

ACADEMIC SENATE
Approved Minutes for November 12th, 2015
Place: CCC – 414 3:00 pm to 5:00 pm

ACADEMIC SENATE OFFICERS		PRESENT
President	Jolena Grande	X
President Elect	Bryan Seiling	X
Secretary	Jane Walker	X
Treasurer	Michael Klyde	ABSENT
Curriculum Chair	Mark Majarian	X
ACADEMIC SENATORS		
Business/CIS	Ben Izadi	X
Career Tech. Education 1	Kathleen Reiland	ABSENT
Career Tech. Education 2	Michael Klyde	ABSENT
Counseling 1	Renee Ssensalo	X
Counseling 2	Renay Laguana-Ferinac	x
Fine Arts 1	Joyce Pattie	ABSENT
Fine Arts 2	Paul Paiement	ABSENT
Health Science 1	Tina Johannsen	X
Health Science 2	Jane Walker	X
Health Science 3	Rebecca Gomez	X
Language Arts 1	Ruth Gutierrez	X
Language Arts 2	Keith Vescial	X
Language Arts 3	Pat Ganer	X
Library/Learning Resource Center	Peggy Austin	x
Physical Education	Bill Pinkham/Nancy Welliver	X
Science, Engineering, Math 1	Adam Eckenrode	X
Science, Engineering, Math 2	Joel Gober	X
Science, Engineering, Math 3	Ron Armale	X
Social Science 1	Wil Heusser (Alt Danny Lind)	X
Social Science 2	Craig Goralski	X
Adjunct Senator 1	Tonya Cobb	ABSENT
Adjunct Senator 2	J. Y. Ho	ABSENT
Adjunct Senator 3	VACANT	VACANT
LIAISONS		
Associated Students	Tanya Washington	X
Campus Diversity	VACANT	VACANT
Campus Technology	Doug Sallade	ABSENT
CC Foundation	Lynn Mitts	X
Program Planning and Review	Kathleen Reiland	ABSENT
Professional Development	Peggy Austin	X
United Faculty	Randa Wahbe	ABSENT
Basic Skills	Cindy Shrout	ABSENT
Student Learning Outcomes	Sarah Jones	ABSENT
ACCJC Self Study	Liana Koeppel	X
GUESTS: Ashley Griffith, Linda Borla, Christy Diep		

I. After establishing a quorum, President Jolena Grande called the meeting to order at 3:05 p.m. with Danny Lind as an alternate for Will Heusser.

II. **Adoption of the Agenda:** Agenda adopted with no changes. M/S/U

III. **Approval of Minutes:** Approval of the minutes from October 8th, 2015 with two changes: clarification of UF Report and addition of link to video archive of meeting. M/S/U

IV. **Public Commentary:**

Robin De Roo, the Chemistry Dept Coordinator, spoke in support of having mostly faculty on the Curriculum Committee especially for seat count decisions. The faculty input for seat count is especially important due to safety issues in science labs.

V. **Faculty Announcements and Invitations:**

Tina Johannsen reported that a motion from the Fullerton College Senate was read at the Board of Trustees meeting this week regarding the increase in compensation for the open District Chancellor position without also raising faculty compensation. We are being told that the Chancellor compensation needed to be raised to attract the best candidate. However, with all districts statewide competing to hire faculty we also need to raise faculty compensation to attract the best for our students.

Craig Goralski asked for further input regarding having classroom doors that lock from the inside for safety. Bryan Seiling reported that the topic was discussed at the President's Advisory Cabinet (PAC) and the campus is currently looking at a couple of options. President Simpson is in support of making changes to improve security.

Mark Majarian invited everyone to see Our Town which opens this Friday.

Ashley Griffith announced the Minority Male Community College Collaborative will be here at Cypress College tomorrow (11/13) from 12:30-2 all are welcome. There will be a presentation for faculty from 9-10.

VI. **Special Reports**

A. **Associated Students:**

Tanya Washington reported on the success of the Pumpkin Bash followed by an AS Retreat at Disneyland the next day. The Black Student Union had two very successful intercultural food events last week. This week has been Veteran's Appreciation Week. A marketing class has been constructing displays in the lobby of the Business Building that have changed every few weeks. We are encouraged to check them out. Tanya is off to attend a statewide AS function in Sacramento today through Sunday to attend the State General Assembly.

B. United Faculty:

No Report

C. AdFac:

Tonya Cobb sent a report read by Secretary Jane Walker: Adfac United has been asked to explore adjunct Professional Development district wide. A committee has been formed and that committee will meet this Sunday (via conference call) and next Friday (face-to-face). We have reps from all three colleges and are looking forward to exploring the possibilities for adjunct PD to augment the efforts at each college.

D. Professional Development:

Peggy Austin repeated the information about the Minority Male Community College Collaborative meetings tomorrow and also reported on the presentation by Daniel Pelletier about Human Trafficking last Tuesday. The conference funding application period has closed and they will be meeting next Monday to evaluate the applications.

E. Curriculum Committee:

Mark Majarian reported that the resolution passed at the Fall Plenary Academic Senate of the Community Colleges of California echoed our own criteria for the bachelor's degree. Mark will be attending the Area Curriculum meeting the Saturday at MSAC.

F. AS Treasurer's Report:

No report

G. Cypress College Foundation:

1. Pull for Cypress has started. We are in the 2nd week of a 4 week time frame. We have a goal of 215 donors this year. We are encouraging everyone to give any donation they feel comfortable with. Remember, 2 more weeks to go.
2. Americana Kickoff is November 18. The Foundation will be announcing the honorees for this year.
3. Remember, the 50th Anniversary is coming! We need every department to participate! Plans for participating need to be ready this Spring for the Fall celebration.

H. Basic Skills Committee:

No report

I. Student Learning Outcomes Assessment:

No report

J. Program Review and Department Planning:

No Report.

K. District Council on Budget and Facilities:

Jolena Grande reported that the CBF met this Monday with budget updates. Not much has changed.

L. ACCJC Self Study:

Liana Koeppel reported a great start to the Self Study process with over 100 people across the campus on committees. Meetings are underway, the work has been divided up and timelines set. Work can be done over the winter break if desired, but it isn't required. The deadline for finalizing drafts is the end of February. A shorter report is being requested: heavy on evidence and light on narrative. There will be a presentation on Spring Opening Day.

VII. President's Report:

At the BOT meeting Tuesday night, Trustee Lahtinen questioned why there were 4 new CSEA job descriptions in the Trustee packet for approval when money should be spent on faculty: those with student contact. This was also raised at CBF Monday when the HR Coordinator position was presented. It is a \$90,000 position not including benefits. The rationale was it was needed for the upcoming hiring.

President Ontiveros wondered who is responsible for overseeing the programmatic accreditation at all campuses when discussing the Police Academy problems at Fullerton College. President Simpson responded that it would fall to the Executive Vice President.

PBC adjourned for lack of quorum.

PAC discussed the door security issue. There was discussion of having a police substation on campus, although there is Board resistance to that idea. The soccer field is being leveled and a thermal project is underway. Parking for 300 spots during the upcoming bond construction will be across Orange in the city owned former rail area. It will be leased for a dollar a year, but the campus will have to construct the lot. They are starting the firing process for a construction manager next week.

Ed Giardina was appointed to the Campus Technology Committee. M/S/U

An Academic Senate rep is needed for the graduation committee. President Grande will send out a request.

VIII. Faculty Issues - Unfinished Business

A. Student Use of Electronic Devices

A draft of a statement was passed out (see appendices) and it will be further discussed at the next AS meeting.

B. 2015-2016 Student Equity Plan

Ashley Griffith presented the 2015-2016 Student Equity Plan. See appendices for the Executive Summary. The plan was endorsed by the Senate. M/S/U

C. Review of Curriculum Committee Voting Membership

Senator Craig Goralski read his Senate Resolution Regarding the Voting Composition of the Curriculum Committee (see appendices). The resolved is below:

Resolved that effective January 1, 2016, the Cypress College Curriculum Committee shall only include faculty as voting members. Non-faculty retain their positions as non-voting members of the Curriculum Committee, serving as resources and advisors on curriculum matters. The document General Procedures on Curriculum will be amended to reflect this change.

Mark Majarian suggested an amendment changing “only” to “continue to” and that “the CIO and CTE Dean will retain their voting membership.” Curriculum Chair Mark Majarian debated that the amendment reflected that there was a sense of the current committee that the status quo is ok and faculty does not feel intimidated and that the faculty would still retain an overwhelming majority. Further discussion included the affirmation that faculty needs to be heavily involved in curriculum, a suggestion that we are in a sense buying problems with this change as there haven’t been problems with the current voting membership, Some back and forth regarding current and historical instances of faculty changing their votes after perceived intimidation from the CIO. Vote on amendment: M/S/Fail: yag: Mark Majarian and Pat Ganer, Abstention: Bill Pinkham.

Back to original resolution. Discussion included the idea that even if the change in voting membership was primarily symbolic, it is necessary, Fullerton College’s CC has only faculty voting members and runs smoothly, and even if though faculty are not reporting feeling intimidated by the CIO would they necessarily own up to feeling intimidated report that even if it was true. Call to question after additional 5 minutes of debate: M/S/Pass: Abstention: Mark Majarian, Pat Ganer, Ruth Guttierrez, Keith Vescial, Becky Gomez and Bill Pinkham.

D. Proposal for Improvement of Dissemination of District Committee Information

See appendices for proposed AP. After brief discussion including questions if the District committees are currently adequately complying with Brown Act law, the Sense of the Senate was that District Committee info should be sent out to All Users.

E. Approval of President-Elect attendance at the Fall Plenary. M/S/U

IX. Faculty Issues –New Business

A. AdFac use of Senate Office.

Tonya Cobb sent a statement read by Secretary Jane Walker:

Adfac would like a place to house a few materials (membership forms, newsletters, etc.), have private meetings with members (as needed), and work space (as needed). We could have regular hours if that would help in terms of the sharing of the office.

Sense of the Senate was that we can share our space collegially as needed.

B. Report on Fall Plenary.

President Grande reported on the resolutions that passed and the discussion and debate (or lack of) that surrounded them including the GE requirements for the CC Baccalaureate Degree. The passed resolutions will be sent out to the Senate as soon as they are received.

X. Adjournment – The meeting was adjourned at 4:47 pm.

Respectfully Submitted,

Jane Walker
Cypress College Academic Senate Secretary

11/12/15 Draft...

Statement on Personal Electronic Devices in the Classroom

Purpose

Cypress College is committed to the appropriate and effective use of technology to enhance student learning. This policy addresses student use of personal electronic devices in the classroom.

Policy Statement

The use of personal electronic devices in a classroom, lab, or any other instructional setting for class-related purposes is encouraged as long as it is authorized by the course instructor. Technology can occasionally enhance the learning environment for students but it is the responsibility of the instructor to decide when, if, and what type of technology can be used in the class setting. Instructors will communicate, verbally and in writing via course syllabi, their policies regarding student use of personal electronic devices. It is also incumbent upon instructors to make reasonable accommodations for students with disabilities through the Disability Support Services office. Any use of technology that degrades the learning environment, promotes dishonesty or is used for illegal activities is prohibited.

Should we include specific inappropriate use? (as for example from <http://www.uni.edu/policies/317> listed below)

While students may, with instructor approval, use personal electronic devices in the classroom to take notes or do work that is relevant to the class, the following activities are considered disruptive to student learning and are generally prohibited when the class is in session unless specifically authorized by the instructor:

- using personal electronic devices to engage in any activity that violates college policies and procedures
- using personal electronic devices during examinations
- using personal electronic devices to cheat or plagiarize
- communicating with others via e-mail, instant or text messaging during class time using cell phone, computer, or other electronic device, unless expressed permission is given by the instructor
- engaging in any research, work, or Internet “surfing” not authorized by the instructor
- recording or transmitting via audio or visual technology any lecture, tutorial, written material or other type of class material without first obtaining the instructor’s consent
- duplicating, storing or transmitting material that violates copyright law
- accessing, creating, distributing, or transmitting abusive, slanderous, libelous, discriminatory, sexually explicit, or pornographic material
- harassing, bullying or threatening another individual
- vandalizing, damaging, or disabling property of the College.

Senate Resolution Regarding the Voting Composition of the Curriculum Committee

Whereas the current guidelines in the General Procedures on Curriculum for the voting composition of the Academic Senate Curriculum Committee include administrators and classified staff; and

Whereas the Cypress College Academic Senate recognizes that the Curriculum Committee routinely votes on matters involving pedagogy; and

Whereas the Academic Senate for California Community Colleges recognizes that the voting membership of a curriculum committee should be predominantly faculty; and

Whereas the NOCCCD Board of Trustees policy AP 2510 states that the district will 'rely primarily on the recommendations of the senate(s), including the decision-making structure by which the recommendations are achieved'; now, therefore, be it

Resolved that effective January 1, 2016, the Cypress College Curriculum Committee shall only include faculty as voting members. Non-faculty retain their positions as non-voting members of the Curriculum Committee, serving as resources and advisors on curriculum matters. The document General Procedures on Curriculum will be amended to reflect this change.

(Reflects suggested edits from 10/29 senate meeting)



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www.cypresscollege.edu

Student Equity Plan

November 2015

CYPRESS COLLEGE STUDENT EQUITY PLAN

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Cypress College

Student Equity Plan Signature Page

District: North Orange County Community College District **Board of Trustees Approval**
Date: _____

I certify that this plan was reviewed and approved by the District Board of Trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance with the Student Equity Expenditure Guidelines published by the California Community College Chancellor's Office (CCCCO).

rsimpson@cypresscollege.edu

College President: Dr. Robert Simpson Email

I certify that student equity categorical funding allocated to my college will be expended in accordance with the Student Equity Expenditure Guidelines published by the CCCCCO.

kcant@cypresscollege.edu

Vice President of Administrative Services: Karen Cant Email

rgarcia@nocc.edu

District Director of Fiscal Affairs: Rodrigo Garcia Email

I certify that I was involved in the development of the plan and support the research goals, activities, budget, and evaluation it contains.

sbandyopadhyay@cypresscollege.edu

Executive Vice President of
Educational Programs and Student Services:
Dr. Santanu Bandyopadhyay Email

I certify that Cypress College Academic Senate representatives were involved in the development of the plan, and the Senate supports the research goals, activities, budget, and evaluation it contains.

jgrande@cypresscollege.edu

Academic Senate President: Jolena Grande Email

I certify that Classified Senate representatives were involved in the development of the plan, and the Senate supports the research goals, activities, budget and evaluation it contains.

paustin@cypresscollege.edu
mforman@cypresscollege.edu

Professional Development Co-Coordinators: Email

Peggy Austin
Mary Forman

I certify that Associated Students Representatives were involved in the development of the plan and supports the research goals, activities, budget, and evaluation it contains.

Associated Students President: Angelyn Garcia student.agarcia@cypresscollege.edu
Email

Special Project Director, Student Equity: agriffith@cypresscollege.edu (714) 484-7425
Ashley Griffith Email Phone

Executive Summary

Introduction

The Cypress College motto, *Minds. Motivated.*, embodies the mission of the college, which reads:

Cypress College enriches students' lives by providing high quality education for transfer to four-year institutions, associate degrees, career technical education, and certificate coursework, as well as basic skills and opportunities for lifelong learning. The college is committed to promoting student learning and success, embracing diversity, and contributing to both the economic and social development of the surrounding community.

Expanding on the promise to our educational stakeholders, including students, staff, faculty, administration, and the community, the Student Equity Committee's mission asserts the College's dedication to "Identify, address, and reduce disparities in students' access and achievement, opening pathways to more equal opportunities for student success."

The Cypress College Equity Plan is designed to locate and address disproportionate impact and identify the appropriate goals, objectives, and activities needed to counter inequities.

The Cypress College Student Equity Committee has grown to include more faculty and student support/staff representation per the requirements of the Chancellor's Office, and to ensure inclusiveness and representation from Student Equity stakeholders. The committee now consists of deans from Mathematics, Language Arts, and Counseling and Student Support Services, several faculty members, the Office of Institutional Research, several counselors, several student representatives, including the Student Trustee, who serves on the Board of Trustees, and several program directors and managers.

Target Groups & Goals

The Office of Institutional Research assessed student equity as required by student success legislation SB 1456 and Title 5 regulations. Following the Student Equity Plan (SEP) instructions for identifying target groups, the SEP Committee identified several student groups who achieve success at significantly lower rates than those who are in the highest performing groups. Utilizing both proportionality indices and 80-percent indices, the team identified equity gaps in more than one measure among students who identify as African American/Black, Latino, foster youth, and veterans, while the team identified an equity gap in one measure among students who are men, Filipino, and students with a documented disability. Also, we found that the College has identified resources and strategies to address and monitor equity issues within the population groups (identified in the bullet points below) by utilizing the five Student Equity success indicators. The following bulleted list identifies each indicator as well as the *goals* for each population group targeted for intervention in those categories:

- **Access**
 - Identify barriers to enrollment for male students who are underrepresented on campus when compared to the overall population.
 - Identify barriers to enrollment for Asian American/Pacific Islander (AAPI) students who are not adequately represented at Cypress College in comparison to the service area.
 - Increase support services to students between the ages of 25-49 to ensure access for non-traditional students (i.e. a student not transitioning from high school).
- **Course Completion**
 - Identify barriers to course completion for African American, Pacific Island, and American Indian/Alaskan Native students.
- **ESL and Basic Skills Completion**
 - ESL: Identify strategies and solutions to increase proportional completion rates for students not receiving financial aid, male students, and students between the ages of 25-49.
 - Basic Skills Mathematics: Identify strategies and solutions to increase proportionality in completion for African American students, students with disabilities, and students between the ages of 25-49.
 - Basic Skills English: Identify strategies and solutions to increase proportionality in completion for students between the ages of 20-24, 25-49, and Hispanic/Latino students.
- **Degree and Certificate Completion**
 - Determine how to increase degree and certificate completion rates for all students, with special attention given to AAPI students, male students, and students between the ages of 20 - 24.
- **Transfer**
 - Identify barriers affecting the transfer rate of all students, specifically students with disabilities, and students between the age groups of 20-24 and 25-49.

Commonly Used Acronyms

This list will assist you with understanding the commonly used acronyms for departments and programs throughout the remainder of the SEP:

- Associated Students Organization – **ASO**
- California Work Opportunity and Responsibility to Kids – **CalWORKs**
- Cooperative Agencies Resources for Education Programs and Services – **CARE**
- Disability Support Services – **DSS**
- Extended Opportunity, Programs and Services – **EOP&S**
- Strengthening Transfer Education and Matriculation in Science, Technology, Engineering and Mathematics – **STEM²**
- Veteran’s Resource Center – **VRC**

Activities of the 2015 - 2016 SEP

Revisiting the activities of the prior Equity Plan, the SEP Committee explored ways to increase research and inquiry to address disproportionate impact on specific student populations, increase collaboration with faculty and staff to support professional development opportunities that will foster student success, and increase support to programs that directly support students.

The following activities display Equity funded initiatives for the 2015-2016 budgeted year:

Access

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
25-49 year olds	Proportionality	-6.6%, 2015	Gap no > than -2%	2017
Asian American/Pacific Islander	Proportionality	-5.9%, 2015	Gap no > than -2%	2017
Males	Proportionality	-5.1%, 2015	Gap no > than -2%	2017

**Note.* All three target populations displayed disproportionate impact utilizing the proportionality ratios for access.

Activities

- **A.1** Increase in Outreach services to target populations utilizing multi-lingual, multi-racial, gender and age diverse Student Ambassadors during key programs and promotional events, such as: Senior Day, high school visits, and community outreach activities.
- **A.2** Increase in funding to Summer Boost program which offers first-time students assessed into Basic Skills math and/or English with a Summer refresher workshop that could lead to placement in the next level English or math class, 12 units guaranteed for Fall registration, priority registration, and guaranteed counselor contacts throughout the academic year.
- **A.3** Continued outreach to non-English speaking families and students by translation of key campus materials, collaboration with ESL department and Campus Communications on marketing through the Cypress College website and community outlets, and language specific breakout sessions during campus family nights/welcome back events.

Course Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
Pacific Islander students	80-percent	-8.2%, Fall 2014	Gap no > than -4%	2017
African American students	80-percent	-7.3%, Fall 2014	Gap no > than -4%	2020
American Indian/Alaskan Native students	80-percent	-5.5%, Fall 2014	Gap no > than -4%	2017

**Note. There was no disproportionate impact utilizing the 80-percent index for course completion*

Activities:

- **B.1 & B.2** Increased funding to culturally-themed programs that support students of color including Puente and Legacy, which has now joined the *Umoja* community.
- **B.3** Increased funding to the Library and Learning Resource Center to increase the number of Supplemental Instructors in various classes and specialized programs. The Veteran’s Resource Center will offer Supplemental Instruction and tutoring services directly in their center as many veteran students view this area as a “safe space.” Per the Chancellor’s Office feedback, attention to the support offered to veterans is now clearly stated in this plan.
- **B.4** Provision of Lending Libraries offered through several programs and divisions to relieve the financial burden that prevent students from completing their degree/certificate goals. Collaboration with the Financial Aid office will assist in identifying students with a financial need, and low-income students. Per the Chancellor’s Office feedback, low-income students were a required target population that was not addressed in the 14-15 plan.

ESL and Basic Skills Completion

ESL Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
Male Students	80-percent	-7.3%, 2008-2009 cohort	Gap no > than -3%	2017
Financial aid non-recipients	80-percent	-7.2%, 2008-2009 cohort	Gap no > than -3%	2017
25-29 year old students	80-percent	-4.5%, 2008-2009 cohort	Gap no > than -3%	2017

**Note. All three of the target populations displayed disproportionate impact, utilizing the 80-percent index for ESL completion.*

English Basic Skills Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
25-49 year old students	80-percent	-14.1%, 2008-2009 cohort	Gap no > than -7%	2020
Hispanic students	80-percent	-3.4%, 2008-2009 cohort	Gap no > than -2%	2017
20-24 year old students	80-percent	-3.3%, 2008-2009 cohort	Gap no > than -2%	2017

**Note. Only 25-49 year old students had disproportionate impact on English basic skills completion utilizing the 80-percent index.*

Mathematics Basic Skills Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
African-American students	80-percent	-8.7%, 2008-2009 cohort	Gap no > than -6%	2018
Students with disabilities	80-percent	-6.1%, 2008-2009 cohort	Gap no > than -3%	2018
25-49 year old students	80-percent	-5.4%, 2008-2009 cohort	Gap no > than -3%	2018

**Note. All target populations had disproportionate impact for mathematics basic skills completion utilizing the 80-percent index.*

Activities:

- **C.1** The DSS department is hiring a new, full-time Learning Disability Specialist to operate its Learning Disability program. Student Equity will supplement funding to the program allowing the LD Specialist to facilitate interactive workshops that engage students and assist with their academic progress.
- **C.2** Hiring of a new Student Services Specialist to schedule and implement testing services and accommodations for students with disabilities. DSS testing services is one of the most frequently used accommodations, and the number of students requiring this accommodation is increasing. Each year, DSS proctors over 2,500 exams; of these exams, over 650 are math exams.
- **C.3** Expansion of English Department's *ACCESS* program that allows faculty to educate students in their Basic Skills English 60 class on resources around campus. Students participate in campus tours, workshops, and exploration opportunities with their faculty to support relationship building, campus engagement and persistence.
- **C.4** Funding the College Success Factors Index (CSFI) instrument which measures the extent to which an individual has acquired and routinely demonstrates key skills associated with academic success in a college environment.

Degree/Certificate Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
20-24 year old students	80-percent	-4.8%, 2008-2009 cohort	Gap no > than -2%	2018
Male students	80-percent	-3.8%, 2008-2009 cohort	Gap no > than -2%	2018
Asian students	80-percent	-2.1%, 2008-2009 cohort	No gap	2020

**Note. All three target populations had disproportionate impact for degree and certificate completion utilizing the 80-percent index.*

Activities

- D.1** In June 2015, Cypress College became a part of the M2C3 consortium co-directed by Dr. Frank Harris III and Dr. J. Luke Wood of San Diego State University. As a member of the consortium, Cypress College will have access to a vast clearinghouse of resources provided by M2C3. The collaborative frequently facilitates webinars on male students of color and creates virtual discussion boards to encourage dialogue on best practices. Cypress' collaboration with M2C3 will enhance professional development for faculty and staff, enable informed interventions for our current programs serving men of color, and inspire new initiatives addressing challenges facing these men. During the 2015 – 2016 academic year, M2C3 will host several professional development workshops, and a student panel to assist in our student equity efforts.
- D.2** Professional Development Student Equity Series that will focus on helping new faculty, continuing faculty, and staff with strategies to work effectively towards equity. Faculty and staff will participate in workshops geared toward creating cultural competency within an institutional setting. Sessions include: Working effectively with men/women of color, working with LGBTQ students, creating an equity-minded syllabus, and closing the achievement gap within your classroom.

Transfer

Transfer Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
25-49 year old students	80-percent	-27.0%, 2008-2009 cohort	-20%	2020
Students with disabilities	80-percent	-17.0%, 2008-2009 cohort	-10%	2020
20-24 year old students	80-percent	-10.0%, 2008-2009 cohort	-5%	2020

**Note.* All three target populations had disproportionate impact for transfer completion utilizing the 80-percent index.

Activities:

- E.1** Introducing an educational pathway for entering-students majoring in one of the sciences. The Science Institute will be tailored for historically underrepresented and underserved students and work in tandem with the STEM2 program which offers counseling, Supplemental Instruction, transfer support to any 4-year university, and networking opportunities for participating students.
- E.2** Collaboration with EOP&S and Transfer Center to increase awareness of four-year university/colleges transfer options for students. Increase field trips to college campuses, workshops tailored toward transfer preparation, and end-of-the-year celebrations for students transferring to four-year universities.
- E.3** Provision of funding for the STEM² which is designed to help students reach their potential by creating unique career, educational, scholarship and transfer opportunities that will aid in their future successes in the vital fields of science, technology engineering and mathematics.

Other College or District-Wide Initiatives Affecting Several Indicators

The goal for college-wide initiatives is to provide the capacity for student equity research, coordination, planning, implementation, and evaluation efforts.

Activities:

- **F.1** Continued funding of a full-time Special Project Director of Student Equity to plan, develop, direct and manage the Cypress College Equity initiative; continued funding of a full-time Senior Research Analyst to support Student Equity research and inquiry; funding of a new, full-time position for a Student Equity Administrative Assistant to facilitate the day-to-day operations of the Equity Office.
- **F.2** Cypress College will utilize Equity funding to support a new, full-time position of Special Project Coordinator for the Veteran's Resource Center (VRC). In the previous plan, the Chancellor's Office feedback identified a lack of attention given to the required target population.
- **F.3** Provision of funding to the ASO to support their student groups tailored for our target populations such as the Black Student Union (BSU), Cypress College Veterans Organization (CCVO), the Gay-Straight Alliance (GSA) club (as LGBTIQ students are a required target population), and the Puente Club. An AAPI student club is also planned to roll out during the 2015-2016 academic year.
- **F.4** The Office of Student Equity will roll out its plans for a new project titled the Equity Ally Project. Cypress will begin this project with a Student Equity retreat to educate faculty, staff, and student leaders on the Equity initiative. Several workshops will be lead by Equity leaders and educators such as Drs. Frank Harris and J. Luke Wood, Co-Directors of M2C3, Dr. Veronica Neal, Director of Equity and Inclusion at DeAnza College, and James Gray, Community College of Aurora, Math Faculty and renowned speaker on the topic of equity in the classroom.

Expenditures	Classification	Totals
1000	Academic Salaries	\$30,000
2000	Non-Academic Salaries	\$474,684
3000	Employee Benefits	\$37,335
4000	Supplies and Materials	\$304,565
5000	Other Operating Expenditures	\$284,033
6000	Capital Outlay	\$91,020
7000	Other Outgo	\$40,000
Total		\$1,261,637

Planning Committee and Collaboration

The Student Equity Committee at Cypress College has grown as the initiative is coordinated with institution-wide planning. The purpose of the committee is to development, implement, and evaluate the Equity plan on an ongoing basis. Additionally, the Equity committee informs the projects, programs, and activities that receive Equity funding. The spirit of cooperativeness and collaboration at Cypress College provided for a committee with representation from various departments and divisions on campus.

The campus plans to engage Dr. Veronica Neal, Director of the Office of Equity, Social Justice and Multicultural Education at DeAnza College in Cupertino, CA with restructuring the Student Equity committee to ensure that the equity initiative is practiced through each academic division and student services department. Dr. Neal will provide tools and strategies to assist us in creating an Equity Council with task force in each division and department, and Equity facilitators for that area. The facilitator will report out at each division meeting with any pertinent information regarding Equity updates for their division/department. Our goal is to cultivate a campus climate and culture of equitable opportunities leading to equal outcomes for all students.

Additionally, ongoing collaboration with our sister college, Fullerton College, as well as the School of Continuing Education provides for ongoing communication regarding best practices for expending Equity funding.

The following table details the current Cypress College Student Equity Committee membership and their areas of service:

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Ashley Griffith	Special Project Director, Student Equity	Chair of Student Equity Committee
Celeste Phelps	Director, Disability Support Services	Former Chair of Student Equity Committee
Dr. Paul de Dios	Dean, Counseling, Student Development, and Admissions & Records	Administration/Management Representative
Philip Dykstra	Director, Research and Planning	Office of Institutional Research
Tom To	Manager, Student Success and Support Program (SSSP)	SSSP Representative
Keith Vescial	Faculty, English/Reading	Faculty Representative
Kristina Oganessian	Senior Research and Planning Analyst	Office of Institutional Research
Eileen Haddad	Senior Research and Planning Analyst	Office of Institutional Research
Deann Burch	Coordinator, Career Center	Career Center Representative
Eldon Young	Dean, Language Arts	Management Representative
Dr. Richard Fee	Dean, Science, Engineering and Mathematics	Legacy Representative Management Representative
Samantha Simmons	Faculty, English as a Second Language (ESL)	Faculty Representative
Lark Crumpler	Special Project Director, Outreach	Outreach Representative
	Counselor	Counseling Representative
Dr. Elaine Lipiz-Gonzalez	Manager, Extended Opportunity Programs and Services (EOP&S)	EOP&S Representative CalWORKs Representative
Mary Forman	Faculty, English Professional Development Co-Coordinator	Faculty Representative Professional Development
Jennie Hurley	Counselor, Articulation	Faculty Representative
Tanya Washington	Student Trustee	Board of Trustee Representative Student Representative
Angel Rodriguez	Student	Puente Program Representative Student Representative
Chinh Pham	Director, Financial Aid	Financial Aid Representative

Contact Person/Student Equity Coordinator

Ashley Griffith

Special Project Director, Student Equity

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DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: September 22, 2015

From: Dana Clahane

Re: Agenda Item for District Consultation Council Meeting of September 28, 2015

1. AGENDA ITEM NAME

Proposal for improvement of dissemination and staff/faculty input on decision-making on District Committees including DCC and its subcommittees.

2. AGENDA ITEM ACTION (Please check one and fill in date, if appropriate.)

Information Only		Second Reading	
Review/Discussion		Action	
First Reading	X	Required Decision Date	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

Originator: Dana Clahane, Vice-President, United Faculty of NOCCCD

Rationale: The purpose of this proposal is to introduce a procedure that will improve and expand the ability of faculty and staff in the District to be properly and timely informed of vetting and decision-making on all District Committees, Councils, decision-making bodies, and recommending or consultative bodies whose decisions are subject to the Brown Act, such as the DCC and its subcommittees, including the Council on Budget Facilities. The proposal also calls for easily accessed archiving, publicly available, of all submitted agenda items, agendas, and minutes for District Committees. Expanding and giving reasonable input to faculty and staff by emailing staff and faculty the agenda items and supporting documents, in addition to archiving these documents, is continuing to threaten our accreditation status, as it appears that the current process undermines planning and decision-making that properly involves all constituent groups. The proposal also makes District processes much more transparent, hopefully.

5. RECOMMENDATION:

It is recommended that the following items together become a new AP (Administrative Procedure) in the District, at the District level:

A) To maximize the potential for timely feedback from faculty and staff, the North

Orange County Community College District will email all agendas and approved minutes, for all District-level Councils, sub-Councils, Committees, sub-Committees, recommending bodies, and decision-making bodies whose proceedings are subject to the Brown Act, including the District Consultative Council (DCC) and all of its subcommittees, such as the Council on Budget and Facilities, to all faculty and staff in the District.

- B) Agendas will be emailed no later than three business days after the deadline for submission of agenda items.
- C) For any Committee that requires submission of agenda forms, the email to faculty and staff shall include all of these forms and their attachments/supporting documents.
- D) All such forms will include rationale for each proposed agenda item and the name(s) of the originator(s) of each agenda item.
- E) Minutes of all shall be emailed to all faculty and staff no later than five business days after said minutes are approved by the given body.
- F) The minutes described in E) shall be considered complete if the actions or decisions made during a given District-level meeting are clearly stated, with clear and specific rationale for the decision or recommendation.
- G) In addition, the District shall maintain an easy-to-find website that contains an archive of all of proposed agendas, agenda forms, approved agendas, approved minutes as described in E) and F), and supporting documents attached to any submitted agenda forms, for all District-level Committee/Council/Subcommittee/decision-making bodies/recommending bodies whose decisions or actions or meetings are subject to the Brown Act. This website shall be easily accessible to the public and to all faculty and staff.
- H) In lieu of attaching the proposed agendas, agenda forms, supporting documents, and approved minutes to the email to faculty and staff, the District may instead include in the email links at which these documents can be obtained.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM

District Consultative Council, United Faculty Representative Council, Marcus Wilson, Diana Kyle, Brian Fahnestock, Cassandra Flores, Christopher Lim