



Student Services Program Review

Program: Charger Experience Program

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Part 1. Program Mission Statement

College Mission Statement

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.

Department Mission Statement

The mission of the Charger Experience Program (CEP) is to provide all incoming students with the foundation for success through direct engagement with academic programs and comprehensive understanding of support services. As a part of the CEP, students benefit from wrap around services to support the timely completion of certificates, associate degrees, baccalaureate degrees, or transfer to 4-year institutions.

A. How does it align with Cypress College's mission?

College Mission Statement

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The CEP at Cypress College, also known as the California Promise Program (AB 19), is designed to provide first-time college students with a strong foundation for academic and career success through a holistic Student Services approach. The CEP emphasizes a sense of belonging and welcoming, ensuring students feel supported from the moment they engage with the college. Through early outreach, signature events like Connect2Cypress, Charger Friday, Charger Night, Commit2Cypress, and the collaboration with Student Ambassadors and Student Success, the program fosters meaningful connections and encourages students to see themselves as future Cypress College Chargers.



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Students benefit from wraparound services that support the timely completion of certificates, associate degrees, transfer to four-year institutions, or baccalaureate degree attainment. To remain eligible, students must meet key requirements, including enrolling in 12 units per semester, completing two counseling classes and a comprehensive educational plan, attending at least two events per semester, and meet with a counselor each term. The CEP ensures students are connected to financial aid resources.

In partnership with Student Success, the CEP provides targeted support for any Cypress College student facing scholastic probation and dismissal, helping students stay on track and thrive. This comprehensive, student-centered approach ensures that every student has the tools, guidance, and community they need to succeed.

The Charger Experience Program (CEP) mission aligns seamlessly with Cypress College's mission by actively supporting students through comprehensive services that promote academic achievement, career readiness, and lifelong learning. The CEP actively supports students through every stage of their educational journey, from entry to completion. While the college is committed to transforming lives through educational opportunities—including transfer pathways, associate degrees, certificates, and a baccalaureate degree—the CEP brings this mission to life by offering early engagement, wraparound support, and a welcoming environment that fosters student success.

A key component of this alignment is the California Promise Program (AB 19), which opens the door to higher education by providing two years of free tuition to eligible students. This initiative directly supports the college's goal of enhancing economic mobility and equity, ensuring that financial barriers do not prevent students from accessing transformative educational opportunities. The CEP fosters a sense of belonging and provides structured support such as counseling appointments, comprehensive education planning, and participation in key events. These efforts mirror the college's dedication to forging academic and career pathways that enhance students' lives and enrich society. By helping students navigate the matriculation process and stay on track with their goals, the CEP plays a vital role in realizing the college's broader mission of educational transformation and opportunity.

Part 2. Program Overview

A. Briefly describe your program, including program components, function, and purpose.

The CEP functions as a matriculation and retention program for first-year students, providing a smooth onboarding process and transition to Cypress College. The CEP seeks to foster a sense of belonging for first year and second year students on campus by facilitating events that



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promote community and connection. The CEP makes an effort to connect students to more specialized support services and programs at Cypress College; this ensures they have a supportive network on campus if they are no longer in the CEP.

Most students begin the matriculation process for the CEP during their senior year of high school. Local students attend the Connect2Cypress event during the fall of their senior year, this event is where they explore different academic offerings of Cypress College. The CEP outreach team conducts application workshops at local high schools, and in the spring, these schools attend a Charger Friday event, in which students complete their Math/English assessment, orientation requirement, and an educational plan for their first semester. Non-local students can complete the same requirements through Charger Night events that take place in the evening on Zoom. All students are welcomed to Cypress College in May for the Commit2Cypress event where they sign their promise agreement and are officially inducted into the CEP. Over the summer, students attend registration workshops where counselors and staff assist students with enrolling in courses. In August, the school year is kicked off with New Student Welcome Night, where students and their families come to campus for a celebratory evening of games, food, entertainment and prizes.

As a program benefit, students receive four semesters of tuition waivers (Fall and Spring semesters only and priority registration) as long as they meet program requirements. Students are expected to attend two program events per semester, such as study nights, wellness-focused events, and Student Support workshops with other departments on campus. Students are expected to meet every semester with a CEP counselor to plan courses and ensure they are on track to maintain eligibility for the program. Students who fall below the 2.0 GPA requirement and/or the 67% completion requirement during their first year are invited to meet one-on-one with a graduate coach to work on time management, study skills, and other strategies to support academic success.

B. Describe how your program interacts or collaborates with other on and off campus programs.

The CEP engages in a variety of collaborative efforts both on and off campus, aimed at fostering community and enhancing student engagement. On campus, we work closely with various departments and initiatives, such as Campus Communications, where we are piloting Element 451. Element 451 streamlines communication with current and prospective students through email campaigns, tracks event participation, and outreach efforts. This allows for an efficient way to connect with students, keep them up to date on requirements and next steps in our program. This has led to a growth in participation and engagement to our program and campus services, while keeping us connected to our community partners.

To service our current students, the CEP has worked closely with the Associated Students (AS) throughout the year in promoting student engagement with events, such as Welcome Back and Club Rush. At the end of the term, AS and CEP partner in hosting Finals Fuels, we provide a



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space for students to study and food during late hours in the campus library. The CEP has collaboratively worked with other campus programs such as EOPS and PUENTE on cultural campus-wide events like Dia de Los Muertos. Our cross campus collaborations extend to supporting the Legacy Program's summer orientation and outreach efforts; Pride's National Coming Out day, participating in the Lavender Graduation and Queer Prom committee, and participation in Gender 101 trainings.

In the spring semester, we work closely with various programs and resources during our Charger Friday events. We aim to complete the matriculation process in a one-stop shop, by having various campus services participate in our Resource Fair and present to visiting prospective students about the services they provide. Affinity groups such as Pride, Legacy, PUENTE, and APIDA resent during a four-cycle rotation in order to promote their program's learning communities. Lastly, with the help and support of the Office of Admissions and Records, we have had successful efforts in helping students resolve any issues they may encounter with completing applications, registration, and forms.

Additionally, Puente, Disability Support Services (DSS), Legacy, and Pride counselors assisted with the counseling component of Charger Friday, connecting with students early on as a way of engagement and transition into their programs. We partner with Cypress' Financial Aid (FA) Office by providing the time and space for a FA presentation to prospective students, as well as stopping by their table during Charger Fridays, because FA is a requirement for CEP and a major resource for our students. Off campus, we partner with FA during Outreach events to our local community partners, by assisting with Financial Aid presentations and Cash for College events. English as a Second Language (ESL) faculty are invited to Charger Friday to inform prospective students about the ESL course options as well as inform students about the Cypress College ESL Milestone Certificates. We have partnered with the ESL department during NOCE orientations to help bridge the transition from our non-credit partner to our campus. Within the Charger Experience team, we have our seasoned counselor, Maria Haro who serves as the ESL liaison and teaches a section of COUN 140_C that is specific to meeting the needs of our ESL student population.

On the second floor of the Student Center, the CEP and Transfer Center have a shared space where both programs host a series of workshops in our computer lab. In the fall, a Home Warming event was held where students were invited to meet the CEP and Transfer counselors and become familiar with our spaces and services provided. In the spring, the CEP and the Transfer Center hosted an event where students' accomplishments for receiving a degree and transferring were celebrated among friends, family, campus staff and faculty.

Our off-campus partnerships are extensive. From outreach efforts at local high schools, middle schools and elementary schools, to mentorships and vendors that help our program put on



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successful events throughout the year. The relationship between Cypress College and the Anaheim Union High School District (AUHSD) is a long-standing, yearly partnership. The CEP has played an active role in attending district meetings such as the AUHSD Collaborative and AUHSD Coordination meetings on a monthly basis. The CEP has lead workshops during the Parent Summits each semester and all have been well attended by AUHSD parents; our participation has created a solid connection to our students, their families, which is a key component of student success.

The CEP has maintained a collaborative relationship with Big Brothers, Big Sisters of Orange County over the last four years. Big Brothers, Big Sisters have provided CEP students with mentoring opportunities with professionals at companies such as Disneyland Resort, Google and Ingram Micro. Additionally, our partnerships extend to local vendors, such as Raising Cane's, Love at First Bite, Jimmy Johns, Alpha Lit OC, Celebrations Party Rentals, T&G Printing, The Habit, Photobooth LA, The Donut Chain, Manna Kettle Corn, Twinkle Brown Sugar, Magic Jump Rentals, Emerald Events, Tocumba Paleta, who provide their services and products to support various events throughout the year. As a result of our efforts, we continue to build a strong network of support for our students and our broader campus community.

C. How is your program funded? Please include sources of funds such as categorical (e.g., SEA, EOPS, DSS), general, or grant and briefly describe how those funds are utilized.

The CEP is funded through AB19, the Promise Scholar Funds and Student Equity and Achievement (SEA) funds. As a part of the state's legislation and to remain in compliance, all CEP students must meet the following program requirements as outlined in the North Orange Promise Agreement to receive their tuition and health fee waivers:

Eligibility requirements:

- Be a first-time college student
- Be a high school graduate or accepted equivalency
- Be a California resident, AB 540 or DREAM approved applicant

Once a student has signed the North Orange Promise Agreement, at minimum they must:

- Be a full-time student; this means being enrolled in at least 12 units or more in fall and spring terms
- Complete Financial Aid (FAFSA/CADAA) for the current academic year and verify their identity in-person with the Financial Aid Office
- Complete a new student orientation
- Create a first-semester class schedule with a CEP counselor
- Complete the Guided Self-Placement or be cleared for the correct Math and English courses as determined by a CEP counselor



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- Earn a minimum 2.0 GPA in the fall term to maintain status for spring

Continuing students must meet the following eligibility requirements to receive their second year of the North Orange Tuition and Health Fee Waivers:

- Be a full-time student; this means being enrolled in at least 12 units or more in fall and spring terms
- Have a minimum cumulative GPA of at least 2.0 or higher and complete at least 67% of attempted coursework
- Be a California resident, AB 540 or DREAM approved applicant

Prior to the 2023-2024 academic year the following programming was paid from AB 19 funds: students' North Orange Tuition Waiver, the North Orange Health Fee Waiver, Adjunct Counselors, staff, and materials related to students. Since Fall 2023, the CEP has seen and experienced a tremendous increase in student participation:

- 2022-2023: 875 students
- 2023-2024: 1,432 students
- 2024-2025: 1,765 students* (data for Fall 2024 only)

Over the past 20 months, the CEP has expanded its cohort size by 61% for the 2023-2024 academic year and by an additional 25% for the 2024-2025 academic year. As a result, we now serve more than twice the number of students with the same budget allocation from the state. To meet the increasing demand for student tuition and health fee waivers, the CEP received additional SEA funding to off-set the costs of the program.

Part 3. Student Satisfaction with Services

A. Summarize the survey results for the SSPR Survey (Appendix A). Please focus on trends and address student feedback/comments.

The CEP is in alignment with the needs and voices of its students, as reflected in recurring themes from the Program Review Student Survey feedback. A central trend is the value placed on financial accessibility, with students consistently highlighting the impact of AB 19, which provides two years of free tuition. This financial relief significantly reduces stress and opens the door to higher education for many students.

Another strong theme is the importance of counseling support. Students appreciate the guidance they receive through counseling appointments, educational planning, and transfer preparation, which help them stay focused and confident in their academic paths. The program's role in facilitating a smooth transition to college, especially for first-time, first-year



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students, is widely recognized, with many noting how CEP helps them navigate the system and build early confidence.

Students deeply value the sense of community and belonging fostered by the CEP. Through events, workshops, and peer connections, the program creates a welcoming environment that helps students feel supported and engaged. Counseling and academic support emerged as the most appreciated aspect of the program, with students praising the personal attention and reduced stress it brings.

To further support students, there is a clear call for expanded mental health and wellness resources, including more stress-relief events, flexible event scheduling, and better communication about available services. Students expressed a desire for more accessible academic resources, such as tutoring and study sessions, and enhanced communication around program requirements and deadlines.

In summary, the CEP is seen as a vital support system which aligns with Cypress College's mission of transforming lives through education and equity; and is an active response to student needs, this includes fostering success, connection, and well-being.

B. If applicable, compare these results with your previous Student Services Program Review survey results.

Between 2019 and 2025, student feedback on the CEP program reveals a notable shift in engagement and satisfaction. In 2019, the survey received 72 student responses, offering a modest but valuable snapshot of student sentiment. Feedback during this period was generally neutral to moderately positive, serving as a baseline for future comparisons.

By 2021, the number of responses slightly declined to 68, and students reported lower satisfaction with the program. This drop in both participation and sentiment suggested growing concerns or unmet expectations among students, which can be attributed to the lack of direct contact due to the impact of COVID-19 and quickly transitioning to online services as a primary modality. The decline highlighted potential areas for improvement and prompted a reevaluation of the program's structure and/or delivery of services to ensure virtual modality concerns were addressed.

In contrast, the 2025 survey results marked a significant turnaround. The scale of engagement dramatically increased with participation exceeding 900 students. More importantly, the feedback was overwhelmingly positive, with 90% of students rating CEP services as "Excellent" or "Good" indicating that substantial improvements were made. The surge in response rate and



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satisfaction reflects a successful transformation of the CEP program, likely driven by strategic enrollment efforts and a stronger alignment with student needs.

The progression from declining satisfaction in 2019 and 2021 to widespread positive feedback in 2025 underscores the CEP's successful transformation. The significant increase in participation and satisfaction suggests that the program has become more responsive, accessible, and impactful. These results reflect a strong alignment with fulfilling student needs and a commitment to continuous improvement.

Part 4. Program Analysis and Planning

- A. Describe the population you serve and analyze the trends in enrollment, success, retention, etc. Consider the following questions. How many students are enrolled in your program? How do your students compare to the overall student population at Cypress College? Include other qualitative or quantitative information about your population. If necessary, contact the Office of Institutional Research and Planning to obtain data.**

All CEP students are first-time college students. During the 2024-2025 school year, 1,765 students met all requirements and were eligible for CEP funding. This marks an approximate 35% growth in program size from 2023-2024 to 2024-2025, and 114% growth rate from 2022-2023 when the program enrolled 823 students.

This number is determined via an Argos report that tracks students who have signed the CEP promise agreement. All Cypress College students have access to the promise agreement through their MyGateway account and are able to complete it even if they are ineligible for the program. CEP staff filter this report to determine the number of students eligible to receive funding through CEP. During the first semester it is easy to filter the first cohort for eligible students as their student status is "first-time college student;" any students without this student status are filtered out of the report. However, during the second semester, these students become reclassified as "continuing students" and it is much more difficult to filter out ineligible students.

Approximately 95% of CEP students are 19 years of age or younger when entering the program, just under 3% are between 20-24, 1% are between 25-29, and less than 1% are aged 30 or older. The CEP cohort is younger than the general population of their non-CEP first-time counterparts, with 70% of these students being 19 or younger; 63.5% percent of CEP students are Hispanic or Latinx, 12.8% are Asian, 13% are two or more races, and 7.4% are white. Black or African American students comprise 2.1% of the CEP cohort, and Native American and Pacific Islander students make up less than 1% of the cohort. Of the students in the CEP cohort



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32.7% of them are first-generation college students, whereas 34.2% of non-CEP first-time students are first-generation.

During the 2024-2025 school year, 44% of CEP students attended an AUHSD partner school prior to attending Cypress College; 18% of CEP students attended schools that came to a Charger Friday (CF) but are not AUHSD; and 38% of CEP students attended high schools that were neither AUHSD nor attended a Charger Friday. During the 2023-2024 school year, 49% of students attended an AUHSD school prior to enrolling at Cypress College, whereas only 33% of CEP students neither attended an AUHSD school nor a school that participated in a Charger Friday event. CEP students whose high school attended a Charger Friday but were non-AUHSD remained the same at 18% of the cohort. This demonstrates a trend of increasing student population from outside the Cypress College service area.

When it comes to matriculation, over 99% of CEP students have completed their assessment and orientation requirements, whereas only 74.7% of non-CEP first-year students have completed assessment, and only 63.4% of these students have completed orientation. 81.4% of CEP students have a comprehensive educational plan on file, whereas only 43.8% of non-CEP first year students have a comprehensive educational plan on file.

Of the 1,765 students eligible for CEP in the Fall 2024 semester, 1,492 students maintained their eligibility for CEP for the Spring 2025 semester, an 85% persistence rate from the fall to spring semester during their first year of the program, which is a 3% increase in persistence from the 2023-2024 cohort. In addition, 92% of students who were eligible for CEP during the Fall 2024 semester enrolled in at least one course in NOCCCD during the Spring 2025 semester. In contrast, only 61% of non-CEP first-time students persisted from the Fall 2024 to Spring 2025 semester. Students tended to persist to their second semester and maintain eligibility for CEP at the same rates, regardless of if they attended an AUHSD school, a CF school, or neither.

As far as first year to second year persistence, of the 1,312 students in the 2023-2024 cohort, 1,042 of them enrolled in at least one unit in NOCCCD during the Fall 2024 semester, meaning that 79% of students continued their education in some capacity. 862 students maintained continuous full-time enrollment (or had a DSS unit exemption) through the Fall 2023, Spring 2024 and Fall 2024 semesters, demonstrating a 65% retention rate from first to second year. However, these numbers do not account for students who may have lost eligibility for CEP due to being on academic and/or completion probation. Similarly, students persisted at the same rates from first year to second year, regardless of if they had come from AUHSD, another CF school, or neither.

CEP students have a 72% success rate, compared to non-CEP first time students, who have a 56.5% success rate.



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Part 5. Program Accomplishments, Improvements, Challenges, and Obstacles

A. Document accomplishments and/or improvements since your last program review.

Since our last program review, we have made substantial advancements in various areas which include, improving student engagement, communication, and outreach while fostering professional development and institutional growth. We successfully transitioned to a center, enhancing accessibility and operational efficiency. This new center houses all of the Charger Experience Counselors as well as our coordinator and professional experts. The implementation of Element 451 has addressed students' perceived lack of communication and transparency, leading to more streamlined interactions and increased engagement. Element 451 allows us to track each individual point of contact we have with students, allowing us to efficiently decide where and how we staff outreach events.

Regular staff meetings and training have strengthened collaboration, ensuring ongoing professional development and adaptability in addressing student needs. Outreach efforts have expanded beyond AUHSD, reaching multiple school districts and increasing middle school engagement. During the 2024-2025 academic year we launched our Parent Tours, focused on bringing awareness to student services resources and the matriculation process to the AUHSD parents. Through our Kindercaminata event, we provide college information to kindergarten students and their parents with flyers, handouts, and promotional items.

The impact of these efforts is reflected in the 2024-2025 enrollment data, which indicates a notable increase of 22.6% in FTES campuswide when compared to 2021-2022 FTES data. Additionally, transfer success has continued to rise, with CSUF seeing a 44% increase in the number of students admitted from Fall 2022 to Fall 2023. Cypress High School remains our top feeder school followed by Kennedy High School, Western High School, Los Alamitos and Anaheim High School respectively. Through the efforts of CEP, Cypress College has become a top choice for students at Oxford Academy, with 27 students starting at Cypress College in Fall 2024, 24 enrolling at UCI, and 18 at CSULB. Looking at CSU System Transfer Data for Fall 2022, Cypress College had 1,053 applications, with 960 admissions, yielding a 91.2% acceptance rate and a 63.2% yield rate, ranking #2 behind Golden West College. Our continued focus on student success, communication, and outreach reinforces our commitment to academic excellence and institutional progress.

B. Document program challenges and/or obstacles since your last program review.

Full-Time Faculty and Permanent Employees

The CEP has always relied on the work of adjunct and special project employees to sustain and continue the program. However, this is an unsustainable practice as the cohort of Charger Experience students continues to grow well into the thousands and the higher education landscape continues to shift.



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Adjuncts must continuously balance their duties between multiple campuses. This leads to time and effort going away from programming within the CEP, and flexibility for special events such as our Study Nights which require late night supervision. There is a high turn-over ratio with adjunct counselors for positive reasons such as gaining full-time positions on other campuses. Within the 23-24 academic year, the Charger Experience team lost three experienced Counselors (David Alfaro, Mai-Thi Pham, and Karen Hill) to these positions. This leads to gaps in knowledge and expertise when an adjunct counselor leaves the team and is replaced by a new adjunct; who requires training as well as time to gain on the job experience for our program.

Special Project employees contracts only last two years, this is an issue when it comes to retaining administrative employees. It takes about two years for an individual to master all the components of the coordinator position, and it is all lost when they must leave the role at the conclusion of their contract. This creates a revolving door of higher education professionals that leave with the program knowledge and professional networks and skills at the end of their tenure. This means the program cannot have consistency in programming as the individuals are constantly changing out. This applies to all Special Project administrators who must abdicate their roles at the conclusion of their contracts.

With the addition of permanent employees, the CEP will be able to best serve students through longevity and a higher presence on campus through events and counseling services. This addition would allow Cypress College to keep competitive talent, knowledge and expertise, instead of losing it to positions outside of the campus.

Outreach Team

The growth of our program to nearly 2,000 students has been in large part to our outreach team which has gone above and beyond to service continuing and new students. However, this has led to a new challenge: dedicated staff to foster the relationships that have been built through this endeavor.

CEP Outreach team consists of one Special Project employee (Andres Licea) and three adjunct counselors (Dario Edward Resendiz, Kassandra Lawrence, and Kendra Ubierna). These four individuals directly service 28 local high schools in 7 unique districts with high touch outreach: application assistance, financial aid workshops, College and Career Fair assistance, Charger Friday preparation and one on one direct contact with high school counselors. In addition to this, they conduct Parent Tours in conjunction with the Anaheim Unified High School District (AUHSD), local College and Career Fairs, general tours, and information workshops.

This intensive high involvement team is often stretched thin with events and cannot accommodate all requests from non-direct partners. Paired with the non-permanence of this staff and the adjunct nature of the core members, there are no truly dedicated outreach members which limit events and the capabilities of the team. It often is a question of where and who can go vs. intentionally extending to new areas (of which many new high schools are requesting our presence and assistance).



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The program is in need of a fully dedicated team of outreach counselors and specialists to handle the growing demand for Cypress College within our community and beyond. As the campus continues to grow, and enrollment climbs, these staff members are sorely needed to gain and maintain relationships with new partners.

Insurance Requirements

During the 24-25 academic year, we had the wonderful happenstance that NOCCCD allowed Cypress and Fullerton College to operate with the Insurance (COI) and Hold Harmless requirements. In the previous years, this has been a major issue in getting partners to be involved on campus and a requirement we fully expect to be reimplemented in the coming academic year.

The insurance requirement asks for \$3 million coverage, which is a high premium this includes general and automobile insurance, separate insurance for minors, \$10 million coverage for sexual assault and molestation, and workers compensation. This creates an atmosphere where we do not want people on our campus. Our local AUHSD partners often struggle to meet the tedious demand of our copy of insurance (COI) and Hold Harmless form that we nearly had a major campus event canceled as a result of the approval process. It creates issues with onboarding new partners who may be hesitant to complete these forms, or do not meet the requirements straight out. It acts as an undue burden and barrier for those that want to explore our campus, especially at a time when our campus is pushing for higher enrollment and engagement numbers.

Counseling 135 & Mentorship Program

The Charger Experience team formally lost COUN 135- Leadership and the Mentorship program in the 24-25 academic year due to low enrollment in the course. This has led to a further reduction in staffing for events on campus and the peer mentorship component since the last program review.

CEP Cohort Case Management

The CEP cohort is determined via an Argos report that tracks students who have signed the CEP promise agreement. All Cypress College students have access to the promise agreement through their MyGateway account and are able to complete it even if they are ineligible for the program. Program staff filter this report to determine the number of students eligible to receive funding through CEP. During the first semester it is easy to filter the first cohort for eligible students as their student status is "first-time college student." Any students without this student status are filtered out of the report. However, during the second semester, these students become reclassified as "continuing students" and it is much more difficult to filter out ineligible students from the report. Therefore, the program struggles to capture an exact number of students coded for promise funding.



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Furthermore, current case management for the program is completed by-hand, by filtering the Argos report on excel for various student data points including: number of enrolled units, Educational Plan, Promise Agreement, Orientation, Assessment (EPOA) completion, and financial aid completion. Because of this, these reports become out of date very quickly, and a new report must be completed regularly to get the most up-to-date data. This becomes difficult due to the part-time nature of the program staff/faculty. If there is not a staff or faculty member familiar with the Argos report in the office on a given day, then the team has to wait for updated data. Filtering the Argos report is a tedious, detail-oriented task, and there is a high-chance of human error. It would be beneficial to have software that automatically tracks students for CEP eligibility, that way data is regularly on hand and it does not need to be hand-sorted. This would help provide more accurate numbers for the program consistently.

Part 6. Ensuring Equity in Student Services

A. Describe how your program addresses the needs of underrepresented student populations and delivers equitable student services.

The CEP actively reduces barriers to information and engagement for first-generation and underrepresented families. By embedding family involvement into its core programming, providing multilingual handouts, individualized counseling support, and interactive onboarding events, the CEP enhances student success through a holistic, inclusive approach that empowers students and their support networks.

Multilingual and Inclusive Communication

The CEP team provides Spanish presentations to students, parents, and the campus community to ensure equitable access to educational information. Often, the CEP team collaborates with other departments on campus, such as Disability Support Services to increase awareness of available resources to families that speak Spanish. In addition, the CEP team collaborates with the Office of Campus Communications to translate flyers and presentations in ways that effectively and culturally address the needs of the community.

Onboarding Process

The CEP team leads Charger Fridays (CF) for high school seniors. These events aim to remove barriers by busing students to campus and complete all necessary steps needed to enroll at Cypress College. The day consists of campus tours, peer interactions, academic counseling, and educational planning. In addition, the team is intentional in inviting affinity groups such as Puente, Legacy, Pride, and APIDA to address the social and emotional needs of underrepresented student populations. To support students during registration and continue connecting with students over the summer, the CEP team has hosted Kick-Off events, where students are assisted primarily in person and virtually, over the last couple years. During these events, students learn about balancing their schedule, how to read the schedule of classes,



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class modalities, wait-listing, and navigating Degreeworks, myGateway, and College Scheduler. Students have the opportunity to meet with a counselor and update their education plan as needed based on earned college credit, including new Dual Enrollment, AP, IB, changed majors, or closed courses.

Counseling

Most significantly, the CEP Counseling team supports students through holistic and equitable efforts. The CEP counseling appointments are required for students to update their educational plan, but most importantly to check-in and assess their progress. The team ensures that students feel heard, understood, and validated. Using best practices, counselors will meet with students in an in-person, Zoom, or phone appointment. To create a comfortable environment, counselors learn about the student's current semester, how their day is going, and learn about the students' goals and responsibilities. This assists in developing rapport, a key component in creating an appropriate educational plan that balances their needs. Students are encouraged to meet with their major counselors and connect with appropriate resources, often walking with the student to said resource and doing a warm handoff.

Parents and Student Support Systems

The CEP is committed to fostering equitable student services by addressing the unique needs of underrepresented student populations. Recognizing that a successful transition to college involves the entire family, the program has implemented a series of intentional, culturally responsive initiatives to support students and their families throughout the college journey. These efforts include active participation in Anaheim Union High School District (AUHSD) Parent Summits, where early outreach helps build trust and provide families with essential pre-college information.

For the Fall 2024 semester, the CEP hosted New Student Welcome Night, which introduced students and their families to the college environment, promoting a sense of belonging and preparedness from the outset. It was here the CEP offered bilingual parent panels in English and Spanish, creating spaces where families can hear directly from other parents with practical tips and strategies for supporting students academically and emotionally and Q&A session.

In Spring 2025, the CEP piloted Spanish-language parent tours for AUHSD Family and Community Engagement Specialists (FACES), further demonstrating its commitment to culturally responsive programming. This is an example of how we embed family involvement into our core programming to enhance student success through a holistic, inclusive approach that empowers both students and their support networks. Through these initiatives, the CEP actively reduces barriers to information and engagement for first-generation and underrepresented families.



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In addition, the CEP Team includes Student Success. Student Success focuses on helping students who are on academic probation or dismissal; this includes CEP and non-CEP students. The objective of the Student Success Team is to serve, support, and engage with students experiencing Scholastic Probation (Academic or Progress), Scholastic Dismissal, and Charger Experience Warning (those in danger of falling below or already below 2.0 GPA and have not been coded as probation as a proactive approach) and to create a safe environment for students to share their barriers or life situations impacting their academics.

Students on Academic and Progress Probation often experience difficulties navigating the college environment, managing personal and academic life balance, and the knowledge of what is needed to repair their grades at Cypress College. The goal of the Student Success team is directly connected to the Equity Value of Cypress College – providing all students with an individualized pathway to their future.

Fall 2023 cohorts are as follows for their specific areas:

- € 713 students on probation (collegewide) were outreached through Starfish
- € Students on CEP Warning (program specific) were not outreached

Spring 2024 cohorts are as follows for their specific areas:

- 968 students on probation (collegewide) were outreached through Starfish
- 558 students on CEP Warning (program specific) were outreached through Starfish

In addition to the Student Success population and CEP warning cohort, the Student Success Team collaborated and assisted with the Scholastic Dismissal population. Previously, the Admissions and Records Office notified students on Scholastic Dismissal, however, following COVID-19, the Scholastic Dismissal process was put on hold and students were not notified of their status from 2020-2023. Starting Summer 2023, Admissions and Records began notifying students of their Scholastic Dismissal status and the Student Success Team saw an influx of students requesting appointments for Scholastic Dismissal, educational plans, and assistance with submitting the Petition for Dismissal dynamic form.

Summer 2023 Scholastic Dismissal numbers:

- 213 student appointments for Readmission

Historically, there has been a delay in receiving probationary status reports, delaying the Team's outreach efforts and often coinciding with high peak fall registration times, resulting in fewer appointments, class availability, and equitable class scheduling for students on probation and dismissal. In preceding years, the Student Success Team has had to be strategic in outreach because of the lack of mass emailing options on campus where counselors were



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maxed out at 150 emails per day prior to utilizing Starfish. With the implementation of Starfish, this tool has allowed the team to outreach quickly and equitably as all probation students receive the notification email at the same time, allowing students equal opportunity to schedule appointments rather than staggering emails based on counselor availability.

Fall 2023 cohorts are as follows for their specific areas:

- 382 appointments were booked with SSP Counselors
 - 75 were self-service online scholastic probation workshop
 - 307 were individual appointments

Spring 2024 cohorts are as follows for their specific areas:

- 344 appointments were booked with SSP Counselors
 - 252 appointments for students on probation (collegewide)
 - 92 appointments for students on CEP Warning (program specific)

Means of Assessment & Criteria for Success

- 53.5% appointment rate: FA23 382 appointment / 713 on probation collegewide
- 35.5% appointment rate: SP24 344 appointment / 968 on probation collegewide

Note: SSP Counselors met with additional students during Charger Friday/Charger Night = 265 appointments. SSP Counselors have less time dedicated to probation due to CEP campus wide initiatives.

- € There was a 34.9% increase of appointments from Spring 23 to Spring 24

Historical Data

- € Fall 2022- 76 appointments
- € Spring 2023- 225 appointments
- € Summer 2023- 336 appointments

This indicates that the Student Success Team has successfully outreached to probation students using Starfish and the Microsoft Booking Link this semester, removing barriers and allowing students the autonomy to book themselves. In addition to an increase in student appointments, the Student Success Team hired an additional Student Success Adjunct Counselor, increasing the total number of appointments and students served.

Based on data received from Institutional Research,

- € 1,322 students were on probation in either FA23 or SP24
- € 565 students enrolled in SP24 and successfully got off probation
- € 289 students enrolled in SP24 but faced dismissal
- € 468 students did not enroll from FA23 to SP24



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Means of Assessment & Criteria for Success

- € 42.7% of students returned to good academic standing
- € 21.8% of students faced dismissal
- € 35.4% of students did not persist from FA23 to SP24

B. How do you serve students regardless of service location or delivery method? (i.e. distance education, after hours)

The CEP is designed to serve students effectively, regardless of their location, by offering a combination of in-person and virtual engagement opportunities. By integrating comprehensive outreach initiatives, flexible counseling options, and user-friendly registration platforms, the program ensures accessibility and support for all students, including those outside the immediate community.

One of the primary ways CEP connects with prospective students is through outreach events. The outreach team actively participates in community events and visits local high schools in Orange, Los Angeles, and San Diego Counties. These efforts help establish early connections with students and their families, providing crucial information about college pathways and available resources. Additionally, events like Connect2Cypress: Majors2Career allow high school juniors and seniors to explore career options, engage with campus resources, and begin their college journey with confidence.

To further support students transitioning to Cypress College, Charger Nights complement the in-person onboarding experience provided during Charger Fridays. These virtual sessions, accessible via Zoom, ensure that all students, regardless of location, can participate in the matriculation process. Students who may not be able to visit the campus for a CF due to geographical constraints or scheduling conflicts can still receive essential guidance on navigating their transition to a college environment.

In addition to outreach and the matriculation process, CEP prioritizes flexible academic support through virtual registration events and counseling services. During the summer, virtual registration events help students understand the class scheduling process, including reading the college schedule, selecting modalities, and using the College Scheduler (a virtual tool) to build an optimal semester class schedule. This ensures that students can register for courses efficiently, even if they are not physically present on campus.

For ongoing academic and personal support, students can schedule Zoom academic counseling appointments, which provide much-needed flexibility for those with work obligations, family responsibilities, or fully online course schedules. This option ensures that students receive personalized guidance tailored to their academic and career goals, regardless of their physical location.



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Moreover, the Cranium Cafe platform serves as a comprehensive virtual hub, allowing students to connect with faculty, staff, and various campus resources. Through this secure online space, students can schedule appointments, participate in drop-in counseling, ask quick questions, and receive holistic support. Cranium Cafe ensures that students can fully engage with CEP and access essential services, whether they are on campus or learning remotely.

A recent example of CEP's commitment to accessibility and service excellence was the first-ever Saturday Registration Event held on May 3, 2025, following the day after Commit2Cypress, which is our Promise Agreement Signing event. The registration event had a significant positive impact, assisting students from three AUHSD schools: 105 Cypress High School students were served at Cypress College, 21 students at Magnolia High School, and 54 students at Savanna High School; 180 total students were supported with their fall registration. This initiative exemplifies CEP's dedication to meeting students where they are and ensuring they receive timely, effective support in registering for Fall 2025 classes.

The CEP remains committed to serving students effectively through a hybrid model of in-person and virtual engagement. By leveraging outreach initiatives, matriculation events, flexible registration options, virtual counseling, and online platforms like Cranium Cafe, the program ensures that all students, regardless of their location, receive the support they need to succeed at Cypress College.

C. Do you receive funding from Student Equity and Achievement (SEA)? If so, explain its usage and effects on your program/department. (SEA funding allocation should also be included in Part 2C)

At its inception, the CEP was originally funded through SEA but with the full implementation of AB19 in Fall 2018, the program and its functions were funded through the AB19 allocation. Since the CEP's last program review in 2021, the program now serves more than double the number of students.

For the 2023-2024 academic year, the CEP used SEA funds to implement high-impact practices that provided Latinx, Black/African American, and female students direct engagement with academic programs and comprehensive understanding of support services through campus events such as Connect2Cypress, Charger Friday, Kindercaminata, Commit2Cypress, and New Student Welcome Night. In addition to hosting a variety of orientation and welcome activities, the CEP employs a team of 15 Student Ambassadors, 9 Adjunct Counselors, 2 Professional Experts, a Special Project Coordinator, and a Special Project Director to use empathy as a tool to reach equitable and effective student outcomes for our disproportionately impacted students. Validating students as early as possible in their college experience is not only needed, but necessary for our Latinx and Black/African American student success. Over the past year, the CEP has implemented programs that empower students and eliminate barriers in ways that are culturally responsive as well as appropriate. In an effort to close disparities, the CEP hosts events such as "Dia de los Muertos," "Do-Nut Stress About Midterms," "Na-Cho Average Student," and "Noodles and Notes" to create additional opportunities for students to build



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relationships, provide a casual environment to ask questions, and build a sense of community with other Charger Experience students.

For the 2024-2025 academic year, the CEP used SEA funds to continue these efforts.

Part 7. Student Services Learning Outcomes (SSSLOs) and Assessment

- A. Programs must assess SSSLOs annually. Provide your SSSLOs, assessment methods, results, and changes you will make based on your assessment results. (At least four SSSLOs should be listed.

2021-2022 & 2022-2023

Due to significant staffing turnover and the ongoing impacts of the COVID-19 pandemic, the CEP Team does not have access to the previously established, Student Services Student Learning Outcomes (SSSLOs), nor were any documented assessment methods, assessment results, or programmatic changes found for the academic years of 2021-2022 and 2022-2023.

Several factors contributed to this gap in assessment:

- High turnover in key personnel led to a disruption in continuity and loss of institutional knowledge.
- COVID-19 related challenges limited the program's ability to implement and maintain consistent assessment practices.
- As a result, no data was retained during this period.

Since then, the program has taken deliberate steps to rebuild its assessment framework, which was developed throughout the 2023–2024 academic year and implemented. We currently use said assessment framework with the intention to continue its use.

2023-2024

- SSSLO
 - Based upon the results of the 2020-2021 Program Review, the CEP will reimagine the Student Success Program (students on academic probation) with a focus on two distinct areas that include
 - 1) piloting Starfish and
 - 2) improving the overall experience for students with GPAs below a 2.0.
 - By implementing Starfish, the Student Success Team will use the platform as a case-management system to track student appointments, manage caseloads by counselor, aid in regular communication with students, and create as well as



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monitor student action plans and resource referrals. The Student Success Team will enhance the experience and academic success of students on academic/progress probation by developing a monthly study hall program that provides students a 30-minute informational workshop and 90 additional minutes to study in a quiet place after hours

- Assessment Method
 - Means of assessment (MoA)
 - Track the number of completed educational plans
 - Track the number of students who returned to good academic standing
 - Track the number of SSP activities students attended
 - Survey students of their experience with SSP activities
 - Criteria for success (CfS)
 - 100% of students on probation will be outreached to by the team
 - 50% of students on probation will book an appointment with the Student Success Team
 - 100% of students who booked an appointment will have an updated educational plan
 - 50% of students on probation will return to good academic standing
 - 50% of students will participate in the SSP activities
 - 50% of students on CEP Warning will maintain or increase their GPA
 - The following means of assessment will be used to evaluate the Student Learning Outcomes:
 - MIS Data will be analyzed via the Student Services MIS Data Analyst
 - MIS Data will be analyzed via District Argos report
- Assessment Result
 - The objective of the Student Success Team is to serve, support, and engage with students experiencing Probation (Academic or Progress), Scholastic Dismissal, and Charger Experience Warning (those in danger of falling below or already below 2.0 GPA and have not been coded as probation as a proactive approach). Students on Academic and Progress Probation often experience difficulties navigating the college environment, managing personal and academic life balance, and the knowledge of what is needed to repair their grades at Cypress College. The goal of the Student Success team is directly connected to the Equity Value of Cypress College – providing all students with an individualized pathway to their future.
 - The Student Success Team is one of two areas that have implemented the Starfish platform for case management and tailored communication to students. This Starfish communication included Microsoft Bookings links so that students had equitable access to book appointments with Student Success Counselors

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and enhanced the student experience. By providing students with a Microsoft Bookings link we were able to provide a high touch approach to scheduling counseling appointments in a variety of modalities that best serve the students.

- Lists of students on academic and/or progress probation and dismissal came directly from the district Argos reports and Admissions and Records. For the first time in the history of the Student Success Team, we were given access to Argos and the ability to pull these reports early and often, improving our ability to communicate with students.
- Once Argos lists were downloaded and data was shared collaboratively between Admissions and Records and the Student Success Team, we were able to triangulate the data producing an accurate list of students on probation and dismissal. The Student Success Team then divided the student list into three equal caseloads in Starfish. Data for appointments was collected by the Student Success Team (Amelia Mosley, David Alfaro, Kendra Ubierna) and the Student Services MIS Data Analyst (Nydia Sandoval). The Student Success Team collected data via SARS appointment scheduling comments, and reason codes. Data was collected via Starfish and Microsoft Booking.
- **Fall 2023** cohorts are as follows for their specific areas:
 - 713 students on probation (collegewide) were outreached through Starfish
 - Students on CEP Warning (program specific) were not outreached
- **Spring 2024** cohorts are as follows for their specific areas:
 - 968 students on probation (collegewide) were outreached through Starfish
 - 558 students on CEP Warning (program specific) were outreached through Starfish
- **Means of Assessment & Criteria for Success**
 - Track the number of students outreached in Fall and Spring
 - 100% of the students on probation were outreached
 - In addition to the Student Success population and CEP warning cohort, the Student Success Team collaborated and assisted with the Scholastic Dismissal population. Previously, the Admissions and Records Office notifies students on Scholastic Dismissal, however, following COVID, the Scholastic Dismissal process was put on hold and students were not notified of their status from 2020-2023. Starting Summer 2023, Admissions and Records began notifying students of their Scholastic Dismissal status and the Student Success Team saw an influx of students requesting appointments for Scholastic Dismissal, educational plans, and

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assistance with submitting the Petition for Dismissal dynamic form.

- **Summer 2023** Scholastic Dismissal numbers:
 - 213 student appointments for Readmission
 - Historically, there has been a delay in receiving probationary status reports, delaying the Team's outreach efforts and often coinciding with high peak fall registration times, resulting in fewer appointments, class availability, and equitable class scheduling for students on probation and dismissal. In preceding years, the Student Success Team has had to be strategic in outreach because of the lack of mass emailing options on campus where counselors were maxed out at 150 emails per day prior to utilizing Starfish. With the implementation of Starfish, this tool has allowed the Team to outreach quickly and more equitably as all probation students receive the notification email at the same time, allowing students equal opportunity to schedule appointments rather than staggering emails based on counselor availability.
- **Fall 2023** cohorts are as follows for their specific areas:
 - 382 appointments were booked with SSP Counselors
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 - 307 were individual appointments
- **Spring 2024** cohorts are as follows for their specific areas:
 - 344 appointments were booked with SSP Counselors
 - 252 appointments for students on probation (collegewide)
 - 92 appointments for students on CEP Warning (program specific)
- **Means of Assessment & Criteria for Success**
 - 53.5% appointment rate: FA23 382 appointment / 713 on probation collegewide
 - 35.5% appointment rate: SP24 344 appointment / 968 on probation collegewide
 - Note: SSP Counselors met with additional students during Charger Friday/Charger Night = 265 appointments. SSP Counselors have less time dedicated to probation due to CEP campus wide initiatives.
 - There was a 34.9% increase of appointments from Spring 23 to Spring 24
 - Historical Data
 - Fall 2022- 76 appointments
 - Spring 2023- 225 appointments
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- This indicates that the Student Success Team has successfully outreached to probation students using Starfish and the Microsoft Booking Link this semester, removing barriers and allowing students the autonomy to book themselves. In addition to an increase in student appointments, the Student Success Team hired an additional Student Success Adjunct Counselor, increasing the total number of appointments and students served.
 - **Based on data received from IRP,**
 - 1,322 students were on probation in either FA23 or SP24
 - 565 students enrolled in SP24 and successfully got off probation
 - 289 students enrolled in SP24 but faced dismissal
 - 468 students did not enroll from FA23 to SP24
 - **Means of Assessment & Criteria for Success**
 - 42.7% of students returned to good academic standing
 - 21.8% of students faced dismissal
 - 35.4% of students did not persist from FA23 to SP24
- Programmatic requirements have hindered the Student Success Team and their availability. As a direct part of CEP, the Student Success Team supports and assists the CEP with various events and orientations, including but not limited to Charger Friday, Connect2Cypress, Commit2Cypress, New Student Welcome Night, Kindercaminata, and other CEP specific events. The spring semester is particularly busy because the Student Success Team works 8 hours a week to help the Charger Experience Team and provides counseling support for Charger Fridays. Despite these structural barriers, the Student Success Team has successfully increased their outreach each semester, meeting with more students per semester in the last 4 terms.
- In addition to the reduced appointment hours the Student Success Team was available for in the spring semester, it should be noted that the Online Scholastic Probation Workshop that was listed on MyGateway was removed following the transition to the new MyGateway. As a result, in the Fall 2023, the Online Scholastic Probation Workshop had 75 students access the workshop contributing to the Fall 2023 MIS data report. Because of the removal of the workshop from MyGateway, for Spring 2024 students did not have the ability to watch the online workshop, resulting in a loss of opportunity to connect with students in an alternate modality and ultimately, a loss in MIS data.
- Note: there is data discrepancy. There is no streamlined process of retrieving data
- Change

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- The Mission of Student Success and Charger Experience Team is to provide students with a high touch approach in their college experience to better navigate the challenges that come with attending college. With the increased emphasis on completion and persistence, the Student Success Team plays a pivotal role working with the most vulnerable student population. Connecting with students soon after official grades post is an imperative intervention strategy to prevent students from dropping out or stopping out.
- By meeting one-on-one with a specialized Student Success Counselor, students learn about the grade repair process, student services on and off campus, build self-confidence, are empowered to make informed enrollment decisions, and academic success tools to break reoccurring patterns that are detrimental to their overall student success and completion goals. The Student Success Counselors provide individualized support to students, listen to their stories, and the counseling component is a way to achieve equitable outcomes for students on probation and scholastic dismissal.
- The Student Success Team, with leadership from the Special Programs Director, has made progress in creating a workflow that does not wait for the last-minute reactive approach for outreach towards this population. As in years past, the Student Success Team was hindered as they had to wait for other areas of the campus to provide information to the team for outreach. With Spring 2024 being a pilot semester for Starfish, the following changes were made and will be implemented:
- Earlier outreach each semester
 - Summer – Dismissal outreach in June after Admissions and Records sends dismissal information to students. Being proactive as opposed to reactive.
 - Official Scholastic Dismissal notification to be sent out on behalf of Admissions and Records via Starfish
 - The Student Success Team will update the Scholastic Dismissal letter for clarity and encouragement.
 - The Student Success Team will divide the Scholastic Dismissal into caseloads to be uploaded via Starfish
 - The Student Success Team will send out a “To-Do” as part of a 2-step Starfish Success Plan that includes meeting with a counselor and submitting the Petition for Dismissal dynamic form
- Summer – Outreach for Academic/Progress Probation in June and July for Fall semester. Catching students earlier before Fall registration to assist them in transitioning to the Fall and ensuring that correct courses and resources are utilized.

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- December/January – Outreach for Spring Semester probation Cohort.
- Collaboration and creation of Starfish Workflow across multiple departments for easier outreach.
 - Nurturing relationships with Starfish team to ensure that processes are established in a timely manner
 - Using student cohort approach to email “To-Dos” regularly with updated verbiage
 - Increasing control of how the Student Success Team can make edits to verbiage on Starfish
- Intentional Data Collection
 - Making sure numbers are accurately reflected of how many students were contacted and how many appointments were made
 - Made possible with relationships with MIS partners on campus
 - No longer utilizing Excel spreadsheets and focusing on Starfish
 - Implemented SARS comments for easier MIS Data Collection
 - EX: SP 24 Probation Cohort & CEP Warning Cohort
 - EX. SP 24 Dismissal
- Connect with CEP Warning Students before the start of second term
 - December / January timeline
 - Review to be proactive for students to understand implications of under 2.0 / not completing 67% of units
 - If student qualifies for under 12 units with DSS, making sure student is aware of that as to not increase workload and stress
- Increasing programmatic opportunities for special populations
 - Revisiting Study Nights to provide opportunities for students to connect to Counselors, resources, and build strong study skills
- Improving Online Academic / Progress Probation orientation that would live on MyGateway
- Continued communication throughout the semester for students to be aware of campus events, campus resources and other options to reconnect to the college campus throughout the semester
- Have CEP student success appointments in the morning prior to CF during the spring semesters
 - The Student Success Team, alongside leadership of the Special Programs Director, will continue to work with campus partners to ensure the smooth timeline of outreach. There are many moving parts involved and it is important that partners understand the workflow, are in consistent communication of expectations and collaborate to identify areas of improvement

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2024-2025

- SSSLO
 - Based upon the results of the 2020-2021 Program Review, the CEP will reimagine the student experience with a focus on clear and timely communication that include:
 - 1) piloting Element 451 and
 - 2) developing a CEP Warning status program for first-year CEP students who fall below a 2.0 GPA and/or below 67% completion at the end of Fall 2024
 - Piloting Starfish as a part of the CEP Warning status program
 - By implementing Element 451 in collaboration with the Office of Campus Communications, we will use the platform to provide timely and relevant reminders to provide program status updates, completion of program requirements, engagement, and help with the program's retention and persistence. For the first time, we will develop a CEP Warning status program for first-year CEP that fall below a 2.0 GPA and/or below 67% of courses enrolled and completed. As a part of the warning status, students will be notified of their status and will need to meet with a Graduate Coach to develop a plan to get them above a 2.0 GPA and/or 67% completion by the end of the Spring 2025 semester.
- Assessment Method
- Assessment Result
- Change

Part 8. Evaluation of Previous Goals

- A. List your goals and objectives from your last program review. Did you meet your goals? If not, please explain.

	Goals	Objectives	Accomplish Goals? (Y/N)	If goal was not met, please explain
1	Increase campus collaboration by creating a Charger Experience Advisory Board	Work with off campus partners to strengthen relationships with CEP. Work with on campus partners to increase relationships with CEP.	No	No, we have not established an Advisory Board for CEP. We have created an Outreach group

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				that meets bimonthly.
2	Increase the number of high schools and high school districts that participate in Charger Friday	Join district collaborative meetings at districts outside of AUHSD. Work with AUHSD to continue to strengthen relationships with high schools and include continuation and online high schools.	No- we have not been able to join district collaboratives outside of AUHSD Yes- we have increased the number of high schools and high school districts that participate in Charger Friday. For the Spring 2025 term, 29 different high schools attended.	No- we have not been able to join district collaboratives outside of AUHSD as we have not been invited to attend.
3	Increase the number of students seen by a counselor every semester to create education plans and connect to resources	Hire a full-time counselor that is available to provide counseling services to students	No- we have not hired a full-time counselor or permanent staff Yes- we have increased the number of students seen by a CEP counselor. For Fall 2023 to Fall 2024, we have tripled the amount of students seen during CEP counseling appointments (Fall 2023: 545; Fall 2024: 1,527)	

Part 9. New Program Goals

	Goals	Objectives	Timeline	Campus Plans and Initiatives Highlight plan/initiative to which your goal relates.

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1	CEP Appeals Process via Dynamic Form	1. Ensure Equitable Access to CEP Tuition Benefits 2. Support Student Retention and Reengagement 3. Maintain Program Compliance 4. Accommodate Valid Life Circumstances and offer reentry options 5. Track and Document Appeals for Program Improvement	Summer 2025	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other
2	Expand mental health focused events and workshops	1. Enhance Student Well-Being During High-Stress Periods 2. Foster a Culture of Mindfulness and Self-Care 3. Collaborate with Campus and Community Partners	2025-2026	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other
3	Increase the number of first-generation students seen by a counselor every semester to create education plans and connect to resources	1. Hire a full-time counselor that is available to provide counseling	2026-2027	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other

Student Services Program Review

		services to students		
4	Increase campus collaboration by creating a Charger Experience Advisory Board	1. Work with off campus partners AUHSD to strengthen relationships with CEP. 2. Work with on campus partners to increase relationships with CEP.	2027-2028	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other

Part 10. Resources/Needs Assessment

- A. Please link all requests to the goals above. Include the goal reference number in the “Justification” section below. Prioritize your requested resources within each category. (Example: If you have three resources listed under Personnel, then you will prioritize #1, #2, and #3, with #1 being the most important.)

Personnel			
Position	Justification and Impact on Goals	Cost	Priority #
Full-Time CEP Counselor		\$135,000	1
CEP Coordinator		\$112,000	2
Full-Time CEP Counselor		\$135,000	3
Full-Time Outreach Counselor		\$135,000	4
Full-Time Outreach Counselor		\$135,000	5
Full-Time Student Success Counselor		\$135,000	6

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Full-Time Student Success Counselor		\$135,000	7
CEP Administrator		\$96,000	8
Professional Development			
Activity	Justification and Impact on Goals	Cost	Priority #
Distance Education Certification		\$0	1
Trauma Informed Care Certification		\$4,800	2
Mental Health First Aid Training		\$0	3
Facilities			
Repair or Modification	Justification and Impact on Goals	Cost	Priority #
Technology/Equipment/Supplies			
Item	Justification and Impact on Goals	Cost	Priority #
Laptop cart		\$4,000	1
30 Laptops		\$36,000	2
10 ipads		\$4,000	3
10 ipad holsters		\$600	4

Part 11. Program Review Involvement

A. List the names of faculty and staff who participated in the program review process.

Faculty

- Maria Haro

Student Services Program Review

- Amelia Mosley
- Adriana Caridad
- Kassandra Lawrence
- Kendra Ubierna
- Dario Resendiz
- Micaela Munn-Perez
- Linda Olmos

Staff

- Brittany Hamer
- Paul de Dios
- Porscha Singh
- Andres Licea
- Madeleine Torosian

B. Describe the involvement of faculty and staff in the program review process.

Faculty and staff on the CEP divided the program review and team wrote different sections. CEP team members began writing their portions of the program review in October and finished writing in June 2025. Brittany Hamer, Porscha Singh, and Dario Resendiz read through the document making final edits and ensuring the continuity and credibility of the document.

Part 12. Publication Review

As part of the program review process, please conduct a review of your department webpage and other publications to ensure all information is accurate. Please note any inaccuracies identified as a result of the review, and provide an action plan for implementing the corrections. To request changes to your webpage, contact the Office of Campus Communications, Cari Jorgenson, Web Content Specialist at cjorgensen@cypresscollege.edu

Part 13. Evaluation and Approval from Immediate Management Supervisor

Comments

Immediate Management Supervisor Signature:  for Dr. Paul de Dios

Date Approved: June 23, 2025



Student Services Program Review

Appendix A

SSPR Charger Experience Program (CEP) Data
Fall 2024 Comparison of First-Year CEP Students to First-Year Non-CEP Students

Demographics

	Not CEP		CEP	
	n	%	n	%
Gender				
Female	822	53.1%	999	56.6%
Male	649	41.9%	701	39.7%
Not Reported	77	5.0%	65	3.7%
Total	1,548	100.0%	1,765	100.0%
Ethnicity				
Asian	183	11.8%	226	12.8%
Black or African American	64	4.1%	37	2.1%
Filipino	2	0.1%	0	0.0%
Hispanic or Latinx	887	57.3%	1,120	63.5%
Native American	7	0.5%	1	0.1%
Pacific Islander	8	0.5%	1	0.1%
Two or More Races	164	10.6%	230	13.0%
White	152	9.8%	130	7.4%
Not Reported	81	5.2%	20	1.1%
Total	1,548	100.0%	1,765	100.0%
Age				
19 or less	1,084	70.0%	1,684	95.4%
20 - 24	233	15.1%	52	2.9%
25 - 29	84	5.4%	17	1.0%
30 - 39	93	6.0%	6	0.3%
40+	54	3.5%	6	0.3%
Total	1,548	100.0%	1,765	100.0%
Average	21.2		18.4	
First-Generation College Student				
No	1,019	65.8%	1,187	67.3%
Yes	529	34.2%	578	32.7%
Total	1,548	100.0%	1,765	100.0%



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Assessment, Orientation, Ed Plan

	Not CEP	CEP
Assessment	74.7%	99.8%
Orientation	63.4%	99.5%
Comprehensive Ed Plan	43.8%	81.4%

Outcomes

	Not CEP	CEP
Success Rate	56.5%	72.0%
Retention Rate	84.5%	90.3%
Fall to Spring Persistence Rate	61.0%	92.1%



Student Services Program Review

Appendix B

Student Services Program Review Survey Charger Experience Program (CEP)

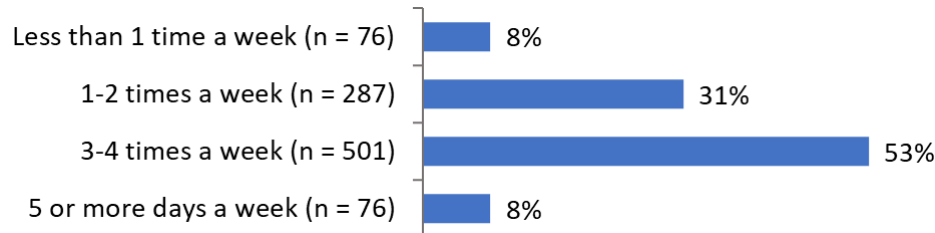
The report below summarizes the results from 940 students who responded to the Student Services Program Review (SSPR) survey conducted for the Charger Experience Program (CEP).

1. Please rate the following aspects of the Charger Experience Program (CEP) based on your experiences.

	Excellent	Good	Fair	Poor	N/A or I don't know	Total
Hours of service	413 44%	381 41%	86 9%	8 1%	52 6%	940 100%
Timeliness of response	319 34%	428 46%	134 14%	12 1%	47 5%	940 100%
Clarity of procedures	362 39%	389 41%	136 14%	31 3%	22 2%	940 100%
Communication	408 43%	374 40%	130 14%	14 1%	13 1%	939 100%
Quality of materials and resources	458 49%	366 39%	90 10%	6 1%	19 2%	939 100%
Courtesy of front desk staff	521 55%	308 33%	65 7%	9 1%	37 4%	940 100%
Helpfulness of front desk staff	521 55%	290 31%	88 9%	5 1%	36 4%	940 100%
Knowledge of front desk staff	409 44%	348 37%	118 13%	18 2%	47 5%	940 100%
Overall quality of service	468 50%	392 42%	63 7%	8 1%	8 1%	939 100%

2. Approximately how often are you on the Cypress College campus each week?

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3. Do you know where the Charger Experience Program (CEP) office is located on campus?

- Yes (n = 866) = 92%
- No (n = 73) = 8%

4. Did you come to the Cypress College campus for a Charger Friday or Charger Night event during your senior year of high school?

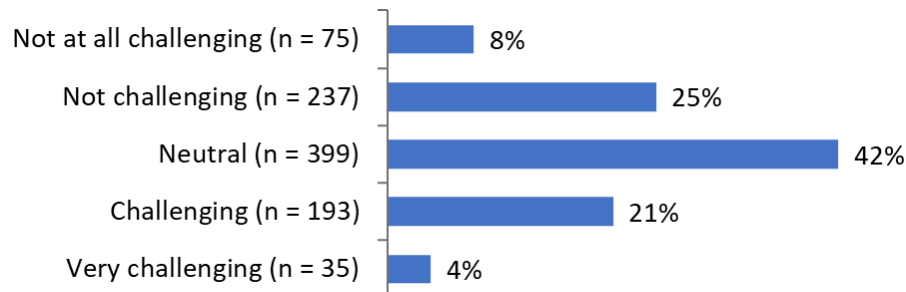
- Yes (n = 580) = 62%
- No (n = 359) = 38%

5. How did you hear about the Charger Experience Program (CEP)? (select all that apply)

	%	n
A high school counselor	53%	500
A friend	17%	162
An outreach event (e.g., Charger Friday, Charger Night, etc)	39%	370
A media outlet (e.g., email, newsletter)	13%	122
Other (please specify):	7%	70

Other included: Teacher, college counselor, coach, family member, college website

6. How challenging was it to meet the various Charger Experience Program (CEP) requirements? (e.g., enroll full-time, orientation, meet with a counselor for first semester schedule, guided self-placement, financial aid, two CEP events)?



7. What requirement of the Charger Experience Program (CEP) did you find most difficult to meet?

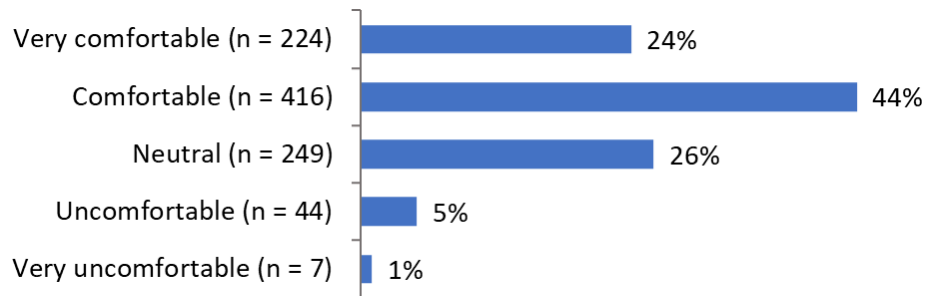
	%	n
Full-time enrollment	8%	78
Orientation	2%	16

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Meeting with a counselor for first semester schedule	11%	102
Guided self-placement	5%	46
Financial aid application	10%	98
Two CEP events	62%	582
Other (please specify):	2%	18

Other included: GPA requirement

8. How comfortable are you asking the Charger Experience Program (CEP) for help?



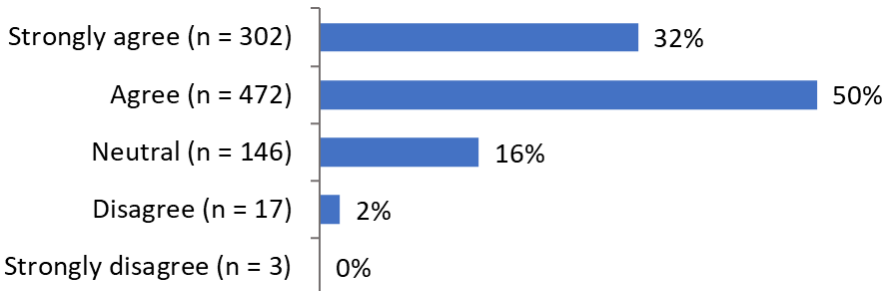
9. What services provided by the Charger Experience Program (CEP) have been most helpful to you? (select all that apply)

	%	n
Meeting with a CEP counselor	61%	575
CEP workshops	18%	167
Emails when missing a CEP requirement	39%	362
Individual assistance in the CEP office	17%	160
Other (please specify):	1%	13

Other included: Free tuition

10. The services provided by the Charger Experience Program (CEP) are helping me achieve my educational goals.

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Open-Ended Questions: Responses Summarized as Themes

11. In your own words, what is the purpose of the Charger Experience Program (CEP)?

Financial Accessibility

- Provides two years of free tuition and helps with costs like books, transportation, and meals.
- Reduces financial stress and makes college more affordable for all students.

Academic and Career Support

- Offers guidance on class registration, educational planning, and transfer preparation.
- Ensures students stay on track with their academic and long-term goals.

Smooth Transition to College

- Supports first-time college students in adjusting to the demands of higher education.
- Helps students navigate the system and build confidence early on.

Community and Belonging

- Creates a welcoming, supportive environment that connects students with peers and resources.
- Encourages engagement through events and structured support.

12. What have you enjoyed most about being a part of the Charger Experience Program (CEP)? (e.g., counseling, events, workshops)

Counseling and Academic Support

- Overwhelmingly the most mentioned aspect.
- Students appreciate the guidance, planning help, and personal attention from counselors.
- Many feel less stressed and more confident about their educational paths because of this support.

Events and Workshops

- Students enjoy the interactive, social, and informative nature of CEP-hosted events.
- Highlights include study sessions, fairs, themed gatherings, and mental health workshops.
- These events help foster community, reduce stress, and provide access to campus resources.



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Financial Benefits

- Free tuition for two years is a major point of appreciation.
- Additional perks like food cards, book passes, and waived fees are also frequently valued.

Sense of Belonging and Connection

- Many students express feeling welcomed, supported, and connected to the campus.
- CEP helps them build friendships, discover resources, and feel like part of a community.

13. What can the Charger Experience Program (CEP) do to support your mental health and wellness?

Expand Mental Health-Focused Events and Workshops

- Strong demand for more events centered on stress relief, mindfulness, and emotional wellness—especially during midterms and finals.
- Activities like therapy dogs, arts and crafts, meditation, games, and coloring were frequently suggested.
- Students value engaging, relaxing, and low-pressure events.

Increase Accessibility and Flexibility

- Students request more flexible event times, including evenings and online options, to accommodate busy schedules or social anxiety.
- Suggestions include reducing mandatory event requirements or making exceptions for those with challenges.

Better Communication and Outreach

- Many students asked for more frequent, clear emails about:
 - Available resources (e.g., counseling, wellness services).
 - Event reminders and CEP requirement tracking.
 - Others recommended wellness check-ins via surveys or emails.

Enhance Counseling and Peer Support

- Desire for easier access to counselors, including mental health professionals.
- Ideas include optional one-on-one sessions, anonymous hotlines, and peer support groups.
- Students want to feel that staff genuinely care and listen.

14. What else can the Charger Experience Program (CEP) do to support your academic success?

More Accessible and Flexible Events

- Many students want more CEP events scheduled at varied times, including evenings and online.
- Requests to reduce the 2-event requirement or offer alternative ways to meet it, especially for working or commuting students.



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Increased Academic Resources

- Strong calls for more tutoring, study sessions, and academic workshops, especially for subjects like math and statistics.
- Suggestions for dedicated study spaces, group study events, and academic planning sessions.

Improved Communication and Transparency

- Students ask for clearer communication of CEP requirements, deadlines, and available resources.
- Preference for regular email reminders, centralized checklists, and better outreach via social media.

Enhanced Counseling and Support

- Desire for easier access to counselors, more personalized guidance, and consistent follow-up/check-ins.
- Some ask for counselors to be more proactive, better trained in specific majors, or more collaborative across departments.