



Student Services Program Review

Program	:	Charger Experience Program
Manager	:	Gisela Verduzco
Participant Names	:	
Date	:	June 28, 2021
Previous PR Date	:	Spring 2019

Part 1. Program Mission Statement

Cypress College Mission

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

A. Provide your program's mission statement.

The Charger Experience Program (CEP) is designed to provide all incoming students the foundation for success through direct engagement with academic programs and comprehensive understanding of support services.

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

The mission of the Charger Experience Program (CEP) is directly aligned with the Cypress College mission. With partnerships with the surrounding high school districts and university partners, the CEP supports students in their educational journey as they seek transfer to four-year institutions, associate degrees, certificates, and the Bachelor's Degree in Mortuary Science. The program's built in high touch services provide students with the opportunities to connect with Student Support programs that will assist them in achieving their academic success. In addition, the college mission states that, "we are dedicated to forging academic and career pathways to support the achievement of students, enhancing their economic mobility, fostering equity, and enriching society." The Charger Experience Program mission is directly aligned to this statement by ensuring that the on boarding of incoming students clarifies the process and students career pathways are aligned with their academic success.

Part 2. Program Overview

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

The Charger Experience Program is designed to set the foundation for success by providing a more streamlined onboarding process for all incoming first-time students, providing support during their academic journey at Cypress College, and helping with the transition to a four year institution or workforce. . First-time students become Charger Experience Program eligible by enrolling in 12 units or more, filizing for financial aid, and meeting residency requirements. The most notable benefits include two years of free tuition, priority registration, academic, career, and transfer counseling, including a student educational plan, as well as personalized support from Charger Experience counselors. A crucial element of advising in the Charger Experience Program is the student educational plan check every semester to ensure students are on the appropriate path and to make adjustments as needed. The program also ensures that the

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

The Charger Experience Program is designed with collaboration in its mission and is only successful through collaboration, both on campus and off campus. On campus collaboration occurs both with instruction and student services: Student Services- CEP works with all the Student Services areas to onboard students and not only provide a smooth transition to college, but also ensure that students have everything they need to succeed once they are matriculated into Cypress College. CEP connects students to important student support services such as EOPS, DSS, and Financial Aid and provides opportunities for students to participate in workshops that will facilitate the application process for these programs. Once students are enrolled at Cypress College, CEP works with the Career Center to provide Counseling classes that will reinforce the students major, or if they are undecided, to help them select a major. Transfer is also a big part of the program as students are connected to Transfer counselors and workshops to help students in the transition from Cypress College to the four year institution of their choice.

Instruction- One of the most important aspects of the collaboration with instruction is working with the academic deans to ensure enough sections of math, English, ESL, and counseling courses are offered for students in their first semester. Through this collaboration, not only can CEP students meet course requirements, but the college is aligned with the Vision for Success and AB705 to ensure students are entering and completing math and English during their first year.

The CEP collaborates with Dual Enrollment to provide a smooth transition from high school to college by providing weekly office hours during the late afternoon hours to accommodate high school students. Presentations are provided for the "Soaring into Cypress," year long workshop series. In addition will Dual Enrollment, the Charger Experience Program collaborates with instruction by providing opportunities for to provide academic workshops for students via the Guided Pathways model. Instructional faculty also participate in all outreach activities such as Charger Fridays, Commit2Cypress, and Connect2Cypress. These activities are all designed to recruit first year students into the program.

Off campus Collaboration is primarily through the Anaheim Union High School District's Collaborative. Through this collaborative, partnerships with AUHSD, UC Irvine, and Cal State Fullerton, among other city partnerships are strengthened. The CEP began with 5

C. How is your program funded? Please include sources of funds such as categorical (e.g. SEA, EOPS, DSS), general, or grant.

The program is funded through AB19, the Promise Program funds. As such, the program requirements of the legislation are followed to remain in compliance: full time status (unless accommodations are made through the DSS office), CA residency or AB540 status, and a financial aid or DreamAct application on file.

The counselors and staff in the program are all paid via AB19 funds, in addition to any programs for students in the program.

Part 3. Student Satisfaction with Services

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

The overall number of students who responded to the 2021 program review was 68. Of these students, 66 of the 68 students agreed that the overall quality of service was excellent, good, or fair with only two students rating that they did not know, and no students rating the overall quality of service as poor. From the students that responded, 70% Strongly Agreed or Agreed that the program was helping them achieve their academic goals. Only 3% disagreed, and 27.3% of students answered neutral. Counseling was among the top services that students found the most helpful. "The counselors are there for us at any time that we may need them for support, like for questions about our goals, classes that we need to take the next semester and the helpful guide of competing our FAFSA on time," stated one student. Another student commented, "Charger Experience Program was very helpful when I needed help receiving the credit from AP scores."

Among the most popular responses how else the program could help the students succeed, were comments about sending more updates on requirements, sending more emails, and setting up more events for students to participate in. It was evident through the survey results that students not only wanted to receive more email communication, but also wanted to connect to other students. When asked how the Charger Experience Program supported students through the COVID 19 pandemic, the majority of students responded that the online services were important. "It helped me meet more of my peers, because especially with COVID, it's been hard to make friends." Another student stated, "They have been very supportive by offering all their services, virtually." Game nights were also among the support that was important through COVID, "They have increased my motivation as well as allowed me time to relax and have fun through game nights."

B. Compare these survey results with results from previous program review.

In comparison to the previous program review, there were less students who answered the survey in 2021 than in 2019. Although the program overall participation is well beyond 1500 students in the first year, only 72 students answered the survey in 2019. As a new program, it was important to understand the needs of students and although program review was not required for four years, the CEP volunteered to be in the next round of review in order to better understand student needs and continue to make adjustments that would support the academic success of students.

Overall, the student satisfaction results were lower in 2021. For example, in comparison to 2019, 80.5% of students rated excellent or good for hours of operation, whereas in 2021 only 67.7% students rated excellent or good for hours of operation. A main contributing factor in these results could be the COVID pandemic and the lack of in person hours for students to walk in and ask questions. However, ratings for staff courtesy, helpfulness, and knowledge remained consistent in 2021 and 2019, with averages of 97% in all areas. These results are indicative of the need to remain open longer hours and in different modalities to continue offering excellent service to students.

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.

Since the program began, the CEP has grown in enrollment:

Fall 2018- 949
Fall 2019-1486
Fall 2020- 2296

The success of the students enrolled has also increased. For example, in Fall 2019 the number of students who had earned a 3.0 or higher from the 1486 students, was 767. Collectively, these students also earned an average of 2.8 GPA.

District wide, our students outperformed students at Fullerton College. District IR data showed that in the Spring 2019, 80.6% of students enrolled in the Chrger Experience Program earned a 2.0 or higher. Opposed to 65.2 % from FC.

In addition, the persistence rate according to District IR:

Spring 2019 to Fall 2019 - 93.4%
Fall 2019 to Spring 2020 - 92.7%
Spring 2020 to Fall 2020 - 92.8%

This persistence trend is due in part to the support services that are offered at:

Dedicated CEP counselors;
Priority Registration;
Academic Coaches;
Academic Workshops

The demographics of the program include:

Latinx- 58%
Asian- 16%
Black/ African American- 3%
Filipino- 9%
White- 12%
Other- 2%

The students that are in the program are come from the following main feeder schools, which have a high school graduation rate of over 90%:

Kennedy HS
Cypress High
Western Hig
Savanna High

However, the following schools are also part of top high schools and as we begin to be intentional about recruiting in the following high schools, where the high school graduation rate is below 90%, we must be strategic in the types of support that we provide while the students are still in high school to not only support graduation, but enrollment in post secondary education:

Magnolia HS
Westminter High School
Anaheim HS
Oxford HS
Gilbert High

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

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

One of the biggest accomplishments of the Charger Experience Program since the last program review has been the transfer success of the students. In 2021, 100% of the Charger Experience students who applied to UC Irvine were offered admissions. This speaks to the hard work and perseverance of the students and to the support services provided by the CEP team, the strong continued partnership with the transfer center, and all of the student support services that support student success.

According to UCI data, 52 students have transferred from Cypress College from the Charger Experience Program. Those students transferred with an average of 108 units due to coursework completed either through AP scores or through Dual Enrollment courses. As of Spring 2021, the students had a retention rate of 98%. The partnership with CSUF is also showing great accomplishments as 518 students from Cypress College have transferred to CSUF. The CSUF data showed a 93.65% retention rate and an average GPA of 3.23.

In addition, the first cohort of Charger Experience students that benefited from free tuition was in 2018 but expanded the free tuition program to any new student who met eligibility requirements in the fall of 2019. Since then, the partnerships beyond Anaheim Union High School have grown exponentially. For example, in Spring 2020 even though Charger Fridays had to move to a remote version, the new school districts that began to participate in the virtual on boarding process are Garden Grove Unified, Los Alamitos, and Fullerton Union High School district. The program also began to offer virtual Charger Nights to ensure that students who were outside of the partner high schools that participate in Charger Fridays during the day are able to be on boarded in a similar fashion.

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

One of the biggest challenges that the program has encountered since the last program review is COVID. In the heart of the mission of the program is to connect students to student services programs on campus. The fact that students have not been on campus has posed challenges in connecting with the students and connecting them to opportunities on campus. The Charger Experience Program has been able to be creative in offering services such as virtual game nights, virtual study sessions, and offering workshops online. However, the general consensus as also revealed in the program review results is that students want to participate in person. Also, the uncertainty of when the campus will open has provided challenges in the program as students view the uncertainty as lack of communication or transparency.

Also, since the CEP volunteered to go through program review early (before the four year marker) to have the opportunity to survey students and improve upon this new program on campus, there was not enough time to make the changes necessary in light of COVID. As a result one of the goals that will be identified is to create an advisory group that will be able to provide guidance and further align the program with Guided Pathways, make changes to the mission statement, and seek the advice of the programs that make the success of the program possible such as EOPS, Financial Aid, Transfer, Career, DSS, and many more.

Finally, the hiring freeze in Spring 2020 delayed the ability to request permanent positions for the program but will continue to try to make the counseling and administrative positions in the program permanent.

Part 6. Ensuring Equity in Student Services

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

One of the main components of the Charger Experience Program is to remove barriers for students to ensure academic success. One of the ways this is achieved is to provide Charger Fridays where students are bussed (or log in, in times of COVID) during the school day to ensure that they can go through the matriculation process in one day and connect to student services. The main audience for this program is Anaheim Union High School District, whose student population is primarily Latinx. During Charger Fridays, students are also connected to services that will help them succeed such as Puente, Legacy, EOPS, DSS.

Summer and Fall registration events are also designed to remove barriers for students and assist them through the confusing process of registering for classes for the first time. Since students may not necessarily know what holds are or how to remove them, know what a pre-requisite error is, or know how to navigate the on boarding process, the Charger Experience Program provides in person (or live online) sessions to assist students through this process. Counselors and CEP staff are on hand to assist the students with registration and assist in clearing registration errors that may arise. This is important for students, but specifically first generation students who may be navigating this process on their own.

Counseling appointments are required for first year students to ensure they have everything they need to succeed in college. These appointments are counseling specific to ensure students have educational plans on file but also critical in identifying student success barriers and connecting them to help such as the LRC/MLC, the food bank, or existing resources like picking up a loaner laptop or hotspot.

A mentor program is also provided for students where they are paired with a student who has been through extensive training on services on campus, and how to navigate Charger Fridays. This is a critical component for our underrepresented students because they are able to have a peer to connect with and assist them through their time at Cypress College.

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

COVID has posed many issues in the service to our students. However, the Charger Experience Team has been able to provide creative ways of continuing service to all students. One way has been Cranium Cafe, all the Charger Experience counselors and staff were able to move from in person services to Cranium Cafe counseling and virtual lobbies. For students who experienced connection issues with Cranium Cafe, Zoom was used instead, and for students who had connectivity issues (or lack of connectivity), students are served via phone appointments.

As previously mentioned, the modality of all of the services has been made possible by using Zoom for game nights, registration events, Charger Friday, Charger Nights and all registration events.

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

The Program was initially funded through SEA, however since the implementation of AB 19 in Fall 2018, the counselors and program functions are funded through AB19 funds.

Part 7. Student Services Student 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.)

	SSSLO	Assessment Method	Assessment Result	Change
1	The successful student will be able to complete the matriculation process prior to high school graduation and enroll in 12 units or more during the registration events, prior to fall semester.	MIS data and participation in CEP data via District daily reports	An increase in the number of eligible students from year to year: Fall 2018- 949 students Fall 2019- 1486 Fall 2020- 2296	Will continue to work with our student services to provide successful onboarding events such as Charger Fridays, registration events, and high school outreach.
2	Students will participate in Charger Experience workshops to enhance their academic experience at Cypress College and persist from semester to semester.	Charger Experience data that is gathered through the event participation sign in. During COVID, this is gathered electronically through log in to the sessions in Zoom. Canvas is used to track each student's participation event.	A decrease of the amount of total workshops available has resulted in the decrease of students participating in workshops as there are not enough workshops to serve the entire CEP population.	The program will try to offer in person workshops and registration events in the Fall of 2021 to increase participation in the program.
3	Student on probation will meet with probation counselors and connect to student support services to return to good academic standing.	MIS Data that is analyzed via the campus MIS Data analyst.	An increase in the number of students being served, that fall below a 2.0 GPA. MIS data showed an increase of 26% of students seen in the 2019-20 Academic year than in 2018-19.	COVID has halted students being placed on disqualification/probation. Counselors will continue seeing students who are falling below 2.0 and continue to work with the Registrar to provide reports.
4	Students will complete academic goals within 3 years of registration.	Graduation/Completion data from IR office, student self reported data.	Since the beginning of Fall 2018, over 800 students have completed a degree or transferred.	Continue to support students in completion and work with IR to have data from Clearing house to have a more accurate representation of transfer students, since this data is often self reported, if a degree is not earned prior to transferring.

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?	Explanation (If goal was not met, please explain.)
<p>Increase the number of students being served by the Charger Experience Program</p>	<p>Hire a Full Time, Tenure Track Counselor for the Charger Experience Program</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	<p>Although the Charger Experience Program has not been able to hire a full time tenure track counselor, there has been an increase in the number of adjunct counselors in the program. This has helped immensely in the onboarding and case management of the Charger Experience Program participants.</p>
<p>Increase the number of students entering Cypress College during their first year of college</p>	<p>Implementation of the Garden Grove Guarantee & Los Alamitos as part of the NOCCCD Program</p> <p>Funding allocated through AB-19 in order to provide free tuition and health fees for eligible students.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	

<p>Reduce the number of students being placed on academic probation through the use of Civitas. By capturing students the first semester they earn a 2.0 or lower or fall below 50% progress, students will meet with a counselor to ensure academic success prior to being placed on academic probation.</p>	<p>Increase the number of probation students served through personalized counseling appointments and increase the number of students returning to good academic standing.</p> <p>Use of campus technology to notify students of their probation status such as myGateway, mobile app, and Canvas</p> <p>Increase the number of academic dismissal students being served by probation counselors to return to Cypress College.</p>	<p>Yes</p> <input type="checkbox"/> <p>No</p> <input type="checkbox"/>	
<p>Increase the number of students who register for 12 units or more with the assistance of a counselor during the Summer Registration events. Timeframe: 2020-2022</p>	<p>Re-structure the Charger Experience Orientations to identify students who did not go Charger Fridays and those who did in order to the customize the student experience.</p>	<p>Yes</p> <input type="checkbox"/> <p>No</p> <input type="checkbox"/>	

<p>Increase sections offered COUN 135 (Leadership Development), one every semester</p>	<p>Increase the number of incoming promise program students having the opportunity to have a mentor as they transition to college</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	<p>There have not been an increase of COUN 135 C courses since the last program review. This is an area of focus as it is important to increase the number of student leaders to promote participation in the Charger Experience mentor program.</p> <p>The COVID pandemic has decreased the number of students that are participating in the mentor program, since the in person events and the in person component is an important aspect of the program.</p>
<p>To increase administrative support for the Charger Experience Program.</p>	<p>Hiring of a Charger Experience Coordinator, Classified Position</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	<p>Although the Charger Experience Program has not been successful in hiring a Coordinator in a classified position, there has been increased funding in AB-19 that has allowed hiring a dedicated Charger experience Program Coordinator has been hired, allowing the program to have an increase of administrative support. The result of having this coordinator position has positively impacted students as many of them have noted in their positive comments regarding response time.</p>

Part 9. New Program Goals

A. 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 Anticipated completion date	Campus Plans and Initiatives Checkmark plan/initiative to which your goal relates.
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 strengthen relationships with CEP.	Fall 2022	<input type="checkbox"/> Educational Master Plan <input type="checkbox"/> SEA Plan <input type="checkbox"/> Strategic Plan <input type="checkbox"/> Distance Education Plan <input type="checkbox"/> Technology Plan Guided <input type="checkbox"/> Pathways Promise/ <input type="checkbox"/> NOCCCD Pledge Strong <input type="checkbox"/> Workforce/Perkins <input type="checkbox"/> Other: <hr/>
2	Increase the number of high schools and high school districts that participate in Charger Fridays.	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.	Ongoing	<input type="checkbox"/> Educational Master Plan <input type="checkbox"/> SEA Plan <input type="checkbox"/> Strategic Plan <input type="checkbox"/> Distance Education Plan <input type="checkbox"/> Technology Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> Promise/NOCCCD Pledge <input type="checkbox"/> Strong Workforce/Perkins <input type="checkbox"/> Other: <hr/>
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.	Fall 2022	<input type="checkbox"/> Educational Master Plan <input type="checkbox"/> SEA Plan <input type="checkbox"/> Strategic Plan <input type="checkbox"/> Distance Education Plan <input type="checkbox"/> Technology Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> Promise/NOCCCD Pledge <input type="checkbox"/> Strong Workforce/Perkins <input type="checkbox"/> Other: <hr/>
4				<input type="checkbox"/> Educational Master Plan <input type="checkbox"/> SEA Plan <input type="checkbox"/> Strategic Plan <input type="checkbox"/> Distance Education Plan <input type="checkbox"/> Technology Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> Promise/NOCCCD Pledge <input type="checkbox"/> Strong Workforce/Perkins <input type="checkbox"/> Other: <hr/>

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. (Example: If you have three resources listed, then you will prioritize #1, #2, and #3, with #1 being the most important.)

Personnel			
Position	Justification and Impact on Goals	Cost	Priority #
FT Counselor	The number of students for CEP is increasing. In order to continue to serve students, the CEP must have a dedicated full time counselor.	\$120,000 salary/bene	1
FT Coordinator	To assist with the increase of students being served and help administer workshops and support the Charger Experience needs.	\$80,000 Salary/benef	2
Professional Development			
Activity	Justification and Impact on Goals	Cost	Priority #
NCORE Conference	This important conference is necessary to continue to put equity at the forefront of the everyday work done in CEP.	\$3,500.00 pp	1
Facilities			
Repair or Modification	Justification and Impact on goals	Cost	Priority #
Technology/Equipment/Supplies			
Item	Justification and Impact on Goals	Cost	Priority #

Part 11. Program Review Involvement

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

The program review was a collaboration with CEP staff/faculty. Paul de Dios, Priscilla Troung, Kassandra Lawrence worked on the review in addition to the CEP Counselors: Brittany Hamer, Maria Haro, Cynthia Cervantes, Adriana Caridad.

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

The 2019 Program Review was reviewed and evaluated by everyone and suggestions for program goals were provided by everyone on the team.

Part 12. Evaluation and Approval from Division Dean

Comments

Dean/Manager Signature: _____



Date Approved: Jun 20, 2022

2021 CEP SSPR Form

Final Audit Report

2022-06-20

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