faculty and staff is a problem on campus.</td>
</tr>
<tr>
<td>Homophobia among students is a problem on campus.</td>
</tr>
<tr>
<td>Do gay, lesbian, bisexual or transgender employees have equal opportunities for recognition, respect, and advancement at the college?</td>
</tr>
<tr>
<td>In practice, how much of a commitment do you believe the college has to supporting diversity activities that address issues relevant to gay/lesbian/bisexual/transgender employees and students?</td>
</tr>
</tbody>
</table>

Survey items 13, 15-17, 27-28, 35-36.

Given that the numbers of respondents in the two groups were so different (220 vs. 24), tests of statistical differences in the responses were not appropriate, and were not conducted. However, the responses point to some strengths and areas for potential improvement with respect to the climate for diversity in this area. More than 91% of all respondents felt that employees have equal opportunities for recognition, respect and advancement regardless of their sexual orientation. Almost 80% have gotten to know people of different sexual orientations at Cypress College. And over 73% believe that faculty and staff are made to feel welcome regardless of their sexual orientation. Few (less than 10%) felt that homophobia among faculty and staff was a problem. However, homophobia among students may be more prevalent. Respondents also expressed less comfort when participating in campus activities that focus on gay/lesbian/bisexual/transgender issues.
Multi-faceted items related to diversity
Seven survey items in the diversity section were posed in general terms. That is, they did not specifically frame a topic in terms of gender, ethnicity or sexual orientation. However, participants’ responses were analyzed in terms of ethnicity and sexual orientation in order to identify if there were any significant differences in these areas.

Table 7: Proportion of Respondents Who Agreed with Each Item

<table>
<thead>
<tr>
<th>Item</th>
<th>White n=156</th>
<th>Non-White n=92</th>
<th>Heterosexual n=220</th>
<th>Not heterosexual n=24</th>
<th>All n=255</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe on the Cypress College campus</td>
<td>78.6%</td>
<td>68.2%</td>
<td>76.0%</td>
<td>60.9%</td>
<td>73.1%</td>
</tr>
<tr>
<td>There is a lot of superficial friendliness on this campus among people of different backgrounds, but underneath there is tension.</td>
<td>11.9%</td>
<td>23.8%*</td>
<td>16.5%</td>
<td>13.0%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Prejudice among faculty and staff is a problem on campus.</td>
<td>9.9%</td>
<td>12.6%</td>
<td>10.4%</td>
<td>9.0%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Prejudice among students is a problem on campus.</td>
<td>13.0%</td>
<td>17.5%</td>
<td>12.8%</td>
<td>26.4%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Cypress College is responsive to the diverse needs of the changing demographics of our students.</td>
<td>66.2%</td>
<td>41.2%*</td>
<td>56.4%</td>
<td>50.0%</td>
<td>56.2%</td>
</tr>
<tr>
<td>Cypress College is responsive to the diverse needs of the changing demographics of our non-instructional personnel.</td>
<td>52.3%</td>
<td>35.1%</td>
<td>45.9%</td>
<td>42.1%</td>
<td>45.1%</td>
</tr>
<tr>
<td>Cypress College is responsive to the diverse needs of the changing demographics of our faculty.</td>
<td>54.5%</td>
<td>31.8%*</td>
<td>44.6%</td>
<td>52.6%</td>
<td>44.9%</td>
</tr>
<tr>
<td>Cypress College is responsive to the needs of faculty and staff with disabilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>65.4%</td>
</tr>
</tbody>
</table>

* Indicates a statistically significant difference between the two groups. Survey items 23-26, 29-32.

Decision-Making, Team Spirit, and General Job Satisfaction
Ten survey items focused on participation in decision-making and job satisfaction. Overall, fewer than half the respondents felt that a sense of team spirit exists at the college (45%), were optimistic about what can be achieved through consensus-based decision-making and shared governance (43%), and that students are asked for their ideas when important decisions are made on campus (37%). Roughly half felt that they have the opportunity to participate meaningfully in shared governance (51%). More respondents felt that their present position satisfies their professional goals and aspirations (58%), they are given sufficient authority to implement their decisions (66%), and the students we serve contribute to their job satisfaction (76%). More than three-quarters of the respondents felt aware of appropriate and effective channels for making suggestions heard at the institutional level (72%), and that opportunities are available for them to suggest improvements at the department or unit level (86%).

To gain further insight, we compared the responses of the three primary employee groups (faculty, classified staff, and administrators/managers). Table 8 presents items and responses
related to participation and job satisfaction. Items for which responses differed significantly between employee groups are marked with an asterisk (*).

Table 8: Percent of Respondents who Affirmed Items on Decision-Making, Team Spirit, and General Job Satisfaction

<table>
<thead>
<tr>
<th>Item</th>
<th>Faculty n=141</th>
<th>Classified n=86</th>
<th>Adm./Mgr n=26</th>
<th>Overall n=256</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am given sufficient authority to implement my decisions.</td>
<td>71.6%</td>
<td>53.0%</td>
<td>77.0%</td>
<td>65.7%*</td>
</tr>
<tr>
<td>Upper administration puts too much pressure on me to accomplish too many objectives and priorities.</td>
<td>36.2%</td>
<td>21.7%</td>
<td>42.3%</td>
<td>31.5%</td>
</tr>
<tr>
<td>I am optimistic about what can be achieved through consensus-based decision-making and shared governance.</td>
<td>42.1%</td>
<td>38.1%</td>
<td>61.5%</td>
<td>43.3%</td>
</tr>
<tr>
<td>I have the opportunity to participate meaningfully in shared governance at Cypress College.</td>
<td>53.2%</td>
<td>40.4%</td>
<td>76.9%</td>
<td>51.4%*</td>
</tr>
<tr>
<td>At this point in my career, I feel my present position satisfies my professional goals and aspirations.</td>
<td>66.7%</td>
<td>40.5%</td>
<td>69.2%</td>
<td>58.0%*</td>
</tr>
<tr>
<td>Students are asked for their ideas when important decisions are made on campus.</td>
<td>39.0%</td>
<td>25.0%</td>
<td>68.0%</td>
<td>37.4%*</td>
</tr>
<tr>
<td>A sense of team spirit exists at Cypress College.</td>
<td>46.1%</td>
<td>34.5%</td>
<td>73.1%</td>
<td>45.1%*</td>
</tr>
<tr>
<td>Are opportunities available for you to make suggestions for improvements at your department or unit level? a</td>
<td>88.7%</td>
<td>76.7%</td>
<td>96.1%</td>
<td>85.6%*</td>
</tr>
<tr>
<td>Are you aware of appropriate and effective channels for making your suggestions heard at the institutional level? b</td>
<td>76.6%</td>
<td>58.9%</td>
<td>96.1%</td>
<td>72.3%*</td>
</tr>
<tr>
<td>Generally the students that we serve contribute to my job satisfaction.</td>
<td>84.1%</td>
<td>61.7%</td>
<td>76.0%</td>
<td>76.0%*</td>
</tr>
</tbody>
</table>


* Indicates a statistically significant difference between two or more employee groups.

a: Response options were on a 4-point scale (often, occasionally, seldom, or never). Percentages in the table reflect respondents who marked “often” or “occasionally.”
b: Response options were on a 4-point scale (yes-very aware, yes-somewhat aware, vaguely aware, or no). Percentages in the table reflect respondents who marked “yes-very aware” or “yes-somewhat aware.”

Additional analyses reveal important shifts in employees’ perceptions over time. Compared to respondents in 2004, participants in the 2006 study were less likely to indicate that students are asked for their ideas when important decisions are made on campus (37.4% vs. 44.3% in 2004) and that a sense of team spirit exists at the college (45.1% vs. 53.7% in 2004).

Recruitment, Retention and Success

Recruitment

Just over 50% of respondents agreed that recruitment of students from underrepresented racial/ethnic groups should be a priority at Cypress College. Significantly higher proportions of managers agreed with this statement than faculty and classified staff members; there were no significant differences between White and non-White respondents.

Retention

Almost half of all respondents agreed that retention of students from specific racial/ethnic groups should be a priority at Cypress College. However, significantly smaller proportions of classified staff and non-Whites agreed with this statement. More respondents (63%...
agreed that the college should focus on retaining students who are initially unprepared for college level work. This item was more broadly supported across employee and ethnic groups.

Table 9: Proportion of Respondents Who Agreed with Items about Student Recruitment and Retention

<table>
<thead>
<tr>
<th></th>
<th>Faculty n=141</th>
<th>Classified n=86</th>
<th>Mgr n=26</th>
<th>White n=156</th>
<th>Non-White n=92</th>
<th>Overall n=256</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment of students from underrepresented racial/ethnic groups should be a priority at Cypress College.</td>
<td>52.5%</td>
<td>40.0%</td>
<td>63.1%&lt;sup&gt;a&lt;/sup&gt;</td>
<td>49.0%</td>
<td>52.5%</td>
<td>50.4%</td>
</tr>
<tr>
<td>Retention of students from specific racial/ethnic groups should be a priority at Cypress College.</td>
<td>51.8%</td>
<td>35.3%</td>
<td>69.3%&lt;sup&gt;b&lt;/sup&gt;</td>
<td>48.4%</td>
<td>47.3%</td>
<td>48.0%</td>
</tr>
<tr>
<td>Retention of students who are initially unprepared for college level work should be a priority at Cypress College.</td>
<td>71.6%</td>
<td>50.6%</td>
<td>65.4%</td>
<td>67.4%</td>
<td>56.1%</td>
<td>63.9%</td>
</tr>
</tbody>
</table>

Survey items 49 - 51.

a: Managers were significantly different (higher) than faculty and classified staff.
b: Managers were significantly different (higher) than classified staff, but not faculty.
Chapter 6: Status Report on the Strategic Plan
Action Plans for 2004-2006

The Strategic Plan for 2004-2008 was approved through the college shared governance processes during the fall semester, 2004. During the spring semester, action plans were written by the direction committees, and coordination of those plans took place over the summer, 2005 with final approval by the Planning and Budget Committee and President’s Advisory Cabinet in October, 2005.

By design, the Strategic Plan for 2004-2008 included broad directions, goals and objectives intended to guide the college over four years. The more specific “action plans” were established for the first two years of the plan, 2004 and 2005.3

This chapter summarizes the extent to which each action plan has been accomplished and denotes which of the following three categories apply:

- **Complete** – if an action is complete and no further action is needed.
- **Not Yet Complete** – if the status of the plan is still ongoing but will be complete. Some of these action plans are also carried in the new action plans for 2006-2008 and are stated as such. Also, each manager of an area responsible for an action plan will incorporate the action plan in his/her individual goals and objectives.
- **Standard Operating Procedure** – these action plans are ongoing and are part of what we do as an educational institution.

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3 Experience has shown that it is difficult to anticipate specific needs three or more years in advance. Rather than set forth action plans that would soon become outdated, the college now establishes action plans two years in advance. Action plans for 2006-2008 have been drafted and, upon approval, will be published in a separate document. In addition to new action plans, the 2006-2008 action plans will include any 2004-2006 action plans that have not yet been completed.
Cypress College
Strategic Plan 2004-2008

Direction One – Instruction
Designing, enhancing and delivering comprehensive instruction to promote academic excellence and student learning.

Goal 1: Identify, develop, and utilize Student Learning Outcomes in the instructional area.

1.1 By fall 2005, forward to the District Office of Human Resources information on the Planning Agenda regarding the District negotiations related to Student Learning Outcomes. (PA III.A.1*)

Action Plan: Submit discussion item for negotiations
Lead Person: President and Academic Senate President
Status: The two presidents have discussed how and when this information should be forwarded to Human Resources, but a decision has not yet been reached.

Not Yet Complete. The College President will continue to follow up on this.

1.2 By fall 2005, and each year after, convey the importance of Student Learning Outcomes (SLOs) to staff and provide assistance in developing SLOs for faculty. (PA I.A.1)

Action Plan: Send information on progress of SLOs through @Cypress, email and other written materials
Lead Person: Staff Development Coordinator
Status: On Spring Opening Day 2006, the Student Learning Outcomes Facilitator gave a brief presentation that clearly defined and explained the term "measurable student learning outcome." The SLO Facilitator then sent out emails to all faculty, inviting all instructional departments to participate in a two-hour interactive workshop during spring 2006. Each department completed the two-hour workshop and posted their SLOs for one course on a special Blackboard for future revision and review. The Staff Development Coordinator periodically reported to the Academic Senate the progress of these workshops.

Complete. The next phase of SLOs is in the action plans for 2006-2008.
Action Plan: Provide training and support for faculty to develop SLOs
Lead Person: Staff Development Coordinator
**Status:** Department faculty and administrators attended training workshops in spring 2006.

**Complete.**

1.3 By spring 2006, develop the Student Learning Outcomes (SLOs) and an assessment plan for at least one core course per department. (PA I.A.1; Accrediting Team Recommendation #6)

Action Plan: Schedule SLO Workshops for department faculty
Lead Person: Staff Development Coordinator
**Status:** An introduction to the SLO process was presented in all instructional divisions fall 2005, a Spring Opening Day SLO workshop was scheduled, and SLO workshops took place throughout the spring semester.

**Not Yet Complete.** Departments are developing assessment plans for established SLOs this semester, fall 2006.

**Goal 2:** Develop new courses, programs and services, and instructional strategies to improve retention, persistence, and student success of an increasingly diverse student population.

2.1 By spring 2005, and each year after, students will be strongly encouraged to take a counseling course or attend an orientation their first semester to provide knowledge regarding appropriate, successful college planning.

Action Plan: Develop and implement a plan to market counseling courses
Lead Person: Dean of Counseling
**Status:** Counseling classes were marketed during new student orientations. Both the number of orientations and the number of classes being offered increased from previous years. Flyers that listed all the counseling classes were distributed by the counselors and were available in the Counseling Center.

**Standard Operating Procedure.**

Action Plan: Promote Orientation Sessions to all new students
Lead Person: Dean of Counseling
**Status:** Students were encouraged to sign-up for an orientation session when they completed the assessment. The number of orientation sessions increased and were offered throughout the school year. Orientation dates were printed
on the same flyer with the assessment dates. Emails sent from Admissions and Records to new students encouraged students to complete the assessment and to attend an orientation.

**Standard Operating Procedure.**

**Action Plan:** Faculty rosters will identify first semester students  
**Lead Person:** Dean of Counseling/Banner Steering Committee  
**Status:** Not Yet Complete. The Dean of Counseling will continue to work on the identification of first semester students on faculty rosters.

2.2 By spring 2005 and each year after, increase faculty training to incorporate different modes of delivery such as online, hybrid and web-enhanced courses. *(Title V)*

**Action Plan:** Encourage faculty to take advantage of the training for these course deliveries  
**Lead Person:** Executive Vice President/Deans  
**Status:** The Online Coordinator continues to provide workshops for faculty developing online/hybrid courses. This past fall the Curriculum Committee reviewed and approved additional courses using these modalities of instruction. Training for faculty interested in implementing hybrid courses was initiated in spring 2006. Some of the vocational/occupational areas are more interested in developing hybrid classes than “on-line” classes.

**Standard Operating Procedure.** Workshops will be ongoing.

2.3 By fall 2006, faculty, students and the Curriculum Committee will engage in discussion to improve course planning and/or the creation of new courses.

**Action Plan:** Conduct meetings to review the need for new courses to facilitate degree and certificate completion and student job placement.  
**Lead Person:** Educational Master Plan Task Force  
**Status:** Department faculty in the Divisions worked collaboratively and completed an Educational Master Plan for their areas which included plans for developing new courses, revising existing courses, and modes of delivery. Several departments will be adding new courses to the curriculum.

**Standard Operating Procedure.**
Action Plan: Solicit advice and input from Advisory Committees and other representatives of the business community

Lead Person: Educational Master Plan Task Force/Deans

Status: Ongoing advisory meetings are scheduled with representatives from the business community. This is a requirement for the vocational/occupational areas. Advisory committees provide valuable feedback for the programs and excellent recommendations as to what the departments should be covering in the programs to make students employable.

Standard Operating Procedure.

Action Plan: Investigate the need to increase internship programs

Lead Person: Executive Vice President

Status: In fall 2005, an Internship Coordinator was hired (40% reassigned time) to lead this project under the supervision of the Title V Grant Coordinator and Grant Administrator. The coordinator developed the operational characteristics and guidelines for the program, developed community support, and an appropriate Career Counseling course was developed and offered. The first cohort of internship students began in spring 2006, and included approximately 28 students.

Standard Operating Procedure.

2.4 By fall 2005, and each year after, increase offerings of staff development programs for faculty designed to enhance student learning. (PA II.A.1)

Action Plan: Increase Staff Development programs on topics such as “Brain Research,” “Appreciative Inquiry,” “Technology Mediated Training,” etc.

Lead Person: Staff Development Coordinator

Status: “Using Brain Research to Energize and Enhance Instruction and Students Services” was conducted during November 2005 and January 2006. On August 17 and 18, 2006, Dr. Janet Zadina presented three workshops and one general keynote address to all staff on brain research and dyslexia, ESL learners, and learning differences.

Complete.
Action Plan: Offer a program on Critical Thinking
Lead Person: Staff Development Coordinator
Status: In the summer of 2006, faculty member Michael Brydges attended an International Conference on Critical Thinking in Berkeley, California, to prepare for a campus-wide dialogue on Critical Thinking planned for fall 2006.

Not Yet Complete.

2.5 By fall 2006, expand opportunities for learning communities and team teaching.

Action Plan: Increase number of learning communities
Lead Person: Executive Vice President
Status: Not Yet Complete. Learning Communities will continue to be formed.

Action Plan: Provide increased opportunities for team teaching
Lead Person: Executive Vice President
Status: Standard Operating Procedure.

Action Plan: Offer training in integrated teaching
Lead Person: Staff Development Coordinator
Status: During spring 2006, informational workshops on forming Learning Communities were presented by faculty member Mary Forman. A presentation was also made at the Deans and Directors Meeting. The Learning Community in nursing will include nursing, English, and biology.

Not Yet Complete.

Goal 3: Encourage and improve the dissemination of information related to instructional improvement and student success.

3.1 By spring 2005, and thereafter whenever appropriate, communicate with the Board of Trustees regarding concerns related to instructional programs and/or the rental of space at the Anaheim Campus. (PA IV.B.4)
Action Plan: Develop a process for communication  
Lead Person: Academic Senate President and College President  
Status: The Academic Senate President and the Cypress College President have the opportunity for on-going communication with the Board of Trustees regarding instructional programs requesting rental space at the Anaheim Campus.

**Standard Operating Procedure.** Communication with the Board of Trustees regarding instructional programs will continue.

3.2 By fall 2005, and each year after, engage in interdepartmental and interdivisional dialogue regarding information about courses and programs.

Action Plan: Agendize discussion of courses and programs at division meetings; encourage President and Executive Vice President to attend  
Lead Person: Educational Master Plan Task Force  
Status: **Standard Operating Procedure.**

Action Plan: Discuss the trends in higher education related to academic disciplines, including counseling and the Library  
Lead Person: Educational Master Plan Task Force/Curriculum Committee/Joint Divisional Meetings  
Status: In spring 2006, each department used trends in higher education as it wrote its Educational Master Plan to cover the next 5–10 years. A Student Support Services plan will be developed in 2006-2007 to support the Educational Master Plan.

**Complete.** Dialogue on trends in courses and programs has taken place. The Educational Master Plan has been completed. The Vice President will follow up on establishing a Student Support Services Master Plan.

3.3 By fall 2005, include the mission statement in the Curriculum Handbook to provide guidelines for those offering curricular revisions. (PA I.A.1)

Action Plan: Include the mission statement in the Curriculum handbook  
Lead Person: Instruction Office  
Status: **Complete.** The Mission Statement has been added to the Curriculum Handbook.
3.4 By spring 2006, librarians will increase discussions with the faculty and curriculum committee regarding information competency, the measurement of student learning outcomes, the status of library holdings, and the method by which faculty can request the purchase of library materials. (PA II.C.1)

Action Plan: Make presentations to the Curriculum Committee, Academic Senate and at division meetings

Lead Person: Library Staff

Status: The librarians met with all the divisions in spring 2006 and they are currently working on an “information literacy” plan which can be adopted by individual departments or by the entire campus. A multi-media presentation was developed on the use of the Cypress College library. The librarians have also developed “TILT @Cypress” - Online Information Literacy Tutorial.

Standard Operating Procedure. Library presentations to faculty will continue.

3.5 By fall 2006, communicate to all constituencies, student success data along with an explanation of how it is collected and how it might be used. During that process, faculty will be assured that any negative data on student success and/or retention relating to their courses does not pose a threat to them individually but will be used as an opportunity for growth and improvement. (PA I.B.3)

Action Plan: Provide data to departments with an explanation regarding its meaning

Lead Person: Institutional Research Office

Status: Standard Operating Procedure. The Institutional Effectiveness Report presents data and narrative to provide better awareness and understanding of data regarding student success and other measures of effectiveness.

Action Plan: Provide workshops for faculty who are completing the full IQA

Lead Person: Institutional Research Office

Status: Standard Operating Procedure. Workshops are provided regularly, including the use of data.
**Action Plan:** Provide workshops for faculty who are completing the annual update for IQA  
**Lead Person:** Director, Institutional Research  
**Status:** Departments were provided copies of reports regarding student success by the Director of Institutional Research. In September 2005, five workshops were presented to train faculty on completing the IQA and its annual update.

**Standard Operating Procedure.**

**Goal 4:** Maintain and improve the instructional program and environment.

**4.1** By spring 2005 and annually, expand the number of technologically equipped classrooms.

**Action Plan:** Equip classrooms as each building is being remodeled  
**Lead Person:** Director, Academic Computing  
**Status:** As buildings are remodeled, many classrooms are upgraded to “smart” classrooms. The Business and Technical Education I buildings were remodeled in summer 2006 and include rooms with upgraded technology.

**Standard Operating Procedure.** Classrooms continue to be upgraded with new technology.

**4.2** By spring 2005, increase the size of the library print and data base collections as the budget permits. (PA II.C.2)

**Action Plan:** Divisions to forward book requisitions to library  
**Lead Person:** Deans  
**Status:** This varies from Division to Division. Some of the Divisions “house” their own specialty books and others submit requests to the staff in the L/LRC. The librarians visited all of the divisions in 2005-2006 and encouraged faculty members to submit book requests to the library. The Curriculum Committee also has been more involved in encouraging sponsors of new courses to consult with librarians regarding the need for relevant books.

**Standard Operating Procedure.**

**Action Plan:** Request budget to increase the number of books, periodicals, and magazines online  
**Lead Person:** Dean, L/LRC  
**Status:** Complete. The line item to their budget was restored.
4.3 By spring 2006, establish an ongoing priority list for repairing, replacing, or upgrading instructional equipment and furniture. (PA III.B.2)

**Action Plan:** Annually, develop a priority list for repairs and replacement

**Lead person:** Deans

**Status:** Most divisions have instructional equipment and furniture needs and are developing lists for repairs and replacement.

*Standard Operating Procedure.* The list of repairs is ongoing.

4.4 By fall 2006, “develop a long term educational master plan to guide short term and long term decision-making including resource allocations”.

**Action Plan:** Establish task force to develop plan

**Lead Person:** Vice President

**Status:** The EMP task force met regularly throughout the year. The task force had five faculty members and three administrators. They developed a packet of information including the form, directions, demographics, job outlook, etc., for the next 10 years, and the packets were sent to each department in the spring. The departments submitted their ideas which were used by the task force as the basis for the full plan. The Educational Master Plan was completed in early fall 2006 and distributed throughout the campus.

*Complete.*

**Goal 5:** Increase the success rates of students in basic skills, course completion, degrees/certificates and transfer.

5.1 Increase the successful course completion rates for student groups for which the rates fell below 65% in 2002-03. Baseline: The 2004 Cypress College Student Equity Plan revealed that success rates in all courses were below 65% for males (63.7%), Latinos (62%) and Blacks (54%).

**Action Plan:** Provide more personal support services to students in basic skills classes including mentors, presentations in classes on support services, and speakers on diversity issues

**Lead Person:** Deans, Title V staff, Puente Program, Diversity Committee

**Status:** *Not Yet Complete.* In action plans for 2006-2008.
Action Plan: Increase sensitivity to cultural differences and learning styles by creating more community-style learning classes in basic skills areas and providing professional development workshops and reading materials on cultural issues

Lead Person: Deans, Learning Community Coordinators, Diversity Committee, Library, Staff Development Committee

Status: **Not Yet Complete. In action plans for 2006-2008.**

5.2

Increase the number of degrees and certificates awarded by 1% annually. Baseline: A total of 624 degrees and 495 certificates were awarded in 2002-03 according to Banner Data. (Student Equity Plan)

Action Plan: Market graduation information to students in each academic and vocational discipline through presentations and an information booth

Lead Person: Deans, Faculty, A & R, Counselors

Status: **Not Yet Complete. In action plans for 2006-2008.**

Action Plan: Improve matriculation services to students from special population groups by revising the orientation program, requiring a first semester Student Education Plan, and blocking registration of students until completion of assessment and orientation

Lead Person: Matriculation, Counselors, A & R, Program Counselors, Transfer Center staff, Faculty

Status: **Not Yet Complete. In action plans for 2006-2008.**

5.3

Increase by 1 percentage point annually, the rate of transfers to four year colleges and universities. Baseline: Of 414 new, full-time transfer seeking students in fall 2001, 16% transferred to a four year institution within three years according to Student Right to Know Clearinghouse Data. (Student Equity Plan)

Status: **Not Yet Complete. In action plans for 2006-2008.**

5.4

Increase by 1 percentage point annually, and at each course level, the overall completion and progress rates for all students in basic skills English, ESL, and basic classes. Baseline: In 2002-03, the percentage of students who successfully completed a basic skills course and the next course in the sequence was 37% in English, 27%-52% in ESL, and 12%-18% in math. (Student Equity Plan)

Action Plan: Provide more peer-assisted learning, tutoring, study skills workshops and supplemental instruction

Lead Person: Deans, Department Coordinators, Lab Managers

Status: **Not Yet Complete. In action plans for 2006-2008.**
Action Plan: Increase faculty and student awareness of student support services through advertising and student success workshops
Lead Person: Deans, Special Program Coordinators, Counselors, PIO, Webmaster, Student Services Council

Direction Two – Student Support Services
Developing and providing comprehensive student support services to foster a positive and effective learning environment.

Goal 1: Strengthen the matriculation process to ensure equal access, opportunity, and success for all students. (PA II.B.2*)

1.1 By spring 2006, improve matriculation services to students from special population groups. (Student Equity Plan)

Action Plan: Hire temporary, hourly bilingual staff
Lead Person: Matriculation Manager
Status: Temporary, hourly staff (including bilingual staff) are hired consistently each semester. In addition, the Matriculation Manager requested a half-time Student Services Specialist through the classified needs assessment process to provide office coverage in the evening as well.

Standard Operating Procedure.

Action Plan: Review and revise orientation process to reflect better staff utilization and serve an expanding population
Lead Person: Counselors, Matriculation Manager, Dean of Counseling
Status: Orientations are now offered throughout the year, and more frequently prior to the beginning of a new semester and second nine week classes.

Standard Operating Procedure.

1.2 By spring 2006, advertise that assessment is available for students year round.

Action Plan: Use Website, campus newspapers, high school newspapers
Lead Person: Matriculation Manager
Status: The Matriculation Manager consistently updates the college’s web site to reflect current hours of operation and updates the class schedule each term.

Standard Operating Procedure. Advertising for assessment is ongoing.
Action Plan: Expand services to four evenings  
Lead Person: Matriculation Manager  
Status: Due to staffing availability, services were only expanded to two evenings per week. **Not Yet Complete.** The Matriculation Manager will continue to follow up on this.

1.3 By fall 2006, maintain access and opportunity for students who face financial hardship.

Action Plan: Develop informational posters to be placed in the communities  
Lead Person: Financial Aid Director  
Status: 24 ads were placed at various local bus shelters. EOPS posters have been placed at 10 community centers and 20 high schools. **Complete.**

Action Plan: Develop and provide for the broadcasting of statewide/local television commercials  
Lead Person: Financial Aid Director  
Status: Television ads aired in July, 2006. **Complete.**

1.4 By fall 2006, include a list of counselors by majors in CCCApply.

Action Plan: Develop list and submit  
Lead Person: Dean of Counseling  
Status: A list of all counselors is now linked to the matriculation portion of CCCApply. **Complete.**
Goal 2: Improve the utilization of technology within the student services units to facilitate success for all students.

2.1 By fall 2006, place the name of a recommended counselor on each student’s registration materials.

Action Plan: Bring technology request to Banner Student Team and oversee implementation
Lead Person: Matriculation Manager
Status: This goal has been accomplished; refer to Goal 1, 1.4.
Complete.

2.2 By fall 2006, provide adequate computers year round for students, especially during registration periods, and provide periodic workshops to train students on the use of WebSTAR. (Student Equity Plan)

Action Plan: Create handouts and posters showing computer locations
Lead Person: Learning Center Coordinator
Status: For the opening of the new L/LRC in February, flyers were available with hours of operation for the computer labs in that area.
Complete.

Action Plan: Provide workshops for students and staff on the use of WebSTAR
Lead Person: Staff Development Coordinator/Dean of A&R
Status: A&R is creating a WebStar online tutorial for students and has trained staff in the L/LRC and Business labs to assist students in using WebStar, in lieu of offering workshops. In addition, a segment of each semester’s Adjunct Orientation Workshop is dedicated to WebStar for faculty. A PowerPoint presentation on CD is also available.

Standard Operating Procedure. WebStar workshops are ongoing.
2.3 By fall 2006, create and maintain current FAQ’s on Student Support Services to improve student and staff knowledge of available services.

Action Plan: Create Student Services brochure
Lead Person: Dean, Student Support Services
Status: The brochure is still in development.

Not Yet Complete. The Dean of Student Support Services will follow up.

Goal 3: Improve the coordination and communication among student service areas and provide college-wide training programs regarding campus student services. (PA II.B.2)

3.1 By spring 2006, develop a comprehensive list of all student services, which includes a description of the service, key contact, hours of operation and available website information.

Action Plan: Develop list for brochure and website
Lead Person: Deans, Counseling and Student Support Services
Status: A list of student services for faculty has been developed.

Complete.

3.2 By fall 2006, develop a front page student services link on the campus website with subcategories of all student services.

Action Plan: Develop student services website
Lead Person: Webmaster, Deans of Counseling and Student Support Services
Status: This link is still under development.

Not Yet Complete. Dean of Counseling will follow up.

3.3 By fall 2006, provide ongoing staff development opportunities to improve awareness of campus-based student services programs. (PA II.B.1)

Action Plan: Develop a staff development activity i.e. campus scavenger hunt for campus staff
Lead Person: Staff Development Coordinator and both deans
Status: A campus-wide scavenger hunt was conducted at Opening Day in spring 2005. A flex activity is planned for fall 2006, to increase awareness of the location of student services.

Complete.
Goal 4: Evaluate customer service in all student service areas and restructure business practices to address areas of needed improvement.

4.1 By fall 2005, review and evaluate the administrative structure in student services to determine its effectiveness and efficiency. (PA IV.B.2)

Action Plan: Review process and evaluations from Quality Review, Campus Climate and Noel Levitz Surveys
Lead Person: EVP/Deans/Review Committee
Status: As student services areas finished the Quality Review process, areas were evaluated and new goals for program improvement were developed.

Complete.

Action Plan: Present plan to President’s Staff and PAC
Lead Person: EVP/Deans
Status: A shared governance committee was established to review the organizational structure of student services. While some adjustments were made to their responsibilities, the Dean of Counseling will continue to oversee student discipline and DSP&S, while the Dean of Student Support Services will continue to oversee college-wide outreach efforts and will assume responsibility for the International Student Program.

Complete.

4.2 By fall 2006, increase and expand the availability of support services for students. (Student Equity Plan)

Action Plan: Implement changes based on Student Services Quality Review Reports
Lead Person: Student Services Managers
Status: The Transfer Center and the Career Planning Center were reviewed in fall 2005, and both programs are moving forward with their goals.

Not Yet Complete. Dean of Counseling will follow up.
Goal 5: Develop student services strategies to improve retention, persistence, and student success of an increasingly diverse student population. (Title V)

5.1 By fall 2006, increase student awareness of educational and career options available on campus as well as services to help students make career decisions. (Student Equity Plan)

Action Plan: Produce a multilingual version of the Student Services brochure
Lead Person: Deans of Counseling and Student Services
Status: This will be completed by the end of fall 2006.

Not Yet Complete. Dean of Counseling will follow up.

Action Plan: Develop workshops for different student populations and present them to basic English classes.
Lead Person: Deans of Counseling and Student Support Services
Status: A PowerPoint presentation was developed and presented to basic English and ESL classes in fall 2005.

Standard Operating Procedure.

Action Plan: Develop and implement a plan to market student services on and off campus
Lead Person: Dean, Student Support Services
Status: A Student Ambassador Program was developed and implemented. Outreach sites were staffed in six different community areas.

Standard Operating Procedure.

5.2 By fall 2006, create a campus wide transfer culture and provide coordinated transition services to students with transfer objectives. (Transfer Center Plan)

Action Plan: Increase promotion of university visits
Lead Person: Transfer Center Director
Status: In 2005-06, the Transfer Center initiated a new program, Don't Cancel that Class. Rather than canceling classes when they were unable to hold class, faculty members were encouraged to send their students to the Transfer Center to increase their awareness of transfer issues and to promote
the transfer fairs and visits by universities. Flyers were
developed and distributed to promote Transfer Center
activities. The first annual Transfer Awareness Week was
initiated in October, 2005.

**Complete.**

**Action Plan:** Conduct workshops to assist students with the application process  
**Lead Person:** Transfer Center Director  
**Status:** In 2005-06, the Transfer Center organized and promoted 17 workshops on completing UC and CSU applications. A tip sheet was created to assist students in completing applications, and ENGL 108C - Writing the Personal Statement, was promoted.

**Standard Operating Procedure.**

5.3 By spring 2006, develop a coordinated, comprehensive tutoring program available to all students. (Title V)

**Action Plan:** Expand SI and PAL programs  
**Lead Person:** Title V Coordinator  
**Status:** All tutoring programs are now located in the new L/LRC. The Writing Center program was expanded to include ESL tutors and writing specialists, and the Supplemental Instruction and PAL programs have been expanded for fall 2006.

**Standard Operating Procedure. In action plans for 2006-2008.**

**Goal 6:** Develop, utilize, and evaluate student learning outcomes for student services areas.

6.1 By spring 2006, convey the importance of developing SLOs for student services areas. (PA II.A.1)

**Action Plan:** Share information at meetings of each area in Student Services  
**Lead Person:** Managers in Student Services  
**Status:** Development of the SLOs has begun and several workshops have been held. The workshops were attended by all Student Support Services staff.

**Complete.**
By spring 2006 and annually, develop SLOs for student service areas that are involved in the Student Support Services Quality Review Process and for each cycle thereafter.

**Action Plan:** Write Student Learning Outcomes for Quality Review process timeline

**Lead Person:** Managers in Student Services

**Status:** Development of the SLOs has begun; however, this is an ongoing project.


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Action Plan: Evaluate SLOs and edit if needed based upon Quality Review process

**Lead Person:** Manager in each area

**Status:** Development of the SLOs has begun; however, this is an ongoing project.

Direction Three – Campus Support Services
Ensuring that campus support services are effective and efficient.

Goal 1: Establish effective use of technology to support campus services.

1.1 By spring 2005 and then annually if necessary, request on-going funding to support the campus network and other systems to keep pace with technological and software changes. (PA III.C.3, Technology Plan, Accrediting Team Recommendation #5)

Action Plan: Request a line item budget for ongoing system maintenance
Lead Person: Director, Academic Computing
Status: Funding was approved on a one-time basis for 06/07 to supplement the current Academic Computing allocation because additional ongoing funds are not available.

Not Yet Complete. A line item budget is needed. Director of Budget & Finance to follow up.

1.2 By spring 2005 and then annually if necessary, request funding for campus hardware, software and multimedia needs. (PA III.C.3, Technology Plan, Accrediting Team Recommendation #5)

Action Plan: Develop written technology plan to support needs of campus
Lead Person: Director, Academic Computing, Technology Committee
Status: Not Yet Complete. Director of Academic Computing to follow up.

Action Plan: Request ongoing support through a line item budget
Lead Person: Director, Academic Computing
Status: No request was received in the spring 2006 cycle of budget requests.

Not Yet Complete. Director of Academic Computing to follow up.
1.3 By spring 2006, investigate completing the integration of on-line courseware management and Banner software systems in cooperation with District Information Services. (PA III.C.1)

Action Plan: Form task force with District and Banner software specialists to integrate online course management
Lead Person: Director, Academic Computing
Status: In process. Software has been purchased.

Not Yet Complete. Director of Academic Computing to follow up.

1.4 By spring 2006, investigate the adoption of centralized scheduling software that will support classroom utilization and event management. (PA III.B.1)

Action Plan: Reconvene task force to identify appropriate software and funding
Lead Person: Vice President
Status: The existing Banner module will be used to accomplish this. Banner room information was updated summer 2006, with plans to use this updated information for scheduling classes for spring 2007.

Not Yet Complete. The Vice President will follow up.

1.5 By spring 2006, provide a mechanism for increased training opportunities for faculty and staff. (PA III.C.2, Accrediting Team Recommendation #5)

Action Plan: Assess needs and develop a plan for meeting those needs, including a schedule for workshops
Lead Person: Director, Academic Computing
Status: GroupWise and internet training are now provided each semester.

Standard Operating Procedure.

1.6 By fall 2006, investigate integration of wireless technology in strategic areas on campus.

Action Plan: Develop a plan to install wireless access points in strategic locations on campus after construction/renovation is complete
Lead Person: Director, Academic Computing
Status: A plan has been developed. The intent is to add wireless access as Remodel for Efficiency projects are completed. Three buildings have access now, the L/LRC, Business/CIS,
and Health Science. In addition, wireless access has been implemented in Gym II through a Foundation mini grant.

**Standard Operating Procedure.**

**Action Plan:** Request funding for phase 1 of the wireless network in support of the technology plan  
**Lead Person:** Director, Academic Computing  
**Status:** Funding was requested spring 2005, but this item did not surface high enough in the prioritization process to be awarded funds. No request was submitted spring 2006, but the department plans to submit another request spring 2007.  

**Not Yet Complete.** Director of Academic Computing to follow up.

Goal 2: **Provide a healthy, safe, and aesthetic campus environment**

2.1 By spring 2006, develop a plan to proactively and systematically replace and repair major equipment. (PA III.B,2)  
**Action Plan:** Develop a list of equipment that over a ten year period, must be replaced based on the life span of equipment  
**Lead Person:** Director, Physical Plant  
**Status:** **Not Yet Complete.** The Director of Physical Plant to follow up.

2.2 By spring 2006, develop a plan to address unfunded scheduled maintenance projects and update the plan annually.  
**Action Plan:** Develop a list and plan for funding for those projects that do not qualify for state scheduled maintenance funds  
**Lead Person:** Director, Physical Plant  
**Status:** **Not Yet Complete.** The Director of Physical Plant to follow up.

2.3 By spring 2006, clarify and disseminate the process to address unsafe facility conditions.  
**Action Plan:** Develop a plan for collection of data based upon unsafe conditions and emergency equipment, and disseminate the plan throughout the campus  
**Lead Person:** Safety Committee
Status: Data is collected and reports are distributed to appropriate personnel for action and/or follow-up with periodic safety checks.

Not Yet Complete. A safety audit is planned for spring 2007. The Director of Physical Plant to follow up.

2.4 By spring 2006, develop a plan to provide workplace safety training to all campus staff.

Action Plan: Implement plan on a regular basis
Lead Person: Safety Committee
Status: The District office of Risk Services recently filled a previously vacant position and that individual has been scheduling safety training throughout the District. This individual is also now a member of the Campus Safety Committee.

Standard Operating Procedure.

Goal 3: Support and provide for improvement in the workplace for all personnel.

3.1 By spring 2006, develop and implement an orientation and mentoring program for new classified staff. (Staff Development Plan)

Action Plan: Develop a mentoring and office buddy system
Lead Person: Staff Development Coordinator
Status: A call for an ad hoc committee to develop the orientation and mentor program has been made, and classified staff have volunteered to serve on this committee. Committee meetings will be held in the summer and fall of 2006.

Not Yet Complete. The Staff Development Coordinator will follow up.

3.2 By fall 2006, develop a written code of ethics for non-instructional personnel. (PA III.A.2)

Action Plan: Write a code of ethics for classified staff
Lead Person: PAC
Status: The CSEA Representative in PAC agreed to carry this request forward to CSEA to develop a code of ethics.

Not Yet Complete. The President will follow up.
3.3 By fall 2006, monitor the impact of the reduced Full-Time Faculty Obligation on its staffing levels. (PA III.A.4)

Action Plan: Evaluate student access to instructors
Lead Person: EVP and Deans
Status: No evaluation has occurred because of the difficulty of measuring student access to instructors.

Not Yet Complete. The President will follow up with the Academic Senate President.

Action Plan: Evaluate impact on campus shared governance committees
Lead Person: Academic Senate President
Status: There is no way to measure the impact on shared governance committees. If the college had more full-time faculty it is possible that more faculty would be willing to serve on shared governance committees, but there is no way to know for sure.

Not Yet Complete. The President will follow up with the Academic Senate President.
3.4 By fall 2006, develop a schedule for appropriate personnel to go through orientation and training in financial and collective bargaining matters. (PA III.D.2, IV.B.3)

Action Plan: Review finance procedures for all managers and administrative assistants annually
Lead Person: Director of Budget and Finance
Status: Training has been provided in small groups or one-on-one to new staff members or to areas identified as needing a refresher on budget processes. More broadly based training will occur during summer/fall 2006. Some training is already scheduled to be offered through Staff Development in fall 2006.

Standard Operating Procedure. The Director of Budget & Finance to follow up.

Action Plan: Develop workshops for managers to review collective bargaining matters
Lead Person: Vice President
Status: A workshop on classified evaluations was offered spring 2006.

Standard Operating Procedure. Workshops will continue to be offered as needed.

3.5 By fall 2006, encourage participants on college committees and in dialogues to more effectively serve as conduits of information to their constituency groups and others. (PA I.B.1, Accrediting Team Recommendation #5)

Action Plan: Develop roles and responsibilities of each participant serving on shared governance committees
Lead Person: Chair of each shared governance committee
Status: See response below for 3.5

Not Yet Complete. The President to follow up.

Action Plan: Develop a form regarding commitment to share information back to constituency and a place for a signature
Lead Person: Chair of each shared governance committee
Status: In discussions in PAC, these two action plans were combined. There was talk about developing a form for each committee member to sign, but there was not much support for the idea. The Staff Development Office will develop and maintain a database to keep track of the people serving on each shared governance committee and
which constituency they represent, and the college president will draft a definition of shared governance committees for PAC's review and approval.

Not Yet Complete. The President will follow up.

3.6 By spring 2006, complete a staffing needs assessment. (PA III.A.3)

Action Plan: Identify a model to use, develop the process and method for prioritizing requests
Lead Person: Vice President
Status: Completed. Completed spring 2006

3.7 By spring 2006, realign existing and new human resources to provide appropriate staffing where needed.

Action Plan: Develop a process and criteria for evaluating realignment of existing and new human resource needs
Lead Person: Vice President/Director of Budget and Finance
Status: Positions are evaluated by President’s Staff as vacancies come up. No realignment occurred in the 2005/2006 year.

Standard Operating Procedure.

3.8 By fall 2006, increase the diversity of staff through new hiring opportunities. (PA III.A.5)

Action Plan: Market to identified special populations
Lead Person: Deans/District Human Resources
Status: All faculty and staff serving on hiring committees are required to attend diversity training. When hiring, the colleges works with Human Resources to advertise in publications, websites, etc., to attract diverse applicant pools.

Standard Operating Procedure.
Goal 4: Develop new financial resources and realignment of existing resources to match priorities.

4.1 By spring 2005 and then annually, identify state, federal, and other funding to match priorities.

Action Plan: Submit grant applications
Lead Person: Director of Foundation/Dean of Economic Development
Status: Several grant applications were submitted and subsequently awarded during the 2005/2006 year. There are two significant barriers impacting the College's ability to seek additional grant funding. The first is faculty participation. In this case, faculty members are understandably so busy with their primary responsibility of teaching that they often cannot respond to a grant announcement. The second is that Cypress College does not have a grant writer whose sole responsibility would be to explore, research, cultivate, and write grant proposals. A possible action plan for the future may be to request funding for a grant writer.

Standard Operating Procedure.

Action Plan: Obtain state, federal and other funding to match campus priorities
Lead Person: Director of Foundation
Status: The Foundation has been identifying the matching funds required of the Title V grant.

Standard Operating Procedure.

4.2 By fall 2005, request an increased cash allocation from the district. (PA III.D.1)

Action Plan: Request funds
Lead Person: Director, Budget and Finance / President
Status: Completed for 05/06. A small ongoing increase relative to the 05/06 COLA was approved beginning July, 2006.

Complete.
Direction Four – Campus Climate
Promoting a campus climate that embraces diversity and supports excellence, integrity, collegiality and inclusiveness.

Goal 1: Improve communications and understanding among all members of the campus community.

1.1 By fall 2005, communicate to the district the importance of Strategic Conversations and other methods to receive constituent input. (PA IV.B.1)

Action Plan: Include information in report to Board
Lead Person: President
Status: The president gives monthly reports at meetings of the Board of Trustees. At one of those meetings in 2005-2006, she informed the Board of the importance the college places on Strategic Conversations and indicated that the college hopes these conversations will continue.

Complete.

1.2 By fall 2005 and annually, provide faculty, staff and students increased opportunities to learn more about diversity.

Action Plan: Provide diversity training activities
Lead Person: Diversity Committee
Status: Diversity training is provided through the District. The Diversity Committee provides an annual calendar of events taking place on campus.

Standard Operating Procedure.

Action Plan: Provide interdisciplinary opportunities to promote diversity
Lead Person: Diversity Committee
Status: The intent of this action plan is for different academic departments to work together to team teach classes. The Diversity Committee is in contact with the Learning Communities to monitor progress of this plan.

Standard Operating Procedure.

Action Plan: Expand access to events for all campus constituencies
Lead Person: Diversity Committee
Status: Events are scheduled on various days and times; are advertised through the internet, flyers, posters, and @Cypress; and some of the events are videotaped and a
copy is available in the Library. Every effort is made to incorporate multicultural events into class curriculum.

**Standard Operating Procedure.**

1.3  By fall 2006, increase outreach/marketing efforts regarding Library services, materials and databases, especially with groups such as Disabled Students Programs and Services, Extended Opportunities Programs and Services and the Associated Students. (PA II.C.3)

Action Plan: Create a web-based tour of the library
Lead Person: Dean, L/LRC
Status: A CD-Rom covering library information has been completed and will be updated as needed. All library information is also available online through the library’s website.

*Not Yet Complete.* The Dean of the Library to follow up.

Action Plan: Link library website to special populations’ websites
Lead Person: Webmaster
Status: Link is to Cypress home page and extends to the other special populations’ websites.

*Not Yet Complete.* The Dean of the Library to follow up.

1.4  By spring 2006, make greater efforts to involve students, faculty and staff in shared governance processes through orientations and training. (PA IV.A.1, PA IV.A.2)

Action Plan: Provide workshops on shared governance
Lead Person: Staff Development Coordinator
Status: In spring 2006, a CC LEADS workshop brought together leaders of the unions, Academic Senate, and administrators to discuss how shared governance works on campus and at the district. Shared governance is covered in the new faculty orientations.

*Complete.*

1.5  By spring 2006, develop a web based staff photo directory

Action Plan: Develop photo directory
Lead Person: Webmaster
Status: Staff Development has been working on a staff directory to be used as part of the orientation process for all college
A photo directory of administrators has been in place since February, 2005. The Public Information Office will develop a photo directory in 2006-2007.

**Not Yet Complete.** Staff Development Coordinator to follow up.

### 1.6 By fall 2006, communicate the mission statement more clearly throughout the campus. (PA I.A.1)

**Action Plan:** Add mission statement to faculty handbook  
**Lead Person:** Instruction Office  
**Status:** Staff Development is revising the Faculty Handbook. The revision will be a College Handbook and will include the mission statement.

**Not Yet Complete.** The President to follow up.

**Action Plan:** Print mission statement on reverse side of staff member’s business cards  
**Lead Person:** Management Team  
**Status:** This will be discussed at a future Management Team meeting.

**Not Yet Complete.** The President to follow up.

**Action Plan:** Review mission statement at first meeting of all shared governance committees each semester  
**Lead Person:** Committee Chairs  
**Status:** The implementation of this action plan is scheduled to begin fall 2006.

**Not Yet Complete.** The President to follow up.

### 1.7 By fall 2006, provide e-mail addresses for students.

**Action Plan:** Use passwords for campus security for entire campus  
**Lead Person:** Director, Academic Computing  
**Status:** No action at this time due to lack of funding and personnel. The issue will be discussed again at a later date.

**Not Yet Complete.** The Director of Academic Computing to follow up.
Goal 2: Create and maintain a welcoming, caring, and respectful campus climate.

2.1 By fall 2006, identify strategies to promote campus wellness for faculty, staff, and students.

Action Plan: Develop a series of wellness workshops
Lead Person: Director, Health Services
Status: Wellness workshops on various topics are held each fall and spring semester.

Standard Operating Procedure.

Action Plan: Develop a webpage that focuses on wellness issues
Lead Person: Director, Health Services
Status: A wellness website is not being developed; however, a list of wellness websites is available in the Health Center, and links will also be included on the Health Center website.

Standard Operating Procedure.

Action Plan: Provide and promote an annual campus health and safety fair
Lead Person: Director, Health Services
Status: A Health/Wellness Fair has been held annually in conjunction with the Department of Nursing and will continue to be an ongoing event.

Standard Operating Procedure.

2.2 By fall 2006, disseminate a brochure regarding health and wellness.

Action Plan: Develop brochure
Lead Person: Director, Health Services
Status: A brochure has been developed and is updated as needed.

Complete.
2.3 By fall 2006, enhance the Associated Students “Welcome Back Week” to include safety training, information on health and wellness resources, and division and program information.

Action Plan: Arrange for speakers and materials to be disseminated
Lead Person: Associated Students
Status: The faculty sponsor for Associated Students works with the divisions, the Health Center, and Campus Safety to coordinate the set up and manning of information tables for students during “Welcome Back Week.”

**Standard Operating Procedure.**

**Goal 3:** Promote excellence by celebrating accomplishments of the campus community.

3.1 By spring 2006, increase awareness of accomplishments of faculty, staff, students, and campus programs.

Action Plan: Develop a form entitled “Share the Success” to be submitted to the Public Information Officer by managers
Lead Person: Managers and the Public Information Officer
Status: Accomplishments are submitted to the Public Information Office twice a year, are published in @Cypress, and are documented in the End of Year Report which is distributed to the Board of Trustees.

**Standard Operating Procedure.**

Action Plan: Create a webpage that highlights accomplishments
Lead Person: Webmaster
Status: Not Yet Complete. Public Information Officer to follow up.

3.2 By fall 2006 and annually, provide events and forums for recognition of campus accomplishments.

Action Plan: Create a webpage that highlights accomplishments
Lead Person: Webmaster and Staff Development Coordinator
Status: Staff Development provides events and forums for recognition of campus accomplishments in the spring which include the Classified Appreciation Luncheon and the End of Year Luau. The events and photos are published in @Cypress, as are Staff Development funding awards, conference presenters, etc.

**Standard Operating Procedure.**
Direction Five - Community Relations

Establishing and strengthening collaborative relationships with other educational institutions and with the communities we serve.

Goal 1: Develop, strengthen and participate in collaborative relationships with business, civic, and community organizations.

1.1 By spring 2006, assess and determine which organizations are or may become central to our collaborative relationships.

Action Plan: Develop a list of organizations in consultation with the Strategic Partnerships Committee, Economic Development Committee, and Advisory Committees

Lead Person: Dean of Vocational Education and Economic Development, Foundation Director

Status: The Strategic Partnerships Committee met several times during spring 2005 and again in fall 2005 to work on identifying organizations. While not complete, progress has been made, and the committee will meet again in fall 2006.

Not Yet Complete. The Dean of Vocational Education and Economic Development to follow up.

1.2 By fall 2005, develop and implement intern and mentor programs and elicit community support to accept a minimum of 25 students. (Title V)

Action Plan: Hire and train a Mentorship Coordinator and Internship Coordinator

Lead Person: Title V Grant Administrator

Status: A Mentorship Coordinator and an Internship Coordinator were hired in spring 2005. A Career Counseling course was developed, approved, and offered to students for the first time in spring 2006. The first cohort of internship students began in spring 2006, and the mentoring program is well underway.

Complete.
Action Plan: Develop the requirements and operational characteristics and guidelines for both programs  
Lead Person: Title V Coordinator  
Status: The Mentorship and Internship Coordinators have developed the operational characteristics and guidelines for the two programs.  

**Complete.**  

1.3 By fall 2006, increase relationships and/or level of participation in business, civic, and community organizations.  

Action Plan: Assess current level of participation  
Lead Person: President/5% MORE Committee  
Status: The level of participation in business, civic, and community organizations, and awareness about Cypress College was increased significantly through a variety of activities and associations.  

**Standard Operating Procedure.** In action plans for 2006-2008.  

Action Plan: Increase by 5% the number of businesses or organizations a college staff member participates in  
Lead Person: President/5% MORE Committee  
Status: More contact with local businesses and growing relationships are fostered by our collective and active involvement in monthly networking breakfasts, mixers, and special events.  

**Standard Operating Procedure.** In action plans for 2006-2008.  

1.4 By fall 2006, increase by a minimum of 10% financial support from the business community.  

Action Plan: Identify businesses that could provide support and meet with them  
Lead Person: Foundation Director and Dean of Vocational Education and Economic Development  
Status: The Foundation Director continues to meet with local businesses and is actively involved in the communities. As a result, the Cypress College Foundation received in-kind contributions for the benefit of the Marine Service Technician program and the Automotive Technology
program received financial support and in-kind donations from Toyota Motor Sales, U.S.A., Inc.

**Standard Operating Procedure.**

1.5 By fall 2006, revitalize and increase by 10 the level of participation by industry constituents in the Advisory Committee process.

**Action Plan:** Meet with divisions and departments to discuss the advisory process  
**Lead Person:** Dean of Vocational Education and Economic Development  
**Status:** Campus-wide, there are 23 discipline-specific advisory committees. The Business & CIS Division has 26 new members participating in advisory committees. In the Vocational/Technical Division, a total of 46 new advisory committee members have been added.  
**Complete.**

**Action Plan:** Advocate participation in the advisory process at civic, business and organizational meetings  
**Lead Person:** Dean of Vocational Education and Economic Development and Dean of Business/CIS  
**Status:** Organizations which have been addressed to date include, the following Chambers of Commerce: Buena Park, Cypress, and Los Alamitos.

**Standard Operating Procedure.**

**Goal 2:** Develop, strengthen and participate in collaborative relationships with other educational institutions.

2.1 By fall 2006, increase faculty participation in professional, trade, and educational associations and activities.

**Action Plan:** Encourage faculty to participate in organizations  
**Lead Person:** Division Deans  
**Status:** The Vocational/Technical Division’s relationship with Toyota Motor Sales, U.S.A. continues to thrive as the college’s T-TEN Program is named the nation’s outstanding program for the fourth consecutive year. Faculty and staff in the Automotive Department are involved with OCTA, 12 regional transit agencies, the California Highway Patrol, and the South Coast Air Quality Control Board. They are currently working with Yamaha to sponsor the new Motorcycle Technician
Program. Business & CIS Division faculty members are attending and participating at Voice Over IP, Networking, Microsoft Office and Windows, Office Applications for Educators, as well as other accounting, management, marketing, and court reporting conferences and seminars. The Student Services Outreach Council developed the Student Ambassador Program and the K-12 outreach efforts are effective in making Cypress College more visible.

**Standard Operating Procedure.** In action plans for 2006-2008.

2.2 By spring 2006, increase faculty participation in Intersegmental Major Preparation Articulated Curriculum (IMPAC) and other conferences, so that every academic discipline is represented.

<table>
<thead>
<tr>
<th>Action Plan:</th>
<th>Encourage faculty to participate in grant funded conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Person:</td>
<td>Dean, Vocational Education and Economic Development</td>
</tr>
<tr>
<td>Status:</td>
<td>Some departments in Math/Science as well as English and Foreign Language are working with IMPAC; the Teacher Prep Program has arranged individual articulation agreements with local CSUs; and most faculty in the Vocational Division have attended at least one conference or industry trade show.</td>
</tr>
</tbody>
</table>

**Standard Operating Procedure.** In action plans for 2006-2008.

2.3 By spring 2006, create more complementary relationships between faculty and their counterparts at the feeder high schools through joint meetings and other activities.

<table>
<thead>
<tr>
<th>Action Plan:</th>
<th>Develop calendar for the following year for joint meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Person:</td>
<td>Tech Prep Coordinator</td>
</tr>
<tr>
<td>Status:</td>
<td>Several departments and individuals have worked on developing relationships with feeder high schools. A calendar was not developed, but activities have occurred.</td>
</tr>
</tbody>
</table>

**Standard Operating Procedure.**
2.4. By fall 2006, assess and determine the relevance and effectiveness of K-12 outreach activities in order to allocate college human and financial resources for the most effective outreach programs.

Action Plan: Evaluate the relevance and effectiveness of K-12 outreach
Lead Person: 5% MORE Committee, Director Institutional Research
Status: We have initiated a Student Ambassador Program which will expand our outreach program; have been working with our top ten feeder high schools; and the Student Services Outreach Council has formed and began meeting.

Standard Operating Procedure.

2.5 By fall 2006, articulate six units of credit applicable to academic majors with our neighboring CSUs.

Action Plan: Contact neighboring CSUs to discuss and promote articulation agreements
Lead Person: Articulation Officer
Status: This goal and action plan are part of the new CSU Admission Program, Lower Division Transfer Pattern (LDTP). LDTP patterns will be made available to students for the application process beginning fall 2007. For the major-specific component of LDTP patterns, approximately six units per major are specified for articulation that will be in place by fall 2008.

Standard Operating Procedure.

Goal 3: Promote college awareness by telling our story consistently, frequently, and effectively.

3.1 By spring 2006, improve the dissemination of research information to the surrounding community making greater use of the College’s “success” statistics and data.(PA I.B.5)

Action Plan: Utilize college success statistics and data in the End of the Year Report
Lead Person: Public Information Officer
Status: The End of the Year Report, published in summer 2005, included the college’s success statistics.

Complete.
3.2 By spring 2006, integrate the College’s key messages into informational / promotional materials for divisions and programs.

Action Plan: Include key messages in program brochures
Lead Person: Public Information Officer
Status: In 2005-06, the college logo and slogan were integrated into informational and promotional materials, although key messages have not yet been fully integrated. The key messages are consistently included in the more major publications, i.e. class schedule and catalog; however, this practice has not yet trickled down to most division and department publications (exceptions being Social Science, Vocational/Technical, and Business/CIS).

Standard Operating Procedure.

3.3 By spring 2006, create a strategy for developing, producing and disseminating promotional materials.

Action Plan: Develop a calendar for producing promotional materials including two new pieces each year.
Lead Person: Public Information Officer
Status: While this is an ongoing process, in 2004-05, the college adopted and initiated an electronic notification strategy that continues today, whereby existing and new students are notified of upcoming events and deadlines, and prospective students seeking program information via email are referred to an appropriate responder.

Standard Operating Procedure.

3.4 By spring 2006, evaluate the navigation, content, and effectiveness of the College’s Website and develop an improvement plan.

Action Plan: Establish student focus groups to evaluate the website
Lead Person: Webmaster
Status: During spring 2005, the Campus Technology Committee (CTC) conducted discussions concerning the structure, content, and navigation of the college’s website. An outside consultant will be hired to develop new graphics and layouts for the site, as well as a navigation system. Student
input will be solicited as part of the process of developing the new web page.

**Standard Operating Procedure.**

Action Plan: Develop a plan for improvement of the college website  
Lead Person: Webmaster  
Status: In spring 2006, the President’s Advisory Cabinet supported the need to have an outside consultant design the website, including navigation. A request for proposals will be initiated.  

**Complete.**

3.5 By spring 2006, assess, develop, and refine informational/promotional materials for divisions and programs on campus.

Action Plan: Identify remaining programs needing brochures and complete the development of these departmental materials  
Lead Person: Public Information Officer  
Status: All informational/promotional materials for each department or program in the Vocational Technical Division, and most of those used in the Business/CIS Division, have been assessed and refined to incorporate the college logo, slogan, and key messages. Other departments may also be current, but not all have been completed.

**Standard Operating Procedure.**

Action Plan: Update all existing program materials for currency  
Lead Person: Public Information Officer  
Status: Several departments are complete, but not all.

**Standard Operating Procedure.**

3.6 By spring 2006, implement the Noel-Levitz “Recruitment Funnel” model and identify staff responsibilities for enrollment and communications management.

Action Plan: Identify the roles of existing positions in the recruitment funnel model related to enrollment management  
Lead Person: Executive Vice President, Deans  
Status: The recruitment funnel model has been implemented. It has been segmented into various groups for email communication purposes. Since over 98% of the Cypress College applications are now submitted via the internet
using CCCApply, the first-time enrolled student and returning students are sent separate email registration information.

Complete.

3.7 By fall 2006, develop division, department and program communication strategies, including electronic communications to share our information with the community.

Action Plan: Develop a “Fact Sheet” to be used at community meetings, fairs, and organizations
Lead Person: Dean, Vocational Education and Economic Development
Status: Some areas have completed “Fact Sheets,” and information related to the college is now found in the Institutional Effectiveness Report.

Not Yet Complete. The Dean, Vocational Education and Economic Development will follow up.

3.8 By fall 2005, identify financial resources to staff and implement an information booth in the new Student Center.

Action Plan: Identify a full time Administrative Assistant I position for the information booth.
Lead Person: President
Status: A clerical support person for the Public Information Office was hired in December, 2005. This person will be permanently located in the information booth to be located in front of the new Student Center.

Complete.