

EXTERNAL EVALUATION REPORT

Cypress College

**9200 Valley View Street
Cypress, CA 90630-5897**

This report represents the findings of the External Evaluation Team that visited
Cypress College
October 9-12, 2017

Pamela T. Luster, Ed.D
Chair

Cypress College
External Evaluation Visit Team Roster
Monday, October 9-Thursday, October 12, 2017

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Summary of the External Evaluation

INSTITUTION: Cypress College
DATES OF VISIT: October 9-12, 2017
TEAM CHAIR: Dr. Pamela Luster

An accreditation team of 12 members visited Cypress College October 9-12, 2017 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a Team Chair Training on August 3, 2017 and conducted a pre-visit to the campus, and the North Orange County Community College District (NOCCCD) office on September 6, 2017. During this visit the team chair and team assistant met with campus and district leadership and key college constituents central to the creation of the institution's self-evaluation report. The full external evaluation team received training provided by staff from ACCJC on September 7, 2017.

The team received the college's institutional self-evaluation document and related evidence within the timeframe required prior to the visit. Team members found it to be a comprehensive, well-written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards and Commission Policies. The team confirmed that the institutional self-evaluation report was compiled through broad participation by the College community including all constituent groups. The team found that the College provided a thoughtful institutional self-evaluation report including its Quality Focus Essay.

The team reviewed all of the evidence provided by the college in its institutional self-evaluation report. Specifically, the team reviewed documents and evidence supporting the Standards, Eligibility Requirements, Commission Policies and USDE regulations. The team also reviewed major college documents, including all institutional plans, program review reports, enrollment information, and major standing committee minutes. The team reviewed the college's institution-set standards, and all processes and evidence related to learning outcomes and assessment.

The team met with 73 individuals and held 33 meetings to validate evidence, and to more closely understand the context in which the work of the college and district are done. The Cypress team held a welcome session on Monday afternoon, October 12, 2017, followed by a tour of the campus. The team held two well-attended open forums, one on Monday evening, October 9, 2017, and one midday on October 10, 2017. Additionally, representatives from both the Fullerton and Cypress visiting teams interviewed three trustees, and attended a portion of the regular NOCCCD Board of Trustees meeting on Tuesday, October 10, 2017.

The team was impressed with the level of support and collaboration from College leaders and others involved in the team visit. The team appreciated the College's prompt response to requests for information and assistance with the team schedule of interviews. The team experienced some frustration with the inability to easily find evidence of college level activities, as much of the information was on a J drive. The College did provide access to the J drive, and the team was able to find more evidence. Additionally, the college had just updated its website, making it more difficult to find information. The College did provide access to the old website to assist the team in finding evidence in the ISER.

The team found the College to be in compliance with all Eligibility Requirements, and Commission Policies, and USDE regulations. The team discovered a number of effective practices and issued commendations for them. The team found that the College satisfies the majority of the Standards, but issued one recommendation for compliance, and some to increase effectiveness.

The team also made recommendations and issued recommendations at the district level which have been included in this report. The following is the delineation of the college and district team review process.

District Level Assessment Organization and Responsibilities

The team chair for Cypress College served as the coordinating Chair for the district level assessment, this was organized to facilitate a coordinative and comprehensive examination of the quality of district services and the degree to which they support institutional abilities to meet or exceed Accreditation Standards, and to avoid multiple and conflicting messages about the efficacy of district administrative and other functions.

The District Coordinating Team (DCT) worked with the college teams to complete the comprehensive evaluation for the district and its two colleges. The DCT examined district operations in light of the Accreditation Standards, Eligibility Requirements (ERs), and policies and developed responses in this document to be included in all reports. In addition, they coordinated the review of district functions and the writing of commendations and recommendations to meet Accreditation Standards for improvement and compliance.

Cypress College

Major Findings and Recommendations

College Commendations

College Commendation 1:

The college is commended for the work of the Institutional Research and Planning office in supporting the depth of understanding and use of data about student achievement across the institution. (I.A.1)

College Commendation 2:

The college is commended for its clean and safe facilities and campus grounds. The college takes pride in its facilities for students, faculty and staff which is evident in the clean classrooms, outdoor spaces, and buildings, along with a large central pond, all which enhance the student learning experience. (III.B.1)

College Commendation 3:

The college is commended for its esprit de corps, the Charger spirit is evident in the culture of the institution, inspiring enthusiasm and commitment to one another, the students, and the community it serves. (IV.A.1.)

College Commendation 4:

Counseling and related departments are to be commended for their innovation and marshaling of best practices in technology, access and student success, to bring the *Cranium Cafe* to fruition. The college support was critical in implementing this live platform impacting student lives and their academic success. (II.C.5)

College Commendation 5:

The Financial Aid Department is commended for its work in reducing the student loan default rate, simultaneously with implementing online systems decreasing service time delivery for Financial Aid recipients. (II.C.3)

College Commendation 6:

The Student Services area is commended for their strong work efforts in outcomes assessment, to include their theme approach and focus on cycles of improvement. (II.C.1)

College Commendation 7:

The college is commended for its STEM Squared program, providing opportunities for undergraduate research, professional development and internships creating access and success for underrepresented scholars. (II.C.1)

College Commendation 8:

The college is commended for its comprehensive and strong career technical education programs which contribute to the workforce and economic vitality of this community. Further, we commend the college for its vision and implementation of the baccalaureate degree program in Mortuary Science. (II.A.14)

College Commendation 9: The team commends the college on its 2017-2020 Technology Plan. The Technology Plan is thorough, organized, complete, and it relies on data to address past and future goals and objectives, completing the cycle of assessment. (III.C.1, III.C.2)

College Recommendations

College Recommendation 1: (Improvement)

In order to increase effectiveness, the team recommends that the college continues its efforts to operationalize a more robust, sustainable, and continuous dialog about the results of SLO assessments and the use of those results for improvement in support of student learning (IB.1, IB.4, IB.8, IB.9)

College Recommendation 2: (Compliance)

In order to meet the standard, the team recommends that the college complete a full review of its processes related to the assessment and review cycle of Student Learning Outcomes for all instructional courses/programs to ensure that faculty and others responsible act to continuously improve all courses, programs, and directly related services. Further, the college can utilize the dialog related to this review to more effectively demonstrate that the college awards course credit, degrees and certificates based on student attainment of learning outcomes for all courses and programs. (II.A.2, II.A.9 II.A.16)

College Recommendation 3: (Improvement)

In order to increase effectiveness, the team recommends that the college ensure that in every class section students receive a course syllabus that includes learning outcomes from the institutions officially approved course outlines. (II.A.3)

College Recommendation 4 (Improvement)

In order to improve effectiveness the team recommends that the college assess and review the overall process for resource allocation to assure alignment with institutional goals, and to promote transparency and communication of resource allocations processes. (I.A.3, I.B.9, III.D.3)

College Recommendation 5 (Improvement)

To increase effectiveness, the team recommends that the college develop a structure to organize governance information in a manner that is accessible. Additionally, the team recommends continued effective communication through the consistent development and dissemination of robust committee meeting minutes that include constituent dialogue and feedback. (IV.D.1)

NOCCCD Commendations and Recommendations

District Commendations

District Commendation 1: The team commends the North Orange County Community College District (NOCCCD) for ensuring technology infrastructure and capacity, through hiring and succession planning in advance of retirements as part of District Information Services. The time it takes to train new programmers will allow for knowledge transfer, ensuring long term sustainability for District Information Services support. (III.C.2).

District Commendation 2: The team commends the NOCCCD for the creation and recent implementation of an integrated Leadership Academy that provides innovative training for all constituent groups. (Standard III.A.14).

District Commendation 3: The team commends the NOCCCD for creating human resource processes that create inclusive hiring practices for all employee positions. The district is to be commended for its strong focus on diversity and equity aligning hiring with its institutional mission and goals. (III.A.12)

District Recommendations for Improvement and Compliance

District Recommendation 1 (Improvement)

In order to increase effectiveness, the team recommends that the district fully implement its new plan to review all chapters of the board policies and associated administrative procedures over a 6-year cycle. (IV.C.7).

District Recommendation 2 (Improvement)

In order to increase effectiveness, the team recommends that the governing board review both its BP 2740 and AP 2740 to create a clear direction for the ongoing training program for board development. Both policy and administrative procedures should reflect that all board members engage in ongoing training program for board development, including new member orientation. (IV.C.9).

District Recommendation 3 (Improvement)

To increase effectiveness, the team recommends that the Colleges and NOCCCD review the current budget model to ensure financial resources are sufficient to address productivity factors, FTES targets, and the impact in the model of adjunct, overload and re-assign time needed to support and sustain student learning programs and services. (Standard III.D.1, III.D.4).

Introduction

Cypress College was established in 1966 as the second of two credit colleges in the North Orange County Community College District (NOCCCD). Transformed from a dairy farm to a college serving 1,500 students in just 74 days, Cypress College was dubbed by Newsweek as “the instant college.” Celebrating its 50th Anniversary in 2016, the campus has grown from a few temporary buildings and structures to 110 acres with 25 buildings. The college is now supported by over 900 employees and serves over 15,000 students each semester.

Cypress College’s service area consists of eight primary cities: Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach, and Stanton.

Since the last full accreditation visit, the college has been served by four Presidents. In 2007, Margie Lewis finished her service, and Dr. Michael Kasler was elevated from his position as Executive Vice President to succeed her. Dr. Kasler served for five years in that position and was himself succeeded by his Executive Vice President, Robert Simpson. President Simpson served for five years, retiring in May 2017. Dr. JoAnna Schilling was selected as the 12th President of Cypress College and began her service on July 1.

The college serves over 20,000 students annually who come from diverse backgrounds to pursue various programs that the college offers. In 2015-16, the college reached the second highest point in enrollment history, falling just short of the enrollment peak in 2009-10; the college has seen a significant decrease in enrollment in the 2016-17 academic year. However, throughout the previous ten years, enrollment had consistently remained between 19,000 and 22,000 students annually.

The college has seen a steady growth in attendance of Latino/Hispanic students; overall the demographics have remained relatively static in other racial groups. The college serves slightly more females than males, and derives 85 percent of its enrollment from students aged 19 or less through Age 29.

Student Headcount by Demographics: Fall 2012 to Fall 2016

	Fall 2012 (N = 14,948)	Fall 2013 (N = 15,729)	Fall 2014 (N = 15,664)	Fall 2015 (N = 16,023)	Fall 2016 (N = 15,724)
Gender					
Female	54.2%	54.1%	54.9%	54.4%	54.2%
Male	44.6%	44.7%	43.7%	44.1%	44.1%
Unknown	1.2%	1.2%	1.4%	1.5%	1.7%
Age Group					
19 or less	28.0%	27.5%	26.6%	26.9%	27.0%
20 - 24	42.3%	42.1%	43.7%	43.3%	42.9%
25 - 29	12.6%	12.9%	13.4%	14.6%	15.1%
30 - 34	5.6%	6.0%	5.8%	5.8%	5.9%
35 - 39	3.2%	3.3%	3.3%	3.1%	3.0%
40 - 49	5.2%	4.7%	4.1%	3.6%	3.6%
50+	3.1%	3.4%	3.1%	2.7%	2.6%
Ethnicity					

	Fall 2012 (N = 14,948)	Fall 2013 (N = 15,729)	Fall 2014 (N = 15,664)	Fall 2015 (N = 16,023)	Fall 2016 (N = 15,724)
African-American	4.0%	4.2%	4.3%	4.0%	4.3%
American Indian	0.3%	0.3%	0.2%	0.2%	0.2%
Asian	17.3%	17.0%	17.1%	17.2%	17.6%
Filipino	6.1%	5.9%	6.0%	6.1%	6.0%
Hispanic	40.6%	43.1%	44.8%	46.8%	47.1%
Multi-Ethnic	3.7%	3.4%	3.6%	3.3%	3.4%
Pacific Islander	0.5%	0.5%	0.4%	0.4%	0.4%
Unknown	3.1%	3.0%	3.1%	2.9%	3.1%
White	24.5%	22.7%	20.5%	19.0%	17.9%
Special Populations					
CalWORKs	1.1%	*	0.9%	0.9%	0.8%
CARE	0.4%	*	0.3%	0.4%	0.3%
DSS	4.1%	*	3.5%	3.3%	4.2%
EOPS	3.1%	*	3.7%	3.7%	4.4%
Foster Youth	*	*	0.1%	0.2%	0.2%
Low SES	81.6%	82.9%	81.9%	80.9%	82.4%
Special Admit	0.1%	0.2%	0.2%	0.3%	0.6%
Veterans	*	*	1.8%	1.8%	1.8%

Sources: California Community Colleges Chancellor's Office Data Mart: Term Student Count Report, Special Population Student Count Report, & Financial Aid Summary Report

*Note. Data on special populations was not consistently reported until the Fall 2014 semester

The number of Cypress College employees also increased by 14.1 percent from Fall 2012 to Fall 2016. The largest increase was observed with academic, temporary employees which increased by 26.3 percent. The college provided data disaggregated by race, age and classification which revealed that the college shows gains in diversifying its faculty with 36 percent identifying as persons from minority populations.

Faculty and Staff: Fall 2012 to Fall 2016

Classification	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	n	%	n	%	n	%	n	%	n	%
Educational Administrator	16	2.0%	14	1.7%	16	1.8%	17	1.9%	15	1.6%
Academic, Tenure/Track	20	25.0%	19	23.5%	19	22.3%	20	22.5%	22	24.0%
Academic, Temporary	36	46.0%	42	50.5%	46	52.5%	47	52.4%	46	50.9%
Classified	21	27.0%	20	24.3%	20	23.3%	21	23.3%	21	23.5%
Total	80	100%	84	100%	88	100%	91	100%	91	100%
	3	%	2	%	3	%	3	%	6	%

Source. California Community Colleges Chancellor's Office Data Mart, Faculty & Staff Demographics

Faculty and Staff Demographics: Fall 2016

Demographics	Educational Administrator (n = 15)	Academic, Tenure/Track (n = 220)	Academic, Temporary (n = 466)	Classified (n = 215)
Gender				
Female	40.0%	56.8%	50.4%	50.2%
Male	60.0%	43.2%	49.6%	49.7%
Age Group				
18 - 34	6.7%	9.6%	26.6%	15.8%
35 - 39	6.7%	6.8%	13.7%	11.2%
40 - 44	13.3%	14.1%	12.9%	14.9%
45 - 49	6.7%	15.0%	10.7%	12.6%
50 - 54	13.3%	13.6%	8.8%	18.6%
55 - 59	20.0%	15.9%	8.2%	14.4%
60 - 64	13.3%	14.1%	10.5%	7.0%
65 - 69	20.0%	7.7%	5.6%	4.7%
70+	0.0%	3.2%	3.0%	0.9%
Ethnicity				
African-American	0.0%	3.2%	3.7%	5.6%
American Indian	0.0%	0.0%	0.0%	0.5%
Asian	20.0%	14.1%	20.0%	15.8%
Hispanic	6.7%	15.9%	15.5%	25.0%
Multi-Ethnicity	0.0%	4.1%	2.2%	2.3%
Pacific Islander	0.0%	0.5%	0.2%	0.5%
Unknown	13.3%	9.6%	9.9%	13.5%
White	60.0%	52.7%	48.7%	36.7%

Source. California Community Colleges Chancellor's Office Data Mart, Faculty & Staff Demographics

In 2014 the NOCCCD Board of Trustees passed a bond measure to raise funds for facilities projects. The voter-approved Measure J Bond program provides \$547 million to the district to fund the modernization of classrooms, laboratories, and other Cypress College facilities. The initial Cypress College projects stemming from Measure J funds include the creation of a new Science, Engineering, and Mathematics (SEM) building, the expansion of the Library and Learning Resource Center (LLRC), and the creation of a new Veteran's Resource Center (VRC) alongside the expansion of the Student Activities Center (SAC).

The College's strategic planning process has been heavily revised since 2014. For the creation of the 2014 – 2017 *Strategic Plan*, employees representing all constituency groups came together as part of a strategic planning colloquium. After the implementation of the first year of the *Strategic Plan*, the College determined that there was a need for yearly evaluations on progress made on the strategic directions.

Eligibility Requirements

1. Authority

Cypress College is a two-year community college operating under the authority of the State of California Education Code, Division 7, which establishes the California community college system under the leadership and direction of the Board of Governors. The North Orange County Community College District (NOCCCD) Board of Trustees recognizes Cypress College as one of the two credit colleges operating in the district. The Accrediting Commission of Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC) have re-affirmed the college's accreditation since it received initial accreditation in 1968. Cypress College had its last visit in 2011 and is currently accredited through 2017.

In October 2015, Cypress College was selected and approved by the Board of Governors of the California Community Colleges to offer a bachelor's degree in Funeral Service/Mortuary Science.

2. Operational Status

Cypress College is operational, with students actively pursuing its degree and certificate programs. The college was established in 1968 and has operated continuously since then. Annual student enrollment has averaged just over 20,000 students for the past five years, with 16,214 students enrolled in Fall 2016. In 2015-16, the college awarded 1,201 degrees and 677 certificates.

3. Degrees

The College offers 73 associate degree programs including 20 Associate Degrees for Transfer (ADTs), 56 transfer majors and 176 certificates (ER.6-Catalog-Programs of Study, p. 48-68). The majority of the College's courses are degree applicable; others provide opportunities in basic skills education. 68 percent of students officially state their goal is to transfer to a four-year college or university and 14 percent plan to obtain a degree or certificate only. Beginning in 2017– 2018, the College began offering a Bachelor of Science in Funeral Service as part of the California Community Colleges Chancellor's Office (CCCCO) Baccalaureate Degree Pilot Program.

4. Chief Executive Officer

Dr. Robert Simpson was appointed the 11th President of Cypress College by the governing board of NOCCCD and began serving on July 2, 2012 until his retirement in May 2017, the Board of NOCCCD appointed Dr. JoAnna Schilling as the President of Cypress College in July 2017.

NOCCCD Administrative Procedure 2430 authorizes the President to operate the college,

The Chancellor delegates full responsibility and authority to the college presidents and the provost to implement and administer delegated policies and holds them accountable for the operation of their respective institution (ER.8-AP 2430).

The Cypress College President is a full-time administrator and as per NOCCCD Board Policy does not serve on the governing board of the district. NOCCCD is aware of its responsibility to immediately notify the Accrediting Commission when there is a change in the chief executive officer appointment and has done so at each leadership change.

5. Financial Accountability

The NOCCCD is audited on an annual basis by an external certified public accountant. Cypress College is included as part of the district audit. The Board of Trustees reviews these audit reports annually, and the results of the audits are made public. Information regarding Cypress's compliance with Title IV federal regulations can be found in the college's response to the policy on institutional compliance with Title IV.

**Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies**

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation Citation: 602.23(b)

Evaluation Items:

The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the commission and Member Institutions as to third party comment.

Conclusion Check-Off (mark one):

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The first draft of the 2017 Cypress College Self-Evaluation Report was posted to the college website for campus review beginning in November 2016. The campus community was directed to the website via an all-users campus email and asked to provide The First Draft of the primary analysis of the four Standards was presented to the NOCCCD Board of Trustees on February 14, 2017 for initial feedback and comments.

The second draft of the Self-Evaluation Report was posted on the Cypress College Accreditation web page beginning on April 4, 2017 for campus and public review and presented to the Board on April 11, 2017. The college posted an announcement on the campus website indicating that the Accreditation self-evaluation process included an opportunity for third-parties to submit comments. Additionally, an email was sent to the campus soliciting feedback on the Second Draft. The Steering Committee reviewed the comments and incorporated changes as appropriate.

On May 23, 2017 the Board of Trustees approved the final version of the Self-Evaluation, which was also posted to the Accreditation webpage. Emails were sent to the campus community. The college president also notified the campus community and the public of the opportunity to submit third-party comments.

Standards and Performance with Respect to Student Achievement

Regulation Citation: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)

Evaluation Items:

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

Conclusion Check-Off (mark one):

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Cypress College has established Institution Set Standards (ISS) for student achievement and annually assesses how well it is achieving those standards in an effort to continuously improve. The ISS for the college are grounded in the mission and were created utilizing data from the *ACCJC Annual Report*, and from the 2016 – 2017 Institutional Effectiveness Partnership Initiative Framework Indicators. Based on this data, the college set ISS benchmarks for course completion, degrees, certificates, and transfers.

In 2016, the course completion goal was set at the highest level for the past three years in order to build on the successes achieved in the most recent year. The degree, certificate, and transfer completion targets were set based on the weighted average of the last three years. The college believes that the goals set are reasonable, attainable, and promote continuous improvement.

As indicated above, student achievement in all academic programs are used to determine whether the established ISS targets have been met. In addition to the ISS, the college sets forth other targets for programs in the Career Technical Education (CTE) and Health Science (HS) Divisions. These programs utilize job placement and licensure exam pass rates to set standards of student achievement. Individual CTE programs set job placement rates based on the Federal Perkins Core Indicator Reports. Licensure Examination pass rates are locally developed by each individual program. Both job placement rates and licensure examination pass rates along with the targets set for both are reported in the *ACCJC Annual Report*.

Cypress College Institution Set Standards are used in three primary ways: Instructional Program Review, the *Institutional Effectiveness Report (IER)* and the *ACCJC Annual Report*. Standards for successful course completion are used within the Departmental Planning and Instructional Program Review process where departments and programs compare their success rates to the ISS for the two most recent fall and spring semesters. Additionally, program review also includes the ISS for degrees, certificates, and transfers. In this way, programs have the opportunity to compare how they are contributing to student success through these measures in relation to overall college results. ISS are also part of the college's overall assessment of institutional effectiveness and are included in both the *IER* and the required *ACCJC Annual Report*.

In an effort to promote continued success, Cypress College publishes both the ISS as well as the annual results in a variety of ways. The standards and results can be found on the Cypress College website or published in the *Strategic Plan Annual Reports* and the *IER*. The standards and results are also discussed at the annual opening day meeting as well as included in the program review data so that faculty and staff are able to incorporate the information into their departmental planning.

Credits, Program Length, and Tuition

Regulation Citation: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.)

Evaluation Items:

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

Conclusion Check-Off (mark one):

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

In accordance with NOCCCD Board Policy and Administrative Procedures, the college follows applicable federal regulations to ensure that curricula comply with the definitions of "credit hour" or "clock hour" where applicable. Credit hours are calculated by using the units-to-hours worksheet provided by the Chancellor's Office (Carnegie Units). Full-time equivalent student (FTES) is calculated following the guidelines provided in the Student Attendance Accounting Manual (SAAM).

In addition to the formulas utilized described above, there are additional internal checks and balances to ensure accuracy of hours-to-units conversion for all courses regardless of delivery mode. The Curriculum Committee in collaboration with the Instruction Office ensures the relationship between hours and units are accurately computed. The Cypress College Curriculum Training Guide outlines the required instructional hours for lecture and lab (including clinical) units consistent with the Program and Course Approval Handbook (Curriculum Training Guide) for both on-line and face-to-face classes. In addition, the DE handbook includes a table which

provides a range for unit values (DE Handbook). The campus scheduling process then ensures the classes are held for the appropriate number of hours.

Cypress College publishes current and in depth information about the total cost of attendance on the College website. A list and explanation of Enrollment Fees are covered in the Cypress College Catalog (p. 8-9). The Schedule of Classes provides a Fee Calculation Worksheet (p. 12) as well as information regarding any additional material fees specific to a particular course (Schedule).

The enrollment fee of \$46/223 per unit for residents and non-residents is consistent with California State Legislature actions (Catalog, p. 8). Additional fees, including health, material and other fees are in accordance with the Ed Code. The Cypress College Mortuary Science program was selected as one of the participants in the Baccalaureate Degree Pilot Program which requires additional fees. Beginning in fall 2017, the College will comply with the baccalaureate degree programs fees set by the State Legislature.

In NOCCCD Board Policy 4020, credit hours are consistent with federal regulations applicable to federal financial aid eligibility. The district assesses and designates each of its programs as either a “credit hour” program or a “clock hour” program. Further, the Vice Chancellor, Educational Services & Technology, establishes procedures, which prescribe the definition of “credit hour” consistent with applicable federal regulations, as they apply to community college districts.

Cypress College ensures appropriate breadth and depth by requiring that associate degree programs have a minimum of 60 units of credit (consistent with Title 5 Section 55063); at least 18 units in general education; at least 18 units in a major listed in the community college’s taxonomy of programs; at least 12 units of study in residence with exception for undue hardship; a 2.0 or higher grade point average in courses completed; and demonstrated competence in reading, written expression, and mathematics (BP4100; AP 4100). In addition, the newly established baccalaureate degree in Funeral Service requires successful completion of 120-131 units of approved coursework (BS Funeral Service).

The units of credit are consistent with generally accepted norms in higher education as dictated by the Program and Course Approval Handbook (PCAH) and are part of the Curriculum Review Process (Curriculum Training Guide). Credits are awarded according to the Carnegie classifications and are consistent with Federal Norms (PCAH p. 80-83).

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)

Evaluation Items:

X Transfer policies are appropriately disclosed to students and to the public.

X Policies contain information about the criteria the institution uses to accept credits for transfer.

X The institution complies with the Commission *Policy on Transfer of Credit*.

Conclusion Check-Off (mark one):

X The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

 The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

 The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Articulation information is widely available in several different forms. The articulation statement is published in the college catalog, which can be found on the website (Catalog, p. 32). Articulation agreements with public universities are published and available on assist.org (Assist.org). Articulation agreements (current and historical) with independent institutions are available on a shared drive for all part time and full time counselors to access (Pass Along Manual) and are available in the Transfer Center. Cypress has an internal Articulation Request Log, which allows the Articulation staff to keep track of current and pending articulation and request further articulation as needed (CP Articulation Log). Students are able to find instructions for transferring units from prior institutions on the Cypress College website under Students Services -Counseling, FAQs (Counseling FAQs).

Cypress College accepts credits from other educational institutions as deemed acceptable by the campus Articulation Officer. The process and criteria is identified in the catalog (Catalog, p. 69). When receiving course credit from other institutions, students submit a “Pass Along” request (Pass Along Request Form) to Admissions and Records for their transfer credit to be evaluated. A link to a Pass Along form is available to students and counselors via the Admissions and Records website, which allows General Education courses to be evaluated by the counselors with regard to articulation and course content/learning outcomes to be reviewed by Admissions and Records evaluators (Pass Along Form). The specific criteria used to evaluate requests are delineated in the Cypress College Pass Along Manual. Moreover, students can submit a Course Substitution form for major-specific course evaluation by faculty, counselors, and Admissions and Records (Course Substitution Form).

Cypress College, through *NOCCCD Board Policy* and *Administrative Procedure 4050*, as well as its own procedures ensures the transfer of coursework in order to facilitate mobility of students without penalty. These policies are regularly reviewed to minimize student difficulties in moving between institutions while assuring a high quality education. The Cypress College Articulation Officer coordinates the careful evaluation of credits of students who wish to transfer. The campus acts to initiate and maintain articulation efforts between the college and universities, including UC and CSU campuses, as well as with independent colleges and universities. Articulation information is published in the college catalog (Catalog p. 32, 56-69), can be found on the website and is also available on assist.org.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Evaluation Items:

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

Conclusion Check-Off (mark one):

The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The *Cypress College Distance Education Plan*, in conjunction with *NOCCCD Administrative Procedure 4105-Distance Education*, provides appropriate guidelines for teaching and learning via distance education. *AP 4105* governs course approvals, certification, and duration of approvals (AP 4105). The *DE Plan* provides guidelines for online, hybrid, and web enhanced courses regarding accessibility, copyright, course guidelines, evaluation of faculty, electronic mail, faculty home-pages, student authentication and fraud prevention, syllabus requirements, and training (DE Plan). In accordance with the Board procedure, course quality standards and determinations for Distance Education (DE) are assessed by the Curriculum Committee and are the same as all courses adopted by the College (SLO Handbook; AP 4105). Course outlines used in DE courses are approved in the same manner as traditional face-to-face courses by the Cypress College Curriculum Committee.

Cypress College only offers Distance Education (DE) courses, both on-line and hybrid, and does not offer any Correspondence Education (CE) courses. As such, the DE courses must all adhere to the appropriate standards of regular and substantive, instructor initiated interaction and graded

online activities. According to *AP 4105* each proposed or existing course offered by Distance Education shall be reviewed and approved separately.

The College *DE Plan* provides regular and substantive contact guidelines and definitions consistent with Title V including type and frequency of contact, requirements for instructor initiated contact, and syllabus requirements. All DE instructors must complete the Faculty Basics course in order to be eligible to teach DE courses.

There are provisions for reliability, disaster recovery, privacy, and security to ensure that the technology platform for DE courses and programs is reliable and sustainable (BB Managed Hosting Schedule p. 4-6). All users in the district (faculty, students, and administrators) are issued a unique user ID and control their password to assure privacy and security (DE Plan, p. 22-33). The primary application for ensuring network privacy on campus is Active Directory (AD), which manages the use of unique user IDs and passwords for every user in the Cypress College domain (Technology Plan p. 8-9).

Cypress College ensures that its technology needs are identified and supported through the Technology Plan, Technology Consultation Council, Campus Technology Committee (CTC) documents, regular meetings held between the Academic Computing Technology (ACT) Office and its vendors, email requests received by Academic Computing for technology needs and changes, and the Annual One-Time Funding Request process that provides an opportunity to faculty and staff to purchase items outside annual budget allowances.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43

Evaluation Items:

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

The institution demonstrates compliance with the *Commission Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

Conclusion Check-Off (mark one):

X ___ _ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Cypress College has clearly defined policies and procedures for students with complaints or grievances to be resolved that are articulated in the college catalog available in print and online (Catalog; Student Handbook).

The College's Title IX and Civil Rights grievance policies and procedures are outlined in the college catalog (p. 46) and Student Handbook (p. 85) which are also available on the College website. *NOCCCD Board Policies and Administrative Procedures 3410, 3430, and 3540* delineate the policies and procedures associated with discrimination, harassment and sexual assault (BP3410; AP3410; BP3430; BP3540; AP3540). The Vice Chancellor of Human Resources has been designated by NOCCCD as the responsible officer for receiving and coordinating the investigation of all unlawful discrimination complaints (Catalog, p.46).

For other types of complaints or grievances, the catalog describes the appeals procedure students may utilize to resolve disagreements with instructors or other personnel (Catalog, p. 21-22). Petitions for extenuating circumstances and general appeals that relate to policies on admissions, readmission after academic dismissal, graduation, degree and certificate requirements, grades and credit, repetition of courses, academic renewal, withdrawals, etc., are directed to the Admissions and Records Office. If a student has a disagreement with an instructor, the Academic Appeals process is described in the catalog.

Student complaint files involving discrimination, harassment, and sexual assault where a party to the complaint includes district employees or visitors are held for a minimum of ten years in NOCCCD's Office of Human Resources.

Student complaints against instructors that fall outside of the aforementioned Title IX and Discrimination procedures fall under the purview of the Executive Vice President (EVP) of Educational Programs and Student Services. Complaints against faculty or staff are referred to the employee's immediate management supervisor and first handled at the division level. The immediate management supervisor investigates the complaint and makes efforts to come to resolution. When a student complaint is unresolved at the division level, the dean forwards such complaint to the EVP.

Cypress College demonstrates honesty and integrity to ACCJC and communicates its accreditation status to the Commission, students, and the public via the accreditation link on the

campus web page. The accreditation page includes all accreditation documents such as the accreditation reports, mid-term reports, self-studies, ACCJC's response, and follow-up response. *NOCCCD Board Policy 3200-Accreditation* also ensures appropriate compliance and support of the accreditation process (CP56).

Several Career Technical Education (CTE) and Health Science programs have outside State and National Accrediting bodies including:

- Auto Collision Repair: National Automotive Technology Education Foundation (National)
- Auto Technology: National Automotive Technology Education Foundation (National)
- Dental Assisting: Commission on Dental Accreditation (National)
- Dental Hygiene: Commission on Dental Accreditation (National)
- Diagnostic Medical Sonography: Commission on Accreditation of Allied Health Education Programs (National)
- Health Information Technology: Commission on Accreditation for Health informatics and Information Management Education (National)
- Mortuary Science: American Board of Funeral Service Education, Committee on Accreditation (National)
- Nursing: Accrediting Commission for Education in Nursing (National) and California Board of Registered Nursing (State Program Approval)
- Psychiatric Technology: Board of Vocational Nursing and Psychiatric Technicians (State)
- Radiologic Technology: Joint Review Committee on Education in Radiologic Technology (National)

The accrediting status and contact information for all programs can be found on the college's accreditation web page.

Cypress College complies with the Policy on Representation of Accredited Status by posting public notifications of all accreditation statuses on the campus website. The college also complies with the Policy on Student and Public Complaints Against Institutions. The college has clear discrimination and sexual harassment policies and procedures outlined in the college catalog which is available on the college website. In addition, the college has a clearly explicated procedure for Academic and Admissions and Records appeals.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6

Evaluation Items:

 X The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

 X The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.

X The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

Conclusion Check-Off (mark one):

 X The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

 The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

 The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative :

Cypress College provides an annual catalog in print and on the college website (Catalog). Print copies may be obtained through the college bookstore and are also distributed when registering for the COUN 140 C (Educational Planning) course.

Depending on the publication, there are varying members of the campus responsible for ensuring the accuracy of publicly disseminated information. The Office of Instruction is responsible for ensuring the accuracy of the schedule of classes and the college catalog. To ensure that the catalog and schedule accurately reflect the courses and programs offered by the college, drafts are disseminated to deans, division office managers, and department coordinators prior to publication (CP58-Spec. Interests Memo). Non-course and program information, such as student support services, special programs, instructional support services, distance education and NOCCCD administrative procedures, is obtained from responsible parties and adhere to *NOCCCD Board Policy 4020-Program and Curriculum Development* guidelines (CP16a).

The Director of Campus Communications is delegated authority to review all print publications and also oversees the newly established Web Content Specialist position who is responsible for the accuracy of materials posted.

Cypress College exhibits integrity and responsibility in advertising, student recruitment and the representation of its accredited status through continual review of materials posted to printed publications such as the catalog and schedule of classes.

The Cypress College Catalog is the primary means of disseminating official information regarding campus policies and procedures. The catalog is available in print and on the website and accurately depicts the required elements including: name, address(es), telephone number(s), and website address of Cypress College (p. 1); the mission statement, purposes, and objectives (p.4); entrance requirements and procedures (p. 6); basic information on programs and courses with required sequences (p. 48-300); degree, certificate, and program completion requirements, including length of time required to obtain a degree or certificate (p. 4-300); faculty with degrees held and the conferring institution (p. 309-315); instructional support services (p. 26-27); student rights and responsibilities (p. 45), as well as discipline procedures (p.42); the institution’s academic freedom statement (pp. 9, 45); tuition, fees, and other program costs (p. 8); opportunities and requirements for financial aid (p. 35); refund policies and procedures (p. 9);

transfer policies (pp. 56, 69, 73); nondiscrimination statement (p. 46); members of the governing board (p. inside cover); the accredited status of the institution (p. 1), and specialized program accreditation required for licensure or employment in particular fields (pp. 91, 97, 154, 161, 188, 237, 248, 279, 284).

Student recruitment is conducted by well-qualified admissions officers and trained representatives such as counselors, student ambassadors, and other college personnel. Representatives clearly communicate their credentials, purposes, and position or affiliation with Cypress College when representing the institution.

As described above, Cypress College communicates its accreditation status on the College website as required, and on page one of the College Catalog.

Cypress College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, (10 Commercial Blvd., Ste. 204, Novato, CA 94949, 1-415-506-0234, Fax 1-415-506-0238, <http://www.acscwasc.org/index.htm>), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq

Evaluation Items:

X The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

X The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

X The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

X Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

X The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

Conclusion Check-Off:

X The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

 The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

 The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Cypress College responds to audit findings in a timely manner. In the 2011 annual audit there was one finding for Cypress College regarding Return to Title IV (CP59-2011 Audit). A procedural change was implemented to require a monthly review of calculations and submittals that will prevent this finding from recurring in the future (2011 Audit, p. 72).

At the college, effective oversight of finances relies on procedures such as monitoring of major budgets for projected deficits, monthly reviews of auxiliary financial statements and of financial updates for grants budgets, internal auditing throughout the year, and the district annual external audit. There is a consistent layering of review and approval levels between the college and district. Purchase requisitions route electronically from the originator through appropriate management channels reaching the District Director of Purchasing for final approval.

The campus Financial Aid Office (FAO) handles all financial aid and student loans packaged through the Federal Direct Loan Program (Fed. Direct Loan Program; FAO PPM). At the end of Fiscal Year 2016, Cypress College administered a total of \$18,362,144 in Pell grants and \$1,648,317 in loans (Pell Grant and Loan Distributions).

The FAO is responsible for implementing controls to minimize financial aid fraud and therefore monitors student loan default rates. Published 3-year student loan default rates are as follows:

	2010	2011	2012	2013
Default Rates	12.8%	20.3%	18.4%	17.5%

(CP65-School Default Rates).

An institution with a three-year default rate of 30 percent or more for any year must establish a default prevention taskforce to develop and implement a default prevention plan to reduce the rate. This default prevention plan must be submitted and approved by the Department of Education (Regulation 34). Cypress College’s default rate is currently well below that threshold – 2013 Cohort Rate at 17.5 percent. Since the current default rate is below this threshold, Cypress College is not required to have a default prevention plan in place. However, in an effort to engage in continuous improvement, the FAO has developed a Default Prevention Plan to further reduce the rate (FAO Default Prevention Plan).

In accordance with established NOCCCD Board Policies, *BP 6340-Bids and Contracts* , *BP 6600-Capital Construction* , *BP 6330-Purchasing* and *BP 6150-Designation of Authorized Signatures*, contractual agreements with external entities including professional services, independent contractors, bookstore and swap meet operations, and other vendors are consistent

with the mission and goals of the district and Cypress College. The District Purchasing Department abides by the standards required under CFR 200.318-General Procurement Standards. The college provides evidence on the Title IV program including any audit findings; addresses any issues raised by the USDE regarding financial responsibility requirements and program record keeping to maintain compliance with Title IV requirements; has default rates within the acceptable range of less than 30 percent and maintains appropriate contractual relationships to offer or receive educational, library and support services that meet the Accreditation Standards.

Standard I

Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I.A: Mission

General Observations:

Cypress College demonstrates its commitment to an educational mission that promotes student learning and achievement facilitated by programs and courses that address the academic, educational, and lifelong learning goals of the students and the community. Through evidence provided in the ISER and during the site visit, as well as interviews with administrators, faculty, staff, and students, the team corroborated that the mission acts as the guiding principle that informs institutional decision-making related to quality improvement. During the site visit, the team validated that review and revision of the mission statement occurs periodically and that college processes ensure the assessment of academic quality and institutional effectiveness.

Findings and Evidence:

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

The Cypress College mission statement addresses the college's broad educational purposes, intended student population, the types of degrees and other credentials it offers and the institution's commitment to student learning and achievement. Evidence reviewed by the team demonstrates the mission is operationalized through the transfer programs, career and technical education degrees and certificates, and lifelong learning opportunities of the college. Institutional data on student achievement and learning provide information on the student population it serves. Planning documents and institutional effectiveness reports demonstrate the institution's commitment to student learning and achievement. The most recent revision of the mission statement added references to the baccalaureate program (BP), intended student population, specifically DE students. (I.A.1., ER 6)

The team validated that Cypress College uses data to determine its effectiveness in accomplishing its mission and to ensure that institutional priorities are directed to meet the educational needs of its students. During the site visit the team reviewed numerous documents and conducted interviews that verified that the college reviews data and analyzes progress

towards achieving its mission. Institutional priorities stated in the Educational Master Plan and the Strategic Plan are directed to meeting the needs of students. Goals and metrics are aligned with the mission.

The college uses data to assess its effectiveness at accomplishing its mission. This occurs through the annual Strategic Plan Progress Report (SPRR). The Institutional Research and Planning office provides a wide range of data to support this work. (I.A.2.)

The team finds that Cypress College programs and services are aligned with its mission. Reviews of college documents and interviews with college employees confirmed this alignment. The alignment is explicit in the college's major planning documents: the Educational Plan and the Strategic Plan, which are assessed annually through the SPRR.

College services and instructional programs are aligned with the mission. Courses, regardless of instructional modality, are consistent with the mission of the college. Distance education at the college is aligned with the mission, which explicitly references multiple instructional delivery methods to meet the diverse needs of students. DE has integrated educational offerings, and the Educational Technology Steering Team is attempting to provide structure and program planning after a two-year hiatus when their former DE Coordinator vacated the position. The DE Plan 2011-2014 is the last plan, which was published. They are currently working on a new DE Plan.

The institutional goals of the Strategic Plan are aligned with the college mission. Numerical goals such as the ISS baseline standards also reflect alignment with the college mission. The mission guides institutional decision-making, planning and the resource allocation that occurs through departmental program reviews and the Strategic Plan Fund. Decisions on curriculum, hiring, facilities development, and resource allocation are directed or aligned by these plans. The Program Review One-Time Funding Request process explicitly prompts for discussion of how departmental goals and planning objectives align with the mission. The team found that the college does use resource allocation plans to fund priorities, however the budgeting process is diffuse. The College has a number of different "pots" of money that people have to apply for separately. Conversely the college general fund budget is highly centralized, making it difficult to tie assessment of priorities with outcomes. The team has made a recommendation for improvement in this area. (I.A.3.)

The Cypress College mission is articulated in a widely-published statement approved by the Board of Trustees. The team validated that the mission statement is published in the most accessible documents and platforms. The mission is published in the college catalog, the student handbook, the college website, and college planning documents.

The mission statement review is part of the broader review cycle outlined in the Strategic Plan. The mission statement was revised in 2016 to incorporate the new baccalaureate degree and to explicitly include reference to delivery modes and intended student population. The revised mission statement was vetted to all campus constituencies via a survey and through the institution's established governance bodies. It was approved by the Board of Trustees December 13, 2016. (I.A.4., ER 6)

Conclusion:

The college has a mission statement that addresses its institution's educational purpose, the types of degrees, credentials, and certificates it offers, the student population it serves, and its commitment to student learning and achievement. The college uses data to assess its effectiveness in accomplishing its mission. Institutional data reports, planning documents, program and quality review documents and processes incorporate discussion of and alignment with the college's mission. The mission statement was reviewed and revised and was approved by the Board of Trustees in 2016. The college regularly reviews the mission statement for currency and accuracy and makes it available to the public in official documents and on its website.

The college meets the Standard and ER6.

College Commendation 1:

The college is commended for the work of the Institutional Research and Planning office in supporting the depth of understanding and use of data about student achievement across the institution. (I.A.1)

College Recommendation 4 (Improvement)

In order to improve effectiveness the team recommends that the college assess and review the overall process for resource allocation to assure alignment with institutional goals, and to promote transparency and communication of resource allocations processes. (I.A.3, I.B.9, III.D.3)

Standard IB: Assuring Quality and Institutional Effectiveness**General Observations:**

The team confirmed that the college analyzes qualitative and quantitative data to evaluate, plan, implement, and improve its educational programs and services. Data are published and publicly available on the IRP website. Broad-based dialogue occurs about data on student achievement, student equity, academic quality and institutional effectiveness and improvement plans. Strategic planning documents such as the Educational Master Plan (EMP), the Strategic Plan (SP), college functional plans, and a scheduled review cycle provide the structure and focus for these discussions. The institution's commitment to using and discussing data in the context of institutional improvement is communicated through reference to the Strategic Plan Directions, which allude to improving completion rates, eliminating documented achievement gaps, and improving success rates. The Institutional Research and Planning (IRP) office is responsible for collecting, assembling, and distributing the data and assisting in the interpretation of the information. The institution is working toward continuous improvement in campus communication and has developed an action plan for future implementation.

Findings and Evidence:

The college engages in sustained and substantive dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The team verified that the college disseminates institutional data that lead to college-wide dialogue. This occurs through data provided to departments, formal meetings, informal conversations, the program review process, and various documents and reports.

Course metrics are part of the dialogue for both face-to-face and Distance Education (DE) courses. DE course achievement metrics and outcomes are discussed in the same contexts as traditional courses during program review. While DE courses are continuing to be reviewed, including SLOs, in the same manner as traditional face-to-face classes, the last DE Quality Review plan is dated 2011-2014 and is now out of date. The college is still utilizing that plan, but the DE Advisory Committee is currently revising it and is scheduled to publish a new plan in Fall 2017.

Interviews with faculty, staff, and administrators corroborated that dialogue occurs across departments and areas. The platforms for this dialog range from large venues, such as the program on opening day, and targeted groups, such as Leadership Team meetings, academic division meetings, and shared governance meetings. Evidence supports the claim that committees base their discussion on information about student outcomes and college effectiveness and identify plans for improvement. An important source of information for these discussions is the data provided by the Institutional Effectiveness Report (IER). Other reports and plans related to student success, basic skills, and equity also guide the discussion. Departments slated to complete the program review discuss data as a measure to gauge the effectiveness of their programs. While dialog is ongoing and substantive, the college recognizes an opportunity for continuous improvement and has planned a review to make better use of systematic dissemination of information. (I.B.1.)

Evidence reviewed demonstrates that the college has identified learning outcomes for its programs and services and has designed appropriate assessments specific to their field. Program Learning Outcomes (PLO) are published in the college catalog and program-specific documents.

Career Technical Education Programs accredited by outside agencies have adopted mandated outcomes. PLOs are defined for degree and certificate programs. Academic disciplines that do not offer a degree or certificates have adopted the General Education and Basic Skills PLOs as outcomes. The Baccalaureate in Mortuary Science program has adopted the American Board of Funeral Service Education (ABFSE) outcomes.

Learning outcomes for the learning and student support services (SSLO) have been identified. The Student Support Quality Review (SSQR), which applies to the learning and student support programs, defines metrics for SSLOs, satisfaction rates, goals, and identification of resource needs.

The college has defined Institutional Learning Outcomes (ILOs) as well. A survey of degree and certificate completers (ADCAP) has recently been developed to assess students' perception of their achievement of PLOs and ILOs. Although outcomes data are utilized and discussed as part of program review, the college-wide discussion on learning outcomes in general could be more robust across the institution, or better documented.

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (I.B.2., ER 11)

The college has set institutional-set standards (ISS) for student achievement, documents its performance relative to those baseline standards, and uses those results for evaluation. These metrics are provided in the Institutional Effectiveness Report (IER), which is available on the website. The college has established ISS for student achievement for course completion, degrees, certificates, and transfers. The baccalaureate program uses metrics from the ABFSE, such as program completion, employment, and licensure passing rates. The college has also defined aspirational goals in its Strategic Plan.

Institutional standards for course success apply to all courses regardless of modality. For Distance Education, the Distance Education Program establishes goals and objectives through the Distance Education Committee, in the DE Plan. A new plan is currently being constructed. DE courses are expected to meet the same standards as traditional classes; new disaggregated data was gathered in 2017 assure this.

The ISS metrics are used in program review and planning. The process for establishing and reviewing the institution's performance against the ISS is implemented by the Planning and Budget Committee (PBC). The college assesses how well it is performing in relation to these set standards on an annual basis and disseminates this information on two major institutional reports: the Strategic Plan Annual Report and the IER, which are available on the IRP office website. When the institution falls below the ISS, the resource allocation process allows for one-time fund requests to remediate performance. (IB.3., ER 11)

The college uses assessment data to support student learning and achievement. The college uses a broad range of data from external and internal sources. This information is available across programs and units and supports improvement in academic quality and institutional effectiveness. Comprehensive data packets (aggregated and disaggregated) for success, retention, delivery modes, as well as age, gender, and ethnicity, are made available to instructional programs. This data is used to inform analyses of program effectiveness, as the basis for the development of improvement plans, and are discussed by departments as part of program review. Interviews with department chairs and other college faculty verified their understanding and use of this data.

Student Support Services and Campus Support Services conduct Quality Review, which includes qualitative data from the Satisfaction Survey. A Campus Climate Survey is also used to determine institutional effectiveness in achieving established outcomes, goals, and objectives. The institution is planning to start disaggregating data in the SSQR and CSQR in term of demographics for the next review cycle.

The 2015-2016 Annual Program Review Report notes that all data-related topics were analyzed effectively with the exception of information about PLOs. The same report states that out of fifteen programs only seven fully completed the item related to PLOs. The college has recognized this gap, which is addressed as an Action Project in the QFE. The college summarizes the results of learning assessments in the Program Review Report. The college is

seeking to improve its SLO assessment process, and is encouraged to continue this process. (I.B.4.)

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

The college systematically engages in program review and in the evaluation of goals and objectives, learning outcomes and student achievement. The college has recently adopted a new program review cycle based on a four-year schedule. CTE programs complete Program Review every two years. Goals and objectives in the Strategic Plan are reviewed and evaluated annually. Learning Outcomes are assessed and reviewed according to a three-year cycle. Student services and campus services outcomes are also reviewed every three years through the Quality Review.

The student achievement data include information on momentum points, matriculation-related metrics, course success, basic skills progress, and college completion. The data have been disaggregated by a number of relevant factors such as student demographics, course modality and instructional program. For example, since fall 2016 student achievement data for program review have been disaggregated by ethnicity, age, financial aid status, gender, course modality, etc. Data are connected to the planning processes of the college. For example, the Strategic Plan Progress Reports include analyses of the data. While data on student achievement is widely available and discussed, data on student learning, i.e. SLOs, is provided in less depth than the achievement data. Data are disaggregated by program type and mode of delivery.

For Distance Education, the review of courses takes place during the curriculum approval process in CurricUNET and a Distance Education Addendum is used for evaluation throughout the approval process. Evaluation of success and retention data is considered in program review. Program review is aligned with the mission and when resources are requested they are linked to the goals of the Strategic Plan. (I.B.5.)

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

The college disaggregates and analyzes data about achievement for subpopulations of students. The report provides a substantial data set on student achievement, which include information on momentum points, matriculation-related metrics, course success, basic skills progress, and college completion. The data have been disaggregated by a number of relevant factors such as student demographics, course modality and instructional program. For example, the student achievement data are disaggregated by ethnicity and gender as part of an equity analysis. The data are connected to the planning processes of the college, as demonstrated by the Strategic Plan Progress Reports, which include data analyses. Most of the disaggregated data are relevant to instructional programs rather than to student services. The college plans to disaggregate data based on demographics in the next review cycle for Student Services Quality Review and Campus Services Quality Review.

When performance gaps are identified, the college implements strategies to mitigate those gaps and evaluates the efficacy of those strategies. For example, an analysis of achievement gaps between demographic student groups is part of the equity analysis provided by the college. Those analyses led to the implementation of strategies to reduce the gaps such as the goals established in 2015 in the Student Equity Plan or the allocation of funds for the Legacy program to close the gap in course completion by African American students, or the initiation of the ACCESS program to address English Basic Skills gaps in Hispanic students and students aged 20-49. (I.B.6.)

The College regularly evaluates its policies and practices. Instructional programs self-evaluate through program review on a cyclical basis. Program Reviews, Strategic Plan Progress Reports, and the Institutional Effectiveness Reports indicate that data is used to evaluate policies and practices.

Instructional programs engage in the program review process as a key evaluative process. Program reviews are analyzed by the Program Review Committee, which then makes recommendations regarding processes and practices. Student services and campus services self-evaluate through quality review.

The college evaluates its planning policies and practices. The Strategic Plan is evaluated annually to monitor progress towards identified goals. The team has verified several examples of evaluations and adjustments made to improve effectiveness and quality in support of the college's mission in the form of goal-setting or one-time funding requests. The Distance Education Plan has not been recently evaluated, but is currently being revised.

The college's resource allocation decision-making has been affected by budget issues (e.g. changes in state funding) which have also affected the evaluation of resource allocation policies and practices. Nonetheless, the PBC evaluates its work and decision-making practices on an annual basis. Recently, the PBC and the PAC conducted a first round of a proposed annual assessment of overall college decision-making. As part of the plans arising from the self-evaluation process, the Administrative Services unit is slated to evaluate all instructional budgets during fall 2017.

Governance processes are evaluated through the Campus Climate Survey also provides data related to decision-making. While most respondents to that survey agreed that they had adequate shared governance opportunities, less than half (47.1 percent) felt that communication about decision-making was widely accessible. (I.B.7.)

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

The college communicates the results of its assessment and evaluation activities widely. The information is made available in a number of ways, including the Strategic Plan Progress Reports and the Institutional Effectiveness Report. The opening day and leadership team meetings are also important communication venues. The IRP is responsible for providing data and educating faculty and staff in data interpretation. The IRP Office communicates data effectively to the college community, as was evident from the interviews conducted during the site visit. Those

interviewed were familiar with college data and repeatedly remarked that the availability of data related to the effectiveness of their programs. The availability of data contributes to a shared understanding of the college's strengths and weaknesses and facilitates decision about institutional priorities.

The college broadly and substantively communicates the results of assessment and evaluation activities. The college has recognized that while the dialog is ongoing and substantive, there is an opportunity for improvement in how information about some aspects of assessment and evaluation activities is communicated across constituencies. For example, the dialog about the results of SLO assessment is less robust than for other areas. (I.B.8.)

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

The college engages in continuous, broad-based, systematic evaluation and planning. The college planning process includes several levels:

- (1) The Educational Master Plan, reviewed on a 10-year cycle, describes the long-term strategic directions of the college.
- (2)) The Cypress College Strategic Plan, reviewed on a three-year cycle, describes the college goals and objectives and measures of institutional effectiveness. Progress toward the goals is evaluated annually.
- (3) Functional plans, such as IT Resources, Facilities, Distance Education, and Student Equity.
- (4) Departmental Program Reviews, which are written every four years and form the basis of annual resource allocation requests by departments.

The information resulting from these planning, in combination with data from across the college, is used to direct resource allocation. The 2014-2017 Cypress College Strategic Plan includes measures of institutional effectiveness and uses evidence to set priorities and make recommendations for moving forward. The Strategic Plan includes a \$100,000 Strategic Plan fund. These funds are available for college areas to support projects designed to improve college metrics and institution-set standards.

The college engages in instructional program reviews and quality reviews and distance education courses and services are included in these. New data was just gathered in 2017 and will appear in the new DE Plan and Quality Review as well. Program review forms the basis of decisions by the Planning and Budget Committee when considering resource requests.

The college integrates program review, planning and resource allocation in a comprehensive process leading to mission accomplishment and continuous improvement. Resource allocation is connected by the analysis and evaluation of planned metrics or goals and is aligned with the

major strategic directions of the Strategic Plan. Evidence includes the Department Planning and Program Review Handbook, which provides a sample of the data provided to programs conducting program review.

The college planning addresses short and long term needs for educational programs and services and for human, physical, technology, and financial resources. Overall, the college appears to have sufficient resources and to deploy them effectively. However, there are some indications that resources are critically limited in some areas. The report notes that carryover funds are available each year at the district level and these funds are used to offset the instructional budget at the college level. Specifically, the report notes that the extended day budget has not been adequate and has been supplemented with local funding. (I.B.9)

Conclusion:

Cypress College demonstrates strong commitment to data-driven evaluation and planning in support of its mission. The major planning documents prompt for discussion and analysis of institutional data. Efforts to address achievement gaps in subpopulations of students or methods of instruction are actively pursued and results are evaluated for efficacy. Institutional data are available to the public on the IRP website. Outcomes data are available on the TracDat database. Faculty and staff actively engage in evaluation and planning. While discussions are ongoing, the college recognizes there are gaps in how SLO, PLO, and ILO are assessed, analyzed, and evaluated in a regular and systematic manner. The college describes how it plans to address this gap in an Action Project in the QFE.

The college meets the Standard.

College Commendation 1:

The college is commended for the work of the Institutional Research and Planning office in supporting the depth of understanding and use of data about student achievement across the institution. (I.A.1.)

College Recommendation 1: (Improvement)

In order to increase effectiveness, the team recommends that the college develop a more robust, sustainable and continuous dialog about the results of SLO assessments and the use of those results for improvement in support of student learning. (IB1, IB4, IB8, IB9)

College Recommendation 4: (Improvement)

In order to improve effectiveness the team recommends that the college assess and review the overall process for resource allocation to assure alignment with institutional goals, and to promote transparency and communication of resource allocations processes. (I.A.3, I.B.9, III.D.3)

Standard I C: Institutional Integrity

Observations

The team confirmed that Cypress College utilizes a robust and inclusive process to ensure the clarity, accuracy and integrity of information to all constituents. The team reviewed the Schedule of Classes, College Catalog, Annual Reports and other documents expected to carry this information. All documents contain accurate and relevant information regarding distance education and the baccalaureate degree. The college uses its website to make available all of this information electronically. The college and district provide accurate information to its community regarding programs, cost of education, board policies, and outcomes that impact the institutional integrity of the institution.

Findings and Evidence:

The team found evidence that the college assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services through the use of the District Publication Approval Process. While meeting the Standard, the college continues to work on improving the local process that ensures the accuracy and integrity of information provided to students and the public on the website. The Cypress College Accreditation web page gives accurate information to students and the public about its accreditation status with all of its accreditors.

All accreditation information is housed on the college website on an Accreditation page accessible directly from the college's homepage. Accreditation information includes current ACCJC accreditation status, any general communications with ACCJC, as well as the accreditation status and information from outside accrediting agencies for the Career Technical Education (CTE) programs such as Nursing, Dental Hygiene, and Automotive Technology. (I.C.1.)

The Institution ensures that accurate information is provided to students and the community, through a thorough process of reviewing and revision, and the District Publication Approval Process. The Office of Instruction provides primary oversight of catalog content, and follows both Cypress College and NOCCCD guidelines for review of pertinent information. Multiple modalities of this information are available to include DE and the baccalaureate degree. (I.C.2, ER20)

Both the college and district follow their own administrative procedures regarding institutional effectiveness. The college relies on its Institutional Research and Planning (IRP) office who is responsible for collecting, analyzing, and publishing student achievement data. The IRP office collects student achievement data in the form of success and retention, persistence, transfer, basic skills completion, and degree and certificate completion rates from a variety of resources including local college data, the CCCC Student Success Scorecard, and the Chancellor's Office

Datamart. An accurate and clear Catalog and the Schedule of Classes are made available in print and online, and the mode of delivery of courses is noted in the Schedule of Classes. Student learning is documented in the college's annual Institutional Effectiveness Report, and in the Program Review Committee Annual Report. Review of evidence confirmed that the college and district communicate matters of academic quality through the sharing and analysis of relevant research. (I.C.3., ER 19)

The purpose, content, and learning outcomes of certificates and degrees are described in the Catalog (print and online), in course syllabi, the CCCCCO Curriculum Inventory, program brochures, and social media. (I.C.4)

The college regularly reviews policies, procedures, and publications through a variety of methods, including program review, committee and departmental guides/handbooks, and the District Decision Making document. Guides to aid in implementing policies and procedures include Program Review Handbook, SLO Handbook, and Financial Aid Handbook. (I.C.5)

Students are informed of expenses through the Catalog, Schedule of Classes, and financial aid website (including Cost of Attendance, Net Price Calculator, Loans, Scholarships, and Frequently Asked Questions).(I.C.6)

Academic freedom and relative policies are outlined and details through the NOCCCD Board Policy 4030/Academic Freedom, and that policy is noted in the Catalog. Academic freedom has been a topic at a faculty Mini Conference in January 2015. Evaluations of faculty include items regarding academic freedom in the classroom. (I.C.7., ER 13)

Clear policies and procedures regarding Ethics, and Academic Honesty, are addressed and information disseminated through a variety of means, including: Board Policy and Administrative Procedure 3050/Institutional Code of Ethics; Board Policy and Administrative Procedure 4200/Standards of Scholarship; Board Policy and Administrative Procedure 5500/Standards of Student Conduct and Discipline; and Catalog. A Student Discipline Incident Report Form is available for reporting breaches of ethics/academic misconduct.

At this time, Academic Deans have the option of handling cases of minor behavioral issues and cases of academic misconduct within their division. Depending upon the seriousness of a situation, some cases are referred to the Dean of Counseling and Student Development for investigation and adjudication. The college has purchased software (Maxient) in order to have an online, centralized system in which to manage and track student conduct cases. (I.C.8.)

NOCCCD Board Policy 4030 / Academic Freedom, and Administrative Guide 3003 / Code of Ethics for Faculty provide clear guidance to faculty in sharing fair and objective information and data with students. Checks and balances on this issue come through Instructor Evaluation forms, and the Campus Climate Survey which is conducted every two years. Information on academic freedom is included in the Catalog. (I.C.9.)

Administrative Guide 3003 / Code of Ethics for Faculty, and the Standards of Student Conduct and Discipline as detailed in Board Policy and Administrative Procedures 5500, contain no requirement for conformity to specific beliefs or world views. (I.C.10.)

I.C.11 is not applicable to Cypress College

Cypress College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, Cypress College has responded to meet requirements within the time period set by the Commission. It disclosed information required by the Commission to carry out its accrediting responsibilities. The college recently launched a new website immediately preceding the teams' visit, due to the launch there was a delay in uploading the college's ISER, and, evidence is not uploaded for public dissemination. The team had access to the older website, however a period of time passed where the ISER and other accreditation information was difficult to find. The college has mitigated this issue and all documents and required information is available. (I.C.12., ER 21)

Health Sciences has eight programs which are accredited with external state and national agencies, and demonstrate compliance with those regulations and requirements.

Career Technical Education programs work with external agencies, with examples of Perkins Grant and Strong Workplace Grants.

Financial Aid complies with state regulations and statutes, as well as federal (most specifically Title IV), as demonstrated in submitted reports to various entities. Athletics complies with state and regional conference regulations. (I.C.13., ER 21)

II.C.14 is not applicable to the college.

Conclusion:

The college assures the information is clear and accurate through sound annual review processes, and is accessible in both print and digital formats. Assessment of student learning, evaluation of student achievement, and academic quality is documented in TracDat and is documented in the college's *Institutional Effectiveness Report*. The purpose, content and requirements of degree and certificate programs are published in the catalog, on the college's website, in departmental brochures, and messages through social media platforms.

Current and prospective students are informed of the total cost of education, including tuition, fees, and other required expenses such as textbooks and instructional materials.

Policies and practices regarding academic freedom are posted on the district and college websites, and perspectives on these topics are gauged through instructor evaluations and a campus climate survey. Academic integrity is a priority for the college, as it requires that all syllabi must include a statement about Academic Honesty, and the district has a Board Policy and Administrative Procedure (5500) on Standards of Student Conduct and Discipline. Procedures are in place for reporting and addressing issues of academic misconduct, the college is moving forward with a centralized system of reporting, tracking, to maintain student conduct and complaint records.

The college meets the Standard and ER 20, 13, and 21.

Standard II

Student Learning Programs and Services

Standard IIA: Instructional Programs

General Observations:

IIA1.

Cypress College offers courses and programs that are aligned with the institution's mission (transfer, associate degrees, certificates, and a baccalaureate degree; career technical education programs, basic skills, and lifelong learning). The college clearly distinguishes pre-collegiate and level 2 curriculum in the catalog, schedule of courses and the course outlines of record. Distance Education courses are approved and assessed in the same manner as traditional modalities, the decision to offer a course in Distance Education is determined by faculty through the Curriculum Review process.

More recently, the institution has focused on creating formal structures and institutional procedures to engage in more complete evaluative work regarding student learning outcomes in its courses, programs, certificates and degrees.

The institutions degrees and programs follow practices common to higher education. They are created and updated in the curriculum approval process as evident in CurricUNET and the College Catalog, Board Policies and Procedures, etc. Minimum degree requirements listed in the catalog are 60 semester units, including a minimum of 25 units of GE, a complete set of units required in the discipline and any elective courses to reach 60 units. The college has documented and effective procedures, which includes all stakeholders, for scheduling courses that allows students to move through degree and certificate programs in a timely manner.

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. Stakeholders engage in conversation about the diverse and changing learning styles and pedagogy through various mediums. There are forums like Opening Day presentations, Leadership Team Meetings, Student Equity events and other professional development. Committees such as Curriculum, Program Review, Student Equity and Basic Skills Initiative seem to be driving forces and have general responsibility for the general oversight of these efforts.

The college awards degrees according to the District Board Policy and Administrative Procedure (4100) that spell out the minimum number of units, units for general education, units connected to courses identified with a TOP code that is included in the CCC Taxonomy of Programs, residency requirements, minimum scholarship requirements, and reading, written, and mathematical competencies. Transfer credit is regulated by articulation agreements and the criteria outlined in BP/AP 4050.

Degree programs contain relevant components of general education, with as clearly stated philosophy for all degrees. They contain focused area of study in at least one area of inquiry. The institution has a program discontinuance policy. The institution evaluates and improves the

quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location.

Findings and Evidence:

Data show that the degrees and certificates offered by the college meet student demand in terms of transfer and employment rate. Courses are reviewed for currency by the Curriculum Committee according to established Board and Administrative policies. General Education is defined in district policy and is published in the catalog and a significant number of courses and majors are identified as GE. Official course outlines include identification of learning objectives and outcomes, however, student learning outcomes on those outlines do not in all cases match the outcomes listed on syllabi. All programs identify program-specific learning outcomes in the catalog. Several academic majors use the GE/BS Program Learning Outcomes. Institutional Learning Outcomes are also established. Currently, there are no programs that can be fully achieved via Distance Education. However, courses offered via Distance Education followed the same approval and review process as courses offered in traditional delivery modes. Programs are reviewed through the process of Program Review.

Student achievement data is collected from external and internal sources and is reviewed and published annually in the Institutional Effectiveness Report (IER). PLOs and ILOs are reviewed with a recently adopted instrument called Associate Degree and Certificate Assessment Plan (ADCAP). All Distance Education courses are subject to the same standards as traditional courses and are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in the student attainment of identified student learning outcomes and achievement of degrees, as evidenced by program reviews, curriculum approval process, and SLO data, as well as recent student success data.

The district is planning to develop a BP and an AP to address the minimum number of units (120) for the BS degree. (II.A.1, ER9, ER11)

The college utilizes curricular processes set forth in their board policies and procedures, outlined in the Curriculum Committee Training Guide updated in fall 2014, collective bargaining agreements with some notations on academic and professional standards, DE instructional training/processes, etc. Course quality standards for Distance Education courses are the same as traditional modalities and are assessed by the Curriculum Committee. Course outlines with Distance Learning Addendums are approved in the same manner and process as traditional modalities, and DE SLO assessment occurs within a department's regular course-level SLO assessment.

Program review documents available for the accreditation period show in depth discussions for some programs. Further work is needed for multiple programs that are lacking completed Student Learning Outcomes review of all courses. While structures are being put in place to review and discuss continuous improvement of instructional courses and programs, there are several major programs for which evidence was incomplete in showing this level of careful review of all currently active courses/programs. (II.A.2)

The institution has recently focused on creating some formal structures and creating institutional procedures to engage in more complete evaluative work regarding student learning outcomes in its courses, programs, certificates and degrees. A random review of approximately 50 course outlines of record showed that Student Learning Outcomes were included on active reviewed CORs, which gives credence to the assumption that most, if not all, current Course Outlines include student learning outcomes. However, it must also be noted that there are variations in the 45 syllabi that were requested from the fall 2017 class schedule; 44 syllabi were provided (with one class being cancelled of the group). Of the 44 syllabi reviewed, 24 were compliant and included the learning outcomes from the institution's officially approved (active) course outlines found in CurricUNET, 8 syllabi showed part of the SLOs from the official course outline, and 12 had different student learning outcomes from those that appeared in the official course outlines of record. The college is currently converting from TracDat to eLumen, and thus the conversion of all COR's in CurricUNET to eLumen may not be complete.

Data provided shows that student learning outcomes have been created for all courses (evident in TracDat and the College catalog).

Based on the May 15, 2017 TracDat report, only 23 programs show 100 percent compliance with learning outcomes assessment at the course level, 38 programs were not at 100 percent reporting in the common SLO data reporting system (7 programs had less than 50 percent reporting, 11 programs had 51-75 percent of course data entered into the system), many do not or only show partial completion of learning outcomes assessment and review. Similar details are still apparent in the information stored in the TracDat system. (II.A.3.)

The college does offer pre-collegiate (basic skills) curriculum and distinguishes it from college level 2 curriculum. Evidence of this can be found in the College Catalog on page 21 where they list the non-credit, basic skills courses available, page 23 where pre-collegiate courses are defined and described. Basic skills courses are numbered starting with zeros, while level 2 courses are labeled in the 100s. These courses are offered in traditional, hybrid, and fully online formats and are designated clearly in the Schedule of Classes. The courses are progressive and the basic skills courses successfully lead to the level 2 courses as evidenced in the description of these courses in the College Catalog and course outlines of record.

The example course outlines provided as evidence support the Standard and contain a nice list of "entry-level" skills to their 100-level courses, which makes it very easy to observe alignment between courses and how the progression works.

There are sufficient student services which provide learning support to students for successful completion of courses: the Math Learning Center, the English Success Center, traditional and online tutoring, a Supplemental Instruction Program, and cohort programs such as the Legacy and Puente programs. (II.A.4.)

The college demonstrates quality and rigorous instruction through degrees and programs created and updated in the curriculum approval process as evident in CurricUNET and the College Catalog, Board Policies and Procedures, etc. Minimum degree requirements listed in the catalog are 60 semester units, including a minimum of 25 units of GE, a complete set of units required in the discipline and any elective courses to reach 60 units. The full Mortuary Science Bachelor's

Degree appears in the catalog although the catalog listing is confusing (Mortuary Science program course title before degree title). Eligibility Requirement 12 is met because the institution clearly defines and incorporates substantial general education requirements into the various degrees it offers. Their G.E. categories include: Language and Rationality, Natural Sciences and Mathematics, Arts and Humanities, Social Sciences, Physical Activity and Health, and Cultural Diversity, which ensure breadth of knowledge and promote broad intellectual inquiry. The degree credit for general education is consistent with the level of quality and rigor appropriate to higher education. (II.A.5., ER12)

The institution uses its Enrollment Management Plan to assure that students can complete degrees and programs on time. The college provided committee minutes, documentation of the Unmet Demand for spring 2016, the Course Offerings Evaluation for spring of 2016 along with the other evidence, to demonstrate their commitment to student completion. (II.A.6., ER9)

Stakeholders are included in the conversations regarding delivery mode, teaching methodologies, and learning support programs. The college has robust curricular and cohort programs that support diverse learners. There is committee oversight and involvement which drives this effort, but professional development is also provided various grants: Title V provides On Course and Frontline Workshops as well as ACES Film series to promote effective learning. The college has programs to promote this Standard: EOPS, Puente, and Legacy programs and the Ethnic Studies Department. Students must complete three units from a “Cultural Diversity” section of the GE Pattern. The Counseling Department through orientation and assessment work to ensure the needs of all students are met.

Other learning services, such as the library, LRC, the Math and English Learning Centers also undergo regular review and implement changes when warranted to promote student success.

Decisions regarding all of this are data driven. Disaggregated data is collected and analyzed and published in the IER and the college also reviews the CCCCO and SSS to ensure the needs of students are being met. The college makes this an ongoing process and effort. The data collected is also used in decision making regarding learning support services to ensure that all students have the appropriate learning support for their success.

The college participates in Departmental Instructional Program Review as part of an ongoing effort to ensure all student needs are met. Curriculum is updated regularly according to their training guide.

The college employs a variety of delivery modes: traditional, hybrid, and online classes. Teaching methodologies include lecture/discussion, demonstration, and collaborative group learning and are vetted through the Curriculum Committee, considering SLOs and other assessments to evaluate them for effectiveness. (II.A.7)

The college has very few department-wide exams and several are State/National Licensing and Certification exams that are administered by outside agencies. There are Lab Practicum exams for select courses in Chemistry, Biology, Anatomy, and Physiology. The Court Reporting Department also uses department-wide exams. The departments use the resulting data to refine student learning outcomes as well as the exams, and to revise teaching practices. The college

follows the same policies for the award of academic credit for DE Programs as it does for traditional modalities. (AP 4105, 4020, 4220)

The State/National Licensing and Certification exams are objective, as they are validated by state, regional, and national agencies, and are not used for internal evaluation by the departments utilizing those exams (Health Science). A list of accrediting agencies is provided as evidence.

The Court Reporting Department program is in alignment with national and state standards and the department wide exams are evaluated based on those guidelines and the assessment is objective.

The department wide exams in the select Science courses are written by faculty and are also used to assess SLOs for the past eight years. Data is provided on the results. Departments usually employ lead instructors to spearhead the process. These exams are kept objective by asking questions with one right answer and/or asking students to perform some task when there is only one correct way to perform it. Instructors for written exams are provided with an answer key. Full-time faculty meet regularly to discuss the results in the context of the current student population. (II.A.8)

The college awards credits according to the Carnegie classifications and are consistent with federal regulations. The *Catalog* provides evidence that “the institution provides appropriate information about the awarding of academic credit.” DE courses are approved following the same criteria as traditional courses. The clock-to- credit hour conversion follows established protocols outlined in Board Policy and Administrative Procedure 4020. The accuracy of the process is checked or controlled by the scheduling processes and curriculum committee scrutiny. The baccalaureate program has been developed following accepted standards of higher education at the upper division level in terms of units of upper division work needed for the degree. The college follows the same policies for the award of academic credit for DE Programs as it does for traditional modalities. (AP 4105, 4020, 4220). (II.A.9., ER10)

Credit from other institutions is accepted via a “Pass Along” request, which is evaluated by a counselor, articulation officer, and/or evaluators in Admissions and Records. Information about articulation agreements is available on the college’s website. The catalog also notes the articulation of the course, publishes information on the Pass Along request process, and other transfer information. Additionally, information is published on the website under Student Services –Counseling FAQs.

The college provides information about transfer-of-credit policies and procedures in various locations both in the catalog and on the website. The college also regularly initiates, maintains, and reviews articulation agreements with four-year universities throughout the state. The college articulates DE/CE programs and courses in the same way as traditional modalities (AP 4105). Student admits to the baccalaureate program are consistent with other student transfer of credit policies. (II.A.10., ER10)

The college has adopted general education learning outcomes that include competencies in the following areas: Breadth of knowledge and experience, communication, critical thinking and information competency, and self-development. These competencies apply for the general

education programs as well as for the CTE programs, which also expand their competencies to include skills that prepare students to enter the workforce. All degrees include outcomes in the above-mentioned competencies either through program-specific requirements or through meeting general education requirements. (II.A.11.)

The college lists its general education philosophy on p.54 of the *2017-2018 Catalog* (General Education (Native) Requirements for the Associate Degree). This philosophy is comprehensive in its scope and incorporates knowledge of the main modes of inquiry, participation in society, understanding of systems in which knowledge and human experience is organized, and lifelong learning. The Curriculum Committee Training Guide includes language that orients faculty in the determination of the appropriateness of a course to be included in this category. For the baccalaureate degree, the college has created three upper-division general education courses that are required in the major. Board Policy and Administrative Procedure 4025 ensure a general education component is included in program proposals. (II.A.12., ER12)

The catalog provides evidence that degree programs offer focused study in a specific field. Interdisciplinary programs are presented in focused areas. There are BPs and APs related to graduation requirements and program approval outline the criteria in terms of number of units of general education and of major-specific courses. Curriculum Committee approval follows established guidelines and local approval criteria that ensure the inclusion of theories and practices within the field of study. All programs include in the catalog a suggested sequence of major-specific courses. The baccalaureate program includes 32 upper-division units in the discipline. (II.A.13)

Biennial program review of career technical education programs (degrees and certificates) demonstrate technical and professional competencies that are linked to employment standards related to industry. Those programs undergoing external licensure and certification show program review and data for compliance with these agencies. While many CTE programs appear to have engaged in a global discussion of student outcomes as linked to these technical and professional competencies that meet employment standards, there are programs that lack this linkage/review on a regular basis. The College is one of 15 colleges offering a baccalaureate degree, this one in Mortuary Science. The program is well suited to the college and enjoys the full support of the college and community. Additionally, Cypress College offers a very large number of career and technical programs, the programs have excellent licensure pass rates and employment outcomes for its students. (II.A.14)

Program discontinuance is codified in district policies and procedures (BP/AP 4021) and it is implemented through the recommendation of the Special Review Committee, which is vetted by local and district governance bodies. The process of program discontinuance includes provisions, which include catalog rights, to ensure that students enrolled in the program to be discontinued are properly accommodated so that their educational plan can be completed. The college has not discontinued any program since the creation of the BP and BP in 2012. (II.A.15)

The college has recently established some more robust processes and procedures for regular review of instructional programs, however, there are still many programs that are not at 100 percent compliance with course level review. The cycle of program review has recently changed

to a four-year review with programs staggered in the cycle. Program review prompts departments to review data and analyze the effectiveness of the program in meeting student achievement goals and student learning outcomes. These prompts include discussion of metrics for courses delivered via distance education. These reports are reviewed by the Program Review Committee and the results of these discussions are published in the Program Review Annual Report and in the Institutional Effectiveness Report. Programs may be evaluated on a shorter cycle in order to determine effectiveness after receiving special funds. Many courses are reviewed on an established cycle or ad hoc revisions as needed, however, to be in full compliance with this Standard review must be done for all active courses in all programs. The college provides evidence of program improvement driven by outcomes, in the case of distance education, improvements in faculty training. The college has recognized that data related to DE course success rates needs to be more effectively integrated in program review. DE courses are evaluated as part of a department's regular Program Review and as part of the Campus Services quality review process. New surveys have just produced disaggregated data that will be part of the new CSQR and the new DE plan being written. Results from the quality review, changes in faculty training have been made and a larger emphasis on compliance (and support for faculty) has been included. (II.A.16.)

Conclusion:

The college meets the Standard, with the exception of II.A.2, II.A.16.

College Recommendation 2: (Compliance)

In order to meet the standard, the team recommends that the college complete a full review of its processes related to the assessment and review cycle of Student Learning Outcomes for all instructional courses/programs to ensure that faculty and others responsible act to continuously improve all courses, programs, and directly related services. Further, the college can utilize the dialog related to this review to more effectively demonstrate that the college awards course credit, degrees and certificates based on student attainment of learning outcomes for all courses and programs. (II.A.2, II.A.16)

College Commendation 7:

The college is commended for its STEM Squared program, providing opportunities for undergraduate research, professional development and internships creating access and success for underrepresented scholars. (II.C.1, II.A.7)

College Commendation 8:

The college is commended for its comprehensive and strong career technical education programs which contribute to the workforce and economic vitality of this community. Further, we commend the college for its vision and implementation of the baccalaureate degree program in Mortuary Science. (II.A.14)

Standard IIB: Library and Learning Support Services

General Observations:

Cypress College's Library and Learning Resource Center (LRC) are situated in the heart of the campus fronting its large central pond. Both are brought together in the same modern facility and easily accessed by students to connect them to research, technology, and learning resources and services. This paired learning commons supports student achievement and success with the inclusion of tutoring and Supplemental Instruction services in addition to its flourishing centers for English Success, Math Learning, and language.

The Library and LRC act as a main hub for campus student computing needs with access to desktop computers and laptop rentals. Dedicated space in both locations provide for individual and group study where students can explore and collaborate in a comfortable and welcoming environment. Evidence provided in the Institutional Self Evaluation Report supports that services are sufficient in quality, currency, depth, and variety within the Standard.

Findings and Evidence:

A wide variety of resources and services are provided by the Library and are consistent with expectations for an academic institution, such as access to library collections (print and web based), reference assistance (in-person, phone, text, email, chat), computers, reserves, and information literacy instruction. The Library is currently open five days a week for a total of 59.5 hours each week (2017) with extended evening hours offered during final exam weeks. Students have access to 26 in-house computers, 30 available laptop rentals, and 35 computers available for instruction and extended hours. Their collection includes 55,264 books, 8,356 e-books, and a selection of online periodical databases for research that are accessible on and off campus via the library website. The collection also includes over 70 print periodical subscriptions and 3,500+ DVDs. Textbooks and reserve materials round out the offerings that are made available to support campus curricula and student learning. The online resources support distance education and are available off campus 24/7. Various small departmental libraries are in place across the main campus for ease of student access to subject or discipline specific materials. Library instruction is provided through a one-unit LIB 100 course (Introduction to Research), library/classroom orientations, tours, workshops, and reference assistance. For distance education courses, all faculty, staff, and students are provided access to library materials 24/7 through the library's website/portal. The library also offers online tutoring, using the Smarthinking service. (Standard II.B.1 and ER 17)

The Library has established collection development guidelines and policies to assist in its selection and maintenance of materials that support student research and learning. Selection and weeding of library materials is collaborative between the teaching and library faculty. Librarians are part of the Curriculum Review process and are consulted on courses that are new or modified to ensure adequate materials are acquired. Library materials and equipment are promoted, recommendations and feedback are solicited, and regular communication with faculty and academic departments is facilitated. The Library tracks data in its Annual Report where it can evaluate the quality, quantity, depth, and variety of its materials and resources.

From the Library homepage, all students, including distance education students, have equal access to online library resources, which include research databases that provide digital content

to periodicals, e-books, reference materials, streaming videos, etc. Remote authentication of electronic resources is ensured through proxy servers. Off-campus access is restricted to current students, faculty, and staff; users must log in with their ID number and last name. The Library website similarly supplies research information and guides to assist students with citing sources in MLA, APA, and Chicago formatting styles, subject-specific resources, and tips for evaluating content found on the Internet. Distance learners have direct access to librarians through chat, text, and email options from a direct link on the library's homepage.

In total, students have access to approximately 150 computers in different locations throughout the Library and Learning Resource Center (LRC). As in the Library, thirty laptop rentals are also available in the LRC. Students may also use computers in other areas of the campus, which may be freely open or limited to students within certain courses or programs. Additional equipment such as A/V units, a color copier, a scanner, and a new 3-D printer (which currently has specific program restrictions) are available for student use in the LRC. Equipment and materials are selected and maintained through collaborative consultation of staff from the library, the LRC, faculty members, and departments requiring specialized learning support. In particular, the LRC works closely with staff and instructors to provide services and materials that support student learning for tutoring, Supplemental Instruction as well as resources and equipment required for the English Success Center (ESC), Math Learning Center (MLC), and the Language Lab.

All Distance Education courses are developed and approved through the Curriculum Approval Process and in this process, a librarian consultation is required for final approval. The library's databases can be accessed through the website; online tutoring is available; there is a "text-a-librarian" service for chat, and librarians are also available through email. (II.B.1 and II.B.2)

Housed in the LRC, tutoring and Supplemental Instruction support student coursework and learning across a variety of subjects. Its English Success and Math Learning Centers provide additional tutoring and faculty-supported services specific to those disciplines. Assessment and evaluation occur regularly through various means, such as the Enterprise-Wide Positive Attendance Tracking System, SSQR, the Noel-Levitz survey, and reports. Together these assessment tools ensure that sufficient and effective services are provided. Data results for the respective areas show high levels of student satisfaction and effectiveness. One particular service, online tutoring through Smarthinking, was "found to positively and significantly affect students' success rates." Analysis of other departmental SLOs indicates similar positive success rates for students making use of these services than those who do not. Most noteworthy is the significant and higher success and retention rates for students utilizing the ESC and MLC when compared to those who do not. Supplemental Instruction and tutoring services show high marks for specific subject areas and further analysis has resulted in changes that address shortcomings. (II.B.1 and II.B.3)

The Library uses a number of different methods to assess services related to student learning. Primarily the Library Annual Report documents quantitative review of materials, their use, and services provided. Each year the library completes an evaluation of its hours, personnel, budget, collections, and services. Data is collected in-house through database usage statistics, circulation reports, reference interactions, instruction orientation sessions, and more. All library faculty and staff participate in the review process and contribute to evaluating services that gauge the level

of satisfaction with its resources. For the most recent annual report (2015-2016), the library indicates another active year of increased online database usage (13.5 percent), reference questions answered (5 percent), and reference consultations (37 percent).

Additionally the library participates in the Student Services Quality Review (SSQR) process that is conducted every three years. This measurement tool is comprehensive in scope as it evaluates many factors related to student support services such as the following: hours of operation, response time, clarity of procedures, quality of materials, knowledge and helpfulness of staff, and overall quality of service. The 2015-2016 survey reflected high satisfaction with staff knowledge/helpfulness and quality of service. Also noteworthy was a 95.6 percent student rating of the library's contribution to their academic success.

The library identifies, evaluates, and analyzes separate student services learning outcomes (SSSLOs), which are submitted to TracDat and included in SSQR markers. Data results for the latest reporting period (2012-2013) indicate high levels of satisfaction with all but four areas: sufficient databases, sufficient print collections, copy machine, and overall quality of service. In response to the lower student satisfaction data, the library implemented an action plan that included acquiring new databases, a new chat/text service, and a library app. Evidence in the Library's Technology Plan (2014-2017) provides innovative and progressive technology goals and objectives to support student learning and competency skills.

Measurement of the library's instruction level student learning outcome (SLO) is tied almost exclusively to its one-unit LIB 100 online course and is mapped to the campus' program and institutional learning outcomes in TracDat. While the library's online credit course has gone through the assessment cycle and effectiveness has been shown, its student reach is relatively small compared with the significant amount of research orientation sessions that occur within the library each year. The library is missing an opportunity to evaluate its teaching program where the most number of students participate in information literacy instruction. There is minimal evidence to support that assessment took place for the more than 4,200 students that participated in research orientation sessions in the library or classroom during 2015-2016. The SSSLO review cycle did provide small-scale instructional assessment of student information competency skills through reference desk interactions. The library is currently addressing areas of improvement in a new departmental planning and program review process. (II.B.3)

The library participates with several consortiums to provide materials and services, such as Ex Libris' Voyager online catalog whose use is shared across colleges in the district and with the colleges in the Coast Community College District (Coastline, Golden West and Orange Coast). Its purchase and maintenance are managed at the district offices. Reciprocal consortia agreements with neighboring colleges and universities establish interlibrary loan (ILL) and cataloging services through a contract with Online Computer Library Center, Inc. The library also belongs to the Community College Library Consortium where it purchases 14 databases for student research needs. Regular evaluation of these services and resources is conducted and monitored by librarians who assess usage statistics on a periodic basis to ensure effectiveness. Current data results reflect high student use of the library's online databases. The library will acquire additional e-resources to support the new baccalaureate program.

The LRC acquires and maintains contractual agreements and services to support student learning in the English Success Center, the Math Learning Center, and the Language Lab. TutorTrac is a scheduler for tutor and room appointments, and because the system links with Banner, it is able to track student hours, participation, and success rates while safeguarding data. A contract for Plato Edmentum learning module software was also acquired by the LRC to assist students in the English/Reading Department. Smarthinking provides 24/7 online tutoring services to DE students and those needing assistance off-campus. Its contract is renewed annually, and the LRC staff tracks usage and effectiveness through periodic reports and faculty/student feedback. Recent survey results indicate positive student responses. All resources through contractual agreements are held at the campus and district; the institution and its personnel ensure concerns related to their security, maintenance, and reliability. (II.B.4, ER17)

Conclusion:

The college meets the Standard and Eligibility Requirement 17.

Standard IIC: Student Support Services

General Observations:

Cypress College provides Student Support Services with the goal of enhancing the college mission of “promoting student learning and success,” whether students are focused on transfer, associate degrees, career technical education, or basic skills. Cypress College described the review and assessment of the quality of its student support services through conducting program review, Support Services Quality Review (SSQR) and Campus Support Services Quality Review (CSQR), completed every three years to evaluate and improve the student support programs and services. Information is obtained on a rotating cycle, annually. The SSQR process includes measures of student satisfaction regarding hours of operation, timeliness of response, procedure clarity, quality of materials, staff helpfulness and knowledge, and overall quality of services. Some departments assess satisfaction with Department Specific Indicators specific to the area. Evaluated evidence substantiated that individual departments evaluate data internally to additionally use other more direct measures of program efficacy and student success. In addition to being assessed as part of a department’s regular program review, a DE CSQR was conducted in 2011 and a new one is being conducted this year, which will contribute to the new DE Plan. Currently Canvas is being piloted and considered as the college’s new LMS and that decision will take place in November. As a result of the new data, the new DE Plan will contain a goal of getting all faculty minimally trained in DE so they may be able to utilize a course shell (not teach online, as that would take additional training). In addition, especially if Canvas is chosen for the college’s LMS, all student services would be linked in Canvas, so that students would be able to access everything from online tutoring, online career planning, to online counseling through their personal Canvas menu. The deans and Student Services have been approached with this idea of centralizing services, and discussions are taking place.

Cypress College provides services to students to further equity of educational opportunity and academic success. Based upon the Quality Focused Essay the college has committed to “re-doubling” their efforts at streamlining SLO assessment, and to date, this work and direction is evident. Board policy about assessment of SS SLO’s was included in the self-study evidence, as was the formatting template to submit this work. The college provided evidence demonstrating

that Student Services Student Learning Outcomes (SSSLO) assessments are conducted via the Student Services Council (SSC), which uses a two-year cycle of review and assessment of services and that the SSSLO review process requires each Student Services Unit to identify its' mission, goals, intended outcomes, assessment criteria, summary of data and results to systematically assess and improve programs.

Findings and Evidence:

Cypress College evaluates the quality of student support services through the Student Services Quality Review (SSQR/CSQR) process, the Noel-Levitz Student Satisfaction Inventory, department surveys, and purposeful, regular student participation and feedback during college meetings. Student Services demonstrated ongoing discussion and planning both on campus and on-line, that supports student learning and enhances attainment of the Cypress College Mission. The Student Services departments are to be commended for their work to assure that online, distance education students are able to receive services commensurate with those students who present to campus for support. Specifically, the campus is to be commended for its *Cranium Café* offering face-to-face counseling, online tutoring and for implementation of *Campus Logic* software for verification of financial aid status. (II.C.1.)

Self-study evidence of SS outcome assessment was significantly augmented during the campus accreditation site visit. The college identified that Student Services assesses learning and administrative outcomes for its students through the college's SSSLO review process. TracDat provided evidence of departmental SLO/Administrative Outcome work in all Student Services departments. Evidence evaluated in TracDat demonstrated broad and deep participation in assessment by the Student Services departments and programs. Cited assessment measures included both direct and indirect measures. The Student Services Deans spoke to various initiatives indicative of decisions made and implemented, based upon assessment cycle completion. Evidence of Student Services' full participation in the data management program of TracDat was demonstrated. As the college transitions to the eLumen platform, plans to continue to include Student Services into this online platform have been constructed which will continue to facilitate data management, tracking and the assessment cycle being used to incrementally improve the Student Services division. Plans are also designed to have three campus leaders serve as a "Tri-Chair" group to facilitate migration to eLumen, better integrate Program Review with the assessment cycle, and assure robust dialogue between SS, Instruction and Administrative Services.

The college framework is built upon a foundation of the Nichols' Five Column Assessment Model. Dialogue of assessment findings with linkage to campus planning occurs both at the department level and in SSC meetings. The Student Services' assessment cycles incorporate an annual theme such as Equity, or currently, "From One-Stop to Non-Stop". The college is to be commended for this thematic work and analysis, which encourages innovation, creativity and networking among departments. This would appear to enhance ongoing planning and program development in Student Services, grounded in assessment data that both meets student needs and promotes student success. (II.C.2.)

Cypress College provides equitable access to all students (on-campus, off-site and DE) by providing comprehensive services both on campus and online via the college website, phone

email, and department web pages. Cypress College provides on-campus services to assist students: Admissions & Records, Counseling, Financial Aid, Career Planning Center (CPC), and the Transfer Center, Associated Students, CalWORKs, CARE, EOPS, Disability Support Services, Foster Youth, International Students, and the Veterans Resource Center. Cypress' DE Program web page provides information for online student success, including DE Readiness, and policies. The class schedule and catalog are website available.

Distance education students have access to student services through the college website, program web pages, phone and email. Admissions and Records and Financial Aid provide services through MyGateway (accessed via the Cypress website), including transcripts, orientation, add/drop classes, and financial aid submissions. DSS provides services and accommodations to students with documented disabilities, both on-campus and distant learners. EOPS/CARE and CalWORKs programs have telephonic counseling appointments to accommodate students, to obtain three required EOPS counseling appointments per semester. The Veterans Resource Center disseminates information, provides academic and mental health counseling, benefit certification, and tutoring, in-person and online. The Career Planning Center (CPC) web page provides students access to career programs, resources, links, Career and Student Success Workshops. Online support is provided to students to assist with SSSP completion of orientation, assessment, and Ed Plan completion via online counseling whose services are being increased via ConexED. (II.C.3.)

The Co-curricular and Athletic programs at Cypress College endeavor to fulfill Cypress College's mission to promote student learning and success and to contribute to students' social and cultural development. There exists an active Associated Students group as well as clubs and additional co-curricular programs. Cypress maintains financial control of all co-curricular organizations. Given several sources of funding and oversight, Athletic programs imbue sound educational practices with integrity. (II.C.4.)

The Counseling and Student Development (CSD) Department designs, implements, and evaluates counseling services for students. Counseling promotes student learning, equity, and success through teaching counseling courses and by providing one-on-one and group counseling.

Counseling faculty are assigned to specific major areas, including: Business, Health Science, Humanities, Fine Arts, Science Engineering and Math, Physical Education & Athletics, Transfer, Honors, Career, EOPS, International, and Disability Support Services. Counseling is to be commended for establishing a centralized counseling presence in the Student Center enabling students to see a counselor on a walk-in basis and for the fact that all counseling faculty teach student development courses promoting success.

Counseling evaluates their services through outcome measures (key is creation of a SEP) and Program Review which evaluates the impact counseling courses have on student development and success. Online counseling services are available to all Cypress College students and counselors can be reached by email at onlinecounselor@CypressCollege.edu. A dedicated web page for online counseling questions explains which questions can be addressed online versus an in-person appointment. Increasing online counseling, streamlining departmental web guidelines, marketing student online services, and implementation of live online counseling sessions via

Skype is commendable.

The college provides online counseling through email, but also Cranium Café on a “walk-in” basis. Later they hope to include appointments for students. They are looking to expand this service because it is very popular. There is a web-page dedicated to questions regarding counseling. DE students also have access to the college online orientation (for the SSSP requirements) and a Blackboard/Canvas orientation. DE students do have the same access to the same services as traditional students. Evidence confirms that the college has assured that DE students have access to the same services as other students. DE students have access to online orientation via COMEVO. (II.C.5.)

Review of the *NOCCCD Board Policy 5010-Admissions and Concurrent Enrollment* and consistent with the college’s mission, the college admits any individual over age 18 with a high school diploma or its equivalent, those over age 18 who are capable of profiting from instruction, those who are apprentices as defined in Section 3077 of the Labor Code, and those students enrolled in, or whose age/class level are equal to a K-12 school are eligible to attend as a part of the Special Admit Program.

Programs with specific admission requirements, such as Dental Assisting and Dental Hygiene, outline the minimum standards for applicants in the respective program description sections of the Catalog, in workshops and brochures. Health Science associate and certificate programs comply with state and national accrediting agency requirements.

Evaluation of the 2016 – 2017 Cypress College Catalog demonstrated the clear outline of pathways to complete degrees, certificates, and transfer goals under Programs of Study. Further, the *NOCCCD Board Policy and Administrative Procedure AP 4100-Graduation Requirements for Degrees & Certificates* describes policies and procedures for degrees and certificates. The college addresses transfer via *Board Policy and Administrative Procedure AP 5120-Transfer Center*. The Transfer Center offers appointments with university representatives, transfer fairs, workshops, individual counseling, together with information on transfer topics. Services provided are published on the Transfer Center web page, Catalogue, Class Schedule and social media.

The College Student Success and Support Program (SSSP) require new and returning students to receive assessment, orientation, and educational planning services to increase timely access, and success. Students must complete assessment, orientation, and a SEP. Assessment is conducted via a test or through multiple measures.

Cypress College adheres to admission policies that specify the qualifications of students appropriate for different programs and which are consistent with the Cypress College Mission. (II.C.6.)

The college implemented the Student Success and Support Program (SSSP) to promote student achievement in fall, 2014 and mandated that all non-exempt new and returning students must complete Orientation, Assessment and Counseling, and an Ed Plan for priority registration. At the college, assessment is under the purview of the Assessment Center where information

regarding the tests, schedule, and sample test questions are available both in person and online. Currently, students must take the assessment test in-person, but to meet DE student needs, the College accepts assessments from other CCCs, along with Early Assessment Program (EAP) results and advanced placement (AP) high school records. To continually improve test accessibility, extended testing hours were implemented in spring 2016.

The college complies with regulations and procedures concerning assessment tools, approved by the State's Chancellor's Office. Various assessment tools place students into ESL, math, and English courses. ESL assessment utilizes the Combined English Language Skills Assessment Forms 1 and 2 (CELSA). Math assessment is conducted via the Math Diagnostic Testing Project (MDTP). The college utilizes the College Test for English Placement (CTEP) for English courses. These instruments received approval through spring 2019, as per the Chancellor's Office Approved Instrument List.

It was noted that the college uses these placement tests, but awaits implementation of the common assessment tool, CCCAssess, as part of the Chancellor's Office Common Assessment Initiative (CAI). It is anticipated that CCCAssess will replace the CELSA, MDTP, and CTEP as the primary placement test used. Until then, the college assures instrument validity of the current instruments used. To do this the Assessment Center conducts ongoing evaluations/assessments of the instruments. Evaluation of disproportionately impacted students was conducted on placement tests prior to approval.

SSSP implementation engendered more frequent communication between discipline faculty and Assessment Center staff regarding instrument reliability, especially as applicable to changes in student demographics. The college, since fall 2015, has a Multiple Measures Assessment Project (MMAP). Meeting minutes of spring 2016 Deans meeting demonstrated that an agreement was reached with English, English/Reading, and Math faculty to support the use of high school transcript data with college assessment test results as multiple measures assessment for course placements. Based on the college's student information system, it was decided to pilot Multiple Measures Assessment with between 100 – 300 students at three feeder high schools. Using this data, the college will modify placement recommendations by integrating students' high school data with college assessment test results for course placements. The college will build on the pilot of the Multiple Measures Assessment Project to determine the effectiveness of its implementation and the effect on student placement. (II.C.7.)

The college has used the Ellucian Banner student information system to collect, store and process permanent student record information in accord with *NOCCCD Board Policy and Administrative Procedure 5040-Student Records, Directory Information, and Privacy* for records since 1989. Records from 1989 to 2000 are stored in the system in the manner necessary to produce a transcript. Records for students since 2001 are stored in a field format. All student records since 1989 are stored behind a firewall in a fully encrypted database to protect records in the event of an intrusion. Record backups are done daily and stored locally with weekly backups stored offsite. Currently, encrypted student records are stored out of state in a secure facility to provide business continuity/disaster recovery of the student system. Records prior to 1989 are stored locally at the campus. All current and former students have access to any and all of their records and are informed of those rights. All academic records stored in Admissions & Records

at the college are being archived electronically through the OnBase Document Imaging System. The college maintains electronic student records permanently, securely, and confidentially with appropriate backup for all records dating back to 1989. Current and former students have appropriate access to their records. (II.C.8.)

Conclusion: The college meets the standard

College Commendation 4:

Counseling and related departments are to be commended for their innovation and marshaling of best practices in technology, access and student success, to bring the *Cranium Cafe* to fruition. The college support was critical in implementing this live platform impacting student lives and their academic success. (II.C.5)

College Commendation 5:

The Financial Aid Department is commended for its work in reducing the student loan default rate, simultaneously with implementing online systems decreasing service time delivery for Financial Aid recipients. (II.C.3)

College Commendation 6:

The Student Services area is commended for their strong work efforts in outcomes assessment, to include their theme approach and focus on cycles of improvement. (II.C.1)

College Commendation 7:

The college is commended for its STEM Squared program, providing opportunities for undergraduate research, professional development and internships creating access and success for underrepresented scholars. (II.C.1, II.A.7)

Standard III: Resources

Standard III.A: Human Resources

General Observations:

NOCCCD has a set of comprehensive Board Policies that govern the hiring and evaluations of all employees. The district job descriptions and job announcements have relevant and accurate information and follow administrative procedures. Qualifications regarding education, content expertise and essential job functions are included in all relevant documents. All employee groups have a well-documented evaluation process that is tracked by both the college and district human resources personnel. The district and college utilize an integrated planning process to identify human resource needs and allocate sufficient resources to hire them within budgeted revenues. Written personnel policies are available and published on the NOCCCD website. Professional development opportunities are available to all employee groups and budgeted from the college Professional Development Program. Personnel records are secure at the NOCCCD Human Resource Office.

Findings and Evidence:

Faculty job descriptions include duties and responsibilities, minimum qualifications, desired qualifications, and application procedures. Duties and responsibilities for faculty positions are included in all faculty opening announcements and include an expectation that faculty participate in curriculum development and appropriate professional development. Faculty are also expected to participate in the formulation of Student Learning Outcomes (SLOs) and the Student Learning Outcomes assessment cycle.

Two examples of job announcements were provided as evidence and they include requirements for qualified appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, and curriculum review and development. (III.A.1, III.A.2, ER 14)

Administrators and other employees responsible for educational programs and services must demonstrate that they meet the minimum qualifications specified in the Minimum Qualifications for Faculty and Administrator Handbook from the Chancellor's Office of the California Community Colleges. Final transcripts for all educational work are checked by the Department of Human Resources to verify that candidates recommended by the screening committee meet the minimum Standards. Evidence provided for administrative staff clearly demonstrate that college administrative staff have excellent credentials which exceed the minimum qualifications for most positions and are in keeping with levels which are needed to sustain academic quality. (III.A.3)

Official transcripts are used to verify that an applicant's educational credentials are from an accredited institution as listed in the Accredited Institutions of Postsecondary Education for the Council on Postsecondary Accreditation by the American Council on Education. Applicants with degrees from non-U.S. institutions must provide (and the district will accept) credential evaluation documentation verification by a transcript evaluation company like NACES. (III.A.4)

The district and the college engage in regular and ongoing evaluation of all employees at stated intervals. Through district administrative procedures and collective bargaining agreements there are written criteria for evaluating all personnel. Evaluation processes assess the effectiveness of personnel and encourage improvement. Additionally, evaluations articulate formal, timely, and documented actions to be taken when necessary. The Human Resources Office conducts training for administrators in personnel evaluations each year. Members of all employee groups are provided copies of job descriptions and evaluation forms in advance of the evaluation process. A pilot project was undertaken in 2016 to enhance faculty evaluation with the goal being more information given to the division deans in order to have more productive conversations with faculty. Tenured faculty teaching DE courses are not currently "required" to evaluate those courses; since tenured faculty select which courses to evaluate. In an interview with the Vice Chancellor of Human Resources, she stated that they are working on this issue with the faculty union. However, the gap still exists. In addition, the district continues to revise its management evaluation instrument. Given the myriad of work groups to be evaluated, the district and college have developed an extensive evaluation process, which is periodically updated, and which includes written criteria for evaluation and strives for enhanced institutional effectiveness. (III.A.5)

The college conducts regular evaluations for all personnel directly responsible for student learning and includes learning outcomes as an element of their review. Probationary faculty are evaluated annually as part of the four-year tenure review process and tenured faculty are evaluated every three years. Evaluations include classroom/worksite observations, review of prepared classroom/worksite materials, and review of professional development activities and responsibilities, as well as student evaluations. Evidence of the documents used for evaluation of faculty, librarians, and counselors is presented in the appendices of the Collective Bargaining Agreement. These instruments have categories for each of these critical areas of evaluation. Learning outcomes are part of all faculty evaluations. Review of teaching methods and evaluated student work to assess whether learning outcomes have been achieved are part of the review process for all faculty groups. The goal of the tenured faculty evaluation is to recognize and acknowledge good performance and identify areas of needed improvement in order to facilitate improved instruction and support services. As such, the evaluation includes areas needing improvement, with set goals, timelines, and criteria for determining satisfactory performance as needed. Academic managers receive annual evaluation from their direct supervisor. That process is currently under review for possible changes. (III.A.6)

The district maintains sufficient numbers of qualified faculty, currently ranking sixth in the State of California in terms of the ratio of full-time faculty to the full-time equivalent student numbers. The district employs a system for determining needs for replacement and new full-time faculty directed by the Executive Vice President of Instruction/Student Services. This process is data driven and includes input from deans, institutional research, and faculty. A final ranking for replacement/new faculty is developed by the EVP and shared with the president. Adjunct faculty hiring occurs dependent on full-time faculty availability and program enrollment needs. The hiring procedures described in Standard III.A.2 and Standard III.A.5 ensure quality is maintained in educational programs. (III.A.7)

Adjunct faculty receive orientation from the NOCCCD Human Resources Office, participate in the Professional Development Programs of Cypress College (fall and spring semesters) and receive specific training from the division in which they were hired. In addition, each adjunct faculty member receives an adjunct faculty handbook. Policies and practices are in place such that adjunct faculty are invited to professional development activities such as workshops, conferences, and seminars. Adjunct faculty are encouraged to apply for professional development funds, offer workshops to other faculty in professional areas of expertise, and receive invitations from their departments/divisions to fully participate in all their activities. Adjunct faculty are clearly integrated fully with full-time faculty in the life of the institution. (III.A.8.)

The evidence provided for the staff related to the educational, technological, physical, and administrative operations of the institution grew by 7.7 percent over the five year period while the student population grew a little over 5 percent. The processes presided over by the Office of Human Resources have ensured that hired staff possess the appropriate credentials for their positions. Job descriptions intersect with the mission and goals of the college. The college regularly assesses overall classified staff need through the Classified Needs Assessment process. (III.A.9)

The ISER lists the following under evidence to meet this Standard: “It is within the purview of the Chancellor to establish the organizational structure, the number of positions, and the administrative levels necessary.” The Chancellor works closely with the college presidents, NOCE provost, and Chancellor’s staff in making administrative change recommendations. In a meeting with the Vice Chancellor of Human Resources this process was carefully described and followed a system where individual units could seek more staff. Adequacy of administration was a function of the needs defined by the unit and by funding streams provided by state and/or federal government. Temporary administrators were hired when temporary needs/funds became available. Evidence from the California Community Colleges Chancellor’s Office also contains useful comparative data. (III.A.10., ER 8)

NOCCCD establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review on the district website. The District Consultation Council which is composed of various employee groups is an advisory group for the Chancellor and makes recommended changes on a variety of topics including written policies and procedures. On-going and regular training of managers ensure that policies and procedures are applied equally and fairly to all employees. (III.A.11.)

District Board policies clearly affirm the commitment to equity and non-discrimination. Non-discrimination statements appear in the college catalog and class schedule. A myriad of organizations, associations, and programs promote understanding and acceptance of differences among diverse populations. The district has a firm commitment to diversity in the hiring process and publishes its goals in its Equal Employment Opportunity Plan. The Human Resources Office uses software to track diversity information on candidates for employment and conducts training (diversity, bias, and EEO) for screening committees. Data is gathered annually and the Institutional Commitment to Diversity Report summarizes the results. Students are asked a question on equity as part of the Noel-Levitz Student Satisfaction Survey. Employees respond to diversity questions in the Campus Climate Survey conducted at the college. Various reports summarize the results of the diversity initiatives and are used for institutional planning and improvement. In an interview with the District Director of Equity and Compliance it was made clear that the district annually reviews its progress toward equity and reports progress to the Board of Trustees and publishes results for the college. The results of the efforts to enhance diversity among staff and faculty have been exceptional and is recognized as a commendation for the efforts of the district office and the college. (III.A.12.)

NOCCCD Administrative Procedure 3050-Institutional Code of Ethics defines the standards of conduct expected of its employees. This administrative procedure addresses the use of district resources, relationships with vendors, conflicts of interest, gratuities, maintenance of accurate accounts and records along with maintenance of confidentiality. The district recently added an internal auditor who is responsible for the investigation of complaints regarding conflict of interest, fraud, and maintenance of records. Human Resources has a hotline where anonymous reports can be made. There are administrative procedures concerning the consequences of violating professional and ethical standards for classified and managerial employees; however, there is currently no written policy concerning the consequences of violation for faculty. The Academic Senate created a committee in the spring of 2017 to revise the Faculty Code of Ethics

and to include consequences for violations. In an interview with the Vice Chancellor of Human Resources, she reported that this process is still ongoing. (III.A.13)

Currently, Cypress College Professional Development offers several on-campus opportunities, supports collaborative sharing on topics of interest to faculty and staff and seeks to build community by hosting after-hours social gatherings. In addition to on-campus offerings, Cypress College Professional Development promotes and funds participant attendance at professional conferences at other venues, assists in offering district New Faculty Orientations, the Technology Roundtable, Strategic Conversations, and the Great Teachers Seminar. The district also sponsors training on campus technology, sexual harassment, fire prevention, disaster preparedness, and “Hire Me” workshops. Professional development activities are consistent with the college’s mission and are systematically evaluated at the conclusion of all events offered. Furthermore, the college assesses the efficacy of the Professional Development Program itself through the regular program review cycle (CSQR). The college uses the data driven results of these evaluations as the basis for continued and ongoing improvement. (III.A.14.)

All personnel records are maintained in locked cabinets on a secure floor of the district office building with key card access given to authorized personnel only. Administrators and supervisors are authorized to view the personnel records of the employees in their division/department or area. Further, all employees have the right to inspect their own personnel records during regular business hours and by appointment. (III.A.15.)

Conclusion:

The college and the district meet the Standard.

District Commendation 2: The team commends the district for the creation and recent implementation of an integrated Leadership Academy that provides innovative training for all constituent groups. (Standard III.A.14).

District Commendation 3: The team commends the district for creating human resource processes that create inclusive hiring practices for all employee positions. The district is to be commended for its strong focus on diversity and equity aligning hiring with its institutional mission and goals. (III.A.12.)

Standard III B – Physical Resources

General Observations:

Cypress College is the youngest college of the North Orange County Community College District (NOCCCD) resting on 110 acres in the City Cypress in Northern Orange County, California. The college has over 30 associate degrees, serves over 15,000 students and employs over 900 faculty and staff. The campus features modern looking concrete buildings set around a central pond. Most college programs are on the Cypress main campus. The culinary program is located at the NOCCCD District facility.

The District Facilities Planning and Construction (FP&C) Department coordinates activities for district wide facilities planning, renovation, and construction functions, as well as oversees the

maintenance and operations activities for the Anaheim campus, which includes the School of Continuing Education. Maintenance and operations activities for Cypress and Fullerton Colleges are decentralized and managed at each college. Cypress College has a Director of Facilities who leads a team of people responsible for the college facilities and maintenance of equipment and grounds in collaboration with college planning and assessment goals and processes. There is a broad depth of historical knowledge in this key position which is obvious in the planning and development of facilities projects and operations.

The college continuously works to maintain safe and sufficient physical resources. The college regularly evaluates the condition of all equipment as well as the facility needs of programs and services. The college should be commended for its clean and safe facilities and campus grounds. The college takes pride in its facilities for students, faculty, and staff which is evident in the clean classrooms, outdoor spaces, and buildings, along with a large central pond, all which enhance the student learning experience. The new baccalaureate program in Mortuary Science includes a new incineration facility to be built from the Measure J bond funds. Other notable facilities include the Health Sciences where new equipment in the Dental Hygiene program provides state of the art teaching and learning for students.

Cypress College uses the established planning processes and documentation to determine the facilities, equipment, and land needs. The planning process assures effective utilization and continuing quality necessary to support programs and services in alignment with the college mission. The long term planning process takes into consideration distance education needs as well as baccalaureate degree requirements.

In 2014 the NOCCCD Board of Trustees put forth a bond measure to raise funds for facilities projects to address district wide needs based on a facilities master plan and educational master plans of the institutions. The voter-approved Measure J Bond program provides \$547 million to the district to fund the modernization of classrooms, laboratories, and other college facilities. The initial Cypress College projects stemming from Measure J funds include the creation of a new Science, Engineering, and Mathematics (SEM) building, the expansion of the Library and Learning Resource Center (LLRC), and the creation of a new Veteran's Resource Center (VRC) alongside the expansion of the Student Activities Center (SAC). Projects from the bond are expected to transform the campus over the next 20 years.

The Educational Master Plan was updated after the passage of Measure J was confirmed and a new Facilities Master Plan is underway with the initial study completed in 2016.

Findings and Evidence:

The district ensures safety of employees and students through compliance with safety plans such as the Injury and Illness Prevention Plan, bi-annual safety drills, campus safety patrol 24/7, construction standards, and voluntary safety audits. The Campus Safety Committee meets monthly. (III.B.1)

In order to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, Cypress College and NOCCCD engage in ongoing planning and evaluation of facilities and equipment on a regular basis. At the district level, the

Comprehensive Master Plan (CMP) is the guiding document that facilitates long-term planning across the district. At the local level, Cypress College employs various planning documents such as the Educational Master Plan (2016-2026), the initial review for a new Facilities Master Plan, Campus Building Space Utilization Reports, Five Year Construction Plan, Technology Plan, Equipment Replacement Plan, Scheduled Maintenance Priorities Lists, and Program Reviews. The college also uses the space inventory as well as the Environmental Impact Report to take utilization and other relevant data into account when determining both short and long range plans.

Through these planning documents, the college builds, maintains, upgrades, or replaces its physical resources. The planning processes assure effective utilization and the continuing quality necessary to support the college's programs and services and achieve the Cypress College mission. Additionally, ongoing inspection of buildings, grounds, and equipment completed by the Maintenance and Operations Department and other campus staff, as well as emergency preparedness drills and a proactive Campus Safety Department, ensure a safe, accessible, and healthful working environment for both students and staff. (III.B.2)

Cypress College's Maintenance and Operations Department engages in ongoing and regular evaluation of current facilities and equipment to inform the short and long range planning. The college prepares the annual Five-Year Construction Plan for presentation to the President's Advisory Council for review, comment, and approval. The plan is then submitted to the California Community Colleges Chancellor's Office. This report outlines a program of major capital improvements (defined as \$250,000 or more in cost) regardless of source of funds. (III.B.3)

The college includes projections of the total cost of ownership of new facilities and equipment in long term planning. Construction standards have been developed to address the total cost of ownership. These standards identify materials and products which will provide the quality and maximum life expectancy for proposed facilities. The college implemented innovative cost saving projects, including the chiller replacement project and the irrigation renovation project. These projects will not only decrease expense for the college, but also increase sustainability and conservation. A comprehensive list of standards was developed to prevent inferior substitutions. In addition, the college uses established standards and guidelines such as the Environmental Protection Agency (EPA), the Air Quality Management District (AQMD), and the California Building Standards Commission which developed the California Green Building Standards Code, among others. These standards collaboratively contribute to the total cost of ownership. Furthermore, for each major equipment purchase an analysis is done to assess cost of internal maintenance versus the cost of a maintenance contract, to determine the best and most efficient solution for resources. (III.B.4.)

Conclusion:

The college and the district assure safe and sufficient physical resources at all locations where it offers courses, programs and learning support services through ongoing assessment and planning. Facilities are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Assessment of facilities is done collaboratively at the district and the college. The district Comprehensive Master Plan and the college planning documents including the recently adopted Educational Master Plan (2016-2016) are used to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. These long-range capital plans support institutional goals and reflect projections of the total cost of ownership of new facilities and equipment.

The college and district meet the Standard.

College Commendation 2:

The college is commended for its clean and safe facilities and campus grounds. The college takes pride in its facilities for students, faculty and staff which is evident in the clean classrooms, outdoor spaces, and buildings, along with a large central pond, all which enhance the student learning experience. (III.B.1)

Standard IIIC Technology Resources

General Observations:

The college identifies and supports its technology needs through the Technology Plan. The leaders in this area include the Technology Coordinating Council and Campus Technology Committee. The Academic Computing staff ensures that training and support of all systems are available. Academic Computing Technology evaluates technology services, facilities, hardware and software through various sources.

Findings and Evidence:

The college's 2017-2020 Technology Plan provides guidelines for appropriate and adequate resources related to its network, hardware, software, training, and user support services. Academic Computing Technology, along with a diverse assortment of campus and district governance committees, plans, prioritizes, and implements technology resources through regular needs assessment and budget funding processes. Identification of campus technology needs is done through the annual Technology Quality Survey; Instructional Program Review provides an additional layer of needs assessment every four years for academic departments. Academic Computing monitors infrastructure usage to ensure its network is sized, maintained, and supported properly. Effectiveness of technology services provided by professional support is assessed through the Academic Computing Program Review.

For long range planning and to address issues that require improvement, the district conducts a Technology Survey every two years where staff, faculty, and students participate. A District Technology Roundtable evaluates core technology and software needs that include purchase, maintenance, and support. Overall, technology resources for the college are acquired, planned/managed, and assessed in a formal and systematic fashion to ensure that all campus stakeholders are provided for.

Requests for technology resources are made at the campus level and are made in many forms: the annual Technology Quality Survey, Instructional Program Review, the Academic Computing

Director and staff make requests as needed. Hardware and software are replaced/upgraded every 3-5 years. (III.C.1.)

The district and Cypress College share responsibility of technology resources as they support student learning, student services, and institutional effectiveness. The district and its mission statement drive technology planning through its Strategic Directions and Information Services Technology Plan. The Technology Coordinating Council makes policy, planning, and budget recommendations through its district wide constituency. Standards developed by this council ensure that technology is adequate to meet the college's needs, such as standards for classroom multimedia systems and mobile computing device guidelines.

The district guarantees delivery of major technology support, such as wide area network infrastructure, on-campus wired and wireless (authenticated) network services, and telecommunication standards/updates, in addition to other essential systems required for student information, finance, financial aid, human resources, educational planning, enrollment, etc.

Current goals described in the Campus Technology Plan (2017-2020) address the following: 1) Technology Funding 2) Network Security 3) Infrastructure, Network Up Time & Data Backup 4) Training and User Support 5) Technology Replacement and Updates, and, 6) Technology Support. The plan was prepared by Academic Computing along with the Campus Technology Committee and reviewed and approved by various governance groups. Mapped to the education mission and strategic plans (Direction B.4.3), "it serves as a technology roadmap by defining planning, resource, and support goals focused on meeting the needs of [its] students, faculty and staff." Technology goals and objectives for the next four years are clearly identified in the plan with specific processes in place for computer replacement. Replacement cycles vary between three to five years for faculty, staff, and instructional lab systems. Analysis of the systems on the master replacement list occurs annually. The CTP also stipulates what computing equipment is eligible for replacement. Maintenance, support, and replacement of classroom media and network infrastructure are the responsibility of Academic Computing. The district also sets minimum equipment replacement standards.

Sources of funding are prioritized and provided by the district through its wide governing process where recommendations are ultimately presented to the Board for approval. Campus level funding is carried out through the academic computing budget and one-time funding requests, which fall out of annual budget allowances for faculty and staff. Assessment and evaluation tools at both the district and campus (program review) identify technology needs that support the mission, operations, programs, and services. Safe and secure technology resources are a shared responsibility where disaster recovery, backup, and offsite encryption are in force.

The college utilizes the Blackboard learning management system for distance education. The managed hosted site is administered and supported by the DE Program with reliability assured through web-based and 24/7 phone support. Program review data indicates users are satisfied with the service and its effectiveness in DE instruction. (III.C.2.)

Cypress College's Campus Technology Committee has just completed their 2017-2020 Technology Plan which was approved by the Budget and Planning Committee and the President's Advisory Committee. As described in the technology plan, Academic Computing

continuously monitors its networking equipment and servers 24/7. The technology plan also describes maintenance cycles and contracts with all vendors. There are emergency back-up systems in place and numerous security measures exist to ensure the privacy of DE students. (III.C.3)

The college assures appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology through various methods.

Professional development training and opportunities in technology are provided through the campus and district. Campus employees can request one-on-one short technology training sessions through Academic Computing. “Email Tips” are periodically communicated to the campus; topics are generated from frequently asked questions received by computing staff and help-desk calls. Employees can take advantage of self-guided training materials on various technology systems, and likewise new faculty orientation includes information and training on technology systems used on campus. Faculty and staff can request reimbursement for outside training or conferences related to technology. A Needs Assessment Survey is also utilized to determine training needs.

Technology training for students is primarily provided by instructors depending on the type of technology required for student coursework. Students have access to self-help information for technology systems used on campus as well as published information in the class schedule. DE students have access to an online orientation for Blackboard through their distance course(s) or from the DE program webpage.

Faculty basic training is required for instructors teaching online and hybrid courses or access to Blackboard. The DE Faculty Handbook and DE website provide guidelines and best practices for using instructional technology and how to support and engage online learners. (III.C.4)

The college has developed policies and procedures (the creation of APs and BPs) to ensure this Standard is being met. Board Policy and Administrative Procedure 3720 govern the appropriate use of technology across the district. The Technology Coordinating Council reviews these regularly to suggest any changes needed. AP 3750 addresses the use of copyrighted materials in online courses, including user permission guidelines.

Cypress College’s Distance Education Plan and AP 4105 is also provided in evidence and address guidelines for teaching and learning, course approvals, certification, duration of approvals. Also addressed are guidelines for online, hybrid and web enhanced courses regarding accessibility, copyright, course guidelines, evaluation of faculty, email, faculty pages, student authentication, syllabus requirements and training. (III.C.5)

Conclusion:

The college and district meet the Standard. Information and evidence provided in the Institutional Self Evaluation Report is complete and thorough; both the college and district share responsibility for adequate and appropriate technology resources to support students, faculty, staff, and administrators, along with academic programs and learning support services.

The college and district meet the standard.

College Commendation 9: The team commends the college on its 2017-2020 Technology Plan. The Plan is thorough, organized, complete, and it relies on data to address past and future goals and objectives, completing the cycle of assessment. (III.C.1., III.C.2)

District Commendation 1: The team commends the district for ensuring technology infrastructure and capacity, through hiring and succession planning in advance of retirements as part of District Information Services. The time it takes to train new programmers will allow for knowledge transfer, ensuring long term sustainability for District Information Services support. (III.C.2).

Standard IIID: Financial Resources

General Observations:

The NOCCCD Financial resources are managed at the district, Cypress College, Fullerton College and the North Orange Continuing Education (NOCE) in accordance with board policies and procedures and by professional staff. The NOCCCD has strong fiscal practices evidenced by external annual audits and healthy reserves. Resources are planned for and allocated based on integrated planning processes as outlined in the 2013 Integrated Planning Manual and the 2013 Budget Allocation Handbook. Cypress College uses a Program Review Process to assess needs and request funding for new projects.

The district maintains sufficient cash reserves to meet its financial obligations, including emergency needs. The district builds and maintains sufficient balances in various funds to ensure that future cash needs will be met. The college maintains and manages its share of carryover funds. The district receives consistent unqualified audits which demonstrate well managed financial affairs and integrity to ensure financial stability.

The district faces an ongoing issue of how to bring salaries and benefits in alignment with comparable districts. It is also challenged by an extended day budget deficit which continues to increase.

Findings and Evidence:

The primary source of general funding for the NOCCCD and the colleges is from State General Apportionment, local property taxes, and enrollment fees. NOCCCD and Cypress College adhere to the District Policies and Procedures established by the district to ensure financial stability. The district's unrestricted general fund reserves are no less than 5 percent of unrestricted general fund expenditures. At the end of the fiscal year 2016, the district maintained reserve levels in excess of 25 percent of the unrestricted general fund expenditure totals. The district's unrestricted general fund ending fund balance has increased by \$6,316,000 over the last two audited fiscal years with a total of \$47.1 million in the combined General Fund reserve or about 22.3 percent of expenditures. The college also has sufficient cash flow to maintain stable operations of the college.

The most recent NOCCCD adopted budget for the 17-18 fiscal year includes ongoing

expenditures greater than ongoing revenues leaving a budget deficit of \$5,870,496. Given the healthy reserve from savings over the years of approximately \$38 million, the district will use the 2017-18 year as a planning year to find alternative solutions for the \$5.8 million projected structural deficit.

The extended day budget, which is used for adjunct faculty, full-time faculty reassigned time and overload classes, has not been sufficient to meet the college's needs causing colleges to supplement with locally generated funds or one time reserves or carry-over funds. Over the past three years, the district extended day budget has not been funded adequately, and in the 2017-18 budget, the college has been required to locally fund a shortfall of 1.79M.. (III.D.1)

NOCCCD and Cypress College adhere to district policies and procedures to ensure financial stability. The college and district mission and goals are the foundation for financial planning and are in support of integrated planning. Integrated planning is described in the self-evaluation report. The NOCCCD budget model supports the goals established by the Educational Master Plan, Strategic Plan and five campus plans including Student Services Plan, Student Success and Support Plan, Student Equity Plan, and the Technology Plan. (III.D.2)

Through the district participatory governance groups such as the District Consultation ~~and College Governance~~ Council (DCC) and the Council for Budget and Council on Budget and Facilities (CBF), the district works to ensure broad participation of all constituency groups in order to ensure sound practices and oversight. In addition, appropriate financial information is disseminated throughout the college by campus representatives on these councils. Even with these committees in place, it is not clear that campus constituents understand where to seek resources or all of the current processes in place at this time. The PBC has a special request process which is not documented or communicated nor is there a rubric to review the requests. There is a separate Fall Strategic Plan/Institutional Set Standards Fund of \$100,000 each fall where programs can seek funding. This process is outside of Program Review, but does run through PBC, and has an assessment process.. (III.D.3) (see 2 attachments as evidence)

The college and district priorities encourage innovation and strategic planning utilizing program review and budget allocation processes. In 2016, the district established a GASB-compliant OPEB irrevocable trust for \$70 million to fund retiree health benefits and establish a Retirement Board Authority for oversight. The district also designated recent Prop 98 base augmentations from the state resources toward anticipated increases in STRS and PERS rates. These base revenue increases have been earmarked for this purpose within the district's annual budget.

The college partners with local civic and business groups to generate additional funding. The college also raises around \$1.7 Million dollars a year from a swap meet. This funding is used for one-time funding requests submitted through the annual process, emergency funding requests, and other non-planned needs. The bookstore was outsourced increasing net revenue to the college, and vending and food services contracts also bring in additional funding. The Bursars Office is responsible for auxiliary fund and student accounting. (III.D.4)

Financial transparency and integrity is evidenced by annual audits and presentations to the college constituents. The college has an internal auditor who conducts regular internal audits,

and provides advice to management on financial control issues. Internal controls are evidenced by separation of duties and multiple approvals for fiscal transactions. After each fiscal year end, a reconciliation of budget to actual expenditures and revenues is performed. The district publishes annual financial reports and posts on the district website. The college also assesses internal control effectiveness through evaluation of performances of managers in key financial areas. The district completes annual Administrative Reviews to ensure efficiency and effectiveness of controls. Effective oversight of finances relies on procedures such as monitoring of major budgets, monthly reviews of financial statements and updates for grants and auxiliary funds. (III.D.5)

The college makes certain that financial documents, including the budget and audits, have a high degree of credibility and accuracy. This is done through the Banner Finance Module which manages all financial transactions for the college and the district along with oversight by multiple, experienced financial personnel who monitor Banner on an ongoing basis. Designated budget managers have access to budget and actual information from various systems and can obtain this information based on security access in real-time to perform analytics and monitor budgets. In addition, internal audits conducted in response to ad hoc issues, in conjunction with regular external audits, serve to confirm the accuracy and credibility of financial documents. In the past five years, there have been no major district findings in the annual external audit reports. (III.D.6)

The college responds to external audit findings in a comprehensive and timely way. The audit results and findings are communicated to the appropriate district (DCC and CBF) and college (PAC and PBC) constituency groups in their regular meetings. (III.D.7)

The college's financial and internal control systems are evaluated and assessed for validity and effectiveness. Audits, reviews, and written procedures are the tools that ensure continuity and validate the integrity of financial statements as reflected in the audit reports. Internal control systems are reviewed regularly through annual Manager Evaluations, internal audits and scheduled external audits. (III.D.8)

Long Term financial solvency is evidenced by planning and budgeting of short and long-term projects and expenditures. The district negotiates multi-year labor agreements and accounts for contractual commitments and scheduled maintenance based on planning. Long-term debt of the district is mostly made up of general obligation bonds from Measure X in 2002 and Measure J in 2014. All OPEB and other long term obligations are addressed. The district has a bond rating from S&P of AA+ and from Moody's of AA1. (III.D.9, III.D.11, III.D.12, III.D.14)

The college has a very centralized budgeting process that creates some challenges with the costing and tracking of cost centers on campus. The college leadership is evaluating opportunities to disseminate budgets to the college departments in order to create more transparent and local responsibility for budget planning and expenditures. (III.D.10)

The college maintains a 3-year student loan default rate of less than 17.5 percent which is well below the default prevention plan rate of 30 percent; however, Cypress College has developed a Default Prevention Plan for continuous improvement.(III.D.15)

The district effectively manages contractual relationships and follows contractual policies, and contractual relationships are consistent with the mission of the college and district. Contractual relationships are managed at the college and the district depending on dollar amount. District purchasing makes efforts to obtain the best values through market research and validation. Value, quality and timeliness are important to the district and college. For contracts of services and programs, district risk management minimizes risk through indemnity and insurance review. (IID16)

Conclusion:

The college and district have well defined processes for financial management. The college has some challenges in budgeting and tracking to the local level, and could benefit from a review of the overall process for resource review, and allocation. For the college to ensure Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements, and to promote transparency and communication, the college should review all resource allocations processes and the role the PBC plays in these processes.

NOCCCD has well defined processes for financial management. Challenges have been identified for the colleges in terms of the ongoing extended day budget deficit growth from (\$970,757) in 13-14 to (\$1.79M) in 17-18. The district has the opportunity through its budgeting processes to review these shortfalls, and leadership is currently assessing how to address these issues. The

The college and district meet the Standard.

College Recommendation 4 (Improvement)

In order to improve effectiveness the team recommends that the college assess and review the overall process for resource allocation to assure alignment with institutional goals, and to promote transparency and communication of resource allocations processes. (I.A.3, III.D.3)

District Recommendation 3 (Improvement)

To increase effectiveness, the team recommends that the colleges and NOCCCD review the current budget model to ensure financial resources are sufficient to address productivity factors, FTES targets, and the impact in the model of adjunct, overload and re-assign time needed to support and sustain student learning programs and services. (Standard III.D.1, III.D.4).

Standard IV: Leadership and Governance

Standard IVA: Decision-Making Roles and Processes

General Observations:

Cypress College leaders are committed to the systematic participatory governance process. The college utilizes the President's Advisory Cabinet as the formal means of decision-making and communicates actions across the institution. The college has committees that carry out the overall governance policies and processes. College constituent groups are clearly represented in all aspects of governance. The college has a system to assess its processes and has made improvements to the system as a result. NOCCCD also has robust and clear governance processes and policies. The District website clearly identifies how each work, and has agendas and minutes posted to identify actions and outcomes. The District and college have a well-defined process of working together on issues that cross the college and district.

Findings and Evidence:

The college keeps college constituents informed through a series of mechanisms. The annual *Institutional Effectiveness Report (IER)* serves as the primary document illustrating the college's performance related to student achievement. The *IER* utilizes the CCCCO Student Success Scorecard information which includes degree/transfer completion, persistence, 30-unit completion, success in remedial courses, and Career Technical Education (CTE) award completion. The *IER* also includes campus level reporting on course success and retention rates, degrees and certificates earned, and transfers to UC and CSU. The *IER* is presented to the Board of Trustees every November and is available on the college's website.

Presentations of the *IER* and ISS are utilized to help the campus analyze and review data about student achievement, and the college leadership provides multiple venues for active participation in planning and innovation. Utilizing a collaborative model, the college includes faculty, classified staff, administrators, and students in collective planning and decision-making at gatherings such as Leadership Team Meetings and the Strategic Plan Colloquium, as well as the Educational Master Plan Taskforce. For example, as part of its decision-making processes, the college periodically reviews its mission statement to ensure that it accurately reflects campus practices, programs, and services. Due to the recent addition of the B.S. program in Mortuary Science and the increased use of distance education formats, the college's Leadership Team met in April 2016 to draft different options for a new mission statement. Three were sent to all employees, and one was chosen. It was presented to the President's Advisory Council (PAC) in November, reviewed by consistent groups and was approved on December 7, 2016. The Board of Trustees approved the change on December 13, 2016.

The *Strategic Plan* is developed every three years and is the short-term roadmap to carry out the mission of the college. The development of this plan takes place at the college's colloquium where faculty, classified staff, administrators, and students are all invited to come together to help develop the plan. The 2017-20 Strategic Plan Colloquium took place in April 2017.

The Educational Master Plan is developed every ten years and is the long-term guiding document to help the college carry out its mission. The plan is initiated by a task force made up of faculty, classified staff, and administrators representing the college..

Finally, the college encourages innovation through providing various opportunities to obtain resources to fund ideas aimed at improving student success. The one-time funding process allows

staff members to request funding for projects designed to improve practices, programs, or services. For example, funding was allocated for the Math Learning Center (MLC) and English Success Center (ESC) to improve course success rates in math, English, and discipline specific courses utilizing math and English concepts. The ISS/Strategic Plan Fund provides resources for projects specific to the goals outlined in those plans. In 2015/16, the ISS/Strategic Plan funded new nursing simulation activities for students to improve basic nursing skills (IVA1.16– SP year 2 Report). In addition, the Cypress College Foundation provides opportunities for faculty mini-grants for those projects that are smaller in scope (under \$500). Last year, the foundation provided over \$5,000 for projects such as Auto Technology Diagnostic and Repair Tools, Automated Defibrillator Trainers, and Wood Ballet Barres. The NOCCCD has also created the district wide innovation fund to provide resources for faculty and staff to develop and implement new ideas, methods, or practices that will improve education programs and services.

Cypress College has two primary shared governance bodies involved in campus decision-making are the President’s Advisory Cabinet (PAC) and the Planning and Budget Committee (PBC).

All campus personnel have access to information related to policies, procedures, and decision-making. The campus J-Drive contains information from all of the major bodies on campus and can be accessed by any employee. The documents mentioned above are included on the J-Drive. Agendas and meeting minutes for PAC and PBC are also included there. Other information is accessible through the campus website. The college does not have a centralized web presence that visually represents how college committees work with one another, and the team could not find evidence of any written documents that described the governance and planning process wholly.

The composition of all shared governance committees includes student participation. The students represent their constituency group by providing reports to their group and by sharing the views and concerns of their group to the members of the shared governance committees. Committees or bodies that are not technically “shared governance” committees, such as the Academic Senate and the Curriculum Committee, still provide for student representation at the meetings.

The District provides leadership to the governance process through a series of committees that are connected to the college, and evidence in the campus climate survey suggests that the college and district constituents have confidence in their ability to have their voices represented through those structures. (IV.A.1, IV.A.2)

Cypress College administrators and faculty, through established NOCCCD Board Policies and Procedures as well as campus decision-making committee (PAC and PBC) guidelines, have a substantive and clearly defined role in institutional governance. The college and district seek to have balanced representation in decision-making groups, including representatives from the Academic Senate, faculty and staff unions, and Associated Students. This allows the groups to exercise a substantial voice in the development of Cypress College and NOCCCD policies, planning, and budget allocation. (IV.A.3)

The district recognizes the role of both faculty members and academic administrators in the development of curriculum. Curriculum development includes the establishment, modification, or discontinuance of all programs and courses at the college. *NOCCCD Board Policy 4020 Program and Curriculum Development* describes the general process for curriculum development. Consistent with the established Cypress College Curriculum development processes, the Mortuary Science Department faculty and Health Science Division Dean are tasked with making recommendations about the curriculum, Student Learning Outcomes (SLOs), and student support services for the baccalaureate degree program. The department and dean have responsibility for conducting Advisory Committee meetings with industry professionals who forward industry recommendations. Using the campus shared governance and decision-making processes already established, faculty and administrators develop appropriate curriculum and learning support services. (IV.A.4)

NOCCCD and Cypress College are committed to the widespread participation of relevant constituency groups in decision-making and planning at both the District and colleges. The NOCCCD has a number of board Policies, administrative procedures, and other planning documents that reinforce the culture of partnership between board members, faculty, staff, students, and administration in collegial governance. This process ensures all in the district have the opportunity to contribute to policy development, decision-making, integrated planning, and resource allocation. (IV.A.5)

The college documents and communicates the decisions made to all staff members through a variety of channels. The processes for decision-making are laid out in the establishing documents for each of the shared governance committees and for many of the other committees as well. President's Advisory Cabinet (PAC) and the Planning and Budget Committee (PBC) are the two primary campus decision-making bodies and have clearly established procedures.

In addition to communicating the decision-making processes, opportunities exist on campus for the staff to be aware of decisions that have been made by various bodies. The team could not find minutes that reflected the dialog that led to many of the decisions that were made. This made it difficult to understand how the resulting decisions had been widely communicated. Other information is accessible through the campus website. The college does not have a centralized web presence that visually represents how college committees work with one another, and the team could not find evidence of any written documents that described the governance and planning process wholly.

The district also widely communicates decisions made. After each board meeting, the district's Public Information Office sends out the "News from the Board," a synopsis of each board meeting. The full agendas and minutes can also be found on the district website. (IV.A.6)

Leadership roles and the Cypress College's governance and decision-making processes are evaluated to assure their integrity and effectiveness. The team reviewed the college's recently

completed committee assessments of the PAC and PBC. The challenge is that the evaluation was only shared with the few individuals who serve on the committee.

The district also engages in systematic evaluation of board policies and procedures which govern the district and colleges. The team found evidence of the district widely communicating the results of these evaluations through their respective websites and other campus meetings.

At the broad level, sufficient policies are in place to ensure that there is a clear evaluation of the actual decision-making policies, procedures, and processes of various bodies. With that evaluation comes a delineation of what needs to be done in the future. However, at a specific level, the assessment of particular campus bodies and committees is too informal and self-contained to provide the information that could lead to even more improvements in how those groups operate. While meeting the Standard, the college would be better served by a more institutionalized system of documented, ongoing evaluation of procedures and processes that includes more direct feedback from those affected by decisions. (IV.A.7)

Conclusion: The college and the district meet the Standard.

College Commendation 3:

The college is commended for its esprit de corps, the Charger spirit is evident in the culture of the institution, inspiring enthusiasm and commitment to one another, the students, and the community it serves. (IV.A.1.)

Standard IVB: Chief Executive Officer

General Observations:

The Chancellor delegates full authority to the President of Cypress College. Evidence demonstrates that the college president provides effective leadership in all aspects of planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness. President Schilling has only been at the college for a few short months; however the team observed that she is well qualified and is carrying out the duties and responsibilities of her position.

Findings and Evidence:

The president receives input through the President's Staff and the President's Advisory Cabinet (PAC) which the president chairs. Planning, organizing, and budgeting recommendations come through the President's Advisory Cabinet (PAC) from the Planning and Budget Committee (PBC). All recommendations of shared governance committees are also presented to PAC. The president makes the final decisions from these recommendations.

A joint committee on full-time faculty hiring recommends prioritization of faculty positions to the President. The president makes the final decision regarding positions, the priority of positions

hired, and participates in the final selection of faculty. The classified position assessment process comes through the Planning and Budget Committee (PBC) for recommended prioritization every three years. The finalized list is presented to PAC that makes recommendations to the president. The president, in consultation with the NOCCCD Chancellor, determines the number of management positions.

The president meets twice a month with the Professional Development Committee that coordinates college staff development.

The president chairs the PAC where student achievement, student learning outcomes, and institutional performance is discussed. The President shares information, and provides updates on annual institutional effectiveness indicators, Student Success Scorecard data, retention and success rates, degree and certificate completion rates, and other college institutional effectiveness measures with the Board of Trustees, the college's leadership, and the college community at large (IV.B.1).

The college has a published administrative structure. The overall organizational structure and individual administrative positions are discussed related to the institutional needs in the president's staff meetings and the PAC. The president plans, oversees, and adjusts the administrative structure as programmatic and organizational changes occur.

Administrator duties are defined in job descriptions that include delegation of authority. The president delegates authority to administrators through lines of formal and informal communication. (IV.B.2).

The college has collegial shared governance processes that provide input into the college's Mission, Vision, and Core Values statements. These statements are reviewed and modified as needed, and are integrated into the college planning processes. The President shares institutional values, goals, and priorities with all constituency groups and the college community at large.

The college establishes institution set standards to measure student achievement in the Planning and Budget Committee. These standards and updates in meeting these standards are discussed in the President Staff meetings. The President regularly shares information regarding the college's institution set standards for student achievement to the BOT, the college's leadership, and the college community at large.

The Institutional Research and Planning (IRP) Office provides internal and external research data through a variety of methods including internal climate surveys, institutional effectiveness reports (persistence, completion, degree and certificate completion, etc.), local high school data analysis, Career Technical Educational economic sector scans, etc. The data informs evaluation and planning through program review, strategic planning, and personnel prioritization processes. The president provides leadership in these processes and is updated and provided analysis by the Director of IRP who serves on the President's Staff.

Educational planning is integrated with resource planning in the Planning and Budget Committee (PBC). The committee reviews and prioritizes requests for discretionary resource support through the Strategic Plan/Institution Set Standards Fund and the One-time Funding request processes. These funding processes require that resource requests be linked to the Strategic Plan, Institution Set Standards, and student learning and achievement. The president makes the final funding decisions based on the recommendation of the PBC and input from her staff. Validation of the effectiveness of these allocations occurs through both the approval process and a follow-up report.

The Cypress College Strategic Plan is the primary document for institutional planning. The Strategic Plan (SP) Workgroup annually evaluates the overall progress made on identified strategic directions and the college mission, and the effectiveness of the allocation process. The committee makes recommendations for improvement in the next cycle to the PBC (IV.B.3).

The president has a primary leadership role in accreditation by serving as a member of the Accreditation Steering Committee and by convening and chairing the committee that selects the Accreditation Self-Evaluation Faculty Chair position. The president also monitors progress on the accreditation process and encourages broad-based participation. The President and the Accreditation Liaison Officer (ALO) attended training sessions to remain current with Eligibility Requirements, Accreditation Standards, and Compliance policies. The ALO at the direction of the president provides regular updates to the college community through the shared governance processes and college functions. Faculty, staff, and administrative leaders participate and assume responsibility for compliance with accreditation requirements through participation in the accreditation steering committee and standard subcommittees. (IV.B.4).

The president leads the President's Staff meetings and serves on the District Consultation Council. Both committees review and revise district procedures and policies. The college president shares updated procedure and policy information at the Management Team meetings and the PAC. Changes that impact institutional mission or which require modifications to policy are vetted at Chancellor's Staff, presented and discussed at the District Consultation Council, and then are forwarded to the Board of Trustees for their review and/or approval. The president provides effective control of budget and expenditures and ensures that college practices are consistent with the college mission and policies through the shared governance processes of the PGC and PAC. The PAC recommends to the president who has final approval (IV.B.5).

The college president collaborates with the surrounding communities served by the college through College Foundation events and by participating in local city and community organizations such as the Cypress Rotary and the Cypress Boys and Girls Club. At the president's direction, college administrators are assigned as liaisons to local Chambers of Commerce and local high schools. The president and college staff also meets quarterly with the Mayor of Cypress and city officials to coordinate events, services, and facilities (IV.B.6).

Conclusion: The college and district meet the standard.

Standard IVC: Governing Board

General Observations:

The North Orange County Community College District (NOCCCD) has a seven-member governing board with two advisory Student Trustees (one from Cypress College and one from Fullerton College) that has authority over and responsibility for establishing district Board Policies (BPs) and Administrative Procedures (APs). The Board's responsibilities and authority are outlined in *NOCCCD Board Policy 2200-Board Duties and Responsibilities*. Minutes and agendas of all meetings of the Board of Trustees are publicly available through the Board's web page.

Findings and Evidence:

The Board of Trustees has Board Policies (BP) and Administrative Procedures (AP) that cover the District, the Board of Trustees, General Institution, Academic Affairs, Student Services, Business & Fiscal Affairs and Human Resources. *Board Policy 2410-Board Policies and Administrative Procedures* defines the scope of Board Policies defines Administrative Procedures as the methods to be used to implement Board Policies.

Board Policies and Board minutes posted on the website demonstrate policies to assure academic quality and integrity such as Graduation Requirements for Degrees & Certificates, Standards of Scholarship, Probation, Dismissal, and Readmission, etc. The district also has policies to assure the effectiveness of the student learning programs and services such as Standards of Scholarship, Student Success and Support Program, Extended Opportunity Programs and Services, etc. Board agendas and minutes include evidence of the Board monitoring institutional performance, educational quality, and compliance with accreditation standards.

Board Policies posted on the website include policies that promote the financial stability of the institution such as budget preparation, budget management, fiscal management, designation of authorized signatures, etc. Agendas and minutes indicate that the BOT has ongoing discussions regarding the budget, audits, fiscal management, etc. During difficult economic times, the BOT has held additional budget study sessions to solicit broad feedback from constituencies and to determine the best course of action to maintain the financial stability of the District. (IV.C.1)

Board Policy 2330 - *Quorum and Voting* describes the voting process that the Board uses to make decisions. The NOCCCD Governing Board tries to work toward consensus on all major votes and decisions often having multiple rounds of voting with ongoing dialogue. Once the final vote has been taken, Board minutes demonstrate that the Board's decision is implemented as a decision of the whole Board and supported by all Board members (IV.C.2).

Board Policy and Administrative Procedure 2431 provide a clearly defined process for Chancellor selection. Board Policy 2431 authorizes the BOT to establish a search process that is fair and open and that complies with relevant regulations when there is a Chancellor vacancy. Administrative Procedure 2431 provides details on the development and distribution of the job announcement, application requirements, composition of the search committee, and the role and function of the search committee and the Board of Trustees in the Chancellor selection process.

Board Policy 2435 authorizes the Board to conduct annual formal evaluations of the Chancellor based on Board policy, the Chancellor's job description, and performance goals and objectives. Administrative Procedure 2435 provides clear details for the process of evaluating the Chancellor. The Chancellor's evaluation must be approved by a majority vote of the Board and the results of the evaluation process are stored in confidential files in the Human Resources (HR) Office.

Board documents, agendas and minutes indicate that the Board of Trustees adheres to AP and BP 2431 and 2435.

NOCCCD Administrative Procedure 7120-4- *Management Employee Hiring* establishes the hiring process for administrators including the President. The Administrative Procedure includes application requirements, committee composition, the development and distribution of the job announcement, and additional details related to the hiring process.

President evaluations are conducted under the Management Employees Evaluation process according to Board *Policy 2002-Management Personnel*. This management evaluation process assesses specific job responsibilities, goals and objectives, commitment to multi-cultural awareness and changes, commitment to affirmative action policy, and commitment and adherence to the district mission. (IV.C.3).

Board Policy 2200 - *Board Duties and Responsibilities* states that the Board of Trustees governs on behalf of the citizens of NOCCCD in accordance with the authority granted and duties defined in Education Code Section 70902. The policy states that the Board is committed to fulfilling its responsibilities, which include representing the public interest and advocating for and protecting the District.

Each of the seven Board members is elected by and represents a specific geographical portion of the District's service area as specified in BP 2100.

Board Policy 2710 is a conflict of interest policy that stipulates that a Trustee cannot have any financial interest in any contract made by the Board or in their role as Trustees. Administrative Procedure 2710 states that board members cannot engage in employment or activities that is incompatible with Trustee duties, cannot hold two incompatible public offices simultaneously, and cannot be an employee of the district. This AP works to ensure that Board members do not have any conflicts of interest that may be subject to undue influence or political pressure.

Board agendas and minutes indicate that the Board of Trustees functions as an independent body that reflects the public interest and protects the college from undue influence (IV.C.4, ER 7).

The Governing Board has established extensive Board Policies (BPs) and Administrative Procedures (APs) that cover the District, the Board of Trustees, General Institution, Academic Affairs, Student Services, Business & Fiscal Affairs and Human Resources. *Board Policy 2410-Board Policies and Administrative Procedures* defines the scope of Board Policies, and the Administrative Procedures describe the methods to be used to implement Board Policies. In addition, Board Policy 2200-*Board Duties and Responsibilities* charges the BOT with responsibilities that include monitoring institutional performance and educational quality; establishing policies that define the institutional mission and set prudent, ethical, and legal standards for the college operations; and assuring fiscal health and stability.

The governing board has responsibility for and determines educational quality through numerous board policies that address educational quality such as Program and Curriculum Development, Philosophy and Criteria for Associate Degree and General Education, Standards of Scholarship, Graduation Requirements for Degrees & Certificates, etc. Board policies related to quality, integrity, and improvement of programs are consistent with the district's mission statement and implicitly demand a high degree of quality and integrity, and a process for regular assessment is in place. The governing board has responsibility for the college in legal matters through numerous board policies that address specific state and federal legal requirements such as Records Retention and Destruction, Unlawful Discrimination, Prohibition of Harassment, Child Abuse Reporting, etc. The governing board has responsibility for and determines financial integrity and stability through numerous board policies such as Budget Preparation, Budget Management, Designation of Authorized Signatures, Fiscal Management, Investments, etc.

The NOCCCD governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. (IV.C.5)

NOCCCD policies and administrative procedures are published through the District's website. Revisions to Board Policies are posted to the website within a week of approval by the Governing Board. The Chancellor's Office provides new NOCCCD Governing Board members an index of all adopted Board Policies and Administrative Procedures as outlined in Administrative Procedure 2740, and annually provides each member of the Board with any revisions. Board Policies specify the board's size (*BP 2010*), duties and responsibilities (*BP 2200*), structure (*BP 2210*), and operating procedures (*BP 2310 through BP2750*) (IV.C.6).

Board Policy and Administrative Procedure 2410 provides for the adoption of Board policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. The policy stipulates that the Board shall regularly assess its policies for effectiveness in fulfilling the District's mission and charges the Chancellor to issue administrative procedures to be used in implementing Board Policy. The Chancellor uses the

District Consultation Council (DCC) for reviewing, revising and updating administrative procedures. The District subscribes to the Community College League of California (CCLC) Policy and Procedure Service to facilitate the currency of its policies and procedures.

NOCCCD policies and administrative procedures are readily available to District employees through the District's website. Revisions to Board Policy are posted to the website within a week of approval by the Governing Board. The Chancellor's Office provides new *NOCCCD* Governing Board members an index of all adopted Board Policies and Administrative Procedures as outlined in Administrative Procedure 2740, and annually provides each member of the Board with any revisions. The Governing Board acts consistent with its policies.

Board Policy and Administrative Procedure 2410-*Board Policies and Administrative Procedures* states that the Board shall regularly assess its policies for effectiveness in fulfilling the District's mission. Despite assessment of some of the BPs and APs, the District has recognized the need for a more structured and comprehensive analysis and evaluation of District policies, and has implemented a plan was to review all chapters of the Board policies and associated administrative procedures over a 6-year cycle. (IV.C.7)

The Governing Board, during their meetings, regularly reviews key indicators of student learning and achievement such as the California Community College's Chancellor's Office (CCCCO) Student Success Scorecard, *Institutional Effectiveness Reports (IER)* containing institutional student success benchmarks, and *NOCCCD* Annual Progress Reports containing progress related to student success and achievement strategic district directions. These presentations and discussions include discussions related student success and achievement such as course completion, retention, achievement gaps, transfers and certificate completion, etc. Each college president also presents to the Board an Annual Progress Report that addresses specific students success and achievement issues unique to each campus.

In addition, the Board regularly reviews institutional plans such as the Educational Master Plan, Student Equity Plans, Student Success and Support Program (SSSP) Plans, etc. for improving academic quality.

Since 2000, the Board has annually convened a District-wide Strategic Conversation on policy issues related to student success and improving academic quality. These Strategic Conversations are planned informal discussions involving college and community members to have a positive exchange of ideas and to examine the driving factors behind policy decisions. (IV.C.8)

Board Policy 2100 clearly defines seven Trustee representation areas and provides for the continuity of board membership and staggered 4-year terms.

Board Policy 2740-*Board Education* outlines the Board's commitment to ongoing Board development and to a trustee education program that includes a new trustee orientation. Administrative Procedure 2740 outlines optional components of the new Trustee orientation and

the ongoing Trustee training. The new Trustee orientation includes a packet of materials that a new Trustee may elect to receive, and several training opportunities that new Trustees can participate in if they choose. *Board Policy 2740* also encourages Trustees to attend ongoing training and professional organization conferences. The language in BP 2740 indicates that Trustee orientation and ongoing training is not required for Trustees despite evidence that this new Trustees are receiving orientations and ongoing Trustee training is occurring. (IV.C.9)

Board Policy and Administrative Procedure 2745-*Board Self-Evaluation* clearly establish a process for board evaluation. The evaluation is conducted in April of odd-numbered years with feedback from the all Board members and members of the District staff who regularly participate at Board meetings. The Board makes public the results of this self-evaluation as an agenda item for review and appropriate action in at the BOT second May meeting. The evaluation includes feedback related to collegial consultation, district mission and goals, budget processes, professional development engagement, budgeting associated with district priorities, board orientation, and BOT responsibilities.

Recently, the Board has agreed to form a Board Assessment Subcommittee that reviews the Board evaluation results. The subcommittee makes recommendations to improve Board performance that include changes to the survey instrument and improvements to board performance, academic quality, and institutional effectiveness. These recommendations are shared, discussed, and adopted at a BOT meeting in May. (IV.C.10)

The North Orange County Community College District has Board Policies and Administrative Procedures regarding a code of ethics and conflict of interest. Board Policy 2715 - *Code of Ethics/Standards of Practice* states that the Board maintains high standards of ethical conduct for its members. Members of the Board are responsible for establishing and upholding, implementing and enforcing all laws and codes applicable to the District. Administrative Procedure 2715 - *Code of Ethics/Standards of Practice* requires each Board member to adhere to the Code of Ethics by signing a statement to this effect at the annual organizational meeting.

Board Policy and Administrative Procedure 2710 - *Conflict of Interest of Practice* defines and limits potential conflicts of interest for Trustees. Both BP and AP 2710 address specific behaviors required of Trustees that are prescribed by law, including a requirement of each Board member to file a statement of economic interest. In addition, Board members are prohibited from behaviors that could be a conflict of interest such as holding two incompatible public offices at the same time, accepting large gifts, be an employee of the district, or have a financial interest in a district contract. The AP also identifies conflicts of interest related, not only to the individual trustee, but also to his or her family and business associates, or transactions between the District and trustees, including hiring relatives, friends, and business associates as college employees. In order to further disclose any financial interests, Board members make public compensation information and travel reports.

Board Policy 2715 has a clearly defined process to address behavior that violates the Code of Ethics. This process is initiated when there is a charge or complaint of trustee misconduct. (IV.C.11)

Through Board Policy and Administrative Procedure 2430- *Delegation of Authority*, the Governing Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Chancellor is empowered to reasonably interpret Board policy and to delegate powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but is specifically responsible to the Board for the execution of such delegated powers and duties. The Chancellor will perform the duties contained in the Chancellor's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions.

The District further holds the Chancellor accountable for the operation of the district through an annual evaluation as prescribed by Board Policy and Administrative Procedure 2435 -*Evaluation of the Chancellor*. The Chancellor is evaluated at least annually. The evaluation consists of an assessment of progress towards goals and objectives, a composite of evaluations completed by individual Board members, Chancellor's Staff and Resource table members, and a self-evaluation completed by the Chancellor. (IV.C.12)

Board Policy 3200 - *Accreditation* states that the Chancellor keeps the Board informed of approved accrediting organizations and the status of accreditations, ensures that the Board is involved in any accreditation process in which the Board participation is required, and provides the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report. In addition, the Chancellor ensures that the College and District meet the Eligibility Requirements, the Accreditation Standards, and the Commission policies established by ACCJC.

Administrative Procedure 3200 ensures compliance with eligibility standards as established by ACCJC. The procedure also specifies a clear process for the Colleges in the District to conduct their accreditation, including the requirement of having the Board review and approve the self-evaluation report prior to submission to ACCJC. The Board is provided the opportunity to do first and second reading of all accreditation reports.

The Board is actively involved in the accreditation process and has made accreditation compliance one of the goals for the Chancellor. The Board receives regular updates on accreditation and is provided with formal presentations at BOT meetings regarding the accreditation process and timeline. In addition, as part of the regular Board evaluation required by Board Policy 2745, Board members are evaluated as to the degree to which they are knowledgeable and take an appropriate role in the accreditation process. (IV.C.13)

Conclusion:

The district meets the Standard.

District Recommendation 1 (Improvement)

In order to increase effectiveness, the team recommends that the district fully implement its new plan to review all chapters of the Board policies and associated administrative procedures over a 6-year cycle. (IV.C.7)

District Recommendation 2 (Improvement)

In order to increase effectiveness, the team recommends that the governing board review both its BP 2740 and AP 2740 to create a clear direction for the ongoing training program for board development. Both policy and administrative procedures should reflect that all Board members engage in ongoing training program for board development, including new member orientation. (IV.C.9)

Standard IVD: Multi-College Districts or Systems**Observations:**

NOCCCD consists of two credit colleges, Fullerton College and Cypress College, and a large non-credit institution, North Orange Continuing Education (NOCE). The Chancellor has established clear roles, authority, and responsibility for the colleges and the District that support the effective operation of the colleges and the overall effectiveness of the District as a whole.

The Chancellor engages employees from both credit colleges to work together towards educational excellence and institutional integrity. Further, she clearly delineates, documents, and communicates responsibilities across the district. Systems are well documented, and easily identified through electronic and print materials.

Findings and Evidence:

NOCCCD Board Policy 2430-Delegation of Authority to Chancellor clearly states, “The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.” Further, this policy states that the Chancellor may delegate the administration of colleges and centers but is still responsible to the Board for the execution of such delegated powers and duties. The Chancellor is empowered to reasonably interpret board policy and has the power to act in situations where there is no Board policy direction as long as the Board is informed of such action. The Chancellor is required to recommend written Board policy if one is required. The Chancellor acts as the professional advisor to the Board in policy formation and will make

available any information or give any report requested by the Board as a whole and shall meet the requests for information from individual Board members if they are not unduly burdensome or disruptive to District operations. Such information based on individual Board member requests will be provided to all trustees (IVD1.)

The team found evidence of policies that govern the Chancellor delegation of full responsibility and authority to the College Presidents and the Provost to implement and administer delegated policies and holds them accountable for the operation of their respective institution.

Working closely with the colleges and North Orange Continuing Education, the District has developed and implemented a clear functional map that confers primary, secondary, and shared responsibility between the colleges and District Services on all functions in the District that are in support of educational excellence and institutional integrity.(IV.D.1)

The NOCCCD 2012 Decision-making Resource Manual: Structure, Function and Alignment (DRM)(IVD2.3-DRM). The *DRM* clearly defines the structure of governance and decision-making in the District as well as the functions of different groups in policy development, student success; and institutional effectiveness. The *DRM* is reviewed and updated annually to maintain credibility as a valuable resource. The document is also evaluated every three years as a part of the overall District assessment of its planning processes . (IV.D.2)

The District utilizes the *Budget Allocation Handbook* which describes in detail the process used by NOCCCD to allocate resources. At the core of NOCCCD's resource allocation process is a governance group, the Council on Budget and Facilities (CBF). One of five District-level governance groups, CBF's charge is to make recommendations regarding policies, planning and other matters related to NOCCCD fiscal resources and facilities. Recommendations from CBF are forwarded to the District Consultation Council (DCC). After consideration of input from the DCC, the Chancellor makes the final recommendation which is then submitted to the Board of Trustees for approval. The *Handbook* describes the components of the budget allocation model at the District level. Each of the NOCCCD entities, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE), also has a budget allocation model for the internal distribution of funds including evidence of how budget allocations are linked to campus and District planning.

A key component of the budget model is the establishment of a District-wide FTES target that approximates the expected FTES funding by the state. Once established, FTES targets are monitored closely to ensure there is no detrimental impact on future apportionment revenues. Resource allocation in the District is done to support effective operations and sustainability of the colleges/district.

The District has established policies and procedures for allocation and reallocation of resources in the form of *NOCCCD BP/AP 6200 and 6250*, as well as regular evaluation of those procedures to support the effective operations and sustainability of the colleges and the District. While the overall district is in sound financial status, the colleges are repeatedly running deficits

due to the Extended day funding allocations. The district is aware of this issue and has recently begun an analysis of budget allocation and expenditures to address the issue. (IV.D.3)

College presidents have full authority in the selection and evaluation of their staff and management team. The framework for CEO accountability is established through annual goal setting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals. At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement. Unsatisfactory evaluations may result in suspension, reassignment, or dismissal. The role of the Chancellor, as well as that of the presidents and the levels of authority within, is reinforced in the NOCCCD Functional Map.(IV.D.4)

The NOCCCD and its college campuses work together to integrate college and district level planning to assess and improve student learning and achievement, and increase institutional effectiveness. *The NOCCCD Integrated Planning Manual* is a guide to integrated institutional planning at the District level. The processes described in the document identify the ways that constituency groups participate in and contribute to District-level long-term and short-term planning. Each of the NOCCCD entities, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE), also has an integrated planning process in which components are linked to one another. At Cypress College, the *Educational Master Plan (EMP)* is linked to the Directions articulated in both the District Strategic Directions and the College's *Strategic Plan*.

The NOCCCD CMP and the College *EMP* provide a shared framework for development of long term planning for student achievement and success. Based on these long-range planning documents, the campus creates specific goals/objectives which are developed into action plans within the *College Strategic Plan*. These action plans are directly linked and developed to effectively support both the College's *EMP* and the District's Strategic Directions.

While overarching plans are evident, the operational levels of college and district collaboration are in development. The Chancellor has identified both integrated planning and enrollment management planning as priorities for district-wide professional learning and action. The District has sponsored workshops on enrollment management, and plans to hold an Integrated Planning Summit to include collaboration in the areas of resource allocation and collaboration to include large initiatives such as Strong Workforce and Guided Pathways. (IV.D.5)

The NOCCCD employs a variety of organizational structures and strategies to ensure effective communication and operations between the District and colleges. These organizational structures also provide opportunities for college-to-college interactions to assure a participatory and informed basis for decision making that will impact the colleges. District-wide councils, governance groups, and organizational groups provide for discussion and significant involvement in decision making in which District and college administrative staff, faculty, classified staff, and students regularly participate. NOCCCD employs effective communication

methods, including email, Board meeting summaries, newsletters, memos, events, and the District website to relay information in an accurate and timely manner.

Communication between Cypress College and NOCCCD are timely, accurate, and complete. The District ensures regular communication with Fullerton College, Cypress College, and the NOCE through its governance and organizational groups, website, emails, newsletters, events, and memos. Meeting minutes and agendas are posted online or distributed electronically. NOCCCD's revamped website has facilitated easier access for District Services employees to maintain and for the public to access District information.

Adequacy and effectiveness of District communication methods are evaluated through annual administrative reviews and District-wide Services and Communication satisfaction surveys. The multiple methods of communication ensure effective operations and decision-making. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area, especially in the way of creating more District wide forums for conversation and engagement. Campus leadership would benefit from review of the consistency of policy interpretation and timely communication across campus. (IV.D.6)

The Chancellor utilizes the District Consultation Council (DCC) as the primary means of evaluating and communicating the effectiveness of District and college role delineations, governance, and decision-making processes. The DCC is charged with promoting communication and fostering awareness of District-wide perspectives among relevant shared governance groups concerning the welfare, growth, and sustainable quality improvement within the District.

All District governance and decision-making documents are subject to regular and ongoing evaluations. The *DRM* and *IPM* are reviewed and updated annually to reflect minor changes, such as in descriptions, timelines, or processes. In addition to this annual review of content, the planning processes described in the *DRM* and *IPM* documents are evaluated every three years. These assessments occur as part of NOCCCD's assessment of its decision-making processes that includes gathering input District-wide and then using those results to prepare an assessment report that is submitted to the DCC for review and revisions as warranted. The *DRM* and *IPM* are then updated to reflect any agreed-upon changes in the decision-making and planning processes. Through these two review processes, one completed on an annual basis and one completed every three years, the documents are maintained to reflect the inevitable changes that are to be expected as part of NOCCCD's cycle of continuous quality improvement. (IV.D.7)

Conclusion: The college and district meet the standard.

College Recommendation 5 (Improvement)

To increase effectiveness, the team recommends that the college develop a structure to organize governance information in a manner that is accessible. Additionally, the team recommends

continued effective communication through the consistent development and dissemination of robust committee meeting minutes that include constituent dialogue and feedback. (IV.D.1)

District Recommendation 3 (Improvement)

To increase effectiveness, the Team recommends that the Colleges and NOCCCD review the current budget model to ensure financial resources are sufficient to address productivity factors, FTES targets, and the impact in the model of adjunct, overload and re-assign time needed to support and sustain student learning programs and services. (Standard III.D.1, IV.D.4)

Review of the Cypress College Quality Focused Essay

Cypress College has identified three areas of focus, Student Learning Outcomes, Distance Education, and Extended-Day funding. These are also areas where the visiting team has made recommendations for both compliance and improvement.

Student Learning Outcomes is a key area of focus, and one where the college has made a significant effort to create sustainable, continuous, quality improvement. In its QFE, the college outlines several action steps to improve in this area, they are:

Action Step 1: Improve the institutional effectiveness of outcomes by revisiting and streamlining all campus SLOs, PLOs, AUOs, and ILOs to provide meaningful connections and accountability. Outcomes will be revised to reflect the questions posed in James O. Nichols' 5-column model.

Action Step 2: Improve the initial ILO assessment tool (ADCAP) (QFE10-ADCAP Survey). Increase the faculty and administrative Outcomes Assessment participation rates by making certain that all reporting units input their outcomes into the Learning Outcome Management Information System (LOMIS), so that the data can be aggregated to the program and institutional level and reported for the ILO assessment. Assign responsible parties for each area who will participate in Action Step 3.

Action Step 3: Establish a "Committee of Chairs" vested with a goal of improving and documenting the connections and collaboration between instructional and administrative unit outcomes to eliminate achievement gaps and to increase student learning and achievement.

Action Step 4: Secure and utilize an improved Learning Outcome Management Information System (LOMIS) with better capabilities for Learning Outcomes (SLO, AOU, PLO, ILO). The system should be capable of tracking and disaggregating and provide cross-platform integration among the various College and District systems (i.e. Banner, CurricUNET, MyGateway, TracDat, Blackboard, and NOCCCD). Additionally, the system should have the capability to load and maintain actual samples of student artifacts and SLO assessments.

Distance Education

The college has established a set of actions and outcomes to assure that the curriculum, delivery and support for distance education is robust. The college has recently increased its distance education offerings, and this action goal is well timed. The college has established several action goals for this area, they are:

Action Step 1: Increase program and institutional effectiveness by reorganizing DE Program personnel.

Action Step 2: Update campus literature to effectively advertise the DE program and to clarify course criteria and expectations as defined by delivery mode: “online,” “hybrid,” and “web-enhanced.”

Action Step 3: Establish ongoing assessment process through the use of surveys to identify and evaluate specific needs of DE students and faculty.

Action Step 4: Create a *DE Plan* to update policies and practices related to distance education and to improve program quality.

Extended Day Funding:

The college has asserted that the deficits they experience are due to the underfunding of the true costs of overload or adjunct resources, called extended day funding at NOCCCD. This report contains a recommendation or improvement for the entire district, and that should be a good first step in supporting this goal in the Cypress College QFE. The college has identified the following action step:

Action Step 1: Modify Extended Day Funding Model to provide adequate resources to meet college FTES targets.

Overall the plans are an excellent step towards mitigating the recommendation for compliance and many of the recommendations for improvement. The college is clearly cognizant of the areas where they can do more comprehensive work to support its students. The plan is clear, concise, and has timelines, responsible parties and intended outcomes assigned.

