



Student Services Program Review

Program: Legacy Program

Coordinator: Regina Rhymes

Participant Names: Legacy Team

Date: June 3, 2025

Previous Program Review Date: Fall 2021

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 Cypress College Legacy Program's mission is to help educationally underrepresented students, particularly those of African American heritage, reach their academic and career goals. This is achieved by providing a strong academic curriculum, instructional resources, and motivational support to facilitate their transfer to four-year institutions. The program emphasizes the African American experience and aims to foster a positive, well-rounded college experience

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

The Legacy Program specifically supports the college's commitment to lifelong learning and economic mobility by guiding educationally underrepresented students especially those of African American heritage toward successful transfer and degree completion. Through culturally responsive curriculum, instructional support, and a focus on the African American experience, the program not only strengthens academic and career pathways but also fosters an inclusive learning environment that enhances student engagement and social enrichment.

Overall, the Legacy Program serves as a critical vehicle for promoting equity and access, helping Cypress College fulfill its broader mission of enriching society through student success and transformation.



Student Services Program Review

Part 2. Program Overview

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

Program Description

The Cypress College Legacy Program empowers underrepresented students especially those of African American heritage by providing academic support, cultural enrichment, and career pathway guidance. Through a focus on the African diaspora and Black culture, the program fosters a sense of identity and community while promoting degree completion and successful transfer to four-year institutions.

Each component of the Cypress College Legacy Program is purposefully designed to support the program's mission of helping underrepresented students particularly those of African American heritage achieve academic success, career readiness, and cultural empowerment. These components also directly reflect Cypress College's broader mission of transforming lives through equity, educational opportunity, and economic mobility. Each element functions in alignment with both missions:

1. Cohort Model

Function: Students begin the program together and advance as a cohort, completing Legacy-designated courses as an integrated learning community.

Purpose: Builds a supportive peer network that fosters belonging, accountability, and collective growth. This structure reinforces retention, degree completion, and transfer readiness aligning with both Legacy's and the college's goals of equity and student achievement.

2. Curriculum Based in the African Diaspora

Function: Courses center on the historical and contemporary experiences of people of African descent.

Purpose: Cultivates cultural identity, critical thinking, and empowerment. By affirming students' backgrounds and connecting education to lived experience, this curriculum aligns with Legacy's emphasis on the African American experience and Cypress College's commitment to enriching society.



Student Services Program Review

3. Networking

Function: Connects students with peers, alumni, faculty, and professionals.

Purpose: Encourages mentorship, resource sharing, and career insight. This enhances students' access to professional pathways and transfer opportunities, supporting both degree completion and economic mobility.

4. Workshops

Function: The function of workshops is to provide a supportive environment where students can connect with their culture, build meaningful relationships, develop skills for academic and personal growth, and actively participate in leadership and community-building activities.

Purpose: Equips students with the tools needed to thrive academically and personally. These skills are essential for lifelong learning and success, reflecting both Legacy's and Cypress College's dedication to student achievement.

5. Personal and Academic Counseling

Function: Offers one-on-one support to help students navigate educational plans, career goals, and personal challenges.

Purpose: Provides holistic support tailored to the unique needs of underrepresented students. This reduces barriers to success and directly supports degree completion and transfer core priorities of both missions.

6. Internship Opportunities

Function: Gives students real-world work experience in their fields of interest.

Purpose: Bridges academic learning with career development, increasing students' economic mobility and readiness for the workforce. This reinforces Cypress College's focus on career pathways and Legacy's mission to prepare students beyond the classroom.



Student Services Program Review

7. Leadership Opportunities

Function: Engages students in campus organizations, program planning, and peer mentoring.

Purpose: Develops confidence, communication skills, and civic responsibility. Encouraging leadership strengthens the student's personal growth and community impact, aligning with both missions' emphasis on enriching society and fostering equity.

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

1. **Charger Experience:** Participated in events like Charger Friday, Back2School Night, Commit2Cypress, and KinderKaminata.
2. **APIDA:** Hosted "Real Talk" with Hosea Chanchez.
3. **Puente X Transfer Center:** Coordinated UCLA field trip to increase transfer awareness. In collaboration with Puente and the Transfer Center, Legacy sent 8 students to UCLA with support from the UCLA Center for Community College Partnerships (CCCCP). Students learned about the CCCC Scholars Program, which significantly improves UC transfer and enrollment outcomes. The field trip aimed to increase transfer motivation and preparedness.
4. The Legacy faculty and students participate in Umoja Annual Conferences. Umoja Conferences provide students with academic, personal, and cultural enrichment. Participants connect with a statewide network of peers, mentors, and educators. Workshops and speakers focus on leadership, transfer preparation, and the African American experience.
5. The Legacy Program collaborates with various campus departments to honor and celebrate Black History Month. Some of the departments involved include:
 - **Cypress College Library:** Provides resources and displays that highlight the contributions and history of Black communities.
 - **Dance Department:** Organizes performances that showcase the rich cultural expressions of the African diaspora.



Student Services Program Review

- **Athletic Department:** Hosts workshops and events that explore the impact of Black athletes and activism in sports.
 - **Ethnic Studies Department:** Offers courses and discussions that delve into the African-American experience and its significance in American society. These collaborations aim to foster a deeper understanding and appreciation of Black history and culture
6. In Spring 2024, Legacy collaborated with other community colleges to participate in an HBCU Tour, giving scholars hands-on exposure to institutions renowned for fostering Black academic achievement, leadership, and cultural identity, while strengthening our campus partnerships and student-faculty connections
7. A²MEND and the Black Student Union (BSU) serve as the leadership branches of the Legacy Program, organizing workshops that celebrate culture, community, and belonging. The Legacy Center supports these efforts by hosting bi-monthly Barbershop Talk sessions, an annual Friendsgiving event, and twice-monthly BSU and A²MEND meetings. These programs foster dialogue, connection, and cultural celebration on campus.
8. For the past decade, Legacy has partnered with Toastmasters International to strengthen students' leadership and communication skills. By combining Toastmasters' structured workshops with culturally grounded "Umoja Porch Talk" sessions, we create a dynamic environment where students build confidence, refine their voices, and connect authentically.
9. Over several years, the Legacy program and the Career Center have collaborated to create a comprehensive training program, which is followed by internship placements in various campus departments, including Disability Support Services (DSS), the Information Technology (IT) Department, and the Counseling Center within NOCCCD.
10. Legacy collaborated with the Culinary Arts and Hospitality Department to honor high-achieving Legacy Scholars during one of their signature Bistro dining experiences. This partnership provided students with a unique opportunity to celebrate academic excellence while enjoying a professionally prepared meal in a real-world culinary setting
11. The Legacy Program collaborates with faculty and staff mentors from diverse disciplines, including Psychology, Sociology, Ethnic Studies, Geography, Art, Media Design, Health Sciences, Kinesiology, STEM, English, Nursing, Counseling, EOPS, and Business, as well as executive administrators who actively guide Legacy Scholars.

Student Services Program Review

12. Legacy faculty serve on Faculty Fellows and NOCCCD DEI Committees, integrating culturally relevant content into the curriculum including perspectives from Carol Anderson (One Person, No Vote: How Voter Suppression Is Destroying Our Democracy), Dr. J. Goosby Smith (creating inclusive higher-education environments), and Dr. Alexis A. Thompson (DEI in medicine and sickle-cell breakthroughs). This ensures coursework reflects students of color, nurtures critical equity dialogue, and strengthens student engagement and success.

13. The Legacy Counselor plays a vital role in connecting students to essential support services. As part of a high-touch support program, Legacy delivers comprehensive wraparound services that address students' academic, personal, and professional needs through culturally responsive and relationship-centered support.

- Faculty & Student Connection
- Counseling Appointments and Drop-Ins
- Experiential Learning Opportunities
- Community-Building Activities
- Quarterly Reflections
- Education Plans
- Referrals to campus support services
- Check-ins and follow up services

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.*

Legacy is funded through Student Equity and Achievement. Student Equity and Achievement Funds are used to support services and programs that promote student success and close achievement gaps. These funds help provide orientation, counseling, educational planning, and follow-up services to ensure students stay on track. They also support initiatives that improve access, course completion, degree and certificate attainment, and successful transfer to four-year institutions. Overall, the goal is to enhance equity and help all students achieve their academic and career goals.

Student Services Program Review

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.*

Student Services Program Review Survey Legacy Program

The report below summarizes the results from the Student Services Program Review (SSPR) survey conducted for the Legacy Program.

1. Please rate the following aspects of the Legacy Program based on your experiences.

	Excellent	Good	Fair	Poor	N/A	Total
Hours of service	2 33%	2 33%	2 33%	0 0%	0 0%	6 100%
Timeliness of response	2 29%	3 43%	1 14%	1 14%	0 0%	7 100%
Clarity of processes and procedures	2 29%	2 29%	2 29%	1 14%	0 0%	7 100%
Quality of materials and resources	3 43%	3 43%	1 14%	0 0%	0 0%	7 100%
Staff courtesy	2 29%	4 57%	1 14%	0 0%	0 0%	7 100%
Staff helpfulness	3 43%	3 43%	1 14%	0 0%	0 0%	7 100%
Staff knowledge	3 43%	3 43%	1 14%	0 0%	0 0%	7 100%
Overall quality of service	3 43%	2 29%	2 29%	0 0%	0 0%	7 100%

Students in the Legacy Program generally reported a positive experience, especially appreciating the quality of materials, available resources, and the courteous, knowledgeable, and helpful staff. Many felt supported and valued throughout their time in the program. One student did express concern about the timeliness and clarity of certain processes. In response, the Legacy staff began developing improved marketing and communication strategies to enhance support and ensure greater transparency for all students. Also, At the end of each year, we conduct a "Start, Stop, Continue" assessment to reflect on our practices and brainstorm new strategies for improvement. This structured reflection helps us identify effective methods to maintain, ineffective ones to discontinue, and new approaches to implement, fostering continuous growth and development.

Student Services Program Review

2. Please rate your level of agreement with the following statements about the Legacy Program.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
The Legacy Program has helped to improve my writing, reading, and/or my communication skills.	0 0%	0 0%	1 17%	4 67%	1 17%	6 100%
I have taken on leadership roles or additional responsibilities as a result of the Legacy Program.	1 14%	2 29%	0 0%	3 43%	1 14%	7 100%
The Legacy Program helped me understand financial concepts such as budgeting, saving, and credit.	1 14%	1 14%	2 29%	1 14%	2 29%	7 100%
The Legacy Program has deepened my understanding of African American history and contributions.	1 14%	0 0%	0 0%	1 14%	5 71%	7 100%
The Legacy Program has increased my ability to navigate college resources.	1 14%	0 0%	1 14%	3 43%	2 29%	7 100%
The Legacy Program has increased my pride in my cultural identity.	1 20%	0 0%	1 20%	0 0%	3 60%	5 100%
My Legacy Program mentor has played an important role in my academic and personal growth.	1 14%	0 0%	0 0%	4 57%	2 29%	7 100%
The services provided by the Legacy Program are helping me achieve my educational goals.	1 14%	0 0%	2 29%	3 43%	1 14%	7 100%

Page 1 of 2

Students shared that the Legacy Program helped them improve their communication skills, both in writing and public speaking an outcome likely attributed to most students completing two semesters of English Literature and participating in Toastmasters workshops in the spring.

The Legacy Program has been in a period of rebuilding and revitalization, especially in the years following the pandemic, which impacted overall enrollment and retention. While leadership and internship opportunities have been consistently offered for three years, there is recognition that participation rates have room to grow. Feedback was collected from students in the Spring 2025 cohort, and their insights are helping to guide ongoing improvements. The Legacy team will continue to implement strategies to strengthen engagement, visibility, and student outcomes.

Student Feedback Summary

3. Most Helpful Services Provided by the Legacy Program

Students highlighted several key services that significantly supported their academic and personal development:

- **Personalized Support and Counseling:** Access to dedicated counselors, particularly Joshua James, was frequently mentioned as instrumental in providing guidance and support.

Student Services Program Review

- **Legacy Space and Cultural Engagement:** Students highlighted the importance of the Legacy Center. The space's affiliation with various African-American campus events provided cultural affirmation and a sense of belonging. They also appreciate the presence and coaching of the Outreach and Recruitment Specialist, Danny Crumble.
- **Support Services:** Resources such as Disability Support Services (DSS) were noted for their effectiveness in assisting students with specific needs.
- **Feedback Mechanisms:** The program's responsiveness to student feedback, leading to tangible changes, was appreciated as it empowered students to contribute to program improvements.
- **Academic Courses:** Classes offered through the program, including counseling courses, were valued for their relevance and support in students' academic journeys.

4. Suggestions for Program Improvement

Students provided constructive feedback to enhance the Legacy Program's effectiveness:

- **Increase Participation:** Encouraging higher attendance and engagement among members to strengthen the community aspect of the program.
- **Improve Communication:** Ensuring timely responses to inquiries via email and Canvas, and providing advance notice for mandatory events to allow adequate preparation.
- **Clarify Program Requirements:** Offering clear information about required classes and program expectations at the outset to help students plan accordingly.
- **Ongoing Support:** Providing continuous assistance to new students to facilitate their adaptation to the Cypress College community.
- **Flexible Scheduling:** Considering more adaptable class schedules to accommodate students with conflicting commitments.
- **Enhanced Faculty Interaction:** Promoting more frequent and meaningful conversations between students and professors to support academic success.

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

This year marks the first time the Legacy Program is participating in the Student Services Program Review. Previously, it was evaluated through the Academic Program Review. At that time, both the retention rates and student feedback were significantly higher, likely due to a larger pool of participants.

Nevertheless, the Legacy Program is dedicated to fostering an environment where all students feel heard, supported, and empowered. We recognize that continuous improvement is vital to our mission. To that end, we will conduct quarterly feedback to



Student Services Program Review

monitor the effectiveness of implemented changes and identify new areas for enhancement.

The Legacy Program is committed to transforming student feedback into concrete improvements and will continue refining the program to not only meet but exceed the expectations of our diverse student body.

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 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.*

Since the onset of the COVID-19 pandemic in 2020, the enrollment and retention of African American students, both across the campus and within the Legacy Program have experienced a noticeable decline.

In response, the Legacy Program has taken proactive steps to address this trend. This includes exploring alternative teaching platforms to improve access and flexibility for students. To support year-round outreach and recruitment, a dedicated recruiter/ambassador has been added to the team. The program continues to prioritize intentional outreach to African and African American students, including those returning to college after a break.

These targeted efforts are designed to strengthen student representation, increase engagement, and enhance the overall support system within the Legacy Program.



Student Services Program Review

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

Outreach and Recruitment Strategies for the Legacy Program

Leveraged institutional data and the Tableau system to identify and segment students for a targeted email and call campaign, ensuring outreach is data-driven and personalized while partnering with cross departmental programs and affinity groups to broaden engagement and colligatively seek student interest.

Recruitment Partnerships: Partnered with the (CEP) Charger Experience Program from August to April 2025, participating in Commit2Cypress, Connect2Cypress, and Charger Fridays to engage prospective students.

High School Outreach: Collected outreach and recruitment lists from high schools in Cypress, Buena Park, Anaheim, Cabrillo, Long Beach, Lakewood, Cerritos, and surrounding areas to build a strong pipeline of prospective applicants.

Counselor Engagement: Delivered donuts and Cypress Apparel to high school counselors as part of a meet & greet initiative, establishing rapport and fostering positive relationships with key school stakeholders.

Student Orientations: Hosted bi-weekly new student orientations for prospective students, families, and guests, providing lunch to encourage participation and offering a welcoming environment.

Team Building and Information Sessions: Conducted team building meet & greet sessions specifically for the Legacy Program to gather interest, provide information, and create a sense of community among prospective students.

Email Promotion: Sent promotional email blasts to students to raise awareness and encourage applications for the Legacy Program.

Tabling at Outreach Events: Participated in bi-weekly tabling at outreach events (GGUHSD, SAUHSD, CSUDH, etc.) to directly engage with prospective students and distribute program information.

Leverage social media and Digital Platforms Utilized Instagram to showcase program highlights, student testimonials, and campus life, reaching younger audiences through engaging digital content.

Offer Virtual Information Sessions and Webinars: Hosted online information sessions and webinars to provide interactive Q&A, virtual tours, and program overviews, making participation accessible to students and families unable to attend in person.



Student Services Program Review

Implement Personalized Communication Campaigns: Used targeted email, SMS, and AI-driven messaging to send tailored information, reminders, and application support directly to prospective students, ensuring each interaction was relevant and supportive

Legacy hosts a variety of engaging events to build community, celebrate cultural identity, support academic growth, and strengthen leadership and communication skills.

Workshops & Events

- Family Night: Orientation for families to learn about Legacy's mission and benefits.
- Orientations: Both in-person and virtual for new students.
- Scholarship Workshops
- Quarterly Reflections: Community gatherings featuring icebreakers, games, data check-ins, and bonding.
- Hip-Hop Paint Parties
- Networking/Mentoring Events
- Umoja Conferences
- Game Night
- Annual Speech Contests
- Juneteenth
- Storytelling from Ghana

Graduation 2025: Second Annual Black Graduation

Legacy Twenty-Fifth Culmination Celebration

- 70+ students, staff, graduates, and family were in attendance
- 7 legacy students received awards from Faculty and staff.
- The event served as a meaningful culmination of the academic year, highlighting the growth, resilience, and accomplishments of Legacy scholars.
- All the 2025 Legacy Graduates were "Returning" students

Monthly Awards for Student/Group/Faculty Achievements

- Students of the Month
- Leaders of the Month
- Group of the Month
- Faculty Member of the Month
- Over 50% of Students on Honor Roll (First Semester)

Student Services Program Review

Black History Month 2025

- Legacy of Good Trouble Library Exhibit
- Kick-Off Celebration
- Good Trouble, Great Opportunities” Scholarship Workshops
- Game Changers: Exploring Black Activism in Sports Workshop
- A Day of Recognition and Triumph
- Seven Steps to Black Student Success Workshop
- African Diaspora Summit Speaker Panel
- Day of Expression featuring Gloria Arjona
- John Lewis: Good Trouble Movie Night
- Collaborative Events
- A2MEND & BSU: Black Student Success Week
- A2MEND Workshops: How to transfer and secure scholarships

Black History Month 2024

- *Let's Talk – Who does Hip Hop belong to?*
- Recognizing Outstanding Scholars' Breakfast
- Hip-Hop and Basketball
- Hip-Hop and Mental Healing
- BSU Event: Love, Intimacy, and Healthy Relationships
- Decriminalization of Gangster Rap
- Hip Hop Paint Party
- Barbershop Talk 2: Speak Your Mind
- Day of Expression
- Cloning Stereotypes: Movie Discussion
- Library Virtual Scavenger Hunt

Black History Month 2023

- Opening Day Event
- Blacks in STEM
- Day of Expression
- Race and Reparations
- Library Virtual Scavenger Hunt
- African American Experiences: Historical Perspectives to the 21st Century
- Movie Night: Hidden Figures



Student Services Program Review

Scholarships

For the past decade, Legacy Scholars have received scholarships in recognition of leadership, academic excellence, and resilience, honoring their remarkable achievements and dedication to both personal and community growth. To support students in funding their education, Legacy has partnered with the Financial Aid Office and hosted a series of student-focused workshops to guide them through the scholarship application process and help them successfully secure financial aid. For the past four years, over 50 percent of our students received one or more scholarships.

Internships

For several years, destined Legacy Scholars **secured internships** across various departments, including North Orange County Community College District (NOCCCD), Cypress College Health Center, Disability Support Services (DSS), Information Technology (IT), and Counseling Center. Before starting their paid roles, they participated in comprehensive training sessions offered by the Cypress College Career Center. These sessions focused on enhancing their resumes, optimizing LinkedIn profiles, and developing essential soft skills such as communication, adaptability, and teamwork.

Two of our alumni have completed internships in Washington, D.C.

Transferred to Four Year Institutions

Legacy students have transferred to Cal State(CSU) and University of California (UC) Institutions: CSU, Fullerton, CSU, Long Beach, CSU, Dominguez, CSU, San Bernardino, UC Berkeley, UC Davies, UC Irvine and UC San Barbara.

Four Legacy alumni have successfully transferred to Historically Black Colleges and Universities (HBCUs), continuing their academic journeys within institutions known for their rich cultural heritage and supportive learning environments

Course Synthesis Final Reflection Assignment Quotes from students

ENG 101

“The course helped me see the black experience through the eyes that came before me, which allowed me to recognize the ways in which the struggles of African Americans struggles and triumphs have contributed to the countries ongoing evolution, Ultimately, this course has empowered me with a more knowledgeable and empathetic understanding of the



Student Services Program Review

black African American experience and has inspired me to continue exploring and learning about how we as people has shaped American society into change for the better.”

“As a struggling writer entering the course, researching, and analyzing haven’t always been a strong suit, but improved overtime throughout the course. Working on this research paper helped me expand my writing skills from annotating and paraphrasing the text ultimately incorporating that information into my essay in my own words.”

“ENG 101 changed my life in general. This lesson has shed light on the past, politics, and my own life as a Black or African American person. It made me want to fight for justice in my community and anywhere else. I will help other people with what I've learned at school and at work. I'll take what I've learned here and use it to learn more, understand more, and work for a more fair society.”

“One of the reasons for my now more advanced knowledge of African Americans is because of the voices and voyages packet, and the essays that came along with it. I feel that because of the research and reading that I did to complete the essays really got me into studying African American history. Reading about the hardships and constant struggle of black people made me more interested in the subject.”

“Learning my history in this English class further increased my awareness of “black” oppression. It hit home realizing that these same issues our ancestors, civil rights activists and politicians fought for, are still the same issues faced till this day. It begs the question, if “this” will ever end. We cannot but keep hope alive and trust in our higher power to one day get us out of this oppression. I learned a lot about my history, how to structure and write my essays and to cite my sources and I am happy I had the opportunity to take this class.”

“Last but not least, this whole semester has helped me with English than high school. I might struggle to write essays but with the help of Dr. Letcher, among other classmates, I have successfully written any essay that Dr. Letcher assigns. At first, it was hard, but I was able to do it because I will never grow if I never do a ton of work, this class is where I grow so much in one semester.”

“These aspects of writing gave insight into the fashion that more professional and organized papers should be created by. It heightened our abilities as both readers and writers; on both analyzing texts and speeches to their most critical messages and being able to use critical thinking to describe the importance of those messages.”



Student Services Program Review

“The assignments given to us during this semester has actually forced me to sit down and educate myself on African American history. The essays we’ve written have made me analyze and understand the text in my own words and perspective, further influencing my learning process.”

“This class showed me how important it is to understand African American history and to listen to voices that speak about injustice and racism.”

“This semester has been a big learning experience for me. This class taught me a lot about the African American experience and how racism has affected history and still impacts society today. The texts we read, like those by Frederick Douglass and Dr. Carol Anderson helped me see how things have changed and how much still needs to change. I also learned how to manage my time better and take responsibility for my work. This class made me more confident and prepared for the future.”

“In conclusion, my experience in English 101 this Fall semester here at Cypress College has been a shaping experience. It was challenging and required many sacrifices, but it taught me a lot about my own abilities and the importance of not giving up. The texts and assignments focusing on African American history helped shift my perspective on race, identity and social justice. With the help from Dr. Letcher, I was pushed beyond my expectations of myself, gaining not only academic skills but personal growth.”

ENG 104

“It is very nice to learn about people like Langston Hughes, Maya Angelou, or Phyllis Wheatley because it ties into our ethnic studies class. It is great to get a lecture on who they were and then come to English and learn about their writing.”

“Throughout this course I was able to analyze and critique literature through the African American lens. As I expected, reading and closely analyzing these novels helped me build reading comprehension skills and now I am able to analyze literature through several lenses such as feminism, history, and more.”

“I think this class has been one of the most influential classes I’ve taken in my first year of college because these novels are so informative to history and how to overcome situations like that in the past.”

“This course has provided a great foundation for my writing in other courses and understanding the African American experience. I plan on applying this knowledge in my everyday life while



Student Services Program Review

continuing my progress at Cypress College in working towards a career path I will be successful in.”

“This course wasn’t just about reading these books, but it was about learning to listen to the misheard voices. I leave this class with a stronger as a reader, writer, and thinker, and with a new fire to study literature further in my college career.”

“English 104 has taught me how to listen more carefully, read more critically, and write more intentionally. I leave this course not only as a better student of literature, but as a more empathetic thinker and a more confident writer.”

“Another aspect of the course that I’ve encountered, has been evolving my opinions with the new information that I’ve received from other sources, such as the Ethnic Studies 129 course. My spring semester schedule has had these two courses in proximity, with Ethnic Studies being held shortly after English 104 ends. Between these two classes, my knowledge and view of America in relation to African Americans have shifted quite drastically. I feel that combined, both classes have made me become more able to identify the root causes of the black community’s behavior and how it came to be.”

“There were times when I had trouble understanding some parts on my own, and having the in-class discussions about the assigned readings allowed me to find answers to my questions. I also get the opportunity to be exposed to the different opinions based on various perspectives of my peers.”

“This class challenged me in great ways, I had to work hard and take responsibility for my own education and learning. Keeping up with the readings and assignments felt impossible sometimes, but I am extremely grateful to have pushed through even when I felt like giving up. Through the course of the semester, I have worked to try to become a better writer and student and because of this, I think I have become a more confident writer. I am super proud of the progress I have made! This class gave me a better understanding of the Black and African American experience, especially the struggles and strengths that come with it.”

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

Program challenges from previous years continue to persist in 2025. Enrollment remains lower due to the lasting effects of the pandemic. Students continue to face insecurities such as housing instability, limited access to technology, displacement, unemployment, and lack of reliable transportation. Mental health concerns also remain a significant



Student Services Program Review

barrier to student success. Additionally, the enrollment of African American students has declined from 4% to 3.62% (2023-2024 Data), and this group continues to experience disproportionately higher dropout rates.

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 Legacy Program is dedicated to addressing the needs of underrepresented and historically marginalized student populations. Our participants have included African American, Hispanic/Latinx, Asian and Pacific Islander, LGBTQ+, students with disabilities, and older or returning students. Legacy provides equitable and culturally responsive services that align with its mission to support academic and career success. The program offers a robust academic curriculum rooted in the African Diaspora, affirming students' cultural identities while fostering pride and engagement

Through a cohort-based model, students move through courses together, building community, accountability, and a sense of belonging. Comprehensive support services, including **personalized academic counseling, educational planning, embedded tutors and mentoring**, help students navigate college systems and pursue transfer and degree completion. **Leadership development, internships, and professional networking** opportunities further prepare students for career pathways.

In addition to supporting students with financial literacy, time management, and navigating college resources, Legacy incorporates non-traditional learning methods through both curriculum and workshops that emphasize **storytelling, music, cultural narratives, personal expression, relationship building, and intergenerational learning**.

The Legacy Program is intentional in recruiting African American, Afrikan, returning, and part-time students to ensure equitable access and inclusion. Annually, students participate in Umoja, a statewide conference that expands their awareness of transfer opportunities while affirming their cultural identity and academic development.

By fostering a culturally safe and empowering environment, the Legacy Program supports students in overcoming barriers, achieving their goals, and transforming their lives through



Student Services Program Review

education, reflecting the shared commitment of Cypress College and Legacy to equity, access, and lifelong learning.

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

We serve students through a variety of accessible formats to ensure support regardless of location or delivery method. In-person classes and services are available on campus for students who prefer face-to-face interaction. For those enrolled in distance education or with limited availability, we offer Zoom meetings for counseling, workshops, and mentoring sessions. Additionally, flexible scheduling, including evening hours and asynchronous resources, ensures students can access academic and support services at times that best fit their personal and professional responsibilities.

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).*

Legacy is funded through Student Equity and Achievement. Student Equity and Achievement Funds are used to support services and programs that promote student success and close achievement gaps. These funds help provide orientation, counseling, educational planning, and follow-up services to ensure students stay on track. They also support initiatives that improve access, course completion, degree and certificate

Student Services Program Review

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.) *Results are from Spring 2025

	SSSLO	Assessment Method	Assessment Result	Change
1	Cultural Identity and Awareness: Students will demonstrate an understanding and appreciation of the African diaspora, including historical and contemporary contributions of people of African descent, fostering pride in cultural identity.	Students write reflective journals and essays in which they discuss what they are learning about the African diaspora, how this knowledge shapes their understanding of identity, and how it relates to their own experiences or communities; these reflections are assessed based on depth of understanding of historical and contemporary issues, personal connection and critical reflection, and evidence of appreciation and cultural pride	90% Success Rate	Legacy is an inclusive program that welcomes students of all backgrounds, fostering a diverse and vibrant learning community. While the program centers the African American experience to affirm Black identity and history, it also upholds the values of equity, belonging, and intersectionality. We recognize that each student engages with this cultural focus in unique ways, shaped by their individual identities and lived experiences.
2	Leadership and Community Engagement: Students will strengthen leadership abilities and engage in activities that promote social responsibility, advocacy, and positive contributions to both campus and local communities	In small teams, students plan and execute a campus awareness forum (Kwanzaa). Following the event, they submit a post-event evaluation reflecting on the planning and implementation process. This assessment focuses on their ability to collaborate effectively and delegate responsibilities, the execution of the event and its impact on the campus community, and a critical evaluation of both the planning process and overall outcomes	90% Success Rate	No Changes. We tend to get 90-100% participation for this Student Learning Outcome.
3	Academic and Career Readiness: Students will develop and apply academic	An Educational Plan supports the Student Learning Outcome of Academic and Career Readiness by	100%	Recognizing that the pandemic has impacted many students'

Student Services Program Review

	skills, such as critical thinking, writing, and research to progress toward degree completion, transfer, and career goals.	providing a structured, counselor-approved roadmap that helps students stay on track for degree completion or transfer. It outlines required courses and key milestones, allowing students to make informed decisions and align their academic path with career or transfer goals.		readiness for college-level coursework, we launched the Summer Boost Program to support their transition. This initiative is designed to strengthen academic skills and build confidence, ensuring students are better prepared to succeed in their college journey
4	Research Skills: Students will demonstrate effective research skills by locating, evaluating, and ethically using diverse information sources to support academic work and lifelong learning.	Students submit a research paper or an annotated bibliography that requires gathering information from multiple credible sources. Assessment focuses on source variety, evaluation quality, proper citation, and ethical use of information.	100%	Recognizing that the pandemic has impacted many students' readiness for college-level coursework, we launched the Summer Boost Program to support their transition. This initiative is designed to strengthen academic skills and build confidence, ensuring students are better prepared to succeed in their college journey

Student Services Program Review

Part 8. Evaluation of Previous Goals

- A. List your goals and objectives from your last program review. Did you meet your goals?.

	Goals	Objectives	Accomplish Goals? (Y/N)	If goal was not met, please explain
1	Enhance student recruitment by strategically expanding staffing resources to provide comprehensive support throughout the student lifecycle.	1. Advance equity in access and enrollment. 2. Establish equity-minded pathways and partnerships. 3. Increase early engagement and student connection.	Yes, the goal of hiring a recruiter has been achieved.	
2	Summer Bridge Program	1. Build Skills: Get a head start and strengthen your writing abilities in preparation for college-level writing, specifically in ENGL C1000E. 2. Connect with Legacy Cohort 3.: Meet your instructors, and dedicated counselors. 4. Become Familiar with Campus Resources: 5. Discover the valuable resources available at Cypress College, ensuring a smoother transition to college life.	Yes, Legacy will be launching a Bridge Program - July 28-31, 2025, from 9:30 a.m. 1:30 p.m.	
3	Provide Peer Tutors	1. Enhance student understanding. 2. Increase student engagement. 3. Improve academic success.	Yes, peer tutors are embedded in the English 101 and Ethnic Studies 129 classes. The English professor, Dr. Letcher regularly met with the peer tutors and provided guidance, so that the students understood and succeeded in the English Classes.	

Student Services Program Review

Part 9. List 2-4 program goals you want to accomplish during the next four years. Please connect each goal to at least one major campus initiative/plan.

	Goals	Objectives	Timeline	Campus Plans and Initiatives Highlight plan/initiative to which your goal relates.
1	Hire a part-time Legacy Center Coordinator	Support and Advocacy: Provides culturally responsive guidance and advocacy for African American students. Community and Belonging: Fosters a sense of belonging through culturally affirming programs and events. Academic Success: Enhances retention and graduation through targeted academic and career support.	2025-2027	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other
2	Administrative Support	Optimize daily program operations to maximize student engagement and support within the Legacy Program. Enhance the planning and execution of culturally relevant events that promote student belonging and academic success. Strengthen data collection and reporting processes to provide compelling evidence of program effectiveness and secure sustainable funding.	2025-2027	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other
3.	Peer Mentors/Ambassadors	Advance student equity and belonging by providing culturally responsive peer mentorship that affirms identity and supports first-year transition. Support persistence and academic achievement through structured check-ins, tutoring referrals, and		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

		guidance from trained Peer Mentors. Increase participation in Legacy activities and campus resources by leveraging Peer Ambassadors to lead outreach and build community connections.		
--	--	---	--	--

Student Services Program Review

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 #
Administrative Support	Administrative support will positively impact the Legacy Program by streamlining daily operations, allowing counselors and coordinators to focus on direct student engagement. With efficient scheduling, record-keeping, event coordination, and communication, the program can run more smoothly, meet deadlines, and enhance the overall student experience ensuring that Legacy students receive timely support and access to resources that foster their academic and cultural success.	\$40K	1
Hire a part-time Facility Coordinator	Support and Advocacy: Provides culturally responsive guidance and advocacy for African American students. Community and Belonging: Fosters a sense of belonging through culturally affirming programs and events. Academic Success: Enhances retention and graduation through targeted academic and career support.	20K	3
Peer Mentors/Ambassadors	Peer mentors and ambassadors positively impact on a Black learning community by providing relatable support, guidance, and encouragement from shared experiences. They help foster a sense of belonging and cultural pride, easing transitions and boosting confidence. Additionally, they promote engagement, connect students to resources, and model leadership, which strengthens the community's cohesion and success.	25K	2

Student Services Program Review

Professional Development			
Activity	Justification and Impact on Goals	Cost	Priority #
Faculty attend cultural relevant and learning community conferences and events.	- Enhanced Cultural Competency - Pedagogical Development - Stronger Student-Faculty Connections - Professional Growth and Collaboration - Alignment with Equity Goals	\$7,000.00	1
Facilities			
Repair or Modification	Justification and Impact on Goals	Cost	Priority #
Deep Clean Chairs and Carpet Repair broken furniture	Deep cleaning chairs and carpets promotes a healthy, welcoming environment for students in shared program spaces. Repairing broken furniture ensures safety and maintains a functional, student-centered setting. These updates reflect pride in the program and support a culturally affirming space that fosters student engagement and success	\$600.00	1
Frame and post Ghana Art in Legacy Space	Framing Afrikan art in an Umoja space celebrates African heritage and fosters student pride. It highlights the rich history and contributions of the African diaspora. The artwork also makes the space more welcoming and inspiring.	\$700.00	2
Technology/Equipment/Supplies			
Item	Justification and Impact on Goals	Cost	Priority #
Laptops and current software	Having the latest computers and equipment enables faculty and staff to work more efficiently and effectively. It supports the use of up-to-date software and technology tools essential for teaching, communication, and administrative tasks. Additionally, modern equipment helps reduce downtime and technical issues, enhancing overall productivity and service quality for students	\$6,000.00	1



Student Services Program Review

Part 11. Program Review Involvement

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

Regina Rhymes
Danny Crumble
Joshua James
Annette Letcher
Virgil Adams
Daniel Lind

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

The Legacy team collectively contributed valuable insights during program evaluations, highlighting strengths, identifying areas for improvement, and uncovering new opportunities during our Legacy Meetings. While Coordinator Regina Rhymes spearheaded the compilation and completion of the full Program Review, the process was enriched by feedback from Daniel Lind and Virgil Adams, as well as significant input from Dr. Annette Letcher, Counselor Joshua James and Recruiter Danny Crumble.

Publication Review

As part of the review program, 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

The webpage is updated and social media sites are updated weekly since 2014. Every 3-4 years, Legacy Promotional materials are updated. The updated brochures are currently in print production, with completion expected by July.



Student Services Program Review

Part 13. Evaluation and Approval from Immediate Management Supervisor Comments

Immediate Management Supervisor Signature:

Date Approved: _____