CYPRESS COLLEGE

STRATEGIC PLAN
2011-2014

Cypress College
9200 Valley View Street
Cypress, CA, 90630

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President's Message

Almost eight months of this Strategic Plan's 2011 – 2014 period elapsed before finalization of Cypress College Strategic Plan. However, this was by design and not by accident! Cypress College hosted an accreditation site visit team in March, 2011. Since the Strategic Plan provides the directions the College will pursue, it was decided to postpone the strategic planning process to include the recommendations of the accreditation site visit team. The planning process commenced in Fall 2011, and after several rounds of deliberations and reviews, the final version was approved in February, 2012.

This Strategic Plan has several "firsts", two of which merit special mention. First, the Directions in previous Strategic Plans were related to functional areas such as instruction, student and academic support services, climate, campus support, infrastructure, etc. For this Strategic Plan, however, the Directions are not focused on functions but rather on outcomes such as degree and certificate completion, improving basic skills, and reducing the achievement gap. The change was necessitated by the reality that it takes the collective effort of instruction, student support services, and campus support services to improve student success.

Second, the College extensively used technology to encourage discussion about the Strategic Plan. A web-based bulletin board was set up to allow all employees to access the "draft" versions of the Plan and continue an effective dialogue in cyberspace. The bulletin board attracted 51 members who posted 127 comments on 45 different topics. Apart from the posts, several topics were "viewed" multiple times. The bulletin board provided an effective, cost-efficient method to engage a large number of employees in the strategic planning process.

Finally, over a hundred employees contributed directly in development of this Strategic Plan. However, a few of them deserve a special mention: Marc Posner for setting up the web-based bulletin board, Kathy Wada for proofreading the document, Sharon Lauderback for organizing the Colloquium, and Santanu Bandyopadhyay for bringing the participants together to develop this plan.

Michael J. Kasler, Ed.D.

Cypress College Strategic Plan

Introduction

Strategic planning is a systematic process of envisioning a desired future, developing broad goals, and identifying measurable objectives in a sequence of steps to achieve that vision. The contrast between a strategic plan and a longer-term master plan is palpable. A master plan surveys the existing status and envisions future needs; strategic planning begins with the desired end identified in a master plan and works backward towards the current status. Also, in contrast to tactical planning which focuses on achieving narrowly defined interim objectives with predetermined means, strategic planning looks at the broader picture and allows flexibility in the means by which the objectives are accomplished.

Cypress College has engaged in extensive planning processes over the last two decades. Cypress College developed its first Strategic Plan for the 1996 – 2000 period. Three additional Strategic Plans were subsequently developed between 2000 and 2011. After the 2005 accreditation site visit, the College developed its first Educational Master Plan for the 2006-2016 period. The North Orange County Community College District (NOCCCD) Board of Trustees and the Chancellor adopted a process to create a comprehensive District Strategic Plan to guide the future quest towards excellence within the District and each of its programs at Cypress College, Fullerton College, and the School of Continuing Education. Subsequently, the District engaged in developing a 2011-2020 Comprehensive Master Plan (CMP) to provide overall direction to the three academic institutions under its jurisdiction. The District CMP is comprised of two components: the Educational Master Plan and the Facilities Master Plan.

The relationship between the District Comprehensive Master Plan, the Cypress College Educational Master Plan, and the Cypress College Strategic Plan is complex, to say the least. The connection between the plans has become more difficult to establish because they were developed for different time periods and focused on goals which were most relevant to the institutions during the timeframe in which the plans were created. For example, a plan created in 2006 may have references to strategies to increase enrollment, a concern which no longer faces the institutions in 2011.

Cypress College used a diagram to describe the relationship between the District and college planning processes. Developed in 2005-06, this diagram was used in the 2008-2011 Strategic Plan. Although the diagram had served its purpose throughout the last five years, with the continual improvement of planning processes, there was a need to review it. The review was conducted at the President's Staff, the Planning and Budget Committee, and the President's Advisory Cabinet. The review process also included feedback received from the accreditation site visit team.

The relationship between the District plan, college functional plans, college processes, and the Strategic Plan is shown in **Figure 1**.
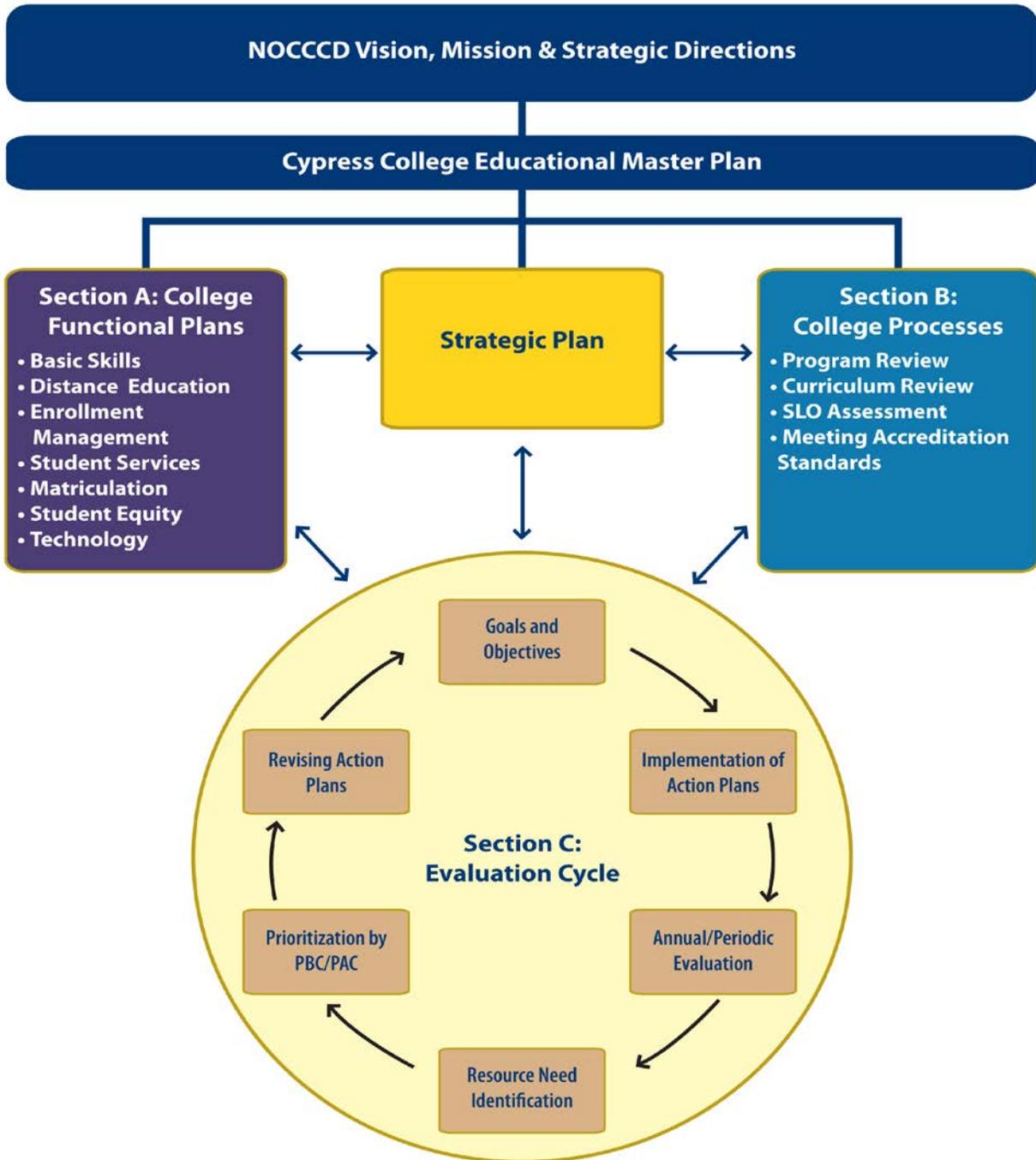
Cypress College Planning Cycle

NOCCCD Vision, Mission & Strategic Directions

Cypress College Educational Master Plan

Section A: College Functional Plans
- Basic Skills
- Distance Education
- Enrollment Management
- Student Services
- Matriculation
- Student Equity
- Technology

Strategic Plan

Section B: College Processes
- Program Review
- Curriculum Review
- SLO Assessment
- Meeting Accreditation Standards

Section C: Evaluation Cycle
- Goals and Objectives
- Implementation of Action Plans
- Annual/Periodic Evaluation
- Resource Need Identification
- Prioritization by PBC/PAC
- Revising Action Plans

Figure 1: Relationship between NOCCCD Master Plan and Cypress College Plans

District Strategic Directions: The five District Strategic Directions identified in the 2011-2020 NOCCCD Comprehensive Master Plan guide the overall planning process at Cypress College during the plan period. The Cypress College Educational Master Plan (EMP) was developed in 2006 and it, therefore, may not be possible to develop a strong connection between the original directions of the Cypress College EMP and the District Strategic Directions. However, the Cypress EMP will be aligned with the District Strategic Directions more closely when it is next reviewed and updated. Similarly, the seven plans pertaining to such functional areas of Cypress College as basic skills, distance education, etc. (see Figure 1, section A) were developed at different points in time. As each of these plans (referred to as 'functional plans' for the remainder of this document) are revised or rewritten, they will be brought in alignment with the District Strategic Directions.

The five NOCCCD Strategic Directions that guide the Cypress College Strategic Plan are as follows:

District Strategic Direction 1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses

District Strategic Direction 2: The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.

District Strategic Direction 3: The District will annually improve the success rate for students moving into:
- The highest level possible credit basic skills courses in mathematics, English, and English as a Second Language from noncredit basic skills instruction in the same discipline
- College-level courses in mathematics, English, and English as a Second Language from credit or noncredit basic skills instruction in these disciplines and
- The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English, and English as Second Language.

District Strategic Direction 4: The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.

District Strategic Direction 5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

College Functional Plans: The goals and objectives identified in the functional plans bear a close relationship with the Cypress College Strategic Plan although the functional plans are more tactical in nature. The functional plans focus on accomplishing the narrowly defined objectives of the functional area with predetermined means allocated to them.

College Processes: There are a number of college processes that take place on a periodic basis; program reviews and curriculum reviews are examples of such processes. Although these processes are not part of any particular plan, they are either required for effective operation of the institution or fulfillment of mandatory requirements of Education Code, or both. These processes are included in

Figure 1, section B. These processes are an integral part of planning for the College.

Cypress College Strategic Plan: The Cypress College Strategic Plan focuses on moving the institution to the destination envisioned in its Educational Master Plan. Therefore, the goals and objectives identified in the Strategic Plan differ from those in the functional plans and the college processes. Broad issues that impact a large proportion of students are typically included in the Strategic Plan. In contrast, narrowly focused activities or plans which are important for a department, division, or program are included in either the functional plans or the college processes.

Periodicity: Strategic Plans and functional plans are evaluated every year following the cycle depicted in Figure 1, section C. All college processes are also regularly reviewed; however, although the review process is the same, the periodicity of the review depends on the process. For example, program review occurs every three years. Student Learning Outcomes (SLOs) are assessed every three years but their status is updated every year.

Planning Process
The strategic planning process was developed in consultation with the President's Staff and the President's Advisory Cabinet. Major milestones in developing the plan were as follows:
- Conducting a strategic planning Colloquium
- Preparing a first draft of the Strategic Plan based on the information obtained at the Colloquium
- Seeking feedback on the first draft from Planning and Budget, President's Advisory Cabinet, Facilitators at the Colloquium, and the Leadership Team
- Preparing a second draft of the Strategic Plan based on feedback received
- Seeking feedback on the second draft from Planning and Budget, President's Advisory Cabinet, Leadership Team, and Colloquium Participants
- Developing a third draft of the Strategic Plan and sharing it with the entire campus for review, revisions, recommendations, and feedback

- Preparing the final version of Strategic Plan

Fifty-three faculty, staff, administrator, and community members attended the Colloquium organized by Institutional Research & Planning (IR&P) and Staff Development at the NOCCCD Anaheim campus on September 29 and 30, 2011. An external facilitator, Dr. John Spevac, conducted the Colloquium and was assisted by seven facilitators who guided table conversations. The participants were selected by the President's Advisory Cabinet using the following three criteria:

- Representation: All areas of the institution were represented (instruction, student services, and campus support services).
- Broadened participation: Those who were NOT on shared governance committees were encouraged to participate.
- Functional knowledge: Committee chairs/members of committees such as program review, curriculum, and Title V were included to integrate their functional areas into the Strategic Plan.

All participants were provided with background reading material to familiarize them with the overall educational environment, changing student body, and issues facing the institution. The participants were asked to seek feedback from their constituency groups about the issues they would like to be discussed at the Colloquium. An all-campus e-mail was sent by IR&P seeking input for the Colloquium. This process provided an opportunity for all employees to contribute to development of the strategic plan. The information received from all participants was compiled by IR&P and was shared with all participants at the Colloquium. The Colloquium participants were divided into seven teams which discussed the concern/issues submitted by the campus community.

The participants at the Colloquium identified major issues facing the institution and aligned them with one of the five District Strategic Directions. Goals and objectives were also developed by the participants to move the institution towards the five District Strategic Directions. All participants at the Colloquium ranked the importance of each of the goals and objectives individually.

Goals and Objectives

The goals and objectives were developed at the Colloquium with the purpose of achieving each of the five District Strategic Directions. IR&P compiled all the goals and objectives developed at the Colloquium and shared them with the Planning & Budget Committee, the President's Advisory Cabinet, and the Leadership Team. During the Leadership Team meeting, the participants worked in teams to refine the goals and objectives. The Leadership Team participants specifically evaluated the completeness of the goals and objectives to achieve the

District Strategic Directions. This draft of the Strategic Plan represents the goals and objectives developed and refined at the Leadership Team.

District Strategic Direction 1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses. Committee Chair: Dean Nina DeMarkey

Goal 1: Provide increased access to mathematics & English for all incoming freshman
Objective: Develop and implement enrollment management strategies to ensure students who exhibit behaviors known to improve student success have opportunity enroll in mathematics and English basic skills courses in the first semester.
Timeline: Provide a pathway for 50% students by Fall 2012 and increase it to 100% by Fall 2014.
Responsible Party: Executive Vice President Robert Simpson

Goal 2: Increase faculty and student services staff participation in professional development activities.
Objective: By Spring 2014, 60% of full-time faculty and student-related services staff (all staff who have direct contact with students on a regular basis) will have participated in professional development activities on issues such as teaching and learning, reading and writing across the disciplines or working with diverse populations. Subsequently increase participation to 90%.
Timeline: Develop at least one program in Fall 2012 and add a program every semester thereafter.
Responsible Party: Staff Development Coordinator Rebecca Gomez

Goal 3: Establish a restructured registration process to increase the completion of a Student Educational Plan (SEP).
Objective 1: Establish priority registration for 100% of students who (1) complete matriculation; (2) develop and follow an SEP; (3) assess into basic skills; and (4) enroll in basic skills courses in first year.
Timeline: Develop the process by Spring 2013 and implement beginning Fall 2013.
Objective 2: Identify all students with excessive units and determine appropriate registration priority.
Timeline: Develop the process by Fall 2012 and implement by Spring 2013.
Objective 3: Determine which milestones are important for fostering successful program, degree, and/or certificate completion, and use students' attainment of those benchmarks to shape a revised priority-registration process (i.e., first-semester access to math and English/ESL for fully matriculated students; rewards for an SEP; rewards for progress towards educational goal; rewards for ongoing counseling visits; penalties for W's)

Timeline: Develop the process by Fall 2012 and implement by Fall 2013.
Responsible Party: Executive Vice President Robert Simpson

Goal 4: Establish electronic Student Education Plans for all matriculated students to use valid and reliable measurement tools to guide/lead students to define their educational goals and plans.
Objective 1: By Fall 2014, identify, select, and implement an electronic SEP for all matriculated students.
Timeline: Fall 2014
Objective 2: All students who are fully matriculated will receive enhanced priority registration.
Timeline: Develop the process by Fall 2013 and begin implementation beginning Spring 2014
Objective 3: Develop strategies to inform students how to define educational goals and plans (i.e. orientation, assessment, financial aid, etc.)
Timeline: Develop the process by Fall 2012 and begin implementation by Spring 2013.
Responsible Party: Dean Paul de Dios

District Strategic Direction 2: The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.
Committee Chair: Dean Paul de Dios

Goal 1: Reduce the achievement gap among students by removing barriers to success, specifically for at-risk students.
Objective 1: Identify critical factors (both include internal and external) that contribute to differential rates of success.
Timeline: Spring 2013
Objective 2: Develop and implement strategies which reduce the impact of the most critical factors that lead to differential rates of success.
Timeline: Develop strategies by Fall 2013 and implement beginning Spring 2014
Responsible Party: Dean Richard Rams and Manager Gilbert Contreras

Goal 2: Develop programs aimed at preparing at-risk students for success in basic skills and college-level courses.
Objective: Initiate mandatory assessment and orientation for 100% of new students or students transferring to Cypress College with less than 12 units.
Timeline: Fall 2013
Responsible Party: Manager Kris Nelson and Counselor Velia Lawson

Goal 3: Identify and connect at-risk students to appropriate campus resources.
Objective 1: Develop an inventory of campus resources focused on helping at-risk students
Timeline: Fall 2013

Objective 2: Create a process to connect at-risk students to academic and campus resources focused on helping them succeed.
Timeline: Fall 2014
Responsible Party: Professor Virgil Adams and Counselor Renee Ssensalo

District Strategic Direction 3: The District will annually improve the success rate for students moving into:
- **The highest level possible credit basic skills courses in mathematics, English, and English as a Second Language from noncredit basic skills instruction in the same discipline**

- **College-level courses in mathematics, English, and English as a Second Language from credit or noncredit basic skills instruction in these disciplines and**
- **The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English, and English as Second Language**

Committee Chair: Dean Richard Fee

Goal 1: Strengthen the college readiness of incoming freshman.
Objective 1: Identify gaps in English and mathematics preparation of entering freshmen and develop interventions to reduce such gaps.
Timeline: Fall 2012
Objective 2: Explore the possibility of training faculty to teach essential college success skills for their disciplines.
Timeline: Implement Fall 2012 and complete 100% training by Fall 2014.
Objective 3: Provide opportunities to more accurately prepare students prior to taking the math, English, or ESL placement tests.
Timeline: Develop the process by Spring 2013 and implement by Fall 2014
Responsible Party: Manager Gilbert Contreras

Goal 2: Ensure resources are available to meet the changing instructional needs of our students.
Objective 1: Complete a special programs needs assessment.
Timeline: Spring 2013
Objective 2: Develop a preliminary plan to determine the resources necessary to meet the changing instructional needs of the students.
Timeline: Fall 2013
Objective 3: Implement Objectives 1 & 2.
Timeline: Spring 2014
Responsible Party: Executive Vice President Robert Simpson

Goal 3: Research the need and feasibility of teaching reading and writing skills across the curriculum and implement findings to improve student success.
Objective 1: Explore the possibility of training full-time faculty to teach contextualized reading and writing across the curriculum.
Timeline: Fall 2014
Responsible Party: Director Santanu Bandyopadhyay

Goal 4: Improve the success rate of students progressing through a sequence of courses.
Objective 1: Identify significant factors affecting the ability of students to succeed through a sequence of prescribed courses.
Objective 2: Develop strategies to address most important factors affecting the ability of students to succeed through a sequence of prescribed courses.
Responsible Party: Deans Richard Fee and Eldon Young

District Strategic Direction 4: The District will implement best practices related to planning, including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.
Committee Chair: Dean Steve Donley

Goal 1: Evaluate effectiveness of college functional plans on a regular basis and establish a link between them and Planning and Budget.
Objective 1: Develop and implement a framework to evaluate effectiveness of all individual college functional plans
Objective 2: Allocate funding to plans based on demonstrated results.
Timeline: Develop the process by Spring 2012 and implement beginning Fall 2012
Responsible Party: Analyst Philip Dykstra

Goal 2: Create an organizational structure and practice that maximizes shared-governance and a sense of ownership of the decision-making process within Cypress College community.
Objective 1: Develop a specific protocol that identifies individuals, committees, etc. responsible for dissemination of information and define the appropriate methods.
Timeline: Fall 2013
Objective 2: Create a process to publish guidelines informing all constituents of the opportunities to participate in the college governing processes.
Timeline: Fall 2014
Responsible Party: Dean Steve Donley

Goal 3: Formalize emergency preparedness processes to promote a culture of safety.
Objective 1: Provide emergency preparation trainings/workshops for all employees.

Timeline: Spring 2014
Objective 2: Include a campus safety module in new student orientations.
Timeline: Fall 2014
Objective 3: Starting in 2012, increase participation in non-violent, crisis intervention (NVCI) training workshops by 100 employees every year.
Timeline: Ongoing
Objective 4: By Spring 2013, initiate a NVCI training workshop for students.
Timeline: Ongoing
Objective 5: Offer a training workshop to deal with disruptive, threatening, and/or difficult students.
Timeline: Ongoing
Responsible Party: Director Shirley Smith

District Strategic Direction 5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.
Committee Chair: Director Raul Alvarez

Goal 1: Establish more effective collaboration with K-12 schools
Objective 1: Develop a plan with high schools to address problem areas related to basic skills.
Timeline: Fall 2013
Objective 2: Identify focused areas for effective collaboration with K-12 schools and the community.
Timeline: Fall 2012
Responsible Party: Deans Richard Fee and Eldon Young

Goal 2: Strengthen community relationships by fostering mutually beneficial partnerships.
Objective 1: Develop a plan for an internship program in collaboration with local businesses or chambers of commerce.
Timeline: Fall 2013
Responsible Party: Director Raul Alvarez

Goal 3: Strengthen collaboration with SCE and with 4-year universities.
Objective 1: Develop collaboration with SCE which allows eligible students to transition from SCE to Cypress College.
Objective 2: Improve transfer articulation and pathway with 4-year universities.
Timeline: Fall 2014
Responsible Party: Executive Vice President Robert Simpson and Dean Paul de Dios

Appendix 1

The Action Steps associated with goals and objectives have been moved to this appendix. These Action Steps were developed during the Colloquium and are meant to be used as guidelines to inform discussion on these issues rather than as required elements of those Action Plans yet to be developed by the Strategic Plan Teams.

Action Steps related to Direction 1: improve rates of completion
Goal 1: increased access to math and English

- Develop a priority registration process that encourages students to enroll in basic skills courses in the first semester.
- Explore options to improve success of students assessing into basic skills courses more than two levels below transfer-level mathematics and/or English.

Goal 2: faculty and staff professional development
- Target specified disciplines willing to participate in a pilot program to process needs of students.
- Identify professional development activities which support student success.
- Develop and schedule the professional development activities by Divisions.
- Evaluate the effectiveness of the professional development activity.

Possible measures of success:
- How many faculty & staff participated?
- Did they produce a product or behavior?
- Did they utilize or integrate focus of job training into their class or services?
- Did Student Success increase?

Goal 3: increased completion of Student Educational Plan (SEP)
Objective 1: priority registration for student who complete specific matriculation steps
- SSC develops requirements on priority registration.
- Student team to implement priority registration modifications.
- Provide sufficient counseling and matriculation services to meet the needs of students who need to develop an education plan.

Possible measures of success:
Percentage of students who complete a Student Educational Plan and matriculation steps AND were able to enroll in math & English courses

Objective 2: students with excessive units
- District MIS identifies those students.
- Student Team will modify and implement priority registration.

Action Steps related to Direction 2 – Achievement Gap
Goal 1: remove barriers to success
- Review information from IR&P report to develop a plan

- Develop an action plan to address the Achievement Gap
- Establish mentoring programs for at-risk students to address issues such as lack of family support and managing finances

Goal 3: Connect at-risk students with campus resources
- Engage in specific dialogue to address achievement gap issues
- Empower conversation regarding achievement gap without prejudice to race
- Commit fiscal resources to reduce/eliminate achievement gap

Action Steps related to Direction 4 – Best practices related to planning
Goal 2: organizational structure to maximize shared-governance
Objective 2: publish guidelines informing all constituents of the opportunities to participate in the college governing processes
- Create a process for developing and archiving staff development presentations for future access by all interested parties (or the campus community).

Goal 3: formalized emergency preparedness processes to promote culture of safety
Objective 2: include a campus safety module in new student orientations
- Develop a handbook that identifies opportunities, responsibilities, and time factors related to participation in campus governance.
- Develop a set of guidelines that identifies the expectations for reciprocal

Objective 3: increase participation in NVCI training
- Explore mandatory participation.
- All-user email.

Objective 4: initiate NVCI training workshop for students
- Explore using CPI information for student training.

Objective 5: workshop to deal with disruptive, threatening and/or difficult students
- Coordinate workshop schedule

Action Steps related to Direction 5 – Collaborate with community educational institutions, civic organizations, and businesses

Goal 1: collaboration with K-12 schools
Objective 1: plan with high schools to address problem areas related to basic skills
- Utilize current high school feeder report to address problem areas at the high schools.

Objective 2: identify focused areas for effective collaboration
- Develop a task force to put objective in motion.

Additional Comments on Direction 5:
1. Assess and learn from K-12 collaboration of UC and CSUs
2. Integrate all campus efforts with community (i.e., identify Puente Mentors from community, collaborate with local businesses/organizations for service learning).