



Cypress College

# COLLEGE INTEGRATED PLANNING AND RESOURCE ALLOCATION MANUAL

*SPRING 2026*



## Mission Statement

Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and baccalaureate degrees. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.

Cypress College planning and decisions are consistently linked to the institution's mission. Decision-making bodies align all key decisions, including resource allocation decisions, with the college's mission, especially to its commitment to student learning and student achievement.

# Table of Contents

Mission Statement .....	1
I. Mission, Vision, and Core Values .....	5
II. Institution-Set Standards.....	5
III. College Strategic Plan.....	6
IV. College Functional Plans .....	7
DE Plan .....	7
Guided Pathways Work Plan .....	7
SEA Plan .....	7
SEM Plan.....	7
Technology Plan .....	8
V. Student Success and Achievement Data .....	8
VI. Outcomes Assessment and Program Review.....	9
Administrative Services .....	11
Instruction .....	12
Student Services .....	13
VII. Operational Budget Development.....	14
VIII. Additional Resource Allocation .....	15
Faculty Hiring Prioritization Process .....	15
Faculty Hiring Prioritization Committee Membership .....	16
Classified Hiring Prioritization Process.....	17
Manager Positions.....	17
One-time Funding Request Process .....	18
IX. Initiative-Specific Funding Sources .....	18
Professional Development Funds .....	18
SEA Funds .....	18
Perkins/Strong Workforce Funds .....	18
X. Facilities Requests and Modifications .....	19
XI. AIEC Responsibilities and Timeline .....	20
Accreditation Liaison Officer.....	21
Accreditation Faculty Chair .....	21
Accreditation Timeline.....	23
Appendices .....	24
Appendix A: Cypress College Strategic Plan Annual Progress Update Template.....	24

Appendix B: Administrative Services Program Review Template..... 32

Appendix C: Administrative Services Mid-Point Review Template ..... 1

Appendix D: Faculty Prioritization Timeline, Form, and Rubric ..... 4

    Timeline..... 4

    Form..... 5

    Rubric..... 5

Appendix E: Classified Prioritization Form and Rubric ..... 11

The Cypress Institutional Planning and Resource Allocation Manual (CIPRAM) was approved by the Cypress College Academic Senate on December 11, 2025 and the President’s Advisory Cabinet on April 23, 2026, reflecting the approved processes at that time. The Accreditation and Institutional Effectiveness Committee (AIEC) will annually review the CIPRAM during the fall semester and update it for newly approved processes or other changes.

The CIPRAM overviews the College’s institutional planning and resource allocation processes. As depicted in Cypress College Integrated Planning and Resource Allocation diagram (Diagram 1), governance and decision-making are at the center of these processes. Governance and decision-making, including the shared governance structure, are detailed in the [Governance and Decision-Making Handbook](#).



## Cypress College Integrated Planning and Resource Allocation

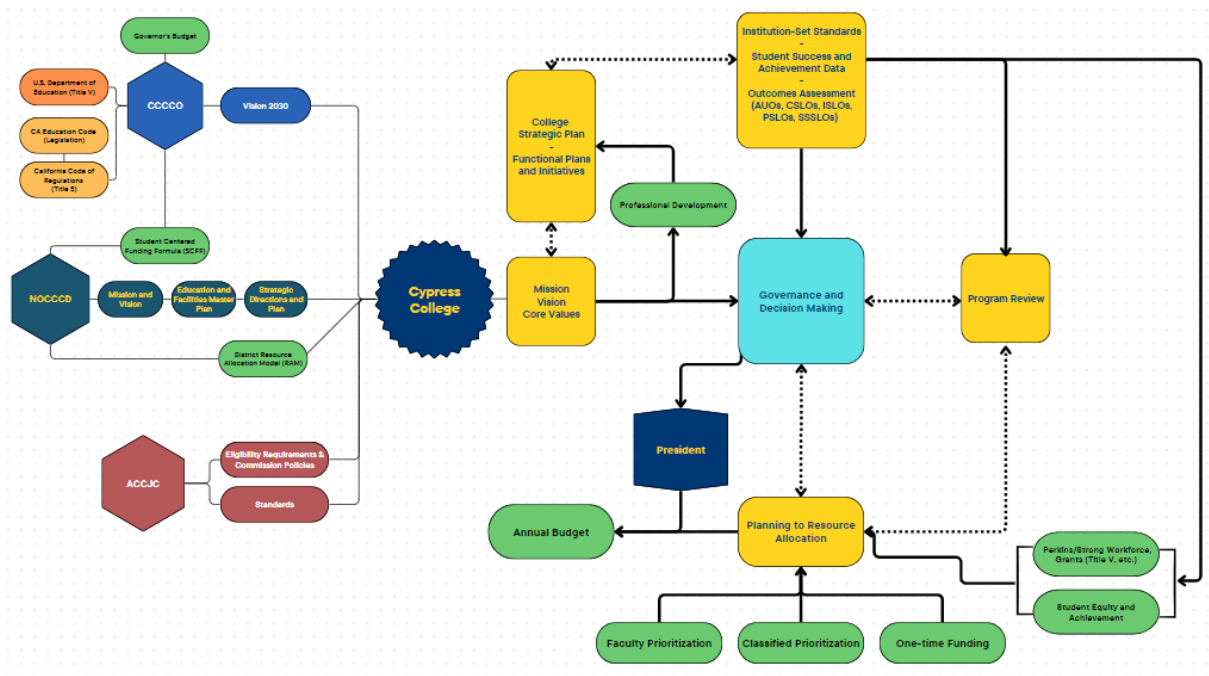


Diagram 1: Cypress College Integrated Planning and Resource Allocation

# I. Mission, Vision, and Core Values

The [Mission](#), [Vision](#), and [Core Values](#) are the foundation for the College’s planning, decision-making, and operations. Therefore, every three years, a new College planning cycle begins with a review of the existing mission, vision, and core values. The Office of Institutional Research and Planning (IRP) initiates the review of the mission, vision, and core values by collecting feedback from college constituencies. This informs possible revisions of the mission, vision, and core values, approved through the shared governance process. Any revisions must be approved by the Board of Trustees to meet ACCJC eligibility requirements (ER6).

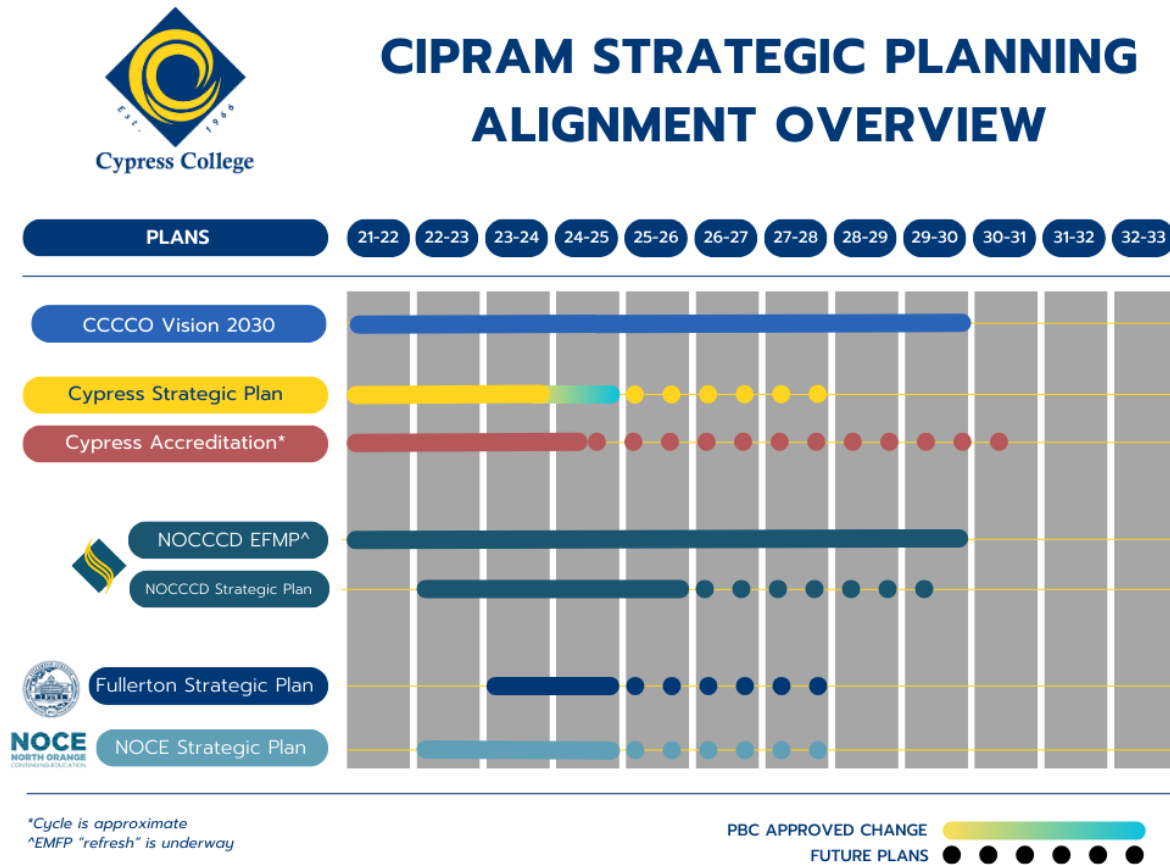


Diagram 2: CIPRAM Strategic Planning Alignment Overview

# II. Institution-Set Standards

As part of the accreditation process, ACCJC-accredited institutions are required to establish and annually review institution-set standards (ISS) for student achievement metrics, including course success rates, 16+ unit certificates, associate degrees, transfer volume, and bachelor's degrees. The standard-setting process includes establishing standard, or “floor,” goals and stretch, or “aspirational,” goals. Standard goals are the minimum standards which the College determines are acceptable levels of achievement. The College will review previous ISS goal progress, set new goals, and add additional standards, if needed, every three years during the strategic planning development process.

The Accreditation and Institutional Effectiveness Committee (AIEC) initiates the annual review of the ISS data in preparation for the ACCJC Annual Report and Institutional Effectiveness Report. If an ISS metric falls below the institution-set standard, the AIEC Chairs will present the data to the Academic Senate, Planning and Budget Committee, and President’s Advisory Cabinet for discussion and recommendations.

### III. College Strategic Plan



Diagram 3: Strategic Plan Development and Evaluation

The Cypress College Strategic Plan serves as a three-year commitment to student and community success. Building upon the mission and vision; constituent feedback; and data review, the strategic plan is revised every three years. The new strategic plan focuses on goals that align with key college initiatives and the districtwide strategic directions, developed through the NOCCCD Educational and Facilities Master Plan. These goals communicate the priorities and actions that move the college toward fulfilling its mission and vision and upholding its core values.

The IRP Office facilitates the development of goals, including the institution-set standards, in alignment with the strategic directions for discussion and approval through shared governance. The finalized goals are published in the College Strategic Plan. (During the 2023-24 academic year, the Strategic Plan was extended for an additional year to align the College’s strategic plan timeline to Fullerton, NOCE, and District timelines. See Diagram 2.)

Annually, the IRP office will share the Strategic Plan evaluation (see Appendix A for the Annual Progress Update Template), including Key Performance Indicator data, with the Accreditation and Institutional Effectiveness Committee (AIEC) for review. Following the review, the AIEC will share a summary of findings with the Academic Senate, Planning and Budget Committee, and President’s Advisory Cabinet for discussion and recommendations.

## IV. College Functional Plans

College functional plans are locally developed but typically respond to state-funded initiatives and local priorities. While not directly derived from the College Strategic Plan, they complement and expand upon the strategic directions and goals. Functional plans are developed within their respective governance groups and then approved and communicated through the shared governance process.

### DE Plan

The Distance Education Committee develops a new Distance Education (DE) plan every three years to document accomplished objectives and define ongoing goals and objectives.

[Distance Education Plan 2024-2028](#)

### Guided Pathways Work Plan

The Guided Pathways Steering Committee develops a Guided Pathways Work Plan for the California Community College Chancellor's Office. The plan outlines the College's four-year commitment to implementing a guided pathways program and identifies specific goals within the guided pathways components:

- Successful Enrollment and Entering Students
- Persistence: First Primary Term to Secondary Term and Entering Students
- Completion of Transfer-Level Math & English and Entering Students
- Transfer and the Student Journey
- Completion and Student Success
- Student Equity and Achievement (SEA) Program Integration
- Associate Degree for Transfer (ADT) Integration
- Zero Textbook Cost to Degree (ZTC) Program Integration
- California Adult Education Program (CAEP) Integration
- Strong Workforce Program (SWP) Integration

The Guided Pathways Work Plan is stored in the California Community Colleges reporting system, [NOVA](#).

### SEA Plan

The Student Equity and Achievement (SEA) Committee develops a new SEA plan every three years according to the State guidelines. The SEA program was established in Education Code (EC) 78222 with the intent of supporting Guided Pathways and the systemwide goal of eliminating equity gaps. As a condition of receiving the categorical funds, the College must maintain a student equity plan; provide matriculation services; adopt placement policies; provide support or establish on-campus food pantries or regular food distributions; and provide all students with an education plan (See [2025-2028 Student Equity Plan Memorandum ESLEI 24-72](#)).

The SEA Plan is stored in the California Community Colleges reporting system, [NOVA](#).

### SEM Plan

In Summer 2024, Cypress College began developing a Strategic Enrollment Management (SEM) Plan by joining the SEM Academy hosted by the California Community Colleges Chancellor's Office (CCCCO). To

participate, the College formed a cross-disciplinary SEM Steering Committee of 10 members. It engaged in a collaborative, year-long program supported by two SEM coaches from the RP Group associated with the California Community Colleges Chancellor's Office guiding us through the SEM Plan development process.

Throughout the year, the steering committee attended three statewide convenings and met twice a month to shape the SEM Plan's direction. Discussions were guided by the College's mission, vision, and core values, ensuring alignment with state and local initiatives. This work culminated in Spring 2025 with the creation of a SEM framework and corresponding action plans that include three key areas of focus:

- Scheduling, Dual Enrollment, and Legislation
- Marketing and Outreach
- Academic and Student Support Services

The SEM Steering Committee is on track to finalize the draft of the SEM Plan in **Fall 2025**. Moving into **Spring 2026**, the finalized plan will be presented to key constituent groups, including the President's Staff, the Academic Senate, the Associated Students, the Planning and Budget Committee, the President's Advisory Committee, the Student Services Council, the Deans, the Management Team, Guided Pathways, and our SEM coaches.

## Technology Plan

The Cypress Technology Committee (CTC) develops a new technology plan every five years. The Cypress College Technology Plan (CCTP) informs the annual planning and budget process, helping to identify and ensure adequate funding for specific technology management, resource allocation, and support objectives to enhance student learning, expand technology access, address the need to ensure the sustainability of our core services, and drive digital transformation.

The CCTP is reviewed periodically by the CTC to effectively respond to changing needs of the College and the constantly evolving information technology landscape. The 2024-2029 CCTP exists in the context of other college planning documents that guide campus improvement including the Educational Master Plan and the College Strategic Plan.

[Cypress College Technology Plan 2024-2029](#)

## V. Student Success and Achievement Data

The Office of Institutional Research and Planning (IRP) publishes and maintains Tableau dashboards on the following data points:

- Institution-Set Standards (Course Success Rates, 16+ Unit Certificates Attainment, Associate Degree Attainment, Transfer Volume, and Bachelor's Degree Attainment);
- Guided Pathways (Achievement Milestones and Momentum Points);
- Student Educational Plan Completion;
- Dual Enrollment (Enrollment and Success Rates);
- Student Equity Plan;
- Instructional Program Review (Enrollment, Success, and Completion Data);
- Demographics and Special Populations (e.g., Veterans, DSS); and

- Division and Department Details (Enrollment and Success-Related Data).

The IRP also produces the following reports annually:

- Institutional Effectiveness Report
- ACCJC Annual Report (ISS, Licensure Pass Rates, Perkins Data)

## VI. Outcomes Assessment and Program Review



### Cypress College Outcomes Assessment

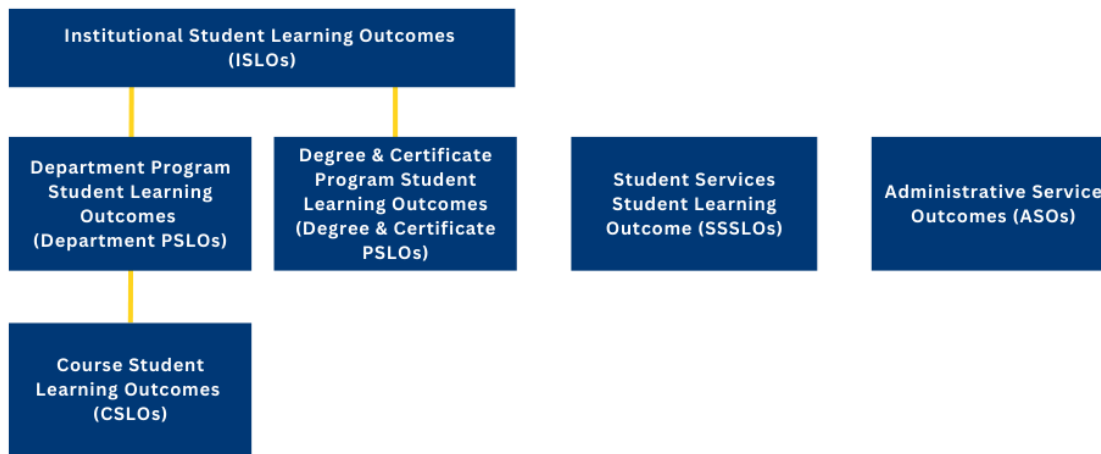


Diagram 4: Cypress College Outcomes Assessment

All three areas of the College (Administrative Services, Instruction, and Student Services) engage in a four-year program review cycle with a mid-point review (see the [Program Review Schedule](#)), which includes outcomes assessment. An assigned committee is responsible for reviewing and responding to each area under review. Based on collective themes and needs, the committees provide recommendations to the College through shared governance.

<b>Area</b>	<b>Program Review Cycle</b>	<b>Program Review Committee</b>	<b>Program Review Lead</b>	<b>Outcomes Assessed</b>	<b>Outcomes Lead</b>
<b>Administrative Services</b>	4-year Administrative Services Program Review (ASPR) with Mid-Point Review	Accreditation & Institutional Effectiveness Committee (AIEC)	AIEC Co-Chairs: Accreditation Liaison Officer and Accreditation Faculty Chair, appointed by Academic Senate	Administrative Service Outcomes (ASOs)	ASO Lead, appointed by IRP, member of AIEC
<b>Instruction</b>	4-year Program Review with Mid-Point Review	Instructional Program Review and Learning Outcomes (IPLOR) Committee	IPLOR Committee Chair(s), appointed by Academic Senate	-Course Student Learning Outcomes (CSLOs) -Department Program Student Learning Outcomes (PSLOs) -Degree & Certificate Program Student Learning Outcomes (PSLOs) -Institutional Student Learning Outcomes (ISLOs)	SLO Coordinator, appointed by Academic Senate, member of IPLOR Committee
<b>Student Services</b>	4-year Student Services Program Review (SSPR) with Mid-Point Review	Student Services Program Review (SSPR) Committee	SSPR Committee Chair, appointment by Student Services Council	Student Services Student Learning Outcomes (SSSLOs)	SSSLO Lead, appointed by Student Services Council, member of SSPR Committee

## Administrative Services

The following areas conduct a four-year administrative services program review (ASPR) with a mid-point review:

<b>ASPR Approved by the Office of the President</b>	<b>ASPR Approved by an Office of a Vice President</b>
<ul style="list-style-type: none"> <li>• Campus Communications</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Computing (VPAS)</li> </ul>
<ul style="list-style-type: none"> <li>• Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• Bursar’s Office (VPAS)</li> </ul>
<ul style="list-style-type: none"> <li>• Institutional Research and Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Business Office (VPAS)</li> </ul>
	<ul style="list-style-type: none"> <li>• Campus Capital Projects (VPAS)</li> </ul>
	<ul style="list-style-type: none"> <li>• Campus Safety (VPAS)</li> </ul>
	<ul style="list-style-type: none"> <li>• Maintenance and Operations (VPAS)</li> </ul>
	<ul style="list-style-type: none"> <li>• Guided Pathways (VPI and VPSS)</li> </ul>

At the onset of the four-year cycle, the ASO Lead meets with each administrative services area to determine at least two administrative service outcomes to assess and their assessment methods. Each area collects the data to report on during the four-year and mid-point reviews.

Every four years, the Institutional Research & Planning Office will prepopulate the ASPR program review forms with the collected data and provide it to administrative services for comprehensive review. (See Appendix B: Administrative Services Program Review Form)

Area leads collaborate with staff to evaluate the data as it relates to their areas’ goals, budgets, college strategic plan. The area lead prepares the program review draft and submits it to the Office of the President or an Office of a Vice President. Once the President or Vice President’s comments are included, the program review document is submitted to the AIEC for review.

The AIEC Chairs will schedule a meeting for the area lead to present key highlights from their program review and answer any questions from the committee. The purpose of this meeting is to provide an opportunity for dialogue about accomplishments, challenges, and best practices. During the meeting, the committee may informally ask questions about areas of concern, make recommendations, or commend best practices.

The AIEC Chair(s) will follow up with a written summary of the committee’s findings, including the program’s compliance status, to the area lead. The lead is invited to make any corrections in errors of fact before the final summary is uploaded to SharePoint. An annual report, summarizing the program review results, challenges, action items, resource allocation issues, and recommendations, is prepared and presented to PBC in the spring of each year.

In order to be found “In Compliance”, areas must meet all of the following criteria:

- The department has thoughtfully completed the program report in full and presented it to the AIEC.
- The area’s publications and websites are up to date and accurate.

- The department has assessed their AUOs.
- The department’s program review report shows evidence that the area has reflected on its previously stated goals, if and how they were or were not met, and has a plan in place to meet any unmet goals that are still relevant.
- The area has identified any budget needs as precisely as possible and provided adequate justification for those budget requests.
- The area is aware of, and is meeting, any requirements or standards set by the ACCJC or legislation.
- The department has submitted complete mid-point review forms in years when not under full program review.

The AIEC will vote to determine a program’s compliance status: In Compliance, Needs Improvement, or Not In Compliance.

“In Compliance”: An area with this status adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of the requirements of Administrative Services Program Review, the program may apply for all available funding.

“Needs Improvement” indicates that the area has met some but not all of the above criteria. The AIEC will communicate which criteria have not been met in the summary. An area with this status covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals; however, there are areas it needs to address and show improvement on for the next review cycle. The area may apply for all available funding, but additional information may also need to be provided to support future funding requests.

“Not In Compliance” indicates that the area has not met a critical number of the above criteria. The AIEC will communicate which criteria have not been met in the summary.

Areas that do not receive an In Compliance status may petition the AIEC committee to have their status upgraded during their mid-point review.

Halfway through the four-year cycle, administrative service areas will complete a mid-point review to update their progress on goals and revise resource requests according to current or emerging needs.

(See Appendix B: Administrative Services Program Review Mid-Point Form)

## Instruction

The instructional program review process incorporates the systematic, ongoing evaluation of programs using data on student success, diversity, distance education, guided pathways, achievement, curriculum,

labor market results, and student learning outcomes to assure currency, relevancy, and innovation. The faculty program reviews, dean reviews, interdisciplinary dialogue, and IPLOR assessments contribute to the evidence-based evaluation of programs, which are summarized in an annual report to foster institutional effectiveness, appropriate resource allocation, and ongoing improvements in student success.

For details on instructional outcomes assessment, see the [SLO Handbook](#).

For details on instructional program review, see the [Instructional Program Review Handbook](#).

## Student Services

The following areas conduct a four-year student services program review (SSPR) with a mid-point review:

- Charger Experience Program
- EOPS/CARE/CalWORKs
- Transfer Center
- Legacy
- Rising Scholars
- Career Planning Center
- Health Center
- Veteran Resource Center
- Admissions and Records
- Counseling
- Disability Support Services
- Student Life and Leadership, including Basic Skills
- Financial Aid
- International Students Program
- Puente
- APIDA
- Pride

Student Services integrates the four-year program review cycle, two-year student services student learning objective (SSSLOs) themes, and annual assessment of SSSLOs to align goals and priorities, integrate data and feedback, and facilitate a continuous improvement loop. Together, they form a framework for assessing, enhancing, and optimizing student services at the College:

- Two-Year SSSLO Themes: The two-year thematic approach to SSSLOs allows for focused attention on specific areas of student learning and development. These themes are selected based on institutional priorities and student needs.
- Annual Assessment of SSSLOs: Each year, each program assesses one SSSLO related to the ongoing two-year theme. This assessment provides insights into program services and helps evaluate progress toward the program's broader goals, the College's priorities, and student needs established with the theme.
- Program Review Cycle: The student services program review four-year cycle involves assessing a program's effectiveness, identifying opportunities for improvement, determining resource needs and allocation, program planning, and enhancing the student experience. The previous four years of SSSLO assessments are reviewed during program review. There is a mid-point review occurring every two years which allows programs to provide an update on their goals.

For details on student services program review, see the [Student Services Program Review SharePoint](#).

## VII. Operational Budget Development

Following the Proposed Budget and Financial Report presented to the Board each fall, the College's Executive Team begins developing budget priorities for the next fiscal year based on the College's Strategic Plan, which operationalizes the mission. Based on these priorities, the Vice President of Administrative Services (VPAS) and the Business Office work with department budget managers to assess, plan, and prioritize two-year operational base budgets, which include general fund, lottery, and self-support revenues. This two-year cycle allows departments to utilize annual carryover funding, if any, to address emerging needs and priorities.

If additional resources are needed beyond what is allocated in the operational base budget, departments may submit resource requests – classified, faculty, or one-time funding – aligned with the goals and planning of their regular program review. (See [Additional Resource Allocation](#).)

Department budget managers review their budgets quarterly with the VPAS and Business Office for timely information to ensure sound financial practices and stability.

- The first review is after Q1 (November) to review the final budget and to assess initial spending.
- The second review is after Q2 (February) to review the halfway point through the fiscal year and to preview the budgeting process for the next fiscal year.
- The final review is after Q3 (Late May/June) to review the current fiscal year, budget requests, and the budget outlook for the next fiscal year.

## VIII. Additional Resource Allocation



### CYPRESS INSTITUTIONAL PLANNING AND RESOURCE ALLOCATION ANNUAL TIMELINE

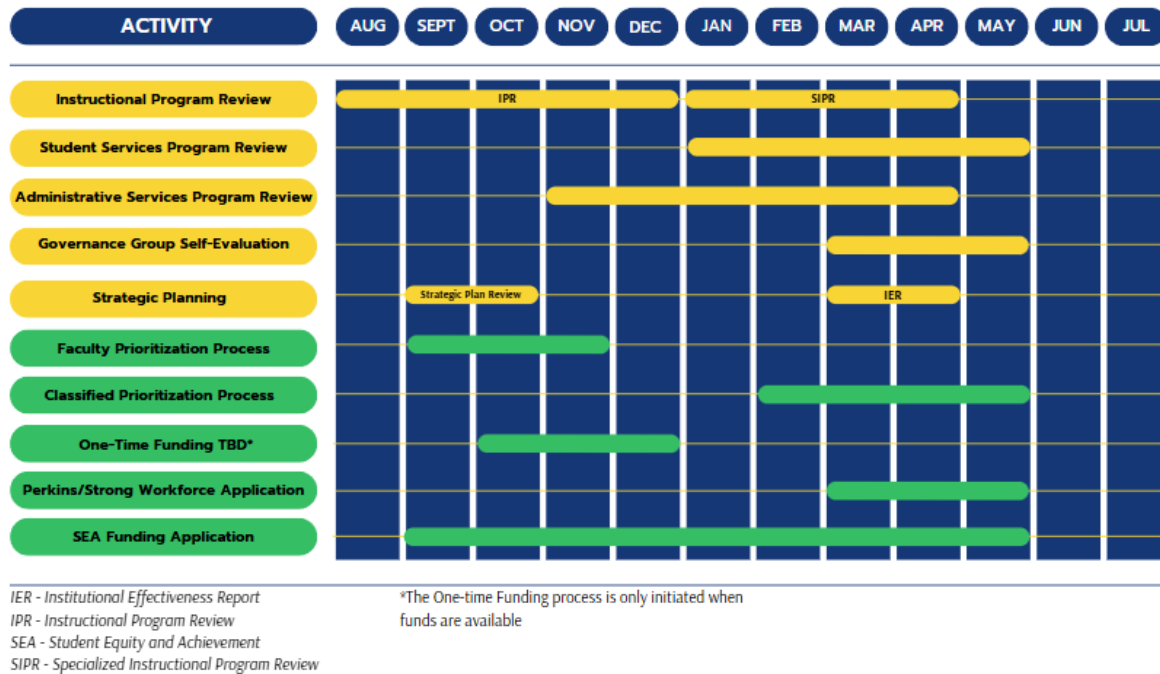


Diagram 5: Cypress Institutional Planning and Resource Allocation Annual Timeline

### Faculty Hiring Prioritization Process

The full-time faculty hiring prioritization process occurs annually in fall terms and is primarily overseen by the Vice President of Instruction (VPI) and is informed by deans and faculty with the purpose of guiding faculty hiring decisions. Per BP 3004\* the need for tenure-track faculty hiring within the District for any academic year, and the number of positions to be allocated to each campus, shall be determined based on the state-approved Faculty Obligation Number (FON), and in consultation with the Vice Chancellor of Human Resources and the College President.

1. By the end of spring semester, the Office of Instruction will send the completed timeline and corresponding meeting calendar invites for the upcoming Faculty Hiring Prioritization (FHP) process to all committee members.

2. In the fall, according to the timeline, the VPI will notify the FHP Committee members and department coordinators via e-mail that the faculty hiring prioritization process is being initiated. The notification e-mail will include the full-time faculty position request form, process, the scoring rubric, and timeline (see Appendix D).
3. Deans will meet with department coordinators, who in turn will consult with faculty in their respective departments, to develop divisional staffing recommendations. Department coordinators, in consultation with the dean, will meet to review staffing recommendations.
4. Deans will rank their divisional requests and submit them to the Office of Instruction by the specified deadline.
5. All completed forms, compiled by the Office of Instruction, will be sent to the FHP committee members for review and scoring of Impact. Impact scores from each FHP member will be submitted to the Office of Instruction by the specified deadline. These scores will be available to the FHP members at the first meeting.
6. The Faculty Hiring Prioritization Committee will convene to listen to short presentations (3 minutes) from a representative faculty member, the Dean, or both for each request. Two (2) minutes will be allocated for questions from the FHP committee members.
7. Following the presentations, FHP members will be provided with the opportunity to change their scores under the category of Impact and discuss the ranked list. The committee can agree to modify the rankings by majority vote.
8. The VPI will share the prioritized list with the Planning and Budget Committee (PBC) for review and approval.
9. The VPI will share the prioritized list and feedback from PBC to President's Advisory Council (PAC) for review and approval.
10. The President will provide the approved PAC list to President's Staff for consideration.
11. The President will make a final determination of which faculty positions to hire based on the number of available positions.
12. If the President reprioritizes the recommendation, the President will provide a written justification to the FHP Committee, PBC, and PAC.
13. The President will present the approved list to Chancellor's Staff.
14. The President will communicate the Chancellor's final recommendation to the Board of Trustees, and then to the FHP Committee, PBC, and PAC.
15. The FHP Committee will meet at the conclusion of the process to evaluate the process's effectiveness and revise, as needed.

\*AP 7120-1 Tenure Track Faculty Hiring, referenced in BP 7120 Recruitment and Hiring, is under construction. Administrative Guide 3004 remains the prevailing policy for full-time faculty.

## Faculty Hiring Prioritization Committee Membership

Vice President of Instruction

Vice President of Student Services

Deans (11)\*

Director of Institutional Research and Planning

Academic Senate Executive Committee (President, Past President/President Elect, Secretary, Treasurer, Curriculum Chair, and IDEAA Ombuds) (6)\*\*

Accreditation Faculty Chair\*\*

Distance Education Faculty Coordinator\*\*

IPLOR Committee Chair (formerly IPRC Chair)\*\*  
Student Learning Outcomes Coordinator\*\*  
Director of Institutional Research and Planning

\*Each division has one dean representative who submits rankings. If a dean oversees multiple divisions, the dean can designate a representative(s) to act on their behalf to score and vote for one of the divisions. If a division does not have a dean, the division may designate a representative to act on their behalf.

\*\*If a faculty member holds multiple roles (e.g., IPLOR Committee Chair and Academic Senate Past President), the Academic Senate will appoint a representative to rank on their behalf so that each person's scoring will only count once.

## Classified Hiring Prioritization Process

The classified hiring prioritization process identifies and prioritizes new or budgeted, unfilled permanent classified position needs across the college with input by the Planning and Budget Committee (PBC), President's Advisory Council (PAC), and program review information/data. This process does not apply to classified positions vacated during the fiscal year but applies to permanent classified positions only.

Permanent positions are defined as positions that are added to the District's position control budget and are funded by the operating budget and/or categorical funds. All temporary position needs, e.g., hourly positions, professional experts, special project managers, etc. are considered an operational expense and are based on the department/division budget availability and are not evaluated through this process.

PBC receives, reviews, and prioritizes classified position needs on annual basis and makes recommendations to PAC and the President for the addition of new classified positions, if funding is available. Departments/Divisions may resubmit/renew/update their requests each year, as desired.

1. At the beginning of the spring term, PBC establishes the submission (see Appendix E), review, and recommendation timeline and communicates this to the College.
2. PBC aggregates all submission requests from the appropriate forms and program review documents.
3. PBC meets to review the applications at which time the requesting areas will present their requests to the committee.
4. Each PBC member utilizes the Classified Position Prioritization Process Scoring Rubric to evaluate and score each request.
5. Scores from all members are aggregated and presented to PBC for discussion.
6. PBC may request additional information or discussion from submitters, as needed.
7. PBC, via consensus, will decide annually on the number of recommendations to be forwarded to PAC.
8. PBC will submit the list of prioritized, new classified positions to PAC for their review.
9. PBC recommendations are recommendations; the President has discretion to hire, with explanation, if hiring deviates from the recommended list.

## Manager Positions

[BP 7240](#) defines management positions. The decision to create a new management position is determined collaboratively by the area Vice President and the College President, based on demonstrated programmatic and operational needs as well as the availability of budgetary resources. A new management

position that will result in a new or restructured academic division or department should be presented to the Academic Senate to inform the faculty of the change and discuss the implications of the new position. A new management position should be presented to PBC and PAC for informational purposes.

## One-time Funding Request Process

The One-time Funding (OTF) Request Process allows the College to prioritize and distribute one-time funding provided by the State for specific purposes or projects (e.g., instructional equipment). These funds are not part of the College's ongoing, recurring budget. Therefore, the one-time funding request process does not occur annually but only when funds are available. The most recent one-time funding request was completed in 2023 due to a state-issued Deferred Maintenance Fund for instructional equipment and schedule maintenance. When one-time funding becomes available, the College will follow this process:

1. The Vice President of Administrative Services (VPAS) establishes the submission, review, and recommendation timeline in PBC and PAC.
2. The VPAS communicates the OTF request process and timeline to the College.
3. As needed, the VPAS will hold workshops to assist individuals, departments, and divisions with completing the OTF submission in adherence to funding guidelines.
4. Each PBC member utilizes the One-Time Funding Prioritization Process Scoring Rubric to evaluate/score each submission.
5. Scores from all members are aggregated and presented to PBC for discussion.
6. PBC may request additional information or discussion from submitters, as needed.
7. PBC, via consensus, will rank the submission according to priority.
8. PBC will present the list of prioritized submissions to PAC for review/approval.

## IX. Initiative-Specific Funding Sources

### Professional Development Funds

College faculty, classified staff, and management may submit requests for funding to the Professional Development Committee within the fall or spring semester funding cycles as determined by the committee. Requests must advance the college mission, meet an authorized use of professional development funds according to Section 87153 of the California Education Code, and support at least one of the five directions identified in the college strategic plan. [Professional Development's Funding Requests webpage](#) describes the application process, criterion, and deadlines.

### SEA Funds

Annually, the Student Equity and Achievement (SEA) committee receives and reviews funding requests related to student equity and success, with a focus on addressing equity gaps and disproportionate impacts. The committee uses the current SEA Plan, which includes the current state-mandated metrics and the populations being focused on for each metric, as a guide for decision making. However, this does not exclude funding for any disproportionately impacted population that isn't a current focus.

### Perkins/Strong Workforce Funds

The Perkins V and Strong Workforce Program (SWP) committees review funding requests focused on enhancing educational outcomes and fostering economic mobility for our students. Through the

Comprehensive Local Needs Assessment (CLNA), the college and district have identified key areas of improvement and strategic initiatives aimed at ensuring all students, especially those from special populations, succeed in our CTE programs.

## X. Facilities Requests and Modifications

The District and College developed, and continue to update, the Educational and Facilities Master Plan (EFMP) to serve as a 10-year roadmap guiding campus growth and development to meet the evolving needs of students. The current EFMP outlines a working vision for the District and its three campuses through 2030. The plan is shaped through numerous working group meetings involving representatives from across the colleges and the District, and is formally reviewed and approved by the Board of Trustees.

For details on the EFMP, please see [NOCCCD's 2021-2030 Educational and Facilities Master Plan webpage](#).

Facilities requests and modifications to existing spaces are managed through the Facilities Modification Request (FMR) process. This three-step procedure must be followed for any addition, removal, or alteration to existing facilities, including new construction, reconstruction, site improvements, or parking reconfigurations.

Any employee may submit an FMR to request a facility change. Once submitted, Campus Capital Projects (CCP) reviews the request (FMR Form 1), develops the project scope, cost estimate, and timeline (FMR Form 2), and routes approvals through the Executive Team (FMR Form 3), which includes the requestor's direct manager and supervising vice president. If funding is unavailable, the request may be deferred for future consideration.

Upon approval, CCP manages the project's implementation, providing updates on purchases, delivery, and installation through completion. A final project expense report is issued at closeout.

When a space modification or reallocation will impact the usage of a classroom, the appropriate division(s) and department(s) should be informed of the change and have the opportunity to discuss the implications of the change.

Employees can find the FMR procedure and form on the [CCP Webpage](#).

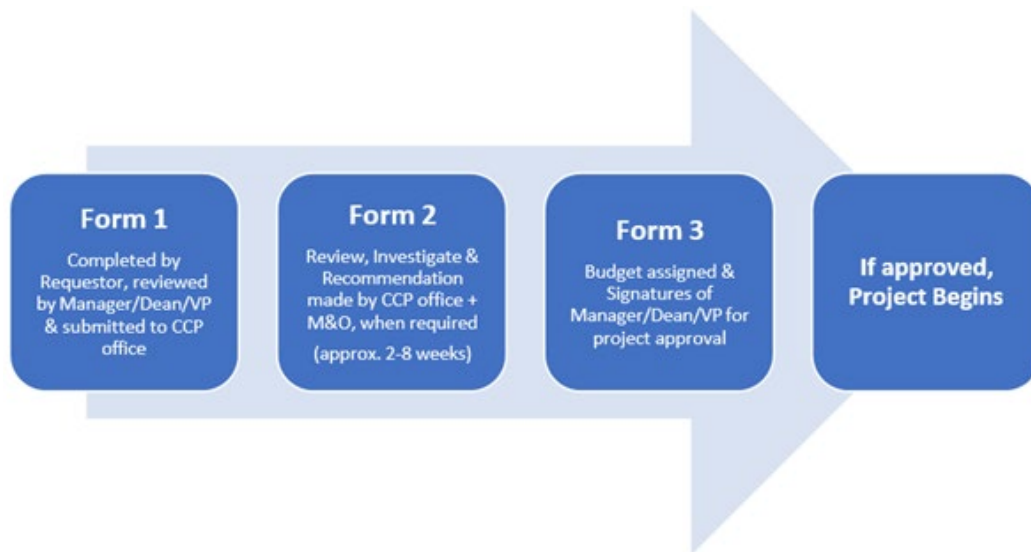


Diagram 6: FMR Process

## XI. AIEC Responsibilities and Timeline

The Accreditation and Institutional Effectiveness Committee exists to guide all matters of accreditation; campus services program review; integrated and strategic planning; outcomes assessment; and governance and decision-making structures, for the College's ongoing improvement. For more information, please review the [AIEC Charter](#).

The AIEC, under the leadership of the Accreditation Liaison Officer and Accreditation Faculty Chair, fulfills the following responsibilities:

### *Accreditation*

- Submit Substantive Changes and Directory Updates to the ACCJC when needed.
- Maintain the College's accreditation status on the website.
- Review the completed ACCJC annual reporting (completed by the Office of Institutional Research and Planning).
- Complete ACCJC evaluation reporting (i.e., ISER, Mid-Term Report)
- Implement improvement plans, as determined by the self-evaluation.
- Respond to ACCJC recommendations.
- Review Institution-Set Standards and develop improvement plans when needed.

### *Administrative Services Program and Midpoint Review (ASPR, ASMR)*

- Ensure administrative services complete reviews per the program cycle.
- Review completed ASPR and make recommendations to departments when appropriate.
- Ensure administrative services regularly assess administrative service outcomes.

### *Integrated and Strategic Planning*

- Maintain the Cypress Institutional Planning and Resource Allocation Manual through a 3-year review and revision cycle.
- Support the Office of Institutional Research and Planning with strategic planning, including the review and evaluation of the mission statement.

### *Outcomes Assessment*

- Review Institutional Student Learning Outcomes and develop improvement plans when needed.

### *Governance and Decision-Making Structures*

- Maintain the Governance and Decision-Making Handbook through a 3-year review and revision cycle.
- Ensure governance groups' (GGs) websites are updated with correct information and shared minutes and agendas.
- Ensure GGs spreadsheet is updated annually.
- Ensure organizational charts on the Governance webpage are updated each semester.
- Maintain GGs self-evaluation process and forms.
- Review GGs self-evaluation and make recommendations.
- Assist Brown Act groups in compliance.

## Accreditation Liaison Officer

[Administrative Procedure 3200](#) states that the Accreditation Liaison Officer will be appointed by the President. Historically, at Cypress College, the ALO has been the Director of Institutional Research and Planning.

## Accreditation Faculty Chair

The Accreditation Faculty Chair (AFC) works with the Accreditation Liaison Officer (ALO) to lead the AIEC. The AIEC will be appointed every six years through the following process:

- The current ALO and AFC will put out a call for a new AFC.
- A selection committee, consisting of the President, an Academic Senate representative, the ALO, the Current AFC, a Classified Professional representative, and an Associated Students representative, will review all letters of interest received.
- Selected candidates will be invited for an interview following the committee screening.
- The selection of the Chair will be presented to Academic Senate, PBC, and PAC for approval.

### *QUALIFICATIONS*

- A full-time faculty member
- Leadership experience on campus
- Commitment to and understanding of the new Accreditation Standards
- Demonstrated ability to work with diverse groups of people

- Excellent written and oral communication skills, including ability to listen and synthesize information

- Demonstrated organizational skills, keeping to timelines, and the ability to break down complex tasks into smaller, achievable goals

#### DUTIES AND RESPONSIBILITIES

- Develop a timeline and guide the accreditation process in collaboration with the campus accreditation liaison officer (ALO)

- Conduct workshops as required in collaboration with the ALO to engage the campus community in a dialogue, understand how the accreditation standards fit institutional mission, and interpret the accreditation standards to department/division/unit goals

- Develop an ISER structure, including organization, procedures, and processes

- Work with team leaders to continue a regular process of institutional dialogue on assessment and student learning outcomes

- Oversee the development, drafting, and review of the ISER, in collaboration with the ALO

- Work with ALO to guide the production of the ISER according to the site visit timeline

- Prepare appropriate support documents for review by the visiting team

- Attend division meetings, as needed

- Provide campus presentations at Opening Day, Leadership Team, and other campus meetings throughout the accreditation process

- Work with the ALO to fulfill the responsibilities of the AIEC.

- Prepare and facilitate the Accreditation and Institutional Effectiveness meeting in collaboration with the ALO

- Regularly attend accreditation subcommittee meetings as needed

- Meet regularly with standard chairs and subcommittee chairs

- Participate in development and presentation of accreditation process and final ISER to the NOCCCD Board

- Serve as a voting member of IPLOR .

- Serve as a resource member to PBC.

- Serve as a liaison to the Academic Senate.

#### COMPENSATION

- During the ISER

Approximately 24 hours or 60% release time for the first two years. Professional Expert for winter and summer terms, as needed

- Post ISER

Up to 40% for years three through six.

Professional Expert for winter and summer terms, as needed

EVALUATION AND SELECTION PROCESS

## Accreditation Timeline

January 2025 – Start of New Cycle

October 2028 – Mid-Point Report

January 2029 – Identify Accreditation Faculty Chair.

**Spring 2029 – Begin Self-Evaluation**

**December 2030 – Submit ISER**

**Spring 2031 – Peer Review**

**Fall 2031 – Site Visit**

**January 2032 – End of Cycle/ Start of New Cycle**

January 2036 – Mid-Point Review

**ISER Development Period**

# Appendices

## Appendix A: Cypress College Strategic Plan Annual Progress Update Template

### Purpose

This template is designed to gather annual updates from constituents on progress toward our strategic directions, goals, and strategies. This update focuses on the 2025–2026 academic year, which represents Year 1 of the strategic plan. You are welcome to provide updates in any section; however, please be sure to complete the highlighted section(s), as these have been identified as areas where you may have considerable knowledge of progress and are well positioned to provide an update. Your input will help the IRP office consolidate a draft for review and broader sharing. Completed templates should be submitted by email to the IRP office.

### Timeline and Process for Gathering Updates

Phase	Timeframe	Action
Initial Input	Late Spring	Send targeted emails to gather updates on each goal and strategy. Send a general email to ensure everyone has an opportunity to contribute additional perspectives and input.
Consolidation	Summer	IRP Office consolidates all updates and draft a summary report.
Review & Update	Early Fall	Draft shared with campus community for additional feedback or updates. (NAME THE GROUPS, AREAS e.g., Senate, PBC, PAC, Classified Senate, Assoc, Stud, etc.,)
Finalize	Fall	Final draft is shared through constituency groups to ensure broad awareness of progress.

### Contributor Information

Name(s) / Department / Group:

Date of Submission:

Sections to Update:

### Progress Updates

When providing your progress updates, please consider the following:

- Focus on progress made during the 2025–2026 academic year.
- Be concise; bullet points are welcomed and preferred.
- Share key accomplishments as well as challenges or barriers.
- Include data or other relevant evidence where possible.

**Strategic Direction 1: Student Experience & Success**

**Goal 1: All students have access to high quality academic programs and resources.**

Strategy	Progress Update
S1. Increase access to affordable course materials by expanding the number of low-cost textbooks and zero-textbook-cost courses.	
S2. Increase equitable digital access and support for all learners as they pursue higher education and prepare for a rapidly evolving digital workforce.	
S3. Invest in academic support strategies that improve student persistence and success, especially student groups identified in the Student Equity and Achievement Plan (SEAP).	
S4. Provide targeted support for SEAP student groups by developing and/or expanding learning communities.	
S5. Ensure course offerings are informed by student demand data, including course modality, program maps, and student education plans.	

**Goal 2: All students receive comprehensive academic and student support services, from the application process to graduation.**

Strategy	Progress Update
S1. Enhance onboarding processes by using clear, student-centered communication that simplifies steps and improves the student experience.	

S2. Enhance student support programs that provide timely communication and support to students at varying stages of their academic program.	
S3. Deploy and expand access to health and wellness services for students.	

**Goal 3: All students have access to accurate information about academic programs, services, and their progress toward completion.**

Strategy	Progress Update
S1. Invest in technology systems or software that enhance communication with students and improve program completion.	
S2. Develop a coordinated plan to integrate technology platforms like DegreeWorks, Starfish, and Banner’s Scheduler for a smoother student experience.	
S3. Regularly review and update program maps to ensure accuracy, clarity, and alignment with degree requirements and student course-taking patterns.	

**Strategic Direction 2: Employee Experience**

**Goal 1: Classified Professionals, Faculty, and Managers have access to professional development opportunities aligned with college priorities, emerging technology, and individual growth goals.**

Strategy	Progress Update
S1. Regularly assess the professional development needs of all employees and develop plans to address them.	
S2. Invest in professional development opportunities that	

are specific to job position or employee categories.	
S3. Invest in inclusive curriculum design and/or service professional development to create a welcoming environment for students.	
S4. Develop a new employee orientation that provides relevant information from the District and College.	

**Goal 2: Classified Professionals, Faculty, and Managers feel safe, heard, and part of the College community.**

Strategy	Progress Update
S1. Utilize annual/biennial employee climate survey findings to improve the College's collaborative and collegial culture.	
S2. Align professional development offerings with leadership, communication, and change management skills that reinforce a collaborative and collegial culture.	
S3. Provide support and training resources to enhance collegiality among all employees by fostering open communication and mutual respect.	

**Strategic Direction 3: Stewardship of Resources**

**Goal 1: The College's budget is resilient, equitable, and transparent.**

Strategy	Progress Update
S1. Improve awareness and understanding of the District,	

College, and Department budget processes.	
S2. Institutionalize data-informed planning to align budget decisions and student success priorities.	
S3. Allocate resources to support enrollment growth and program sustainability.	

**Goal 2: The College's decision-making processes are documented and continuously evaluated for improvement.**

Strategy	Progress Update
S1. Annually evaluate governance and decision-making processes for improvement.	
S2. Enhance communication of governance and budgetary decisions to improve transparency and accountability.	
S3. Ensure all constituency group members have the opportunity to participate in governance and decision-making processes.	

**Strategic Direction 4: Collective Impact and Partnerships**

**Goal 1: In collaboration with academic department partners, the College offers dual enrollment courses and pathways to meet the needs of K-12 partners.**

Strategy	Progress Update
S1. Develop and implement an intra-District dual enrollment collaboration strategy that strengthens K-12 partnerships.	
S2. Identify and address K-12 partnership needs by collaborating with academic departments to	

align courses and pathways with shared goals.	
S3. Annually evaluate the College’s dual enrollment program to identify successes and areas for improvement and share findings with partners to inform future planning.	

**Goal 2: The College has established partnerships with career industry organizations and companies that improve student learning and career opportunities.**

Strategy	Progress Update
S1. Develop and expand partnerships with local industries to create internships and employment opportunities that prepare students for success in the regional workforce.	
S2. Develop partnerships with local organizations and companies to place students in internships and employment training opportunities.	

**Goal 3: The College partners with basic needs organizations to offer services to all students.**

Strategy	Progress Update
S1. Improve awareness and use of the food pantry, career closet, and housing support resources through strategic communication.	
S2. Embed resource information into student touchpoints, for example, student orientation, counseling courses, syllabi, and Canvas resource hubs.	

**Strategic Direction 5: Physical Environment and Beyond**

**Goal 1: All classrooms and meeting spaces are fully accessible and are furnished with technology that ensures equitable access and engagement.**

Strategy	Progress Update
S1. Expand training for faculty and staff on effective use of technology inside and outside the classroom.	
S2. Allocate resources to maintain the technology refresh schedule to ensure technology meets the functional needs of the workspace and classroom spaces.	

**Goal 2: All students, employees, and visitors can easily navigate facilities and locate resources and services, promoting a welcoming and accessible campus experience.**

Strategy	Progress Update
S1. Regularly assess and address wayfinding issues, especially during the first weeks of the semester.	
S2. Improve campus wayfinding and signage to ensure navigational clarity, accessibility, and full ADA compliance.	
S3. Enhance accessibility and safety across all campus environments—ensuring that classrooms, meeting spaces, athletic facilities, community gathering areas, and all digital spaces and documents provide equitable access and engagement for all participants.	

**Goal 3: All students and employees have access to community building and engagement spaces.**

Strategy	Progress Update
----------	-----------------

S1. Invest in cultural and social events that bring employees together and celebrate their individual and College success.	
S2. Expand wellness and engagement spaces to promote student and employee connection.	

## Appendix B: Administrative Services Program Review Template

# Administrative Services Program Review Report [Insert Administrative Service]

Department Manager:

Date:

### Mission Statement

Mission statements broadly describe the overall purpose of an organization. Your department mission should represent the purpose of the department while supporting the college's mission statement. Provide your department mission statement and briefly describe how it supports the college mission.

### College Mission Statement

*Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and baccalaureate degrees. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.*

### Department Mission Statement

### Supports College Mission

### Area Overview

### Functions, Services, and Duties

Write a brief summary describing the major functions, services, and duties of your area. (200 words or less).

### Staffing Summary

Complete the chart below with the number of employees by academic year.

Positions (Staffing by Year)	2022-23	2023-24	2024-25	2025-26
Managers				
Classified (FT)				
Classified (PT)				
Professional Experts				
Hourly				
Other				

**Staffing Description**

List the staffing in your area by job title.

**Area Accomplishments and Challenges**

Describe the accomplishments, improvements, challenges, and/or obstacles since your last program review (or over the past 4 years).

**Accomplishments/Improvements** (200 words or less)

**Challenges/Obstacles** (200 words or less)

**Guided Pathways**

Please describe the ways in which your administrative service supports the college's or aligns with the college's implementation of Guided Pathways. For more information about Guided Pathways, see the [Guided Pathways webpage](#). For assistance responding to this question, contact the Guided Pathways Director or Faculty Chair.

**Core Values Commitment**

Write a brief summary of how your area demonstrates commitment to the College's core value of equity and one of the other core values (collegiality, excellence, inclusiveness, or integrity). See [Cypress College Core Values](#) for a description of each value.

**Administrative Unit Outcomes (AUOs) and Data Trends**

**Administrative Unit Outcomes (AUOs)**

Provide your AUOs and summarize how they were assessed, the results from the assessment, and any changes you will make based on the results.

Administrative Unit Outcome (AUO)	How was it assessed?	What were the results? (Please provide supporting data via link or attachment.)	What changes, if any, will you make based on these results?
1.			
2.			
3.			
4.			

**Other Data and Summary of Trends (Optional)**

Please provide and summarize any other data that your area collects and uses to evaluate its effectiveness, including quality of services provided. This may include data or information your area collects internally, or data collected in collaboration with the Institutional Research and Planning Office.

**Reflect on Previous Goals**

Reflect on your area’s goals and objectives from your last program review. If some goals were not met, describe why and what additional support might be needed to achieve these goals.

**Previous Goals and Assessment of Progress**

<b>Goal 1</b> (from previous program review)	<b>Progress</b> (Choose one.)
1.	<input type="checkbox"/> Not started <input type="checkbox"/> Some progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Completed
<b>Evidence and Summary of progress of goal and objective(s)</b>	
<b>Goal 2</b> (from previous program review)	<b>Progress</b> (Choose one.)
2.	<input type="checkbox"/> Not started <input type="checkbox"/> Some progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Completed

<b>Evidence and Summary of progress of goal and objective(s)</b>		
<b>Goal 3</b> (from previous program review)	<b>Progress</b> (Choose one.)	
3.	<input type="checkbox"/> Not started <input type="checkbox"/> Some progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Completed	
<b>Evidence and Summary of progress of goal and objective(s)</b>		

### Set New Goals

List between 2-3 goals your area wants to accomplish within the next four years. Describe a timeline in which you expect or aim to meet this goal, the support or resources that might be needed, and how the goal aligns with broader college plans and initiatives (e.g., [Strategic Plan](#), Strategic Enrollment Management Plan, Guided Pathways Work Plan, [Student Equity and Achievement Plan](#), [Distance Education Plan](#), or the Technology Plan).

<b>New Goal 1</b>	
<b>Objectives</b>	
<b>Alignment with College Plans and Initiatives</b>	
<b>Support or Resources Needed to Achieve Goal and Objective(s)</b>	

<b>New Goal 2</b>	
<b>Objectives</b>	

<b>Alignment with College Plans and Initiatives</b>	
<b>Support or Resources Needed to Achieve Goal and Objective(s)</b>	

<b>New Goal 3</b>	
<b>Objectives</b>	
<b>Alignment with College Plans and Initiatives</b>	
<b>Support or Resources Needed</b>	

<b>to Achieve Goal and Objective(s)</b>	
---	--

**Resources Needed**

List all resource requests in the table below. Be sure to link each of your requests with at least one of your department goals, provide an estimated cost, and prioritize the requests. For example, if you have a total of 5 requests, regardless of category, they should be prioritized, with Priority # 1 being most important and Priority # 5 being the least important.

Resources Needed		
Type (e.g., personnel, facilities, equipment, PD)	Request	Alignment and Impact on Goals (e.g., Goal 1, 2, or 3)

## **Publication Review**

As part of the program review process, please conduct a review of your area's webpage and other publications to ensure all information is accurate. To request changes to your webpage, contact the Office of Campus Communications, specifically Cari Jorgensen, Web Contact Specialist at [cjorgensen@cypresscollege.edu](mailto:cjorgensen@cypresscollege.edu). Check the boxes below to confirm completion:

- [Insert Administrative Service Area] webpage has been reviewed for accuracy.
- Any changes to the webpage have been submitted to the Office of Campus Communications and resolved.

## **Program Review Report Preparation**

Please list the names of the people involved in preparing this review.

## **Evaluation and Approval**

For this review to be finalized, it must be reviewed by the area administrator (Vice President(s) or President) for their comments and/or feedback and subsequently signed by the area manager and area administrator.

**Feedback from Reporting Vice President(s) or President:**

**Area Manager's Signature:**

**Vice President(s) or President's Signature:**

## Appendix C: Administrative Services Mid-Point Review Template

### Administrative Services Midpoint Review [Insert Administrative Service]

Department Manager:

Date:

#### Goal Progress

Please provide any updates to the 2-4 goals submitted in the Administrative Services Program Review (ASPR), formerly the Campus Services Program Review (CSPR).

Goal (from CSPR)	Alignment with College Plans and Initiatives	Progress (Not started, Some Progress, Significant Progress, Completed)	Evidence and Summary of progress	Next Steps	Support or Resources Needed to Make Progress or Achieve Goal
1					
2					
3					
4					

**Administrative Unit Outcomes (AUOs)** Provide your Administrative Unit Outcomes (AUOs), and summarize how they were assessed, the results from the assessment, and any changes you will make based on the results.

Administrative Unit Outcome (AUO)	How was it assessed?	What were the results?	What changes, if any, will you make based on these results?
1.			
2.			
3.			

4.			
----	--	--	--

**Resources Needed (as needed)**

List all resources needed to make progress or complete your goals. Be sure to align your goals to each of your requests, provide an estimated cost, and prioritize the requests. For example, if you have a total of 5 requests, regardless of category, they should be prioritized, with Priority # 1 being the most important and Priority # 5 being the least important. Please note that if you are requesting new classified staff<sup>1</sup>, resources through one-time funding<sup>2</sup> or facilities<sup>3</sup>, you will need to submit those requests through their respective processes.

**Brief justification for resources needed [Describe]**

**Personnel**

Request	Justification and Impact on Goals	Estimated Cost	Priority #

**Facilities**

Request	Justification and Impact on Goals	Estimated Cost	Priority #

**Technology/Equipment/Supplies**

Request	Justification and Impact on Goals	Estimated Cost	Priority #

**Professional Development**

Request	Justification and Impact on Goals	Estimated Cost	Priority #

<sup>1</sup> Classified Staff Prioritization Process

<sup>2</sup> One-time Funding Request Process

<sup>3</sup> Facilities Modification Request Process

**Midpoint Review Preparation**

Please describe the collaboration and process followed for completing your annual update. List the names of the people involved in preparing the report, the process of soliciting input and involvement by their involvement.

**Names of People Involved****Report Preparation Process and Involvement****Evaluation and Approval**

For this report to be finalized, it must be reviewed by the area administrator (Vice President or President) for their comments, feedback, and recommendations. The form must be signed by the department manager and area administrator.

**Feedback from Reporting Vice President or President**

**Manager's Signature:**

**Vice President or President's Signature:**

## Appendix D: Faculty Prioritization Timeline, Form, and Rubric

### Timeline

Timeframe	Date	Action Item	Notes
<b>By the first Tuesday of September</b>		<b>VPI</b> Notify FHP Committee and Department Coordinators that the process is being initiated.	
<b>Requests due by Third Monday in September</b>		<b>VPI</b> The link for complete packets for requesting new faculty positions will be sent to deans for distribution to department coordinators	The VPI Office sends calendar invites for all committee meetings.
<b>On the Third Tuesday in September</b>		<b>Deans</b> Completed request forms are due to Office of Instruction.	Applications and supporting documents are shared with the committee via SharePoint as they are received.
		<b>FHP Committee</b> Committee members review and rank requests.	Committee members use the established rubric which is in SharePoint.
		<b>FHP Committee</b> Individual scores are due to the Office of Instruction for aggregation.	
		<b>FHP Committee</b> Committee meets to listen to presentations and modify impact points as needed. Final points and rankings ready for recommendation to PBC.	
<b>By the second PBC meeting of October</b>		<b>VPI</b> VPI recommends prioritized list to PBC for approval	
<b>By the second PAC meeting of October</b>		<b>VPI</b> VPI recommends prioritized list to PAC for approval.	
<b>Next President's Staff following PAC approval</b>		<b>President</b> President shares approved list for consideration.	
<b>Next Chancellor's Staff following President's Staff</b>		<b>President</b> President shares recommended prioritized hiring list.	

<b>Following Chancellor's Final Recommendation to the BOT</b>	<b>President</b> Final District approved hiring list is announced to the FHP Committee, PBC, and PAC.	The President drafts a letter to submit to FHP Committee, PBC, and PAC.
<b>By the second BOT Meeting of November</b>	<b>Board of Trustees</b> BOT approves faculty hiring list.	
<b>By the first week of December</b>	<b>VPI</b> Notify the FHP Committee of meeting date and time for FHP process evaluation discussion.	

## Form

## Rubric

### Summary:

Program Review	15%
Need	40%
Impact	25%
Replacement Position	20%

Category	Point Total	Assessed By	Categories/Calculations
<b>Program Review</b>	15 points	IPLOR/SSPR Committees and FHP Committee	15 – In Compliance status, mission/strategic planning alignment  5 – Needs Improvement status, unclear mission/strategic planning alignment  0 – Not In Compliance status
<b>Need</b>	40 points	IRP	Faculty Index (10 points) FTES/FTEF (10 points) Fill Rate (10 points) FTES/Full-Time Faculty (10 points) (See Appendix A.)  Librarians and Counselors will use baseline and aspirational standards to calculate Need. (See Appendix B.)
<b>Impact</b>	25 points	FHP Committee	20-25 points – Demonstrates High Impact

			15-19 points – Demonstrates Moderate Impact
			0-14 points – Demonstrates Low Impact
<b>Replacement Position</b>	20 points		<p>A replacement position is a full-time faculty position that was vacated since the 2021-2022 academic year and never refilled. It also includes retirements for the current academic year when an official letter has been submitted to Human Resources.</p> <p>- If a position is a replacement position, it automatically receives 20 points.</p>

**Appendix A: Faculty Hiring Prioritization “Need” Scoring**

This appendix provides an overview of how “Need” points on the Faculty Hiring Prioritization (FHP) are determined. The Need category is worth 30 percent (30 points) of the total points (100 points), and is calculated by adding the Faculty Index (10 points), FTES/FTEF (10 points), and FT Faculty to FTES (10 points) calculations.

**Faculty Index Calculation**

The highest Faculty Index gets 10, and all others will get points based on a curve set by the highest department (i.e., curve grading).

**FTES/FTEF Calculation**

Standard = 17.5

Points are based on percentage of FTES/FTEF vs. Standard

(e.g., 10.9 FTES/FTEF =  $(10.9/17.5)*10 = 6.2$  points

If FTES/FTEF is higher than 17.5, then the department will receive the max points (10)

**FTES to FT Faculty Calculation**

< 1 then 10 points

e.g, a department with no full-time faculty gets 10 points

The highest FTES to FT Faculty gets 10, and all others will get points based on a curve set by the highest department (i.e., curve grading).

**Fill Rate**

Fill rates will be calculated at the department level for Fall and Spring terms of the previous academic year, and will be calculated based on the max seats across the department divided by total enrollment at census.

The highest fill rate gets 10, and all others will get points based on a curve set by the highest department (i.e., curve grading).

## Appendix B: Faculty Hiring Prioritization “Need” Scoring for Counseling and Library

This appendix provides an overview of how “Need” points on the Faculty Hiring Prioritization (FHP) are determined for the non-instructional areas, Counseling and Library. Using baseline and aspirational measures, this process assigns points based on a linear scale. This scale awards points based on how close student-to-counselor and student-to-librarian ratios are to a baseline versus an aspirational standard. Functionally, the department will receive more points on their request if they are closer to the baseline and fewer points as they approach the aspirational standard. Areas will receive full points if they are below their respective baselines.

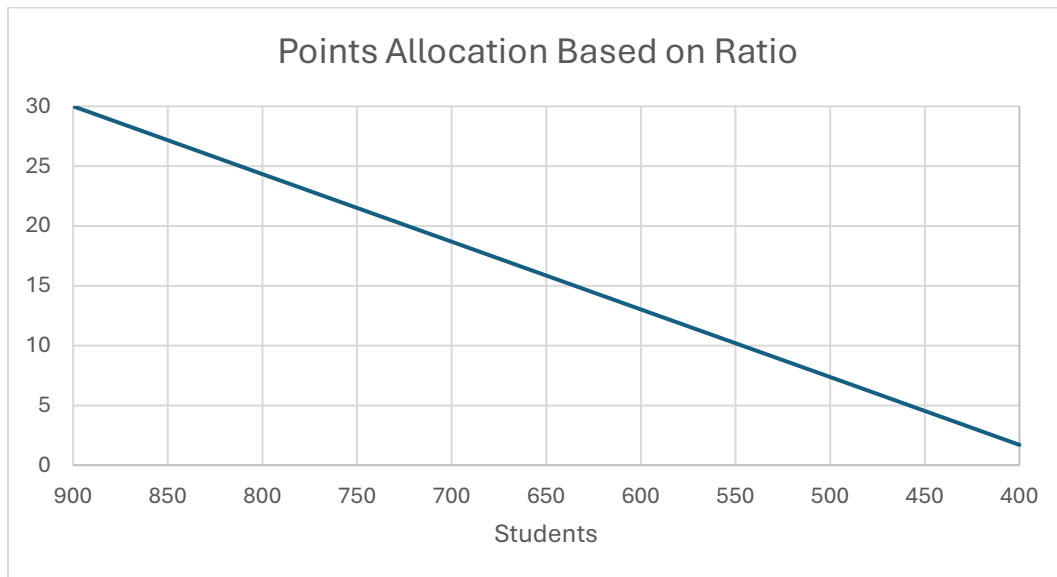


Chart note: The calculation uses a straight-line formula that evenly distributes points between the baseline and aspirational standard.

### Baseline and Aspirational Standard Examples

#### Counseling

##### *Counseling Baseline*

The Counseling baseline comes from the [ASCCC Consultation Council Taskforce on Counseling publication adopted in the Spring of 2003](#). The document (p.10) references a 900 student-to-1 counselor ratio compliant with Title 5 Standards ([see Title § 58732](#)).

##### *Counseling Aspirational*

The Counseling aspirational standard is from the Fall 2022 ASCCC Resolution, [Establish Title 5 Regulations on Counselor to Student Ratios](#). The resolution requests a change in Title 5 language to the ASCCC’s recommended 370 students to 1 counselor ratio.

##### *Counseling Ratios*

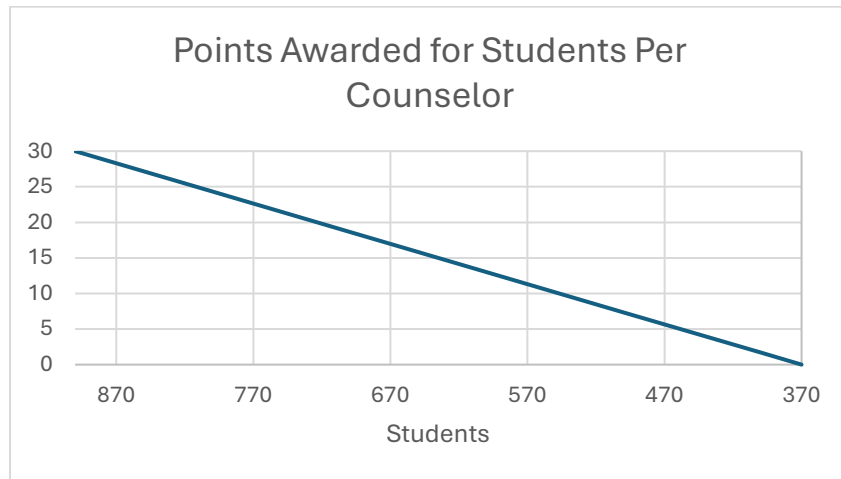
**Baseline = 900:1**

**Aspirational = 370:1**

*Counseling Example*

The awarding of points is based on the following equation and is visually represented in the line chart above.

$$\text{Points (max of 30)} = \left( \frac{\text{Actual Ratio} - \text{Aspirational}}{\text{Baseline} - \text{Aspirational}} \right) * 30$$



For Spring 2025, the headcount is 13,647 (excluding dual enrollment and CVC students), and the current number of full-time counselors is 19. This results in a 718 students per counselor ratio. With this, the points are calculated:

$$\text{Points (max of 30)} = \left( \frac{718 - 370}{900 - 370} \right) * 30$$

$$\text{Points (max of 30)} = \left( \frac{348}{530} \right) * 30$$

$$\text{Points (max of 30)} = (0.656) * 30$$

$$\text{Points (max of 30)} = 19.7 \text{ points}$$

The Faculty Hiring Request Process would award the **Counseling Department 19.7 out of 30 points for the Need portion of the rubric.**

## Library

### *Library Baseline*

The Library baseline ratio is derived using the 3-year average (2021-22 through 2023-24) of total FTES (10,495)<sup>4</sup> and the maximum number of full-time librarians (5) during this period. From this, the baseline ratio is 2,099 FTES per librarian.

### *Library Aspirational*

The Library aspiration standard is based on the [ASCCC's Standards of Practice California Community College Library Faculty and Programs](#) adopted in Fall 2010, and the ALA/ACRL standards outlined Title 5 ([see Title § 58724, table below](#)).

College Size to Librarian	
FTES	Faculty Librarian
<1,000	2.0
1,001-3,000	3.0
3,001-5,000	4.0
5,001-7,000	5.0
Each Additional 1K	0.5

With the College's approximate size of 12,000 FTES, the College's aspirational standard is 7.5 librarians (5 for the first 7,000 FTES and 2.5 for the 5k additional FTES over 7,000), a ratio of 1,600 FTES per librarian.

### *Librarian Ratios*

**Baseline = 2,099:1**

**Aspirational = 1,600:1**

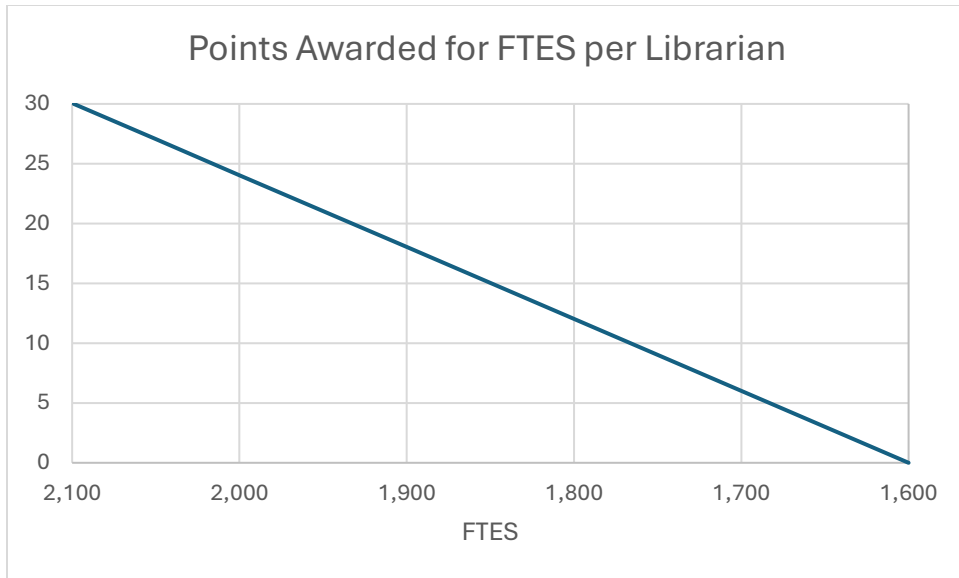
### *Library Example*

The awarding of points is based on the following equation and is visually represented in the line chart below.

$$\text{Points (max of 30)} = \left( \frac{\text{Actual Ratio} - \text{Aspirational}}{\text{Baseline} - \text{Aspirational}} \right) * 30$$

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<sup>4</sup> [NOCCCD FTES Trends Tableau Dashboard](#)



Using the 3-year averaged FTES from 2021 to 2024, 10,495, and the current 4 full-time librarians, the number of FTES per librarian is 2,623. The points can be computed using the following:

$$\text{Points (max of 30)} = \left( \frac{2,623 - 1,600}{2,099 - 1,600} \right) * 30$$

$$\text{Points (max of 30)} = \left( \frac{1,023}{499} \right) * 30$$

$$\text{Points (max of 30)} = (2.05) * 30 = 61.5^{\wedge}$$

$$\text{Points (max of 30)} = 30 \text{ points}$$

Because the Library is under the baseline, they would be awarded the maximum points for this section. Thus, the Faculty Hiring Request Process would award the **Library 30 out of 30 points for the Need portion of the rubric.**

## Appendix E: Classified Prioritization Form and Rubric



### 2025 Classified Position Request

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_  
Dean/Manager: \_\_\_\_\_ Department: \_\_\_\_\_  
Date Submitted: \_\_\_\_\_ Division/Area Priority \_\_\_\_\_ of \_\_\_\_\_

*(Attach most recent Instruction, Student Services or Administrative Services Program Review and/or Midpoint Review)*

#### Definitions and/or Preamble:

1. **Position Classification Requested:**
2. **Description of position need (Please provide a brief summary of the request - 150 words or less):**

3. **Indicate how this request supports the Cypress College mission.**

*Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.*

4. **Specify how your request would support: (add lines if necessary)**

A. **Strategic Plan/Strategic Direction** (<https://www.cypresscollege.a2hosted.com/Documents/ir/planning-documents/Cypress-College-Strategic-Plan-2021-2024.pdf>):

B. **# of Students Impacted (if applicable):**

C. **Student Populations Affected:**

### Classified Position Prioritization Scoring Rubric - 2025

Position Request:

Scoring Areas	Scoring Considerations	Scoring Guidelines	Score
Demonstrated Need	<ul style="list-style-type: none"> <li>Safety</li> <li>Accreditation requirement</li> <li>Department circumstances or program needs</li> </ul>	25 Point Max  0 – 8 points: Demonstrates limited need  9 – 17 points: Demonstrates some need  18 – 25 points: Demonstrates considerable need	
College Mission and Strategic Planning	<ul style="list-style-type: none"> <li>Fulfills and/or supports College Mission</li> <li>Supports strategic plan or other college planning and/or operational efforts (e.g., <a href="#">CC Strategic Plan 2021-2024</a>, <a href="#">NOCCCD Educational and Facilities Master Plan 2021-2030</a>, <a href="#">CC Educational Master Plan 2016-2028</a>)</li> </ul>	25 Point Max  0 – 8 points: Demonstrates limited alignment with College Mission and planning/operational efforts  9 – 17 points: Demonstrates some alignment with College Mission and planning/operational efforts  18 – 25 points: Demonstrates considerable alignment with College Mission and planning/operational efforts	
Program Review and Department Data	<ul style="list-style-type: none"> <li>Request is supported by program review</li> <li>Department data supports the request (e.g., enrollment, FTES, FTEF, etc.)</li> </ul>	25 Point Max  0 – 8 points: Demonstrates limited support in program review and department data  9 – 17 points: Demonstrates some support in program review and department data  18 – 25 points: Demonstrates considerable support in program review and department data	
Potential Growth/Improvement	<ul style="list-style-type: none"> <li>Request helps the program grow, improve the quality of the program, and/or increase support/efficiency of campus operations</li> </ul>	25 Point Max  0 – 8 points: Demonstrates limited impact on growth/quality improvement  9 – 17 points: Demonstrates some growth or quality improvement  18 – 25 points: Demonstrates considerable growth or quality improvement	
<b>Total Score:</b>			

Name: \_\_\_\_\_