

Mission, Vision, and Core Values Review at Cypress College

Findings and Recommendations

Institutional Research and Planning

5/28/2015

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Executive Summary

The mission statement of Cypress College was last reviewed in Fall 2008 through the shared-governance practice and process. Final approval was given in September 2008 and subsequently was put into the 2014-17 Strategic Plan. The mission, vision, and core values statements were also a point of discussion at the Strategic Plan Colloquiums in April 2011 and 2014. As per the accreditation standards, the mission, vision, and core values statements are reviewed periodically. To start the review process, Institutional Research and Planning created an online survey to evaluate the college's mission, vision, and core value statements to ensure a reflection of shared purpose. Below is a summary of the 118 respondents that completed the online survey by classified/confidential, full-time faculty, part-time faculty, management/administration, and students.

Mission

How accurate is the Mission statement in capturing the fundamental purposes of Cypress College as a whole?

96.6%

Vision

How accurate is the Vision statement in capturing what the College as a whole strives to be?

94.0%

Core Values

Excellence: quality and high standards in instruction and student services, supported by professional growth for faculty and staff.

Beliefs	96.5%
Practices	96.5%

Integrity: an ethical standard that emphasizes honesty, fairness, accountability, and trust.

Beliefs	93.1%
Practices	92.9%

Collegiality: an environment that emphasizes teamwork, collaboration, communication, courtesy and respect both on campus and with the surrounding community.

Beliefs	94.8%
Practices	92.7%

Inclusiveness: a community that embraces diverse individuals, provides an accessible, supportive climate and encourages a variety of perspectives and opinions.

Beliefs	96.5%
Practices	94.7%

Following the results of the survey, two open forums were held, one during the day and one in the evening, to host deeper dialogues on survey results, further feedback, and recommendations. The discussions resulted in seven recommendations. Six recommendations were made to the wording of the mission, vision, and core values and one recommendation to better implement the mission, vision, and core values. These were forwarded to the Planning and Budget Committee who then forwarded all seven recommendations to President's Staff for feedback. Following President's Staff, five recommendations to the wording of the mission and core values and one recommendation to better implement the mission, vision, and core values were presented and voted on at the leadership team meeting on April 17, 2015, and the majority voted to implement all six changes.

Timeline

February 2015

- 11th-22nd Survey staff and students
- 27th Compile results and produce report

March 2015

- 2nd-6th Host Open Forums AM and PM
- 13th Feedback Summary Report
- 19th & 26th Planning and Budget Committee and Academic Senate Review

April 2015

- 10th Report of Recommendations
- 17th Leadership Team Review of Recommendations and Vote

May 2015

- 7th Recommendations to President's Advisory Council
- 21st Final approval by President's Advisory Council

June 2015

- 9th Board Approval (pending)
- 10th Disseminate Final Revisions Campus-Wide and Online (pending Board Approval)

Current Mission, Vision, and Core Values

Mission

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.

Vision

A premier learning community recognized for supporting student success and enriching society.

Core Values

Excellence: quality and high standards in instruction and student services, supported by professional growth for faculty and staff.

Integrity: an ethical standard that emphasizes honesty, fairness, accountability, and trust.

Collegiality: an environment that emphasizes teamwork, collaboration, communication, courtesy and respect both on campus and with the surrounding community.

Inclusiveness: a community that embraces diverse individuals, provides an accessible, supportive climate and encourages a variety of perspectives and opinions.

Mission, Vision, and Core Values Preliminary Evaluation – Online Survey and Open Forums

Background

The mission statement of Cypress College was last reviewed in Fall 2008 through the shared-governance practice and process. Final approval was given in September 2008 and subsequently was put into the 2014-17 Strategic Plan. The Mission, Vision, and Values statements were also a point of discussion at the Strategic Plan Colloquiums in April 2011 & 2014. As per the accreditation standards, the mission, vision, and values statements are reviewed periodically. To start the review process, Institutional Research and Planning created an online survey to evaluate the college's Mission, Vision, and Value statements to ensure a reflection of shared purpose. Following the results of the survey, two open forums were held, one during the day and one in the evening to host a deeper dialogue on the survey results and further feedback and recommendations.

Online Survey Results

There were 118 respondents to the online survey with a breakdown of 28% full-time faculty, 27% students, 20% classified/confidential, 13% part-time faculty, and 12% management/administration.

Mission: 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.

Overall, 96.6% of respondents selected 'moderately accurate' to 'extremely accurate' when responding to the statement, "How accurate is the Mission statement in capturing the fundamental purposes of Cypress College as a whole." Of the fifteen respondents rating at or below 'moderately accurate', eight respondents selected "What the College is doing to pursue the Mission" and seven respondent selected improvement in "The Mission Statement itself" and "What the College is doing to pursue the Mission." Further comments were elicited on identifying specific changes in the Mission statement to make it more accurate as well as one to three specific steps the College should take to improve adherence to the Mission and can be found in Appendix A on page 6.

Eleven statements were rated regarding the College's Mission statement with all statements being rated between 92%-99% of respondents with 'moderately accurate' to 'extremely accurate.' The highest rated statements by respondents were "The Mission describes our broad educational purposes" and "The Mission describes the College's commitment to student learning and student achievement" (99% and 98%, respectively). The lowest rated statements were "The Mission guides institutional decision-making, planning, and resource allocation" and "The Mission is periodically reviewed and updated as necessary" (both 92%).

Statement	Not at all Accurate 1	2	Moderately Accurate 3	4	Extremely Accurate 5	TOTAL 3-5	TOTAL 4-5
The Mission describes our broad educational purposes.	0%	0%	16%	27%	56%	99%	83%
The Mission describes our intended student population.	3%	5%	24%	30%	39%	93%	69%
The Mission describes the types of degrees and other credentials offered.	2%	3%	16%	31%	49%	96%	80%
The Mission describes the College's commitment to student learning and student achievement.	1%	1%	18%	31%	49%	98%	80%
The College uses data to determine how effectively it is accomplishing its Mission.	4%	3%	29%	30%	35%	94%	65%
The College uses data to determine whether the Mission directs institutional priorities in meeting the educational needs of students.	4%	3%	32%	27%	35%	94%	62%
The College's programs and services are aligned with its Mission.	1%	7%	26%	32%	35%	93%	67%
The Mission guides institutional decision-making, planning, and resource allocation.	4%	4%	26%	33%	33%	92%	66%
The Mission informs institutional goals for student learning and achievement.	1%	4%	18%	41%	35%	94%	75%
The College articulates its Mission in a widely published statement approved by the Board of Trustees.	4%	0%	27%	30%	40%	97%	70%
The Mission is periodically reviewed and updated as necessary.	3%	4%	27%	27%	38%	92%	65%

Vision: A premier learning community recognized for supporting student success and enriching society.

Overall, 95.0% of respondents selected 'moderately accurate' to 'extremely accurate' when responding to the statement, "How accurate is the Vision statement in capturing what the College as a whole strives to be. Of the twenty-four respondents rating at or below 'moderately accurate', three respondents selected "The Vision statement itself", nine respondents selected "The College's efforts to realize the Vision" and twelve respondents selected both. Further comments were elicited on identifying specific changes in the Vision statement to make it more accurate as well as one to three specific steps the College should take to improve pursuit of the Vision and can be found in Appendix B on page 7.

Core Values

Excellence: quality and high standards in instruction and student services, supported by professional growth for faculty and staff.

Integrity: an ethical standard that emphasizes honesty, fairness, accountability, and trust.

Collegiality: an environment that emphasizes teamwork, collaboration, communication, courtesy and respect both on campus and with the surrounding community.

Inclusiveness: a community that embraces diverse individuals, provides an accessible, supportive climate and encourages a variety of perspectives and opinions.

When responding to the statement, “To what extent does each of the following core value statements reflect actual beliefs and practices among members of the College community”, respondents rated each core value statement at a minimum 93% moderate to pervasive. The core value statements Excellence, Collegiality, and Inclusiveness rated Beliefs at a slighter higher rating then Practices, however the gap was not greater than 3%.

Core Values		Rare		Moderate		Pervasive	Moderate to Pervasive
Excellence	<i>Beliefs</i>	2%	2%	19%	39%	39%	97%
	<i>Practices</i>	1%	3%	17%	50%	29%	96%
Integrity	<i>Beliefs</i>	2%	5%	17%	41%	35%	93%
	<i>Practices</i>	3%	4%	20%	38%	35%	93%
Collegiality	<i>Beliefs</i>	3%	3%	20%	35%	41%	96%
	<i>Practices</i>	4%	4%	21%	36%	36%	93%
Inclusiveness	<i>Beliefs</i>	2%	2%	15%	34%	48%	97%
	<i>Practices</i>	3%	3%	13%	38%	44%	95%

Of the respondents rating at ‘moderately’ to ‘rare’ on the core value statements reflecting actual beliefs and practices, respondents were further asked what requires improvement to the alignment of beliefs and practices. For each of the core value statements, the majority of respondents selected ‘Adherence of College Practice’ to that core value and both adherence and the value statement itself. Further comments were elicited on identifying specific improvements in the core value statements as well as one to three specific steps the College should take to improve adherence to each core value statements and can be found in Appendix C on pages 8-11.

Respondents Rating ‘Moderately’ to ‘Rare’ on Core Value Statements: Which requires improvement to alignment of <i>Beliefs</i> and <i>Practices</i>				
Core Values		Value Statement	Adherence of College Practice	Both
Excellence	<i>Beliefs (26)</i>	2	10	10
	<i>Practices (24)</i>	1	10	12
Integrity	<i>Beliefs (28)</i>	0	13	9
	<i>Practices (31)</i>	0	20	11
Collegiality	<i>Beliefs (29)</i>	2	12	9
	<i>Practices (31)</i>	4	18	12
Inclusiveness	<i>Beliefs (21)</i>	3	7	7
	<i>Practices (21)</i>	1	11	8

Open Forum Summary

There were nine employees that attended the open forums, eight during the day session on March 3, 2015 and one at the night session on March 5, 2015. Below are the comments and suggestions resulting from both discussions.

Mission

- Does it describe our intended student population?
- Some say it should be shorter and some say no.
- The Mission is clear and concise, but needs more substance.
- Be specific to our audience about our goals.
- Following of the Mission in the classroom making decisions.

Vision

- The statement reads as if we've already accomplished and not aiming to achieve.
- What does 'premier' mean? Do we define the context?
- 'Learning community" – replace with college?

Core Values

- Excellence – different word then 'supported'
- Integrity – holding up the mirror; should we be striving for?; don't like 'emphasizes'
- Collegiality – a breakdown in communication was a prevalant theme throught comments; been a challenge
- Inclusiveness – lack of participation in general and specifically Opening Day –shut down the campus to allow for all employees to attend (Classified Staff) and need support of managers.

Survey and Open Forum Recommendations

Recommendations to the wording of the Mission, Vision and Core Values

Recommendation #1

Mission: 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.

Mission: 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 **dedicated to supporting the success of students and enriching society**, embracing diversity, and contributing to both the economic and social development of the surrounding community.

Recommendation #2

Vision: A premier learning community ~~recognized for~~ supporting student success and enriching society.

- Rewrite as: A premier learning community **dedicated to** supporting student success and enriching society.

Recommendation #3

Core Values

Excellence: quality and high standards in instruction and student services, ~~supported by~~ professional growth for faculty and staff.

- Rewrite as: quality and high standards in instruction and student services, **enhanced** by professional growth for faculty and staff.

Recommendation #4

Integrity: an ethical standard ~~that emphasizes~~ honesty, fairness, accountability, and trust.

- Rewrite as: an ethical standard **of** honesty, fairness, accountability, and trust.

Recommendation #5

Collegiality: an environment that ~~emphasizes~~ teamwork, collaboration, communication, courtesy and respect both on campus and with the surrounding community.

- Rewrite as: an environment that **promotes** teamwork, collaboration, communication, courtesy and respect both on campus and with the surrounding community.

Recommendation #6

Inclusiveness: a community that embraces ~~diverse individuals~~, provides an accessible, supportive climate and encourages a variety of perspectives and opinions.

- Rewrite as: a community that embraces **diversity, fosters individuality**, provides an accessible, supportive climate and encourages a variety of perspectives and opinions.

Recommendations to better implement the Mission, Vision and Core Values

Recommendation #7

- To allow for better inclusiveness the group recommends that the College shut down for a few hours on Opening Day so that all shared governance groups (faculty, staff and managers) can attend the Opening Day meeting.

Appendix A: Mission

What specific changes in the Mission statement do you suggest to make it more accurate?

- The section about encouraging the economy of the surrounding community is lacking.
- It should correspond to what the school is actually doing.
- Poorly written. The vision statement is not a sentence. Don't use "as well as" in the mission statement or use it correctly: <http://site.uit.no/english/grammar/aswellas/> We should add something about the environment. Global warming may be the crisis of the next generation.

Please enter one to three specific steps the College should take to improve adherence to the Mission:

- Clearer presentation of the mission and how each department is specifically working towards this mission. Funds should be specifically allotted to sections mentioned to increase these areas, for example the mission addresses basic skills.
- The college should be truthful to the mission the college should be transparent to achieve the mission. The college should have shared governance to make the mission successful.
- Improve knowledge and overall helpfulness
- There is always room for improvement
- Why are we recruiting students to come to our college knowing that we cannot offer them seats in classes we know they need?
- Students should be assessed at home: how supportive are their parents to getting a higher education?
- How much time does a student spend at a job each week? How much time does a student spend studying/reading/etc. for each class? Are barriers cultural, economic, or both?
- "Uses data" doesn't say much. Sure, Cypress uses "data." But is the data it gathers the relevant kind of data? A sample must be representative of the property in the population being studied.
- The mission statement should be short, clear, and easy to remember. I recommend taking the key goals and values and making them bullet points: Goals (the Cypress ABCs): Associate degrees and transfer to four-year colleges, basic skills and life-long learning, career preparation and advancement, student success, Cypress values ("Educate" or Educates"): Earth's Resources Diversity Uniqueness, Collegiality Aesthetics (or Art, or?) Technology and Innovation, Economic Development.
- Train your administrators to be pro-faculty and pro-student.

Appendix B: Vision

What specific changes in the Vision statement do you suggest to make it more accurate?

- It is quite short and general.
- We can't tell if this vision is ever reached; it needs to be clearer. For example, "Recognized" by whom? What does "Premier" mean?
- State what is really going on, not the bland platitude shown.
- "fostering" is more accurate than "supporting"; being "recognized" is a by-product, not the goal; enriching "students" is more concrete than enriching "society"

Please enter one to three specific steps the College should take to improve pursuit of the Vision.

- The vision could be specified.
- More inclusive of Veteran students in the Mission and in programs and staffing.
- The vision is good. Either be honest in realizing the vision or change the vision to match the actuality of what is happening in the college.
- Some of this was done last semester when we had a meeting about the vision (and values). Some good suggestions were made. Share current and proposed vision statements and get feedback: use/share what was contributed at last semester's meeting on this topic.
- Add a timeframe.
- Always room for improvement
- The Vision of the College should focus on student achievement and learning outcomes for all students. The College and the District place too much emphasis on diversity and providing programs and services for specific groups. The needs and success of all students should be the focus.
- Better counselors
- Define student success, is it only measured by graduation and transfer rates? Provide equity to students, not in terms of being equal across the board, but to produce equitable outcomes.
- Do not rely so much on numbers to drive all decision making processes and priorities. Incorporate input from people other than those that are at the top of a particular constituency group...
- The College needs to more carefully evaluate all of its programs and find ways to support them. There needs to be more outreach to the community in terms of visibility and partnering. Senior Day is good if we are reaching the students and schools that we can support, but if we can't provide classes; it becomes an "empty" promise. Consider events like Kindercaminata - is this our target audience? Is this valuable to our college and these students? Give us the tools that we need to teach.

Administrators need to be trained to be pro-faculty and pro-student. They all know how to "say" what their mission and vision is, but most of them are unwilling to do the work necessary to achieve the mission and vision, and some of the higher level administrators outright hinder the process.

Appendix C: Core Values

What specific improvements in the Excellence value statement do you suggest?

- Rewrite to be more accurate.
- State specifics.
- I don't think Cypress pursues excellence. Sorry, what I see is confusion of "mediocrity" with "excellence." We define "success" as "doesn't get an 'F'." That is not excellence. We should focus on students getting "A"s.

Please enter one to three specific steps Cypress should take to improve adherence to Excellence:

- Instructional quality assessment--how are students progressing through sequenced courses?
- More funding for supplemental programs to encourage student excellence.
- Transparency and inclusiveness in leadership. Allowing the faculty to use their expertise in achieving excellence.
- Staff improvement to meet excellence guidelines.
- Remove all standardized testing, and statistical-numerical bases for determining achievement, including quality of teaching.
- Foster more collegiality toward new faculty and ideas. Respect coworkers and peers rather than falsely accuse and selectively apply rules toward them and not others in the department. Encourage collaboration and provide specific means of improvement, rather than shutting down a career halfway through the first term with no means of reparation allowed.
- In a way this is the wrong question to ask. The question is not what Cypress needs to do, but what students need to do. Students need to do the work for the class. They need to read the material. Study it. They need to attend class. It's what this new generation of students we are getting needs to do. An instructor cannot go to the student's home and remind them to do homework, come to class, etc. A professor can threaten pop quizzes, give harsh grades, but all that will accomplish is to get students to drop the class. What Cypress should do is work with elementary, junior high, and high schools.
- Respect of diverse audience in classroom and exude professionalism.
- Improve the sense of responsibility among its constituent groups. Focus on tasks that are critical for improvement.
- Faculty development

What specific improvements in the Integrity value statement do you suggest?

- Integrity means honesty and adherence to ethical standards. I see very little evidence of that in the Cypress College administration.

Please enter one to three specific steps Cypress should take to improve adherence to Integrity:

- Require attendance at events/online that promotes and educates faculty and staff on current issues re: topic.
- Willingness to take strong disciplinary measures following faculty reporting, including removal of students from honor rolls for any incident of cheating or academic dishonesty.
- Refraining from punitive measure of the administration towards faculty. Being open and honest in the leadership practices. Focusing on issues that relate to the students.
- Hold administration accountable to the faculty and classified staff, rather than the corporate model currently imposed upon the community.
- Too many teachers are habitually late or absent. Some teachers are highly incompetent, but some students afraid to report anything while others have seen their concerns dismissed.
- Make all people more accountable for actions.
- Not allow 1 member of a faculty tenure committee to have undue influence over other committee members decisions and observations of a new faculty member.
- Back room, boys club decision-making needs to stop. Decisions should be more transparent.
- Improve and modernize current standards. Create and implement expectations and HOLD employees accountable for meeting and maintaining those expectations.
- Embrace change.
- Decision-making should not be done by a select few without input from the campus community.
- Consequence for acts of academic dishonesty should be serious enough to discourage dishonestly and the consequence should be clearly defined by the college.
- I believe most CC employees adhere to the standard. I cannot say the same for upper leadership.
- Train the administrators.

Faculty who act without integrity should experience consequences rather than being allowed to continue in leadership roles. It shows a lack of integrity to infringe on the programs of other departments, to attack those programs in public forums without having spoken directly to effected parties, and to make false statements.

What specific improvements in the Collegiality value statement do you suggest?

- Provide an environment so faculty and staff can communicate effectively.
- I have never seen this word. Is it a "real" word. Let me look it up.....Well what do you know, it's a real word ! And to think I was reading at a 2 year college level when I was in 7th grade. Oh well, what can I say, I am LAUSD alumni.
- Better communication of decision making.
- Collegiality is a meaningless term. Academics are by their nature argumentative. When administrators can't face argument and resort to retaliation, then collegiality becomes their last desperate effort to legitimize their authority.

Please enter one to three specific steps Cypress should take to improve adherence to Collegiality:

- Professional development.
- More communication between departments. Solutions to conflicts within departments without spreading out to other issues.
- Set up a faculty/staff lounge.
- We need renewal and continued growth in three areas to reinvigorate the trust that promotes collegiality: 1. When mistakes are made, and this will happen with even the most dedicated people, apologize. Do not cover mistakes or responsibility for mistaken decisions by omission or obfuscation. To acknowledge a mistake is a heroic and admirable act that also deserves the respect of ones colleagues and then appropriate closure. 2. Transparency of budgets on a divisional level between the Division Dean and faculty in regards to instructional programs. How much is in the savings account versus the...
- Transparency in leadership. Inclusiveness in decision making.
- Share/use what was discussed/presented at last semester's meeting on this topic.
- The administration must adhere to these imposed practices as well, not simply expect faculty and classified staff to adhere to such, alone.
- Some people behave unprofessionally. More and more people dress unprofessionally. Some people don't take ownership of their jobs. Some people are rude. The happy climate has deteriorated.
- 1. Fix the rift in LA division. 2. Make faculty accountable for actions against other faculty. 3. Increase communication within the division
- Avoid 1 tenure committee member from having absolute power and bullying new faculty.
- Keep it simple. Most that come are looking for a "college education".
- Shared governance representatives need to inform their communities
- It all starts at the top!
- Again, I believe most CC employees adhere to the standard. I cannot say the same for upper leadership...
- There are pockets and groups of people that are able to work together, but in other areas on campus, there is little ability to work together. Few people are held accountable and there is little effort from leaders to help work through these issues.
- Omit the term "collegiality" because it is meaningless.
- Training to new hires as to the core values of the college.
- 1) Since there seems to be some confusion about what "collegiality" looks like (see UF newsletter article on collegiality and "mobbing"), perhaps there might be some campus-wide discussion on the matter. Although "collegiality" and "congeniality" are not the same (as the article argues), there is a level of professionalism that suggests common greetings are expected among colleagues as is direct consultation rather than circuitous maneuvering. 2) Tenure and triennial evaluations should report the lack of collegiality of faculty who behave in a manner conflicting with this value. 3) A profession...

What specific improvements in the Inclusiveness value statement do you suggest?

- When your administrators tell faculty that innovation is something that can and probably should be copied from another college ("just copy it from another college and replace their name with Cypress College" is the actual quote, then diversity, inclusiveness, and all the rest of it is obviously not a priority.

Please enter one to three specific steps Cypress should take to improve adherence to Inclusiveness:

- Encourage more interaction between different campus communities and departments. Strengthen the connections between and within departments.
- We live in challenging times to fulfill this goal as educators. We are a dedicated work in progress.
- Sustaining relevant, contemporary literacy in this area and within our evolving disciplines is so important for the faculty and their students. These investments support innovations in pedagogy and curriculum. These private investments of self-instruction will hopefully identify the means to engage our challenged generation of students. They are as smart as they ever were but they are also distracted...
- Transparency Inclusiveness in decision making. Trust!
- Support diverse language and free speech, even if it is unpopular with the administration.
- Sometimes ideas are shared in shared governance, but it will seem like everything was already decided and the committee was just for show.
- Open to ideas and include new faculty in department meetings without denigrating their ideas and experience, as this creates a negative toxic work environment of exclusivity
- Leadership should be more inclusive.
- To demonstrate inclusiveness there should be opportunities for ALL employees to participate in campus activities such as Opening Day. I believe the presentation on Diversity would have been of a tremendous benefit to those individuals who are the initial point of contact with students. Also, communication with ALL individuals not only vertically, but horizontally too. When making decisions regarding services to students there should also be a practitioner along with the manager of that specific department involved in the discussion to provide a perspective beyond theoretical.
- At least the above mentioned administrator was speaking honestly. The biggest problem is that many of the other administrators, especially the higher level ones, are dishonest about what they think.

Mission, Vision, and Core Values Review and Vote at Leadership Team on April 17, 2015

Recommendation #1

Mission: 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.

- Rewrite as: 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 **dedicated to supporting the success of students and enriching society**, embracing diversity, and contributing to both the economic and social development of the surrounding community.



Recommendation #2

Core Values



Excellence: quality and high standards in instruction and student services, supported by professional growth for faculty and staff.

- Rewrite as: quality and high standards in instruction and student services, **enhanced** by professional growth for faculty and staff.

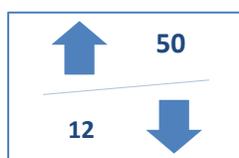
Recommendation #3

Integrity: an ethical standard that emphasizes honesty, fairness, accountability, and trust.

- Rewrite as: an ethical standard **of** honesty, fairness, accountability, and trust.



Recommendation #4



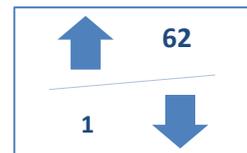
Collegiality: an environment that emphasizes teamwork, collaboration, communication, courtesy and respect both on campus and with the surrounding community.

- Rewrite as: teamwork, collaboration, communication, courtesy and respect both on campus and with the surrounding community.

Recommendation #5

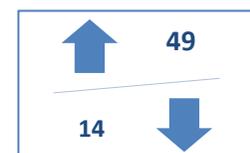
Inclusiveness: a community that embraces diverse individuals, provides an accessible, supportive climate and encourages a variety of perspectives and opinions.

- Rewrite as: a community that embraces **diversity, fosters individuality**, provides an accessible, supportive climate and encourages a variety of perspectives and opinions.



Recommendations to better implement the Mission, Vision and Core Values

Recommendation #6



To allow for better inclusiveness, the group recommends that the College shut down for a few hours on Opening Day so that all shared governance groups (faculty, staff and managers) can attend the Opening Day meeting. Critical function areas will remain open. Areas can work with their manager to seek participation at Opening Day.

This document was reviewed, discussed, and unanimously approved at President's Advisory Cabinet on Thursday, May 21, 2015.

This document was reviewed, discussed, and unanimously approved at the North Orange County Community College Board Meeting on Tuesday, June 9, 2015.