Spring 2022 Leadership Meeting
April 1, 2022
Practice your Padlet Proficiency...

What was your favorite April Fool's prank?
What was your favorite April Fool's prank?

Leadership Team Padlet

Can we have the CORE material available to us?

My first year of college I had a roommate who was dreadful. She took long showers and used all the hot water. I put grape koolaid in the shower head.

One year when Easter was on April 1st - we added water, dead leaves, paperclips and more to the plastic eggs instead of just candy filled ones.

I am not a fan of pranks or April Fool. I know not a popular opinion.

Surprised my sister with a concert instead of a workday!

Test

Dude, Where's my Car?

We (members of the varsity basketball and football teams) picked up and moved our Biology teacher's VW Bug from the teacher lot to the seniors lot.

My twins were due on April 1st and came two months early.

I am also in the boring club. :-)

I swapped hairgel & mouthwash labels at the gym - bottles were identical....

Speaking of donuts

Every Thursday, the astronomy graduate students had donuts. One Thursday fell on April 1, and the jelly-filled donuts contained some unwelcome surprises.

Switching salt and sugar.

I like and use the Guided Pathway Folder on Canvas.

Sending my husband an official letter that he was accepted to be on Jeopardy.

Friend told me that my college class was cancelled.

Not my favorite but...

I told my full time colleagues that I had accepted an offer by Harvard University and I was telling them first before making an official announcement. One of them fell for it, the other gave me a strange look...

Me too! Boring! No pranks to date!

I'm so lame! I usually the one the pranks are pulled on!

I'M BORING!

I don't ever actually remember pulling an April Fool's day prank.

I am not doing anything for April Fool's as it's my mom's birthday today!

We often didn't do April Fool's as it's my mom's birthday today!

My significant other changed my social networking profile to "married"...much to the dismay of my family who thought I ran off and eloped. To this day, my parents still think I got married.

April Fool's

Meatloaf that looks like cake.

Fake out school

My mom got us ready to go to school then took us to Knotts instead. It was a great family day.

Balance both as noted in the student survey results where they support the hybrid model.

Telling Library staff and faculty in the old Library that they would be responsible for moving all the books to the new Library.

I never get pranked during this time of the year 😊

April 1st prank

Made up a lecture for my students, all gibberish, had battle ostriches in a war. They believed all of it. One point I had a sword entering the heart of December, he pulled the sword out and kept fighting.

One from just this morning, I shared that I had been chosen for the next Blue Origin flight.

Trapped a roommate in the restroom by duct taping the door close.

April Fool's

My class had a pop quiz, then told them we didn't. They hated me the rest of the semester.

Switching salt and sugar.
Enrollment Loss

Impact of the Pandemic on Enrollment by Ethnicity and Gender
We had 2,051 fewer students in Fall 2021 than in Fall 2019, for an overall loss of 13%.
Student Enrollment Decline

Duplicated Enrollments

Fall 2018: 42,625
Fall 2019: 46,619
Fall 2020: 43,959
Fall 2021: 39,501

There was a 15% decline in enrollment from Fall 2019 to Fall 2021, indicating students are also taking fewer courses.
### Who are we losing?

#### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Pre-Pandemic</th>
<th>Pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>646 Fall 2019, 584 Fall 2020, 486 Fall 2021</td>
<td>-10% -17%</td>
</tr>
<tr>
<td>Filipino</td>
<td>735 Fall 2019, 545 Fall 2020, 310 Fall 2021</td>
<td>-26% -43%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7,863 Fall 2019, 7,741 Fall 2020, 7,111 Fall 2021</td>
<td>-2% -8%</td>
</tr>
<tr>
<td>White</td>
<td>2,275 Fall 2019, 2,186 Fall 2020, 1,768 Fall 2021</td>
<td>-4% -19%</td>
</tr>
</tbody>
</table>

*Lost 25% or 160 Students*  
*Lost 58% or 425 Students*  
*Lost 10% or 752 Students*  
*Lost 22% or 507 Students*
Who are we losing?

Gender

**Female**
Lost 10% or 835 Students

- Pre-Pandemic: 8,710
- Pandemic: 8,771
- Fall 2019: 8,710
- Fall 2020: 8,771
- Fall 2021: 7,875

**Male**
Lost 19% or 1,309 Students

- Pre-Pandemic: 6,870
- Pandemic: 6,246
- Fall 2019: 6,870
- Fall 2020: 6,246
- Fall 2021: 5,569
Who are we losing?
Ethnicity and Gender

African American
Lost 1.6 times more males

Female: -19%
Male: -30%

Hispanic
Lost 3 times more males

Female: -6%
Male: -18%

White
Lost 1.8 times more males

Female: -17%
Male: -30%
Summary of Key Findings

• Enrollment loss as a result of the pandemic has been substantial and widespread
  • The percent lost is in double digits and seen across all demographic groups

• Duplicated enrollment loss is slightly higher than unduplicated (student) enrollment loss
  • In addition to losing students, students are also taking fewer classes

• Enrollment loss has compounded over time
  • The loss from Fall 2020 to Fall 2021 was greater than the loss from Fall 2019 to Fall 2020

• The impact of the pandemic on enrollment loss has been inequitable
  • Some of our most vulnerable groups were most negatively impacted (e.g., Male, African American, Filipino, and Hispanic, but also White)
Re-engagement Efforts
Marketing, Outreach, and In-reach
- 157 ad spots
- Average listenership of nearly 1 million impressions
- 1.4 million impressions
- Geographically focused

PPC Campaign
- 132,000 impressions
- 9,652 clicks
- 165 calls
- Discipline focused
CYPRESS COLLEGE
ENROLL FOR SPRING
“We Take This Journey Together”

CLASSES START
JANUARY 24

START YOUR JOURNEY!
CYPRESSCOLLEGE.EDU

RIDE FREE &
JOURNEY TOGETHER

7533 LEARN HOW AT OCBUS.COM/CYPRESS

Buen Cypress! We Take This Journey Together.
Ready to start? We’re here for you.

- Nearly 250 transferable career certificate programs, 56 transfer majors, and 17 associate degree areas of study
- Online and campus classrooms to meet your needs
- A range of academic and career services
- Financial aid, including Pell eligibility for eligible full-time college students
- Academic and basic skills services and resources

More information and help resources at CypressCollege.edu

A LEADER in the COMMUNITY

- Named to the #1 Toyota T-TEN automotive technology program in the nation
- Named a 2023 Aspen Institute Top 150 college, honored in the top 18% of community colleges nationwide
- #1 community college in California in 2017, 2018, 2020, 2021

Selina Jaime, Davina ‘19
Marketing, Art, and Pre-Engineering

Cypress College + Cal Poly SLO

Transform Your Life
Journey Together

Apply to become a Charger
at CypressCollege.edu

Buen Cypress! We Take This Journey Together.
Charger Experience Program
Fall Recruitment
Charger Experience Program Fall Recruitment

Charger Fridays - March 4th to 13th
- Anaheim Union HS District
- ABC Unified School District
- Garden Grove Unified High School District
- Fullerton Union High School District

Charger Nights
- April/May Dates
- Evening events to onboard students outside of the partner high schools

Workshops at the High School
Charger Experience Program Outreach

• Opportunities to get involved:
  • Charger Fridays – Resource Fair
  • Commit2Cypress May 5, 2022
    • Academic Sessions
    • Resource Fair

Summer Registration Events-
June/July/August
Dates to Be Determined
Cypress College Cares Call Campaign

• Initiated in Spring 2020
  • Calls by Student Ambassadors to every student enrolled each term
  • Assisted with connecting students to on campus resources
  • Students were happy to have someone to talk to at the beginning of the pandemic
  • Over 3,000 students reached, every semester
Re-engagement
What students are saying...
Re-Engagement: What students are saying...

• Gensler Education Engagement Index 2021 (link in chat)
  • Nationwide survey of 3000 student and employees
  • Approximately 448 Community College full-time student responses

• Focus on “What should the future of education look like?”

• Our District will disseminate the survey to our students and employees in April
  • Capture local perspectives, preferences, and opinions
  • Additional questions, modified questions -- student services preferences, course/schedule preferences
The majority, over two-thirds, of both students and educators would prefer a hybrid learning future—a combination of remote and in-person learning.

Comparison of percentage of respondents that report their ideal future to be fully remote, fully in-person, or hybrid.

**EDUCATOR**
- Fully remote schedule 13%
- Fully in-person schedule 13%
- Hybrid schedule 74%

**STUDENT**
- Fully remote schedule 8%
- Fully in-person schedule 24%
- Hybrid schedule 68%

The future of education has interesting parallels to the workplace. While 57% of U.S. office workers prefer a hybrid future, that preference is even higher in education.

**The preferred hybrid: About one-quarter mixed-interaction classes and the remainder fully in person or fully remote.**

Of the students and faculty who indicated a preference for hybrid learning/teaching, the charts below show their preferred proportion of class types.

**Educator**
- 44% Fully in-person classes
- 32% Fully remote classes
- 24% Mixed Interaction classes

**Student**
- 25% Fully remote classes
- 52% Fully in-person classes
- 23% Mixed-interaction classes
Looking to the future, students say socializing and working with others are the main reasons to come to campus.

Considering the future, the main reason to come to campus by institution type.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Reason</th>
<th>Undergraduate Program</th>
<th>Community College</th>
<th>Graduate or Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Socializing with others</td>
<td>39%</td>
<td>51%</td>
<td>54%</td>
</tr>
<tr>
<td>2</td>
<td>Working in person with classmates</td>
<td>41%</td>
<td>41%</td>
<td>51%</td>
</tr>
<tr>
<td>3</td>
<td>Working in person with instructors</td>
<td>45%</td>
<td>50%</td>
<td>54%</td>
</tr>
<tr>
<td>4</td>
<td>Having a daily schedule/routine</td>
<td>41%</td>
<td>42%</td>
<td>47%</td>
</tr>
<tr>
<td>5</td>
<td>Attending class</td>
<td>31%</td>
<td>34%</td>
<td>45%</td>
</tr>
<tr>
<td>6</td>
<td>Being able to focus without distraction</td>
<td>40%</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>7</td>
<td>Research/hands-on learning spaces</td>
<td>36%</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>8</td>
<td>Study rooms or meeting rooms</td>
<td>26%</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>9</td>
<td>Access to mentorship</td>
<td>21%</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>10</td>
<td>Access to technology</td>
<td>18%</td>
<td>20%</td>
<td>22%</td>
</tr>
</tbody>
</table>
Re-Engagement: What students are saying...

Among different forms of learning activities, hands-on and small group activities rank as the most valuable to do in-person on campus.

The types of learning experiences students and educators want to return to campus for:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Average</th>
<th>Community College</th>
<th>Undergrad</th>
<th>Graduate</th>
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<tr>
<td>1</td>
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<td></td>
<td>(Example: labs, studios, etc.)</td>
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<td>(Example: labs, studios, etc.)</td>
<td>(Example: labs, studios, etc.)</td>
</tr>
<tr>
<td>2</td>
<td>Small class lectures</td>
<td>Small class lectures</td>
<td>Small class lectures</td>
<td>Small group discussions</td>
</tr>
<tr>
<td>3</td>
<td>Individual activities</td>
<td>Individual activities</td>
<td>Individual activities</td>
<td>Small class lectures</td>
</tr>
<tr>
<td></td>
<td>(Example: studying at the library, etc.)</td>
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</tr>
<tr>
<td>4</td>
<td>Small group discussions</td>
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<td>Individual activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Example: studying at the library, etc.)</td>
</tr>
<tr>
<td>5</td>
<td>Special events</td>
<td>One-on-one interactions</td>
<td>Special events</td>
<td>Special events</td>
</tr>
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<td></td>
<td></td>
<td>(Example: guest speakers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Large class lectures</td>
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Education Engagement Index
Knowing students are asking for both high touch experience and flexibility, how should we navigate these competing needs in the classroom and how we offer student services?
By focusing on equity in classroom interactions both online and IRL, CORE does a great job of offering pragmatic tools that help to shift pedagogy and methods from lecture mode to high touch. Its pragmatic tools build on DE training but are equally applicable to classroom teaching. (The next CORE training reflects this understanding.)

There are challenges, possibly having to offer course-wide workshops on how to be a DE student. We are educating students in our courses. It would be nice to have overall course instruction for our students to provide a consistent DE experience for our students.

We have events on campus in the fall to provide opportunities to increase student interaction.

It's great to offer the hybrid courses for flexibility.

Provide high-quality DE with visits to campus for high touch activities.

Hybrid Classes - the best of both worlds.
Keeping some of the online elements in a class, but requiring some consistent on-campus attendance is what I think best for both learning and attending hybrid classes. Zoom lectures are not as effective and do not create the best learning environment for students.

Have the choice to be in class and online at the same time. Classrooms would need to be set up for that.

Secure the right technology.
We need to be sure we are using technological tools that are appropriate to the type of contact we want to have with students. Social media is not a blanket solution. In some cases, we need to select a specific tool and build a culture of using that appropriate tool.

Offer more hybrid classes.

More computer labs and wifi.

Better WiFi and places on campus where you can take computer-based exams.

The labs on campus and lectures online hybrid all the way.

Use education technology to web enhance every class.

Block Scheduling

Better designed online spaces, for more personalized online experiences.

More mentoring experiences out in the community.

Make Zoom classes a normal thing. Continue to transition student services online to allow students more flexibility.

Stream in-person events and activities.

We have significantly increased hybrid classes, especially for classes with both lecture (online) and lab (on campus) components.

Better internet access for personnel on campus to navigate between both the virtual and in-person environment.

Better online introductions.
Have more streamlined processes for teaching our new students how to take classes in a virtual space to be successful in the class. Including streamlining how we are teaching our online classes to make it easier for our students to follow similar structures throughout their virtual online classes.

As noted in the student survey results, the hybrid approach for instruction and student services.

Flexibility with class offerings - online, hybrid, and campus classes.

Can't we do both?
We could still offer remote learning environments that promote high touch experiences and flexibility—like asynchronous courses that offer a lot of group work so they can build community.

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Guided Pathways

Why we need them?
How have we been doing?
Why Guided Pathways?

The path to completion is too long
5 years for a degree (often longer)

Students are taking more units than they need
81 units for a 60 unit degree

Many students are not completing
Only 6% of degree-seeking students earned a degree in 3 years

The path to completion is inequitable
Large equity gaps along the path to completion (momentum points) by ethnicity
Guided Pathways Framework

Pillar 1 (Clarify the Path):
- Create clear curricular pathways to employment and further education.

Pillar 2 (Enter the Path):
- Help students choose and enter their pathways.

Pillar 3 (Stay on the Path):
- Help students stay on their path.

Pillar 4 (Ensure Learning):
- Ensure that learning is happening with intentional outcomes.

Equity

Title V Grant

to help us mobilize key aspects of this work
Our Progress: Overall

- Educational Plan in First Year
- 15 Units in First Term or 30 Units in First Year
- Completed Transfer-Level English and Math in First Year

- Average Units Attempted and Earned among Degree-Earning Students
- Average Years to Degree Completion
- Degrees Awarded
Our Progress: Hispanic Students

**Educational Plan in First Year**
- 22.0% in 2016
- 31.6% in 2017
- 32.4% in 2018
- 30.6% in 2019
- 22.0% in 2020

**15 Units in First Term or 30 Units in First Year**
- Units Attempted:
  - 2016: 11.5%
  - 2017: 6.9%
  - 2018: 7.8%
  - 2019: 7.2%
  - 2020: 8.8%

- Units Earned:
  - 2016: 3.2%
  - 2017: 3.6%
  - 2018: 5.6%
  - 2019: 10.2%
  - 2020: 11.9%

**Completed Transfer-Level English and Math in First Year**
- 2016: 0.2%
- 2017: 0.6%
- 2018: 0.8%
- 2019: 1.4%
- 2020: 2.0%

**Average Units Attempted and Earned among Degree-Earning Students**
- Units Attempted:
  - 2016: 99.0
  - 2017: 84.5
  - 2018: 95.8
  - 2019: 81.9
  - 2020: 92.2

- Units Earned:
  - 2016: 96.2
  - 2017: 83.2
  - 2018: 79.3
  - 2019: 87.2
  - 2020: 73.9

**Average Years to Degree Completion**
- 2016: 5.5
- 2017: 5.5
- 2018: 5.1
- 2019: 5.2
- 2020: 5.2

**Degrees Awarded**
- 2016: 472
- 2017: 589
- 2018: 751
- 2019: 787
- 2020: 784
Racial Equity Considerations

Asian

Hispanic

African American

![Graphs showing racial equity considerations](image)

Large equity gaps exist across ethnic groups.
Guided Pathways

What are we doing on a campus level?
Program Mapper Updates

- DEGREE WORKS TEMPLATES
- CATALOG LINKS
- ENHANCEMENTS TO COME
HRC Pilot to **Auto Award** Certificates

Added 79 additional awards for Spring of 2021

- Special Events Management
- Food & Beverage Fundamentals
- Baking Fundamentals
- Hotel Fundamentals
- Culinary Fundamentals
Auto Awards and Equity
Headcount = 54 Students

- Asian: 33%
- Black: 4%
- Latinx: 41%
- Two or More Races: 2%
- White: 20%
Auto Award Scale of Adoption

- Auto Award Workgroup: Develop draft timeline
- Complete initial Banner CID equivalency and clean-up (Complete)
- Frontload Transcripts (August 2022 training)
- DegreeWorks: Stackable credential feature, and faculty access
- Workload for Evaluators and Financial Aid
<table>
<thead>
<tr>
<th>STUDENT_ID</th>
<th>MAJOR CODE</th>
<th>MAJOR</th>
<th>PERCENT DEGREE PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>180</td>
<td>Culinary Arts</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>536</td>
<td>General Studies: Fine Arts</td>
<td>90%</td>
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## Ed Plan for Business AST

### CC - Business Administration AS-T Degree

- **Minimum 29 to 31 Units**
  - **Still Needed:** This major requires a minimum of 29 to 31 units. You currently have 12 units completed.

- **Residency: Minimum 12 Units Completed at Cypress College**
  - A C grade or better is required in all courses.

### REQUIRED CORE COURSES (19 UNITS)

- **Financial Accounting**
  - **Still Needed:** 1 Class in ACCT 101_C*

- **Managerial Accounting**
  - **Still Needed:** 1 Class in ACCT 102_C*

- **Principles of Economics-Macro or Honors Prin of Economics**
  - **Still Needed:** 1 Class in ECON 100_C* or 100HC*

- **Principles of Economics-Micro or Honors Prin of Economics**
  - **Still Needed:**

- **Legal Environment of Business**
  - ECON 105_C
  - MGT 240_C

### LIST A (4 UNITS)

- **Select 1 course from the Following**
  - **Still Needed:** 1 Class in MATH 115_C* or 120_C* or 130_C* or 150AC*

### LIST B (6-8 UNITS)

- **Select 6-8 Units from the Following**
  - CIS 111_C
  - MGT 211_C

- **Select 6-8 Units from the Following**
  - Computer Information Systems
  - Writing for Business
MATH 120 C  4 Units  Intro Probability Statistics

Prerequisite: MATH 041 C or MATH 024 C or Algebra II with a grade of C or better and the assessment process. Proof of prerequisites is required. NOTE: Students majoring in Business, Engineering, or Math should be taking MATH 040 C or MATH 041 C rather than MATH 024 C. Term starts 7/2/2022. This course is an introduction to the elements of statistical analysis which includes an intuitive approach to the study of probability and probability distributions, measures of central tendency and dispersion, sampling techniques, parametric and non-parametric tests of hypotheses, point and interval estimation, linear regression and correlation. Applications to business, biological sciences, and social sciences are emphasized. Students will use computer software and/or graphing calculators for statistical analysis of various topics. This course requires the use of a graphing calculator comparable to the TI-83/84. Duplicate credit not granted for MATH 120HC. (CSU/UC Credit Limited: AA GE, CSU GE, IGETC, C-ID: MATH 110 + SOCI 125)

Prerequisites: MATH 040 C, minimum grade of C or Test 11AMA with a minimum score of 55 or MATH 040 F, minimum grade of C or MATH 041 C, minimum grade of C or Test 11AMA with a minimum score of 60 or Test MDC3 with a minimum score of 20 or Test COM3 with a minimum score of 61 or Test COM4 with a minimum score of 01 or MATH 024 C, minimum grade of C or MATH 024 F, minimum grade of C.

Attributes: 1AB2 - C-GE B2 Mathematics
1CB4 - C-CSU B4 Math/Quant Reasn
112 - C-IGETC 2A Math
C10 - Mathematics
N - Not a basic skills course

Sections:

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Std Needed: This major requires a minimum of 20 to 31 units. You currently have 12 units completed or in progress.

Std Needed: 1 Class in ACCT 101 C*
Std Needed: 1 Class in ACCT 102 C*
Std Needed: A minimum of 60 semester units of CSU transferable coursework are required. You currently have 0 units.

ECON 105 C - Principles of Economics-Micro
CIS 111 C - Computer Information Systems
MGT 211 C - Writing for Business

Std Needed: 1 Class in MATH 115 C* or 120 C* or 130 C* or 150AC*

Std Needed: A minimum of 60 semester units of CSU transferable coursework are required. You currently have 0 units.

CIS 111 C - Computer Information Systems
MGT 211 C - Writing for Business
Part of clarifying educational pathways is making sure students have a map or educational plan.

In your discipline, how do you, or how could you, help provide maps or education map resource to students to get them started on their journey early and quickly (i.e., gateway courses, discipline orientations, checklists, or other ideas.)?
Part of clarifying educational pathways is making sure students have a map or educational plan. In your discipline, how do you, or how could you, help provide maps or education map resource to students to get them started on their journey early and quickly (i.e., gateway courses, discipline orientations, checklists, or other ideas)?

**Easier program/certificate class searches**
It would be nice if our students were able to go to our website, click on an area that says ‘programs’ which then leads them to a page where all of our programs and certificates are available. Once the student finds the programs they are interested in, they can click on it (without being taken to a new page) which would then expand to show students exactly which classes are required to complete the program/certificate etc.

**Social media communications and quick access to counselors**
Can counselors do groups of students at one time?

**More info sessions with different times. Invite faculty or alumni to speak about their successes and challenges!**

**Gateways courses in Canvas**

**Who else besides counselors?**
I’m writing this after most everyone has finished. Skimming other posts, I notice the word “counselors” appears often. I wonder what else can be done to achieve this goal by people OTHER THAN counselors? Who else can help and how can they help? Would flyers in classrooms help? Handouts for faculty to distribute during class or to students who visit during office hours? Can counselors help others become an ambassador for this critical task, to help reduce the counseling-dependent load for this task?

**More support for low enrollment classes that may result in a delay of completion if cut due to low enrollment.**

**Extra credit for completed ed plan as an incentive.**

**We get a list of our majors and their contact info and have sent out targeted messages intended to engage with them and encourage them to communicate with us and counselors to get advisement regarding their educational plan/map**

**orientation and onboarding**

**I think a discipline orientations and fliers are great ideas!**

**Increase specialized counselors**
It is made in their first program class as an assignment. It has three eyes reviewing the plan with sign off.

**Program orientations are a good idea**

**Student success orientations in each major to help inform students of their options**

**Have faculty provide program advising during gateway courses**

- Better streamlined processes for students right at the application process
  Decrease their confusion early on. Many students do not know where to go or how to find information. When they reach out to classified staff to get information, classified staff is often not included in the work and do not always know where to guide students to. Improve communication between new processes.

- Get them a counselor asap. Have them to buy in on the end results of their education

- Make an easy to use - online checklist that is easily accessible
  Advertise the link to this easy-to-use online resource in social media venues such as Twitter, and the Cypress College App

- working with our completion teams to engage students in each meta major

- perhaps checklist or info sheets (referring them to maps, counselor resources) in our syllabi

- Since students are required to declare a major for GP, why not assign them a counselor early on and have program orientations.

- printing flyers, having our counselors visiting classes to inform them about educational plans, YODA

- baby yoda! That doesn’t count!
Guided Pathways

What can we do? Let's get practical...
Staying on the Path & Ensuring Learning

- Starfish
- CORE (Course Redesign)
- Division Canvas Shells with faculty resources
- Nudge Campaigns
- Enhancing instructional and student support services connections
- Expansion of program maps

- Partnerships with Transfer Center, Career Center, Financial Aid, and LLRC
- Adjunct Learning Opportunities
What Can Department Coordinators and Faculty Do?

- Consider course revisions based on Course Redesign Principles
- Enhance connections between your students and campus support services
- Review program maps regularly for accuracy and clarity
- Highlight the need for comprehensive education plans with your students
- Consider working on “nudge campaigns” that reach students in your major who might need an education plan, are close to completion, or who have excessive units
- Consider course revisions that incorporate Grading for Equity principles
What Can Department Coordinators and Faculty Do?

| Collaborate within departments to develop effective mechanisms for communicating to major-specific student groups |
| Learn from our Pilot group about ways that you will be able to interact with students via Starfish |
| Consider opportunities for your students to engage with the Transfer Center, Career Center, and the LLRC |
| Explore your department and individual data that might highlight best scheduling practices |
| Mentor adjunct faculty with the goal of enhancing knowledge about Cypress College, Guided Pathways, and student success |
What questions do you still have?

What ideas or action items will you implement?

What wasn’t addressed that you would like to see happen on campus or in your department?
What questions do you still have? What ideas or action items will you implement? What wasn’t addressed that you would like to see happen on campus or in your department?

Leadership Meeting Padlet #3

Make sure to share best practices in a central location!

Thanks for addressing the student engagement what about faculty engagement? The two needs should be correlated.

I am still processing all this information. It will take me sometime to answer these three questions.

Really valuable information today

Make sure we are really reaching workers who could progress within nursing careers!

What I will do for sure is try to understand how Guided Pathways works for my department.

When are the GP ideas going to be accumulated and made CAMPUS-wide, and not just division? Maybe I’m just missing some of these communications, but I feel there is a disconnect.

Good Idea!

I like the person’s idea of a comprehensive technology manual with links!

Will go over the comments in the orientation padlet with colleagues and see what we can do better.

More outreach events in my department

Students in my in person classes are telling me specifically they will not take in person in the fall if they are required a booster.

Continue reviewing the Program Mapper. Nice presentation. Thanks.

Let’s do an open house in the fall for employees so everyone can see some of the very cool areas we have like the new mortuary area, dental hygiene, the immersive SEM theater, Boeing simulator, etc.?

I would really like to have more smaller workshops that communicate the principles of the CORE project and Equity grading principles offered for those who are not able to commit or participate in the full program.

Who can we reach out to if we would like to share some suggestions on the student experience (that doesn’t fit in these boxes)?

I will bring all this information to the department faculty and will follow up our program pathways more closely.

Showcase, showcase, showcase all that we are doing for students @ Cypress College.....

I would love to broadcast my lectures to students who are unable to come to campus and meet in person (especially considering the vaccine booster mandate for fall enrollment/attendance), but we do not have good A/V equipment for such in our classrooms. Please consider outfitting facilities with this technology :-)

Just one comment about the issue of in-person vs. online classes: One reason, unfortunately, that some students prefer online classes is that it’s much easier to cheat. During my two and a half semester of teaching remotely I had to write up over 20 Charger Chat reports of academic dishonesty. If success rates for online courses are higher than in person I would caution not to interpret that is increased learning on the part of students. I’ve observed a lot of learning loss since I started in-person classes again last fall.

Thefall symposiumsounds perfect and relevant to the top themes from today.

It would be helpful to have coordination across campus for scheduling DE modalities.

Looking forward to being able to look forward without as many disruptions and changes caused by the pandemic. Guided Pathways for Student Success (GPS) is a vital part of our enrollment restoration, retention, completion, and next level success - both in living wage jobs, and transfer.

Most students are concerned with health and other life issues. The idea that mandates are the issue is a red herring.

The presentation was well done and informative!

If we want to have more students back on campus we need to start to push back against the mandates. We are about the only ones still with a mask mandate, and the booster mandate will also keep students away.

Thank you for all the information!

Virgil - Human Services
Thank you!