CYPRESS COLLEGE
2011-2012
END of THE YEAR
REPORT
I am honored and humbled to have been selected as Cypress College's 11th President. This honor has come to me in large part because of the personal foundation established for me as a product of California's system of public education, followed by a rich and rewarding career as a public-school educator and administrator. I can think of no better way to thank those who prepared me to take advantage of the opportunities that came my way than to ensure that today's students have access to top-quality education that will, in turn, lay the foundation for their future successes. Cypress College is a great institution, an integral component of California's system of higher education. We do great things with great purpose and for the right reasons. My goal as President is to continue the proud traditions of this College, to strive for improvement and innovation wherever possible, and to foster and encourage even greater success.

While it is my charge and honor to lead the College as we address the challenges before us, I likewise am obligated to acknowledge those who preceded me for their contributions to the accomplishments identified in this annual report. For the past five years, Cypress College was guided by President Mike Kasler, a person I consider to be a friend and mentor. Dr. Kasler always put students at the forefront of decisions made at this institution. He would be the first to acknowledge that the College is successful because of the faculty and staff who commit themselves to serving our students every day.

As I reflect upon the 2011-2012 academic year, I am struck by the volume of significant, meaningful, and lasting work we accomplished. Once every 30 years the processes of accreditation, the development of a District Comprehensive Master Plan, and the renewal of the College Strategic Plan coincide so that they must be addressed during the same timeframe. 2011-2012 was that once-in-a-career confluence of events when we were compelled to address each of these significant tasks simultaneously. While engaged in these significant activities, we also converted our operations to a 16 week calendar to better align with local academic institutions. These monumental tasks were accomplished in an exemplary manner.

The 2011-2012 Cypress College Annual Report is intended to provide an overview of College life and activities, to highlight significant achievements of the College, to communicate with the College community in a forthright and transparent manner, and most importantly, to disseminate information so that our community is fully informed and aware of the work of the College, the decisions we make, and the impact of those decisions. We are committed to conveying our role as a vital member of the community and to informing community members how we effectively utilize the generous public support we receive.

The broad-based participation and collegial involvement of all constituent groups in the life and decision-making processes of the College will continue to define the student-focused climate we have cultivated. I am proud to present our Annual Report, and I thank you all for your contributions to our achievements.

Robert Simpson, Ed.D.
President, Cypress College
Economic Development

Cypress College is a proud partner in the business community and is committed to addressing the important issues that impact our community, including economic and workforce development. Economic development is one of the primary missions of the California Community Colleges in recognition that a robust regional economy is dependent upon an educated and well-trained workforce. The purpose of the statewide Economic Development Program that evolved from this mission is to advance the state’s economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement. This workforce can be developed through collaboration between Cypress College and the business community by the creation of comprehensive education and training solutions to our present and future workforce needs.

In 2011-2012, Economic Development at Cypress College included a variety of activities including grant development, creating new industry, business, civic and educational partnerships, and a variety of workforce training activities focused on fulfilling the employment demands within the state. Some of these Economic Development activities included the identification, application, and administration of grant awards for: Title V; Perkins IV; Career Technical Education Transitions; Science; Technology, Engineering, and Mathematics; Advanced Transportation Technical Education; Career Technical Education Teacher Preparation Pipeline; DOL Nursing Capacity; Nursing Enrollment Growth; HRSA Scholarship Grant, AIRA Scholarship Grant, and Multimedia grants.

Kaiser Permanente donated seven Sequoia 512 sonography machines to Cypress College. The machines are representative of high-quality equipment currently used in hospitals. Diagnostic Medical Sonography students will use them for on-campus skill development.

SUCCESSES

❖ Over a three year period, Cypress College has placed 16 Toyota Technical Education Network graduates annually. In their employment with Toyota and Lexus dealerships, these T-TEN graduates combined to generate approximately $25,000,000 in revenue for local Toyota dealerships and Toyota Motor Sales, Inc.
❖ The Automotive Collision Repair program received an I-CAR Grant in the amount of $50,000, which will fund the purchase of equipment and tools. Additionally, several companies working in collaboration with I-CAR, have pledged equipment and other donations that exceed $100,000.

Steve Donley continued to act as the Southern California (Region II) area dean’s representative to the Regional Consortium Steering Committee, which meets to provide direction and establish policies, procedures, goals and objectives for the Southern California Workforce Development Leagues. The group which meets monthly to discuss the workforce needs of our community and educational solutions to meet those needs. He also is a member of the board of directors for the Southern California Regional Transit Training Consortium.

Dave Wassenaar, Dean of Business & Computer Information Services, continued his tenure in his role as a board member of the Cypress Chamber of Commerce. He is among a number of employees invested in work expanding the college’s reach in the community. Karen Cant, vice president of Administrative Services, sits on the board of directors for Schools First Federal Credit Union, and serves on the Los Alamitos Chamber of Commerce Business & Education Committee.

George Colletti is the Toyota T-TEN Technician Training & Education Network Area Manager responsible for the company’s relationship with Cypress College. In March, he presented an award recognizing Cypress College as one of the top four Toyota-TEN schools in the nation. It is the company’s highest honor.

Steve Donley

Diagnostic Medical Sonography faculty Lynn Mitts and Nancy Corrales with equipment donated by Kaiser.

FACES

May 30, 2012
The campus celebrated the softball team’s California State Championship, their third consecutive title.

June 7, 2012
Dr. Michael J. Kasler was honored with a retirement reception hosted by the Cypress College Foundation at the Knott’s Berry Farm Hotel in Buena Park.

About Cypress College

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

Mission Statement
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.

Cypress College is committed to four core values which guide the college's direction: Excellence, Integrity, Collegiality, and Inclusiveness. These values have molded the college's direction over the past year.

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.

Five NOCCCD Strategic Directions guide the Cypress College Strategic Plan. They 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.
Direction 1: Instruction

Transfer, Degree/Certificate Completion

Enrollment: Fill Rate

Direction 2: Student and Academic Support

Impact of Math Learning Center on Student Success - by Ethnicity

FACES

When Bruno Serato came to America three decades ago, he had $200 in his pocket, virtually no knowledge of the English language, and made a living by washing dishes. His is the quintessential American success story — not simply for his success in owning one of Orange County’s most highly regarded restaurants, but for his inspiring dedication to serving the community. Because of his efforts, Serato was selected as the 2012 Americana Man of the Year by the Cypress College Foundation, and honored at the Americana Awards on February 25. The award was the latest in a string of accolades that included Serato being named one of 10 CNN Heroes in 2011.

Alumnus Pierre P. Habis, a Senior Executive Vice President for Union Bank, was honored at commencement as Cypress College’s Outstanding Alumnus for 2012. In his role at Union Bank, he manages all aspects of Consumer and Business Banking, and has ultimate oversight of more than 400 retail branches. Habis is widely recognized as an innovative leader and passionate advocate for increasing financial literacy education among youth and adults. After completing his studies at University of Southern California, and an MBA at Pepperdine University, he now teaches an undergrad at Los Angeles City College as an innovative leader and passion mate oversight of more than 400 retail branches. Habis is widely recognized as an innovative leader and passion ate advocate for increasing financial literacy education among youth and adults. After completing his studies at University of Southern California, and an MBA in finance from Chapman University, where he now teaches an undergraduat e financial literacy course. Habis is one of the highest ranking Arab-Americans in the financial services industry.

SUCCESSES

❖ About 180 people attended the Americana Awards Kick Off in November. Traditionally held on campus, the evening event was relocated to the Anaheim White House, which is owned and operated by Bruno Serato, the 2012 Americana Awards Man of the Year. Kick Off starts the countdown to Cypress College’s largest fund-raiser and offers an official introduction of those who will be honored at the Foundation’s signature event.
❖ The Foundation’s Annual Golf Classic teed off in October, at Sea Cliff Country Club in Huntington Beach. It opened with a putting contest and signature event.
❖ The Cypress College Foundation’s 2011 “Pull for Cypress” campaign set records for participation and revenue for the fourth consecutive year. A total of 213 employees became or continued as donors, contributing $53,000. Between 2007 and 2011 the number of employees giving to “Pull for Cypress” has doubled, and donations have increased 71%.
❖ The Cypress College Foundation’s 37th Annual Americana Awards created quite a buzz and turned out to be one of the most successful in the event’s history, which dates back to America’s bicentennial celebration. Even in such a challenging economy, the year’s fundraiser was one of the top three, with net proceeds in excess of $115,000.
❖ “I am delighted at the results,” said Raúl Alvaraz, executive director of the Foundation and Community Relations at Cypress College.

Delight seemed to be a common sentiment, as honorees and guests indicated how much they enjoyed the event. The 37th Annual Americana Awards, again sponsored by Union Bank, honored Citizens of the Year from the eight communities in Cypress College’s primary service area, as well as Bruno Serato as Man of the Year. Serato, owner of the Anaheim White House restaurant, feeds more than 300 children a day — a total of more than 380,000 free meals to kids living in motels. In the months prior to Americana, he was also honored as one of 10 CNN Heroes of 2011. Citizens of the Year were: Paul and Carol Bostwick (Anaheim); Art Brown (Buena Park); James and Shirley Bailey (Los Alamitos/Rossmoor); Don Shoemaker (Seal Beach); and Andreas Paaras (Stanton).

The Cypress College Foundation’s 2011 “Pull for Cypress” campaign set records for participation and revenue for the fourth consecutive year. A total of 213 employees became or continued as donors, contributing $53,000. Between 2007 and 2011 the number of employees giving to “Pull for Cypress” has doubled, and donations have increased 71%.
### Campus Climate Survey

<table>
<thead>
<tr>
<th>Direction 5: Collaborative Relations &amp; Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is the college committed to the curtailment of sexual harassment?</strong></td>
</tr>
<tr>
<td><strong>Equal opportunities for recognition, respect, and advancement at the college?</strong></td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td><strong>Race/ethnicity</strong></td>
</tr>
<tr>
<td><strong>Ethnic minorities</strong></td>
</tr>
<tr>
<td><strong>Socioeconomic class</strong></td>
</tr>
<tr>
<td><strong>Sexual orientation</strong></td>
</tr>
<tr>
<td><strong>Made to feel welcome at Cypress College?</strong></td>
</tr>
<tr>
<td><strong>Job Satisfaction &amp; Decision-Making Planning</strong></td>
</tr>
<tr>
<td><strong>I receive communication related to planning</strong></td>
</tr>
<tr>
<td><strong>I am aware of the planning process</strong></td>
</tr>
</tbody>
</table>

### Local High School Students Attending Cypress College: Fall 2011

<table>
<thead>
<tr>
<th>School</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennedy (John F.) High</td>
<td>795</td>
</tr>
<tr>
<td>Western High</td>
<td>668</td>
</tr>
<tr>
<td>Los Alamitos High</td>
<td>491</td>
</tr>
<tr>
<td>Savanna High</td>
<td>460</td>
</tr>
<tr>
<td>Centinco High</td>
<td>437</td>
</tr>
<tr>
<td>Loara High</td>
<td>386</td>
</tr>
<tr>
<td>Buena Park High</td>
<td>365</td>
</tr>
<tr>
<td>La Mizada High</td>
<td>365</td>
</tr>
<tr>
<td>Cypress High</td>
<td>360</td>
</tr>
<tr>
<td>Pacific High</td>
<td>348</td>
</tr>
<tr>
<td>All Other High Schools</td>
<td>11214</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13889</td>
</tr>
</tbody>
</table>

### Effectiveness

#### Pull for Cypress

- Increases in donors and donations each year
- Donors increased 109% between 2007 and 2011
- Donations up 71% in 4 years

### Direction 3: Campus Support

#### Donors

- 2007: 126
- 2011: 135,000

#### Donations

- 2007: $15,000
- 2011: $13,000

### Direction 4: Climate, Involvement & Communication

- Is the college committed to the curtailment of sexual harassment?
- Equal opportunities for recognition, respect, and advancement at the college?
- Diversity
- Gender
- Race/ethnicity
- Ethnic minorities
- Socioeconomic class
- Sexual orientation
- Made to feel welcome at Cypress College?
- Job Satisfaction & Decision-Making Planning
- I receive communication related to planning
- I am aware of the planning process

### Campus Climate Survey

- Donor increased 109% between 2007 and 2011
- Donations up 71% in 4 years

### March 23, 2012

The Class of 2020 spent their first day at college, visiting various career and educational stations during Kindercaminata 2012. The purpose is to instill in their minds that, as they begin their formal education, they will finish with a college degree, not a high school diploma.

### May 6, 2012

The Cypress College Foundation’s Scholarship Awards ceremony was held in a packed Cypress College Theater on Monday, May 7, 2012.
The 2011-2012 academic year marked the fifth consecutive one in which fiscal constraints on the institution were a primary concern. The toll of half a decade of significant cuts was evident in a number of places, most notably in the area of course offerings, which fell in both the fall and spring terms.

As a result, overall enrollment continued to be artificially lower than the peak in fall 2009, when it reached a campus historic high of 16,670. Despite waiting lists that reached 12,379 requests, 781 fewer students were enrolled in classes two years later, when 15,889 students were able to find at least one class for the fall semester. Data also reveal that students on average are taking lighter course loads, with strong indications being that they simply aren’t able to enroll in as much coursework as they desire.

This can be seen in Cypress College’s Full-Time Equivalent Student enrollment measure. This number is important to the college because it is used by the state to calculate funding and to set enrollment targets.

No one has felt the budget crisis more than the students, whose access has been restricted. However, the problem would be more pronounced if not for faculty routinely accepting more students into their courses than the scheduled capacity for those classes. Fill rate, a comparison of total enrollments to total capacity, has increased from approximately 75% in the mid-2000s to a historic peak of 99.29 percent in fall 2011. To achieve this level of productivity, many individual courses have enrollments above 100%, some above 110%. Impressively, the fill rate increased nearly 6% between fall 2010, when it was 93.53%, and fall 2011 alone.

Despite the budget impact, the number of degrees and certificates awarded continues to trend in a positive direction. In 2011-2012, 754 degrees and 823 certificates were awarded, by comparison, the numbers were 633 and 543, respectively, in 2003-2004.

The success of the Fill Rate is also reflected in Cypress College’s 45th Commencement ceremony.

During the 2010-2011 academic year, 754 students earned associate’s degrees, and another 823 students earned occupational certificates. Eighty-one students graduated with honors (a cumulative Grade Point Average of 3.75 or higher), and 447 students graduated with honors (a GPA of 3.30-3.74).

During the 2011-2012 academic year, 754 students earned associate’s degrees, 823 certificates, and 11 new courses. Success rates were up for each of Cypress College’s 10 instructional divisions.

The year culminated with Cypress College’s 45th Commencement ceremony. During the 2011-2012 academic year, 754 students earned associate’s degrees, and another 823 students earned occupational certificates. Eighty-one students graduated with honors (a cumulative Grade Point Average of 3.75 or higher), and 447 students graduated with honors (a GPA of 3.30-3.74).

Also during the year: the college transferred 690 students to California State University campuses, and another 115 into the University of California system; the college Curriculum Committee processed 295 course revisions, reviewed and approved four new transfer degrees, 18 new certificates, and 11 new courses. Success rates were up for each of Cypress College’s 10 instructional divisions.

Geology Professor Victoria Castle was selected as Orange County’s commu- nity college Teacher of the Year. Castle came to Cypress College after working in the geology industry for a number of years — as a result, she brings to the classroom a wealth of experience that she can share with the students. In March, she was selected as the campus teacher of the year, becoming the fourth member of the Science, Engineering and Mathematics Division to receive the honor. Dorothy Stout from Geology received it in 1996, and Cheryl Gibby and Dace Strine from Mathematics were honored in 2002 and 2007, respectively.

Russe Bacarella, a Cypress College Automotive Technology instructor, coordinated a partnership with Loara High School in which students from both campuses created a five-member team to participate in NASA’s Hot Rodders of Tomorrow competition. The team tore down and rebuilt a Chevy 350 high-performance engine in the record-breaking time of 20.54 to win the national event. It was the second consecutive year Bacarella’s team won the contest.

Elizabeth Wolf was one of several Forensics students who turned in outstanding performances during the speech and debate season. She represented the college in national events at the national competition, as well as placing in multiple events throughout the year.

The Cypress Symphony Orchestra performed in the main auditorium of the college’s Library/Learning Resource Center, and offers tutoring, directed learning activities and workshops. It is funded by the federal Title V grant, awarded to the college in October, 2010.

*“CYPRESS VALLEY HIGH,” a short film made in collaboration with Cypress College students during a master workshop with artist in residence Kiel Johnson last year, made its world premier at the LA FILM + MUSIC WEEKEND 2012 in March. Johnson, an artist known for his work with cardboard, served as an “artist in residence” at Cypress College during the 2010-2011 academic year. He and faculty worked with students to design cardboard robot costumes, which students then wore to act scenes for the film, which was shot in the college Gym.

Gabriel Rubio speaks to incoming Freshman at New Student Welcome Night.

Elizabeth Wolf was one of several Forensics students who turned in outstanding performances during the speech and debate season. She represented the college in national events at the national competition, as well as placing in multiple events throughout the year.
Counselor in Career Technical Education, facilitated the students’ tour around campus. Students were provided overviews of Culinary Arts, automotive technology, and the T-TEN program. It is known most commonly as T-TEN, is one defined by the Automotive Technician Education Network. As has been the case to all STEM majors with the lone exception of biology. The STEM-TAP (Science, Technology, Engineering, and Mathematics Transfer Admission Pathway) provides guaranteed admission to all college’s primary service area. A number of these managers have taken on roles in civic organizations, including leadership in groups such as chambers of commerce. Both a manager and a counselor are also serving as a liaisons to the top 10 feeder high schools.

The second annual Cypress College Donate a Day of Service offered 400 participating students, faculty and staff the opportunity to donate their time and talents to help those most in need. The entire campus screened a 2-minute informational video, the length of which simulates what organizers say would be the duration of “the Big One.”

Two learning communities serve as models for closing the Achievement Gap at Cypress College: Puente and Legacy. Puente has been led by Paul de Dios, Cypress College’s Dean of Counseling and Student Development, took on the challenge of addressing what is commonly known as the “Achievement Gap”— the disparity between the rate of enrollment of individual segments of the overall student body, and the rate of successful completion by those segments. De Dios has focused on issues beyond ethnicity, including economics.

A number of times throughout the years, Cypress was also one of four T-TEN model programs recognized as a model for this national program. As has been the case, they made slime. “De Roo and her students provided handouts on how to conduct each experiment. ‘At times, our slime tank was swamped from three sides by a crew of twenty-five children,” De Roo said.

One of Cypress College’s marquee programs is the Toyota T-TEN automotive technician program. It is also a highlight for the automotive company.

The Chemistry Club hosted two tables for National Chemistry Week: Day at the Santa Ana Zoo. The event is sponsored by the American Chemical Society Orange County Section. At one table, the children conducted a hands-on experiment: extraction of DNA from strawberries using household reagents. “We went through six pounds of strawberries’ said Robin De Roo, the Chemistry Club Advisor. “At the second table, they made slime.” De Roo and her students provided handouts on how to conduct each experiment. “At times, our slime tank was swamped from three sides by a crew of twenty-five children,” De Roo said.

The entire campus screened a 2-minute informational video, the length of which simulates what organizers say would be the duration of “the Big One.”

With a concerted effort to provide an educational experience worthy of military veterans’ service and bravery, Cypress College opened a Veteran’s Resource Center and fostered an active Cypress College Veteran’s Organization into one of the campus’ strongest clubs. The program is coordinated on a day-to-day basis by Christy Davis.

The Cypress College Foundation is the philanthropic arm of Cypress College. The Foundation, a 501(c)(3) nonprofit organization, raises funds to support student scholarships, college programs, and special projects.

Two students earned a College’s 45th Commencement Ceremony.

Three education programs at Cypress College are recipients of a 2011 California State University, Long Beach to facilitate transfer admission for Cypress College students who have a GPA of 2.5 or higher after meeting all of their course requirements. The STEM-TAP (Science, Technology, Engineering, and Mathematics Transfer Admission Pathway) provides guaranteed admission to all STEM majors with the lone exception of biology.

Two learning communities serve as models for closing the Achievement Gap at Cypress College: Puente and Legacy. Puente has been led by Paul de Dios, Cypress College’s Dean of Counseling and Student Development, took on the challenge of addressing what is commonly known as the “Achievement Gap”— the disparity between the rate of enrollment of individual segments of the overall student body, and the rate of successful completion by those segments. De Dios has focused on issues beyond ethnicity, including economics.

An award for excellence. Dr. Richard Rams, the Dean of Student Support Services, has been a lead advocate for efforts to close the achievement gap. His work includes educating colleagues about data and best practices related to the broader picture.

The Cypress College Foundation is the philanthropic arm of Cypress College. The Foundation, a 501(c)(3) nonprofit organization, raises funds to support student scholarships, college programs, and special projects.

Two students earned a College’s 45th Commencement Ceremony.

The Cypress College Foundation is the philanthropic arm of Cypress College. The Foundation, a 501(c)(3) nonprofit organization, raises funds to support student scholarships, college programs, and special projects.

Two learning communities serve as models for closing the Achievement Gap at Cypress College: Puente and Legacy. Puente has been led by Paul de Dios, Cypress College’s Dean of Counseling and Student Development, took on the challenge of addressing what is commonly known as the “Achievement Gap”— the disparity between the rate of enrollment of individual segments of the overall student body, and the rate of successful completion by those segments. De Dios has focused on issues beyond ethnicity, including economics.

With a concerted effort to provide an educational experience worthy of military veterans’ service and bravery, Cypress College opened a Veteran’s Resource Center and fostered an active Cypress College Veteran’s Organization into one of the campus’ strongest clubs. The program is coordinated on a day-to-day basis by Christy Davis.

The Cypress College Foundation is the philanthropic arm of Cypress College. The Foundation, a 501(c)(3) nonprofit organization, raises funds to support student scholarships, college programs, and special projects.

Two learning communities serve as models for closing the Achievement Gap at Cypress College: Puente and Legacy. Puente has been led by Paul de Dios, Cypress College’s Dean of Counseling and Student Development, took on the challenge of addressing what is commonly known as the “Achievement Gap”— the disparity between the rate of enrollment of individual segments of the overall student body, and the rate of successful completion by those segments. De Dios has focused on issues beyond ethnicity, including economics.

One of Cypress College’s marquee programs is the Toyota T-TEN automotive technician program. It is also a highlight for the automotive company.

The Cypress College Foundation is the philanthropic arm of Cypress College. The Foundation, a 501(c)(3) nonprofit organization, raises funds to support student scholarships, college programs, and special projects.

Two learning communities serve as models for closing the Achievement Gap at Cypress College: Puente and Legacy. Puente has been led by Dr. Richard Rams, the Dean of Student Support Services, has been a lead advocate for efforts to close the achievement gap. His work includes educating colleagues about data and best practices related to the broader picture.

With a concerted effort to provide an educational experience worthy of military veterans’ service and bravery, Cypress College opened a Veteran’s Resource Center and fostered an active Cypress College Veteran’s Organization into one of the campus’ strongest clubs. The program is coordinated on a day-to-day basis by Christy Davis.

The Cypress College Foundation is the philanthropic arm of Cypress College. The Foundation, a 501(c)(3) nonprofit organization, raises funds to support student scholarships, college programs, and special projects.

Two learning communities serve as models for closing the Achievement Gap at Cypress College: Puente and Legacy. Puente has been led by Paul de Dios, Cypress College’s Dean of Counseling and Student Development, took on the challenge of addressing what is commonly known as the “Achievement Gap”— the disparity between the rate of enrollment of individual segments of the overall student body, and the rate of successful completion by those segments. De Dios has focused on issues beyond ethnicity, including economics.

With a concerted effort to provide an educational experience worthy of military veterans’ service and bravery, Cypress College opened a Veteran’s Resource Center and fostered an active Cypress College Veteran’s Organization into one of the campus’ strongest clubs. The program is coordinated on a day-to-day basis by Christy Davis.
DIRECTIONS

SUCCESSES

- Cypress College’s 2008-2011 Strategic Plan proved to be an excellent map for the College. The document’s action plans addressed student success and were flexible enough to address issues that surfaced during the plan’s active lifespan. Approximately 90% of the objectives were accomplished. Some of the remaining items were determined to be unnecessary or unfeasible in the current economic climate, while others were in progress.

- In January, Trustees for the North Orange County Community College District adopted the 2011 Comprehensive Master Plan, which provides a broad vision for the entire District for the next decade. The Comprehensive Master Plan covers both educational and physical infrastructure needs of the district-wide levels. Planning manuals were created to address the specific concerns of the commission, with the Budget Allocation Manual, the Decision Making Resource Manual, and the Integrated Planning Manual offering direct responses. In addition, the Program Discontinuance Policy was approved, as were the NOCCCD Comprehensive Master Plan, the NOCCCD Strategic Plan for 2012-2014, and the Cypress College Strategic Plan for 2011-2014.

- To facilitate completion of the Cypress College Strategic Plan for 2011-2014, more than 50 members of the campus community participated in a colloquium held at the Anaheim Campus in September. The group included students, faculty, staff, administrators, and community representatives who worked to develop goals and objectives for the plan. Their work was later discussed, revised, and eventually approved through the efforts of various committees, including President’s Staff, President’s Advisory Committee, Planning and Budget Committee, Management Team, and Leadership Team.

October 31, 2011
Transfer Awareness Week from October 31 through November 3 to showcase participation for students to continue their higher educations following completion at Cypress College.

December 26, 2011
Cypress College, the Black Student Union club, and the Legacy Program celebrated Kwanzaa, an annual event on campus.

FACES

- As Director of Institutional Research and Planning, Dr. Santanu Bandyopadhyay had played a critical role in the college’s accreditation process. In his role, he serves as Cypress College’s accreditation liaison, facilitating the process of accreditation. He also served in responding to the ACCJC’s recommendations, notably as part of the “Integrated Planning Manual Workgroup,” which also included Cypress College representation from Dr. Richard Rams and Lisa Clark. Dr. Bandyopadhyay also had significant responsibility for the development of the Cypress College Strategic Plan for 2011-2014.

- It’s not uncommon to hear the term “fiscal conservative” during an election year. Cypress College’s budget guidance has come from Karen Cant, the Vice President of Administrative Services. Her steady leadership and sound management of campus funds have provided a cushion for the college to respond to ongoing and cumulative budget reductions from the California Legislature. This work has resulted in the opportunity to make strategic decisions about reductions, rather than take a reactionary course.

DIRECTION 4

- Implement best practices in planning, including transparent decision-making, support of strategic and comprehensive planning, and the allocation of resources to fund planning priorities.

In late June, 2011, Cypress College received notification from the Accrediting Commission for Community and Junior Colleges that the campus was being placed on warning status related to planning, budget allocation, and evaluation of those processes. By the end of the 2011-2012 academic year, the college again heard from the ACCJC — this time with a full reaffirmation of accreditation.

- This was a result of an impressive body of work on both campus-wide and district-wide levels. Planning manuals were created to address the specific concerns of the commission, with the Budget Allocation Manual, the Decision Making Resource Manual, and the Integrated Planning Manual offering direct responses. In addition, the Program Discontinuance Policy was approved, as were the NOCCCD Comprehensive Master Plan, the NOCCCD Strategic Plan for 2012-2014, and the Cypress College Strategic Plan for 2011-2014.

- To facilitate completion of the Cypress College Strategic Plan for 2011-2014, more than 50 members of the campus community participated in a colloquium held at the Anaheim Campus in September. The group included students, faculty, staff, administrators, and community representatives who worked to develop goals and objectives for the plan. Their work was later discussed, revised, and eventually approved through the efforts of various committees, including President’s Staff, President’s Advisory Committee, Planning and Budget Committee, Management Team, and Leadership Team.

October 18, 2011
Cypress College hosted area high school superintendents and principals for an annual collaborative breakfast meeting.

October 18, 2011
Cypress College, along with more than 8 million people across the state, participated in The Great California ShakeOut drill.

October 18, 2011
Cypress College’s 54.4% success rate in math was eighth best in California.

- The Academic Success Center and Counseling Division are working with all students enrolled in basic skills English and math courses to administer The Assessment Center and Counseling Division are working with all students enrolled in basic skills English and math courses to administer
SUCCESSES

❖ Cypress College’s Science, Engineering, and Math Division and the campus Assessment Center established a partnership with the School of Continuing Education to address the needs of students who place into basic skills math courses. Students meet with a counselor and enroll in a math lab through SCE. Upon successful completion in the SCE math lab, students are guaranteed a seat in a Cypress College Math 020 course the following semester.

❖ The Assessment Center and Counseling Division are working with all students enrolled in basic skills English and math courses to administer Cypress College’s Science, Engineering, and Math Division and the campus Assessment Center established a partnership with the School of Continuing Education to address the needs of students who place into basic skills math courses. Students meet with a counselor and enroll in a math lab through SCE. Upon successful completion in the SCE math lab, students are guaranteed a seat in a Cypress College Math 020 course the following semester.

❖ The Executive Vice President, Dr. Simpson to the position. His background includes more than 25 years of experience in college administration, including nearly a decade as an instructional dean. At Cypress College since 2007 as the Executive Vice President, Dr. Simpson has focused on access, equity, and student support. He is an advocate of improving educational outcomes to ensure the opportunity for successful college completion by all students, especially those who begin their academic studies unprepared for the rigor of academic life.

❖ Cypress College provided a cushion for the college to respond to ongoing and cumulative budget reductions from the California Legislature. This work has resulted in the opportunity to make strategic decisions about reductions, rather than take a reactionary course.

❖ Cypress College’s 2008-2011 Strategic Plan proved to be an excellent map for the College. The document’s action plans addressed student success and were flexible enough to address issues that surfaced during the plan’s active lifespan. Approximately 90% of the objectives were accomplished. Some of the remaining items were determined to be unnecessary or unfeasible in the current economic climate, while others were in progress.

❖ In January, Trustees for the North Orange County Community College District adopted the 2011 Comprehensive Master Plan, which provides a broad vision for the entire District for the next decade. The Comprehensive Master Plan covers both educational and physical infrastructure components.

❖ The Associated Students hosted “Empower Your Education,” two days of raising awareness about the budget issues affecting community colleges. A number of booths and tables were available, including voter registration, the A.S.’s ongoing legislative letter-writing campaign, a budget awareness center, and an area for students to share the personal impact of recent budget reductions.

❖ The Assessment Center and Counseling Division are working with all students enrolled in basic skills English and math courses to administer Cypress College’s Science, Engineering, and Math Division and the campus Assessment Center established a partnership with the School of Continuing Education to address the needs of students who place into basic skills math courses. Students meet with a counselor and enroll in a math lab through SCE. Upon successful completion in the SCE math lab, students are guaranteed a seat in a Cypress College Math 020 course the following semester.

❖ The Associated Students hosted “Empower Your Education,” two days of raising awareness about the budget issues affecting community colleges. A number of booths and tables were available, including voter registration, the A.S.’s ongoing legislative letter-writing campaign, a budget awareness center, and an area for students to share the personal impact of recent budget reductions.

At the campus-wide Opening Day in January, Dr. Kasler reported on incremental progress in the area of basic skills while reviewing data made available from the California Community Colleges Chancellor’s Office. Among the information he shared were success rates in the basic skills areas for mathematics and for English/reading. In the latter area, Cypress College was tops among the state’s 112 institutions with a success rate of 72.3%. The College’s 54.4% success rate in math was eighth best in California.

At the campus-wide Opening Day in January, Dr. Kasler reported on incremental progress in the area of basic skills while reviewing data made available from the California Community Colleges Chancellor’s Office. Among the information he shared were success rates in the basic skills areas for mathematics and for English/reading. In the latter area, Cypress College was tops among the state’s 112 institutions with a success rate of 72.3%. The College’s 54.4% success rate in math was eighth best in California.

❖ The Assessment Center and Counseling Division are working with all students enrolled in basic skills English and math courses to administer Cypress College’s Science, Engineering, and Math Division and the campus Assessment Center established a partnership with the School of Continuing Education to address the needs of students who place into basic skills math courses. Students meet with a counselor and enroll in a math lab through SCE. Upon successful completion in the SCE math lab, students are guaranteed a seat in a Cypress College Math 020 course the following semester.

❖ The Associated Students hosted “Empower Your Education,” two days of raising awareness about the budget issues affecting community colleges. A number of booths and tables were available, including voter registration, the A.S.’s ongoing legislative letter-writing campaign, a budget awareness center, and an area for students to share the personal impact of recent budget reductions.

❖ The Assessment Center and Counseling Division are working with all students enrolled in basic skills English and math courses to administer Cypress College’s Science, Engineering, and Math Division and the campus Assessment Center established a partnership with the School of Continuing Education to address the needs of students who place into basic skills math courses. Students meet with a counselor and enroll in a math lab through SCE. Upon successful completion in the SCE math lab, students are guaranteed a seat in a Cypress College Math 020 course the following semester.

❖ The Associated Students hosted “Empower Your Education,” two days of raising awareness about the budget issues affecting community colleges. A number of booths and tables were available, including voter registration, the A.S.’s ongoing legislative letter-writing campaign, a budget awareness center, and an area for students to share the personal impact of recent budget reductions.

❖ The Assessment Center and Counseling Division are working with all students enrolled in basic skills English and math courses to administer Cypress College’s Science, Engineering, and Math Division and the campus Assessment Center established a partnership with the School of Continuing Education to address the needs of students who place into basic skills math courses. Students meet with a counselor and enroll in a math lab through SCE. Upon successful completion in the SCE math lab, students are guaranteed a seat in a Cypress College Math 020 course the following semester.

❖ The Assessment Center and Counseling Division are working with all students enrolled in basic skills English and math courses to administer Cypress College’s Science, Engineering, and Math Division and the campus Assessment Center established a partnership with the School of Continuing Education to address the needs of students who place into basic skills math courses. Students meet with a counselor and enroll in a math lab through SCE. Upon successful completion in the SCE math lab, students are guaranteed a seat in a Cypress College Math 020 course the following semester.

❖ The Assessment Center and Counseling Division are working with all students enrolled in basic skills English and math courses to administer Cypress College’s Science, Engineering, and Math Division and the campus Assessment Center established a partnership with the School of Continuing Education to address the needs of students who place into basic skills math courses. Students meet with a counselor and enroll in a math lab through SCE. Upon successful completion in the SCE math lab, students are guaranteed a seat in a Cypress College Math 020 course the following semester.

❖ The Assessment Center and Counseling Division are working with all students enrolled in basic skills English and math courses to administer Cypress College’s Science, Engineering, and Math Division and the campus Assessment Center established a partnership with the School of Continuing Education to address the needs of students who place into basic skills math courses. Students meet with a counselor and enroll in a math lab through SCE. Upon successful completion in the SCE math lab, students are guaranteed a seat in a Cypress College Math 020 course the following semester.

❖ The Assessment Center and Counseling Division are working with all students enrolled in basic skills English and math courses to administer Cypress College’s Science, Engineering, and Math Division and the campus Assessment Center established a partnership with the School of Continuing Education to address the needs of students who place into basic skills math courses. Students meet with a counselor and enroll in a math lab through SCE. Upon successful completion in the SCE math lab, students are guaranteed a seat in a Cypress College Math 020 course the following semester.

❖ The Assessment Center and Counseling Division are working with all students enrolled in basic skills English and math courses to administer Cypress College’s Science, Engineering, and Math Division and the campus Assessment Center established a partnership with the School of Continuing Education to address the needs of students who place into basic skills math courses. Students meet with a counselor and enroll in a math lab through SCE. Upon successful completion in the SCE math lab, students are guaranteed a seat in a Cypress College Math 020 course the following semester.
FACES

The Chemistry Club hosted two tables for National Chemistry Week/Day at the Santa Ana Zoo. The event is sponsored by the American Chemical Society Orange County Section. At one table, the children conducted a hands-on experiment: extraction of DNA from strawberries using household reagents. “We went through six pounds of strawberries” said Robin De Roo, the Chemistry Club Advisor. “At the second table, they made slime.” De Roo and her students provided handouts on how to conduct each experiment. “At times, our slime table was swamped from three sides by a crowd of twenty-five children,” De Roo said.

“The Great Picture: The World’s Largest Photograph & The Legacy Project” is a multimedia exhibition that tells the story of how six artist/photographers and their friends came together to build what the Guinness Book of World Records acknowledges as the “world’s largest pinhole camera” at the Orange County Great Park. The co-creators are Cypress College Photography Department coordinator Rob Johnson, Clanton Spada, Mark Chamberlain, Jacques Garnier, Douglas McCullough, and the late Jerry Burchfield. All but Garnier have been on the faculty at Cypress College. The exhibition documents how the Legacy Project artists activated their gigantic camera to capture the world’s largest photograph. As part of the Great Park’s artists-in-residence program, it was on display at the Great Park Gallery from November through January.

FACES

Paul de Dios, Cypress College’s Dean of Counseling and Student Development, took on the challenge of addressing what is commonly known as the “Achievement Gap” — the disparity between the rate of enrollment of individual segments of the overall student body, and the rate of successful completion of those segments. De Dios has focused on issues beyond ethnicity, exploring other factors, including economics.

Dr. Richard Rams, the Dean of Student Support Services, has been a lead advocate for efforts to close the achievement gap. His work includes educating colleagues about data and best practices related to the broader picture. Also heavily involved in the movement for educational equity is Dr. Gil Contreras, whose primary role at the college is serving as the manager of Extended Opportunity Programs and Services (EOPS). EOPS is a state- and college-funded program designed to assist students with economic, linguistic, and educational challenges to enroll in and succeed in higher education.

With a concerted effort to provide an educational experience worthy of military veterans’ service and bravery, Cypress College opened its Veterans Resource Center and hosted an active Cypress College Veterans Organization into one “campus” of its own. The program is coordinated on a day-to-day basis by Christy Davis.

DIRECTION

Develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, and businesses.

Forging and maintaining strong partnerships is a hallmark of Cypress College’s view of its role in the community. On an ongoing basis, a member of the management team is assigned as a liaison to each of the eight cities in the college’s primary service area. A number of these managers have taken on roles in civic organizations, including leadership in groups such as chambers of commerce. Both a manager and a counselor are also serving as a liaisons to the top 10 feeder high schools.

Given the strong growth projections for career opportunities in the fields of Technology and Sciences, Cypress College has partnered with California State University, Long Beach to facilitate transfer admission for Cypress College students who have a GPA of 2.5 or higher after meeting all of their course requirements. The STEM-TAP (Science, Technology, Engineering, and Mathematics Transfer Admission Pathway) provides guaranteed admission to all STEM majors with the lone exception of biology.

The college’s partnership with Toyota in that company’s Toyota Technical Education Network, known most commonly as T-TEN, is one defined by excellence and innovation. Because of strong relationships, Toyota views Cypress College as a model for this national program. As has been the case, a number of times throughout the year, Cypress was also one of four T-TEN sites in the United States honored with the automobile company’s highest award for excellence.

SUCCESSES

❖ Cypress College was among the 8.6 million participants in The Great California ShakeOut in an effort to be better prepared for earthquakes. The entire campus screened a 2-minute informational video, the length of which simulates what organizers say would be the duration of shaking from “the Big One.”

❖ The second annual Cypress College Donate a Day of Service offered 400 participating students, faculty and staff the opportunity to donate blood, gently used shoes, and cash to the American Cancer Society and Red Cross Disaster Relief Fund. The event was established by the Honors and Service Learning programs. The following service agencies were also represented: Tiger Woods Learning Center; Boys and Girls Clubs of Cypress; Orange County Food Bank; Working Wardrobes; The Hanger; Giving Kids Hope; and Soles for Souls.

❖ Given the strong growth projections for career opportunities in the fields of Technology and Sciences, Cypress College has partnered with California State University, Long Beach to facilitate transfer admission for Cypress College students who have a GPA of 2.5 or higher after meeting all of their course requirements. The STEM-TAP (Science, Technology, Engineering, and Mathematics Transfer Admission Pathway) provides guaranteed admission to all STEM majors with the lone exception of biology.

❖ Dr. Richard Rams, the Dean of Student Support Services, has been a lead advocate for efforts to close the achievement gap. His work includes educating colleagues about data and best practices related to the broader picture.

❖ A number of times throughout the year, Cypress was also one of four T-TEN sites in the United States honored with the automobile company’s highest award for excellence.

❖ The Chemistry Club hosted two tables for National Chemistry Week/Day at the Santa Ana Zoo. The event is sponsored by the American Chemical Society Orange County Section. At one table, the children conducted a hands-on experiment: extraction of DNA from strawberries using household reagents. “We went through six pounds of strawberries” said Robin De Roo, the Chemistry Club Advisor. “At the second table, they made slime.” De Roo and her students provided handouts on how to conduct each experiment. “At times, our slime table was swamped from three sides by a crowd of twenty-five children,” De Roo said.

❖ The “Great Picture: The World’s Largest Photograph & The Legacy Project” is a multimedia exhibition that tells the story of how six artist/photographers and their friends came together to build what the Guinness Book of World Records acknowledges as the “world’s largest pinhole camera” at the Orange County Great Park. The co-creators are Cypress College Photography Department coordinator Rob Johnson, Clanton Spada, Mark Chamberlain, Jacques Garnier, Douglas McCullough, and the late Jerry Burchfield. All but Garnier have been on the faculty at Cypress College. The exhibition documents how the Legacy Project artists activated their gigantic camera to capture the world’s largest photograph. As part of the Great Park’s artists-in-residence program, it was on display at the Great Park Gallery from November through January.

❖ Paul de Dios, Cypress College’s Dean of Counseling and Student Development, took on the challenge of addressing what is commonly known as the “Achievement Gap” — the disparity between the rate of enrollment of individual segments of the overall student body, and the rate of successful completion of those segments. De Dios has focused on issues beyond ethnicity, exploring other factors, including economics.

❖ Dr. Richard Rams, the Dean of Student Support Services, has been a lead advocate for efforts to close the achievement gap. His work includes educating colleagues about data and best practices related to the broader picture.

❖ With a concerted effort to provide an educational experience worthy of military veterans’ service and bravery, Cypress College opened its Veterans Resource Center and hosted an active Cypress College Veterans Organization into one “campus” of its own. The program is coordinated on a day-to-day basis by Christy Davis.

SUCCESSES

❖ Two learning communities serve as models for closing the Achievement Gap at Cypress College: Puente and Legacy. Puente has been led by Theresa Mosqueda Ponce since its inception. Recently, she was joined by Obed Silva. The program focuses on university transfer for participating students, and includes components of instruction, counseling, mentorship, and special activities.

❖ The second learning community, Legacy, has leadership from Joseph Melodia. In addition to the cohort-based coursework, the Black Student Union has recently become the Legacy Club — creating a stronger tie between coursework and camaraderie.

❖ Goals were established by the Direction 2 Steering Committee. Among them is reducing the achievement gap among students by removing barriers to success, specifically for at-risk students. The group will identify factors that contribute to differential rates of success and then develop and implement strategies to reduce the impact of these factors.

❖ The committee will work to implement a process to identify and connect at-risk students and to connect them to appropriate campus resources. An inventory of campus resources will be completed in advance of the process being developed. An example of such services, includes the peer-mentoring components found in the Legacy Program and the Puente Program.

DIRECTION

Annual progress toward eliminating the documented achievement gap among race/ethnicity groups. Almost 70% of Cypress College students are from traditionally under-represented ethnic groups. The percentages of African Americans, Asians, and Hispanics at Cypress College continues to be higher than the percentages of Orange County residents when compared to 2009 U.S. Census Population Estimates. Already designated as a federally recognized Hispanic Serving Institution, and a two-time Title V grant recipient, Cypress College’s Hispanic student population continues to grow as well. In Fall 2007, 27% of enrolled students were Hispanic; today, Hispanics comprise the college’s single-largest ethnic group, making up 34% of the student body.

Academic success — measured specifically in completion and transfer — does not come in proportions equal to the demographics of the college’s enrollment. For instance, African Americans comprise 5.6% of the overall student population; however, they make up only 4% of those students who complete/transfer successfully. Similarly, at 36% of the student body, Hispanics comprise 27.9% of the population of students who are identified as successfully completing or transferring. This disparity in success — 1.6% for African Americans and 9% for Hispanics — is known as the “achievement gap.”

Caucasians, Asian/Pacific Islanders, and the population of students whose ethnic background is unknown, all complete at higher proportions than they are represented in the overall student body.

FACES

October 16, 2011

Alioune Gni Daoj — perhaps best known for her ground-breaking role as Cousin Gini on the NBC sitcom “The Facts of Life” — returned to campus for a presentation and book signing as part of Disability Awareness Month.

November 8, 2011

Dr. Richard Rams, the Dean of Student Support Services, has been a lead advocate for efforts to close the achievement gap. His work includes educating colleagues about data and best practices related to the broader picture.

November 8, 2011

With a concerted effort to provide an educational experience worthy of military veterans’ service and bravery, Cypress College opened its Veterans Resource Center and hosted an active Cypress College Veterans Organization into one “campus” of its own. The program is coordinated on a day-to-day basis by Christy Davis.

November 14, 2011

Two learning communities serve as models for closing the Achievement Gap at Cypress College: Puente and Legacy. Puente has been led by Theresa Mosqueda Ponce since its inception. Recently, she was joined by Obed Silva. The program focuses on university transfer for participating students, and includes components of instruction, counseling, mentorship, and special activities.

November 17, 2011

The second learning community, Legacy, has leadership from Joseph Melodia. In addition to the cohort-based coursework, the Black Student Union has recently become the Legacy Club — creating a stronger tie between coursework and camaraderie.

November 21, 2011

Goals were established by the Direction 2 Steering Committee. Among them is reducing the achievement gap among students by removing barriers to success, specifically for at-risk students. The group will identify factors that contribute to differential rates of success and then develop and implement strategies to reduce the impact of these factors.

November 21, 2011

The committee will work to implement a process to identify and connect at-risk students and to connect them to appropriate campus resources. An inventory of campus resources will be completed in advance of the process being developed. An example of such services, includes the peer-mentoring components found in the Legacy Program and the Puente Program.

February 6, 2012

A ribbon-cutting ceremony officially opened the English Success Center, which operates under a federal Title V grant. The center provides tutoring, directed learning activities, and workshops.

February 25, 2012

The 37th Annual American Awards were held in the Grand Ballroom of the Orange County and Hotel. Among the honorees was Man of the Year Bruno Serato.

September 13, 2011

Fall 2011 Club Rush provided an opportunity for students to learn about myriad organizations on campus. The Veterans club offered the opportunity to carry a soldier’s equipment.
The 2011-2012 academic year marked the fifth consecutive one in which fiscal constraints on the institution were a primary concern. The toll of half a decade of significant cuts was evident in a number of places, most notably in the area of course offerings, which fell in both the fall and spring terms.

As a result, overall enrollment continued to be artificially lower than the peak in fall 2009, when it reached a campus historic high of 16,670. Despite waiting lists that reached 12,379 requests, 781 fewer students were enrolled in classes two years later, when 15,889 students were able to find at least one class for the fall semester. Data also reveal that students on average are taking lighter course loads, with strong indications being that they simply aren’t able to enroll in as much coursework as they desire.

This can be seen in Cypress College’s Full-Time Equivalent Student enrollment measure. This number is important to the college because it is used by the state to calculate funding and to set enrollment targets.

No one has felt the budget crisis more than the students, whose access has been restricted. However, the problem would be more pronounced if not for faculty routinely accepting more students into their courses than the scheduled capacity for those classes. Fill rate, a comparison of total enrollments to total capacity, has increased from approximately 75% in the mid 2000s to a historic peak of 99.29 percent in fall 2011. To achieve this level of productivity, many individual courses have enrollments above 100%, some above 110%. Impressively, the fill rate increased nearly 6% between fall 2010, when it was 93.53%, and fall 2011 alone.

Despite the budget impact, the number of degrees and certificates awarded continues to trend in a positive direction. In 2011-2012, 754 degrees and 823 certificates were awarded, by comparison, the numbers were 633 and 543, respectively, in 2003-2004.

Geology Professor Victoria Castle was selected as Orange County’s community college Teacher of the Year. Castle came to Cypress College after working in the geology industry for a number of years as a result, she brings to the classroom a wealth of experience that she can share with the students. In March, she was selected as the campus teacher of the year, becoming the fourth member of the Science, Engineering and Mathematics Division to receive the honor.

Dorothy Stout from Geology received it in 1996, and Cheryl Gibby and Elvira Mitrine from Mathematics were honored in 2002 and 2007, respectively.

The year culminated with Cypress College’s 45th Commencement ceremony. During the 2011-2012 academic year, 754 students earned associate’s degrees, and another 823 students earned occupational certificates. Eighty-one students graduated with high honors (a cumulative Grade-Point Average of 3.75 or higher), and 447 students graduated with honors (a GPA of 3.30-3.74). Jennifer Caspellan was honored as the Outstanding Graduate, while Pierre Habib was recognized as the Outstanding Alumnus. Actress Kirsten Vangsness delivered the commencement address.

Also during the year: the college transferred 690 students to California State University campuses, and another 115 into the University of California system; the college Curriculum Committee processed 295 course revisions, reviewed and approved four new transfer degrees, 18 new certificates, and 11 new courses. Success rates were up for each of Cypress College’s 10 instructional divisions.

Elizabeth Wolf was one of several Forensics students who turned in outstanding performances during the speech and debate season. She represented the college in two national events at the national competition, as well as placing in multiple events throughout the year. The English Success Center opened its doors for the first time, providing an opportunity for students to enhance their education and improve their ability to identify barriers that prevent students from reaching their goals. Participants also worked collaboratively to identify promising policies, practices, and strategies to overcome these roadblocks.

The English Success Center opened its doors for the first time, providing an opportunity for students to enhance their education and improve their chances of successfully completing English coursework at the college. The center is located on the first floor of the Library/Learning Resource Center, and offers tutoring, directed learning activities and workshops. It is funded by the federal Title V grant, awarded to the college in October, 2010.

“CYPRESS VALLEY HIGH,” a short film made in collaboration with Cypress College students during a master workshop with artist in residence Kiel Johnson last year, made its world premier at the LA FILM + MUSIC WEEKEND 2012 in March. Johnson, an artist known for his work with cardboard, served as an “artist in residence” at Cypress College during the 2010-2011 academic year. He and faculty worked with students to design cardboard robot costumes, which students then wore to act scenes for the film, which was shot in the college Gym.
SUCCESSES

❖ The Academic Senate honored three faculty for their dedication to the college and its students. Recipients of the awards were recognized at graduation. The awards and faculty recipients are: Outstanding Full-Time Faculty, Christina Plett, Mathematics Department; Outstanding Adjunct Faculty, Jackie Barretto, English Department; and Changer Award, Brinda Subramaniam, Physics Department. Vicki Castle, Geology Department, was previously selected by students as the campus Teacher of the Year.

❖ Cypress College student Christian Petite-Johnson authored a song in honor of the victims of the Salon Meritage shooting in Seal Beach. The song also featured vocals by Petite-Johnson’s classmate David Durant. Petite-Johnson, who grew up in Seal Beach, told Paige Austin of the Los Alamitos Patch that he wrote the song — named “Eight Birds” — and recorded it in his closet the day after the worst mass murder in Orange County history. He performed the song at a memorial for shooting victim Christy Lynn Wilson after her family discovered it on YouTube.

❖ Cypress College reached a notable milestone when its first mobile application became available in the iTunes App Store and on AppBrain for Android on September 1. The mobile applications were developed by Brad Rippe, an IT Project Leader with the North Orange County Community College District in recognition of the tremendous interest in mobile computing among students.

March 23, 2012

The Class of 2028 spent their first day at college, visiting various career and educational stations during Kindermania 2012. The purpose is to instill in their minds that, as they begin their formal education, they will finish with a college degree, not a high school diploma.

May 6, 2012

The Cypress College Foundation’s Scholarship Awards Ceremony was held in a packed Cypress College theater on Monday, May 7, 2012.

FACES

Alumna Geri Jewell spoke on campus as part of Disability Awareness Month. Jewell attended Cypress College from 1975 to 1977 as a theater major. Jewell, who recently appeared in the HBO series “Deadwood” and is best known for her groundbreaking role on the 1980s sitcom “Facts of Life,” told the audience that math professor David Petrie had a major impact on her life. “He wouldn’t let her quit because of her disability,” Jewell said.

The Cypress College softball coaching staff, led by head coach Brad Pickler, was named the 2011 National Fast Pitch Coaches Association JC National Coaching Staff of the Year for the second straight time, and third overall since 1997. The other coaches are Dennis Blas, Amanda Fernandez, Mike Hicks and Frank Mendoza.

In August, the San Diego Padres retired the #51 jersey of Cypress College alumnus Trevor Hoffman. Hoffman, the all-time saves leader in Major League Baseball history is one of 17 — and certainly the most notable — Cypress College alumni to have reached “the Big Leagues.” Hoffman said as reported by MLB.com. “This is amazing.” During his 18-season career, Hoffman successfully saved a record 601 baseball games and was a seven-time All Star.

Karen Watson, the campus’ 2003 Teacher of the Year, lost her long battle with cancer in February. Watson was hired at Cypress College following a career that

Dr. Bob Simpson became Cypress College’s 11th president. Dr. Simpson joined Cypress College from sister campus Fullerton College and served as the Executive Vice President since 2007. He succeeded Dr. Mike Kasler, who retired after a successful, though challenging, five years as president. Just weeks into Dr. Kasler’s presidency, the state budget situation was coming apart, the start of a long series of events resulting in the most-significant funding reductions experienced by California’s community colleges. Through it all, Dr. Kasler maintained a focus on students and the people employed to instruct them or otherwise support their education.

Five Cypress College faculty successfully completed the tenure process and were recognized by the Board of Trustees. They are Nancy Corrales and Elizabeth-Ann Pacheco, Health Science; Sarah Jaffrey, Fine Arts; Parvinder Sidhu, Social Science; and Carlos Urquidi, Career Technical Education.

The third time was also a charm for the softball team — the 2010, 2011, and 2012 California Community Colleges Athletics Association softball champions. The Chargers defeated College of the Siskiyous twice on championship Sunday to earn the title — Cypress College’s third consecutive and eighth overall. During the season, the team also earned their 11th consecutive Orange Empire Conference title, and coach Brad Pickler recorded his 1,100th win.

Cypress College’s pond and Student Center are surrounded with activity.

Karen Watson, the campus’ 2003 Teacher of the Year, lost her long battle with cancer in February. Watson was hired at Cypress College following a career that included employment with Hughes Aircraft as a software engineer and as a civilian statistician for the U.S. Navy. Watson attended Cypress College from 1983 to 1985, and later earned her BA in Social Science; and Carlos Urquidi, Career Technical Education.

Kasler’s presidency, the state budget situation was coming apart, the start of a long series of events resulting in the most-significant funding reductions

Donors

2007 $13,000

Diversities

$31,000

Donors increased 109% between 2007 and 2011

Donations up 71% in 4 years

Instructions for donors

Made to feel welcome at Cypress College?

89%

Gay, lesbian, bisexual, or transgender

85%

Ethnic minorities

86%

Women

91%

Diversity

Made to feel welcome at Cypress College? 89%

Gay, lesbian, bisexual, or transgender 85%

Ethnic minorities 86%

Women 91%

Job Satisfaction & Decision-Making

75%

Planning

41%

I receive communication related to planning

14%

Donations up 71% in 4 years

Increases in donors and donations each year

Donors increased 109% between 2007 and 2011

Donations up 71% in 4 years

Campus Climate Survey

Is the college committed to the curtailment of sexual harassment?

86%

Equal opportunities for recognition, respect, and advancement at the college?

89%

Is the college committed to the curtailment of sexual harassment? 86%

Equal opportunities for recognition, respect, and advancement at the college? 89%

Local High School Students Attending Cypress College: Fall 2011

Kennedy (John F.) High 795

Western High 668

Los Alamitos High 491

Savanna High 460

Cerritos High 437

Loara High 386

Buenas Park High 365

La Mirada High 365

Cypress High 360

Pacifica High 348

All Other High Schools 11214

Total 13889
Economic Development

Cypress College is a proud partner in the business community and is committed to addressing the important issues that impact our community, including economic and workforce development. Economic development is one of the primary missions of the California Community Colleges in recognition that a robust regional economy is dependent upon an educated and well-trained workforce. The purpose of the statewide Economic Development Program that evolved from this mission is to advance the state’s economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement. This workforce can be developed through collaboration between Cypress College and the business community by the creation of comprehensive education and training solutions to our present and future workforce needs.

In 2011-2012, Economic Development at Cypress College included a variety of activities including grant development, creating new industry, business, civic and educational partnerships, and a variety of workforce training activities focused on fulfilling the employment demands within the state. Some of these Economic Development activities included the identification, application, and administration of grant awards for: Title V; Perkins IV; Career Technical Education Transitions; Science, Technology, Engineering, and Mathematics; Advanced Transportation Technical Education; Career Technical Education Teacher Preparation Pipeline; DOL Nursing Capacity, Nursing Enrollment Growth, HRSA Scholarships Grant, ARRA Scholarship Grant, and Multimedia grants.

Kaiser Permanente donated seven Sequoia 512 sonography machines to Cypress College. The machines are representative of high-quality equipment currently used in hospitals. Diagnostic Medical Sonography students will use them for on-campus skill development.

SUCCESSES

❖ Over a three year period, Cypress College has placed 16 Toyota Technical Education Network graduates annually. In their employment with Toyota and Lexus dealerships, these T-TEN graduates combined to generate approximately $25,000,000 in revenue for local Toyota dealer folders. Over a three year period, Cypress College has placed 16 Toyota Technical Education Network graduates annually. In their employment with Toyota and Lexus dealerships, these T-TEN graduates combined to generate approximately $25,000,000 in revenue for local Toyota dealer folders.

❖ The Automotive Collision Repair program received an I-CAR Grant in the amount of $50,000, which will fund the purchase of equipment and tools. Additionally, several companies working in collaboration with I-CAR, have pledged equipment and other donations that exceed $100,000.


❖ Steve Donley continued to act as the Southern California (Region 8) area dean representative to the Regional Consortium Steering Committee, which meets to provide direction and establish policies, procedures, goals and objectives for the entire region. The committee acts as a forum for leaders in the Orange County Workforce Development League, a group which meets monthly to discuss the workforce needs of our community and educational solutions to meet those needs. He also is a member of the board of directors for the Southern California Regional Transit Training Consortium.

❖ Dave Wassenar, Dean of Business & Computer Information Services, continued this year in his role as a board member of the Cypress Chamber of Commerce. He is among a number of employees invested in work expanding the college’s reach in the community. Karen Cant, vice president of Administrative Services, sits on the board of directors for Schools First Federal Credit Union, and serves on the Los Alamitos Chamber of Commerce Business & Education Committee.

❖ George Colletti is the Toyota T-TEN Technician Training & Education Network Area Manager responsible for the company’s relationship with Cypress College. In March, he presented an award recognizing Cypress College as one of the top four Toyota T-TEN schools in the nation. It is the company’s highest honor.

FACES

Steve Donley

Kaiser Permanente

George Colletti

Diagnostic Medical Sonography faculty Lynn Mitts and Nancy Corrcaes with equipment donated by Kaiser.

May 30, 2012

The campus celebrated the softball team’s California State Championship, their third consecutive title.

June 7, 2012

Dr. Michael J. Kasler was honored with a retirement reception hosted by the Cypress College Foundation at the Knott’s Berry Farm Hotel in Buena Park.

About Cypress College

Cypress College Vision

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

Mission Statement

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.

Cypress College is committed to four core values which guide the college’s direction: Excellence, Integrity, Collegiality, and Inclusiveness. These values have molded the college’s direction over the past year.

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.

Five NOCCCD Strategic Directions guide the Cypress College Strategic Plan. They 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.
I am honored and humbled to have been selected as Cypress College’s 11th President. This honor has come to me in large part because of the personal foundation established for me as a product of California's system of public education, followed by a rich and rewarding career as a public-school educator and administrator. I can think of no better way to thank those who prepared me to take advantage of the opportunities that came my way than to ensure that today’s students have access to top-quality education that will, in turn, lay the foundation for their future successes. Cypress College is a great institution, an integral component of California’s system of higher education. We do great things with great purpose and for the right reasons. My goal as President is to continue the proud traditions of this College, to strive for improvement and innovation wherever possible, and to foster and encourage even greater success.

While it is my charge and honor to lead the College as we address the challenges before us, I likewise am obligated to acknowledge those who preceded me for their contributions to the accomplishments identified in this annual report. For the past five years, Cypress College was guided by President Mike Kasler, a person I consider to be a friend and mentor. Dr. Kasler always put students at the forefront of decisions made at this institution. He would be the first to acknowledge that the College is successful because of the faculty and staff who commit themselves to serving our students every day.

As I reflect upon the 2011-2012 academic year, I am struck by the volume of significant, meaningful, and lasting work we accomplished. Once every 30 years the processes of accreditation, the development of a District Comprehensive Master Plan, and the renewal of the College Strategic Plan coincide so that they must be addressed during the same timeframe. 2011-2012 was that once-in-a-career confluence of events when we were compelled to address each of these significant tasks simultaneously. While engaged in these significant activities, we also converted our operations to a 16 week calendar to better align with local academic institutions. These monumental tasks were accomplished in an exemplary manner.

The 2011-2012 Cypress College Annual Report is intended to provide an overview of College life and activities, to highlight significant achievements of the College, to communicate with the College community in a forthright and transparent manner, and most importantly, to disseminate information so that our community is fully informed and aware of the work of the College, the decisions we make, and the impact of those decisions. We are committed to conveying our role as a vital member of the community and to informing community members how we effectively utilize the generous public support we receive.

The broad-based participation and collegial involvement of all constituent groups in the life and decision-making processes of the College will continue to define the student-focused climate we have cultivated. I am proud to present our Annual Report, and I thank you all for your contributions to our achievements.

Robert Simpson, Ed.D.
President, Cypress College