Welcome & Introductions

Bob Simpson,
President
Welcome & Introductions

- Gary Zager, Academic Senate President
- Robert Parlor, A.S. President
- Dione Carter, DMA President
- Rod Lusch, CSEA President
- Dale Craig, U.F. President
- Sam Russo, AdFAC United President
Greetings from the Board

Donna Miller,
President, NOCCCD Board of Trustees
Greetings from the Chancellor

Dr. Ned Doffoney,
Chancellor,
North Orange County Community College District
State of the College

Bob Simpson,
President
Enrollment & FTES

Steve Donley,
Executive Vice President (Interim)
Enrollments and FTES

Proposition 30 Adjustments ~

• Added approximately 60 sections to Spring schedule
• 1750+ additional seats added in high-demand disciplines
• Hopefully this marks the beginning of a trend restoring sections previously cut from the schedule of classes
## Spring 2013 Comparisons
as of 1/31/13

<table>
<thead>
<tr>
<th></th>
<th>Spring 2013</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated Students</td>
<td>15,193</td>
<td>14,375</td>
</tr>
<tr>
<td>Wait Listed Students</td>
<td>8,457</td>
<td>11,554</td>
</tr>
<tr>
<td>Fill Rate</td>
<td>96%</td>
<td>101%</td>
</tr>
<tr>
<td>Spring FTES</td>
<td>5,225*</td>
<td>5,057**</td>
</tr>
<tr>
<td>Sections at or above 100% fill factor:</td>
<td>1,066</td>
<td></td>
</tr>
<tr>
<td>Sections below 100% fill factor:</td>
<td>261</td>
<td></td>
</tr>
</tbody>
</table>

*Projected
**Actual FTES at Census
## 2012-13 FTES Projection

<table>
<thead>
<tr>
<th>Semester</th>
<th>FTES Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2012</td>
<td>428.40</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>5,057.32</td>
</tr>
<tr>
<td>Spring 2013 (projection)</td>
<td>5,225.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10,710.72</td>
</tr>
<tr>
<td>Cypress Target (from District)</td>
<td>10,621.68</td>
</tr>
<tr>
<td><strong>Projected FTES Over Target</strong></td>
<td><strong>89.04</strong></td>
</tr>
</tbody>
</table>
Class Rosters

• Reminders: Please...
  • Drop “No-Show”
  • Be sure students attending your classes are appropriately enrolled and appear on your rosters!
Show Me the Money!
Life after Prop. 30

Karen Cant,
Vice President, Administrative Services
Show me the $$
Life after Proposition 30

1. Life After Proposition 30
2. Governor’s 2013-14 Proposed Budget
3. Governor’s Policy Proposals
4. Risks to Governor’s Proposals
Life After Proposition 30

• Sales/Income taxes increases for 7 years
• Classes added to capture growth $
• $3.0 million from NOCCCD deficit reserve returned to campus
• One-time cuts for 2012-13 ($1,161,190)
• Ongoing deficit target ($1,515,673)
• Fill non-faculty vacancies after ongoing reductions made
Governor’s 2013-14 Proposed Budget

• First time in five years no additional cuts!!
• No change in student fees
• Key Objectives:
  1) Buy-down “wall of debt” reduce deferrals by $179 million
  2) Course completion/outcomes
  3) Local Control

• 3.6% increase in budget to be allocated by BOG
  Categorical program restoration? COLA?
  Deferral buydown? Workload restoration?

• $16.9 million increase access to matriculated students
Governor’s Policy Proposals

- BOG fee waiver students must complete FAFSA savings reinvested in course completion
- Student can take no more than 90 units or pay full cost of instruction
- Change in census accounting to course completion to be phased in over five years emphasis on student success/completion
Risks to Governor’s Budget Proposal

• Economy fragile (revenue projections)
• California tax revenues are heavily reliant on personal income tax (more than 60%)
• May Revision will be following the usual debate and evolution
Emergency Procedures

Karen Cant,
Vice President, Administrative Services
Emergency Procedures

• Emergency Drills on Thursday, February 21
• “Active Shooter on Campus” Scenario
• Context is Important: Safety Can’t be Guaranteed, but Can be Enhanced
• Individual Preparation is Critical. What Would You Do?
• Discuss This With Your Students
• Be Aware. Report Suspicious Activity.
• Threat Assessment Team
Presentations
Academic Senate

Gary Zager,
President, Academic Senate
CSEA

Rod Lusch,
CSEA President
SLO’s: Once Again
Into the Breech

Santanu Bandyopadhyay,
Director, Institutional Research and Planning
&
Nancy Deutsch
SLO Coordinator
College Status Report on SLO Implementation

Nancy Deustch
Santanu Bandyopadhyay
SLO Timeline

• Initiated in 2002 with a ten-year timeline
• Institutions to reach the level of proficiency in Student Learning Outcomes Implementation
• Proficiency standards defined
Proficiency – what does it mean?

- Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.
- There is widespread institutional dialogue about the results of assessment and identification of gaps.
Proficiency – what does it mean?

• Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.

• Appropriate resources continue to be allocated and fine-tuned.
Proficiency – what does it mean?

- Comprehensive assessment reports exist and are completed and updated on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
SLO Status Report

- Seven sections of the report address each of the proficiency criteria
- Several contributors to the report
  - Division representatives on SLO Committee
  - Academic Senate
  - SLO Coordinator
  - Institutional Research & Planning
- Overall assessment of SLO Status by Academic Senate
What Happens Next

- Report to be submitted to ACCJC by March 15, 2013
- ACCJC will review the reports in its June meeting
- Follow-up actions may be recommended by the Commission based on the report
Does it change our life at Campus?

- The SLO activities continue on campus.
- After a decade, it is time to focus on the utility of SLOs and how they can be used to improve teaching and learning.
- Some instructional areas, most notably in Health Sciences, have been engaged in SLO assessment for a long time.
- Sharing experiences across campus and engaging in dialogue will be a priority.
Dialogue on Equity & Outcomes

Rick Rams,
Dean, Student Support Services

Paul de Dios,
Dean, Counseling and Student Development, and Admissions and Records

Gil Contreras,
Manager, EOPS
Dialogue on Equity & Outcomes at Cypress College

Paul de Dios, Direction 2 Chair, Dean, Counseling & Student Development
Dr. Rick Rams, Dean, Student Support Services
Dr. Gilbert Contreras, EOPS Manager
Dr. Robert Simpson, President
Strategic Plan, Direction 2

The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups

• Goal 1: Reduce the achievement gap among students by removing barriers to success, specifically for at-risk students
• Goal 2: Develop programs aimed at preparing at-risk students for success in basic skills and college-level courses
• Goal 3: Identify and connect at-risk students to appropriate campus resources
Division Dialogues
(Spring 2013)

- Opportunity to provide Direction 2 evidence of what we are currently doing to make progress toward eliminating gaps on campus.
- Opportunity to provide insights and recommendations to the campus for improving outcomes for all students.
- Opportunity to identify resources and information needed to consider this direction of our strategic plan.
Timeline for Spring 2013

• Division Deans will introduce the dialogue framework at your division meeting.

• Divisions will provide input to three key questions:
  › What are we currently doing (at the division/department/classroom level) to make progress toward eliminating gaps on campus?
  › What insights and recommendations do you have for the campus to improve outcomes for all students?
  › What resources and information are needed to address issues of equity and student success?

• Deans will compile a division summary of dialogues and submit one final division report to the Direction 2 leadership by the end of May 2013 as part of the year-end report for the campus strategic plan.

• Over the Summer, Direction 2 will review the information provided and plan for 2013-14 accordingly.
Equity of Outcomes: What are the gaps? Evidence?

The disparity in academic performance between groups of students.

Most Recognized Gaps in Education
- African–American and Latino/a
- Low-income families

Emerging Gaps in Educational Research & Theory
- Gender
- Learning disabilities
- Foster Youth
- Native Americans
- ESL learners

Grades at course level
Standardized-test scores
Course selection
Dropout rates
College-completion rates
Retention rates
Persistence rates
Transfer rates
Equity of Outcomes? High School

- Fewer than 10% of Black or Latino students participated in rigorous high school courses in 2009 (NCES, 2009).

<table>
<thead>
<tr>
<th>Student Group</th>
<th>% That Graduate High School on time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>82.7%</td>
</tr>
<tr>
<td>White</td>
<td>78.4%</td>
</tr>
<tr>
<td>Latino/a</td>
<td>57.6%</td>
</tr>
<tr>
<td>African-American</td>
<td>57.0%</td>
</tr>
<tr>
<td>Native American</td>
<td>53.9%</td>
</tr>
<tr>
<td>Males from Minority Backgrounds</td>
<td>~50%</td>
</tr>
</tbody>
</table>
## Equity of Outcomes? Higher Ed

ACE’s 24<sup>th</sup> Annual Status Report on Minorities in Higher Education (2008)

### Student Group

<table>
<thead>
<tr>
<th></th>
<th>% age 25-34 earning AA</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>38%</td>
</tr>
<tr>
<td>Latino/a</td>
<td>26%</td>
</tr>
<tr>
<td>African-American</td>
<td>18%</td>
</tr>
</tbody>
</table>

### Student Group

<table>
<thead>
<tr>
<th></th>
<th>% age 25-29 holding BA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>36%</td>
</tr>
<tr>
<td>Men</td>
<td>29%</td>
</tr>
</tbody>
</table>

**Socioeconomic Factors:** Did you know that 1/3 of African-American and Latino/a children live in poverty (Family Income of less than $21,947 per year)?

UC Irvine scholar Dr. Greg Duncan has examined the long term effects of poverty on completion rates ([http://www.gse.uci.edu/whither](http://www.gse.uci.edu/whither))
The Future at Cypress College . . .

- Coming soon!
  - Fewer students due to declining K-12 enrollment

- Coming soon!
  - More Latino/a students from our service areas.

- Coming soon!
  - Even more underprepared students in critical basic skills areas required for college graduation.
Direction 2, Goal 2 and Goal 3
Proven Achievement Gap Strategies

- The critical role and responsibility of educational leaders/institutions
- Adjusting teachers’ expectations of students
- Relevant, culturally engaging curricular design/offering that promote college readiness
- Improve student achievement
- Increased parental involvement
- Accessibility of academic assistance/tutoring programs
- Community engagement and resource usage

Strategies Recommended by Leadership Team (2012) for further exploration
### Where are the greatest gaps at Cypress College?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>African American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Overall College Population</td>
<td>6.0</td>
<td>28.5</td>
<td>35.2</td>
<td>28.8</td>
</tr>
<tr>
<td>English 100 placement rate</td>
<td>9.5</td>
<td>18.3</td>
<td>14.9</td>
<td>24.9</td>
</tr>
<tr>
<td>English retention rate</td>
<td>84.6</td>
<td>88.3</td>
<td>83.7</td>
<td>86.9</td>
</tr>
<tr>
<td>English success rate</td>
<td>68.7</td>
<td>81.5</td>
<td>70.5</td>
<td>75.4</td>
</tr>
<tr>
<td>Math 100 &amp; above placement rate</td>
<td>8.8</td>
<td>38.0</td>
<td>12.0</td>
<td>18.7</td>
</tr>
<tr>
<td>Math retention rate</td>
<td>68.3</td>
<td>75.5</td>
<td>70.6</td>
<td>73.2</td>
</tr>
<tr>
<td>Math success rate</td>
<td>40.3</td>
<td>59.8</td>
<td>45.6</td>
<td>51.0</td>
</tr>
<tr>
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<td>82.5</td>
<td>86.9</td>
<td>83.8</td>
<td>85.8</td>
</tr>
<tr>
<td>Overall success rate</td>
<td>63.8</td>
<td>76.7</td>
<td>67.6</td>
<td>73.2</td>
</tr>
<tr>
<td>Persistence rate 2(^{nd}) semester</td>
<td>86.3</td>
<td>91.2</td>
<td>84.9</td>
<td>87.1</td>
</tr>
<tr>
<td>Persistence rate 3(^{rd}) semester</td>
<td>63.7</td>
<td>78.6</td>
<td>71.1</td>
<td>72.1</td>
</tr>
<tr>
<td>Persistence rate 4(^{th}) semester</td>
<td>57.4</td>
<td>74.9</td>
<td>63.3</td>
<td>67.0</td>
</tr>
<tr>
<td>Rate of awards</td>
<td>9.0</td>
<td>9.1</td>
<td>9.9</td>
<td>11.2</td>
</tr>
<tr>
<td>Transfer rate</td>
<td>22.6</td>
<td>33.5</td>
<td>20.6</td>
<td>32.2</td>
</tr>
</tbody>
</table>
## Where are the greatest gaps at Cypress College?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Overall College Population</td>
<td>53.0</td>
<td>47.0</td>
</tr>
<tr>
<td>English 100 placement</td>
<td>19.3</td>
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<td>52.7</td>
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<td>88.6</td>
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<td>75.2</td>
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</tr>
<tr>
<td>Persistence 4(^{\text{th}}) semester</td>
<td>69.6</td>
<td>65.0</td>
</tr>
<tr>
<td>Awards</td>
<td>11.9</td>
<td>7.8</td>
</tr>
<tr>
<td>Transfer</td>
<td>27.2</td>
<td>28.9</td>
</tr>
</tbody>
</table>
Who Are Our Students?
Demographics & Psychographics

Bob Simpson,
President
Who Are Our Students?

The first generation of “Digitals”

- The parents transitioned from an industrial to an informational society; their children know only the information age
- Their parents saw expanding economic opportunities; they have seen contraction
- Their parents struggle with technology
Who Are Our Students?

The most diverse generation in higher ed history

- In the ‘60’s, 3.2 million immigrants entered the country
- Since 2000, 12 million have entered the country
- 1960: 85% White; 12% Black; 1% Asian; 4% Hispanic
- 2010: 65% White; 13% Black; 5% Asian; 16% Hispanic
Who Are Our Students?

Better connected and more isolated than any of their predecessors

- Technologically proficient & interpersonally challenged
- They have hundreds of Facebook “friends”
- They prefer texting, cell phones, etc., to face-to-face
- They are more aware of challenges in their lives and less able to solve problems
Who Are Our Students?

They face the worst economic prospects since the Great Depression and have the highest economic aspirations.

- Working longer hours
- Taking fewer units
- Greater time to graduation
- They will carry significant debt upon leaving college
Who Are Our Students?

They are more immature, dependent, coddled and entitled than any of their predecessors

- They have been shielded by their parents
- They have been accommodated by their parents
- Their parents have been intimately involved in their lives
- They have grown to expect things without necessarily having earned them
Who Are Our Students?

They were born into and will live their lives in a nation enduring profound and unrelenting change of a magnitude never before seen

- Their world is profoundly different from that of their parents
- Their world is unstable and uncertain
- Their prospects for economic security are significantly different from those of their parents
- They have the burden of providing for our well-being as we age
So What?
Who Are Our Students?

We must educate students to live in a time of profound change.

- Emphasize critical thinking, problem solving, and coping skills
- Incorporate technology in our pedagogy and teach the skills needed in a digital age
- Orient education toward inclusive and interactive methodologies
Who Are Our Students?

We must educate students for life in a diverse, global society.

- Our students must understand the multicultural society of which they are part
- We must understand the implications of globalization and help our students to do the same
Who Are Our Students?

We must educate for life in an evolving information economy.

- Enrich our disciplines and majors to incorporate considerations of twenty-first century based skills
- Address the need for students to function effectively in team or group based endeavors
- Provide practical experience where it is possible to do so
Who Are Our Students?

Educate for civic engagement.

- Emphasize effective communication skills
- Provide students with the context of their world, with considerations of the past, the present, and the future they face
- Incorporate considerations of ethically based values, personal and civic responsibility
GENERATION ON A TIGHTROPE

Arthur Levine & Diane Dean
GO CHARGERS!