Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard IA: Mission

IA1. 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. (ER 6)

Evidence of Meeting the Standard

The Cypress College mission was approved by the Board of Trustees on December 13, 2016 and is published in appropriate College materials (IA1.1- College Catalog, p.4; IA1.2- Schedule of Classes; IA1.3- CC Mission Vision Webpage). It reads:

> *Cypress College enriches students' lives by providing premier educational opportunities including transfer to four-year institutions, associate degrees, certificates and a baccalaureate degree. The college offers comprehensive career technical education programs, basic skills and lifelong learning. Multiple educational-delivery methods meet the varied needs of our students. The College is dedicated to supporting the success of our students, fostering diversity, enriching society, and contributing to the economic development of our community and beyond.*

The mission describes

the institution's broad educational purposes	*. . . enriches students' lives by providing premier educational opportunities. . .*
its intended student population	*. . . of our community and beyond.*
the types of degrees and other credentials it offers	*. . . transfer to four-year institutions, associate degrees, certificates and a baccalaureate degree.*
its commitment to student learning and student achievement	*The College offers comprehensive career technical education programs, basic skills and lifelong learning. . . . The College is dedicated to supporting the success of our students, . . .*

The revision to the Cypress College mission statement to meet ACCJC requirements began in April 2016 and continued through October 2016. In April, the College's Leadership Team engaged in an exercise to develop a revised mission statement that included the new baccalaureate degree program (IA1.4- Leadership Team Meeting Agenda). In May, President's Staff reviewed all of the options developed at the Leadership Team meeting and selected three options for the campus to review. An online survey was then sent to all employees at the College, and nearly half of the respondents selected the mission stated above.

This revised mission statement was presented as a recommendation to President's Advisory Council (PAC), a shared governance body on campus, at the November 17, 2016 meeting (IA1.5 PAC Minutes, Nov. 2016). Final approval by PAC occurred on December 1, 2016 (IA1.6- PAC Minutes). The revised mission statement was then approved by the Board of Trustees on December 13, 2016 (IA1.7 BOT Minutes, Dec. 2016, p. 166).

The revision to the mission also addressed the intended student population, specifically the students who take courses in the DE mode. The intended students at Cypress College are those from the surrounding communities, including recent high school graduates, returning students, and life-long learners. Among these students are many Distance Education students who tend to have busy work and personal lives that preclude them from enrolling in traditional on-campus courses (IA1.8– CC DE Plan, p. 6). The students who pursue DE course work are very similar to those who take traditional on-campus courses. Regarding gender, ethnicity, age and educational goals, the DE population does not differ from the on-campus population by more than several percentage points in each category (IA1.9 Fall 2015 Student Comparison).

 Baccalaureate Degree Cypress College has modified its mission to include the baccalaureate degree among other educational pathways that previously included only associate degrees and certificates (IA1.3 – Mission). The students served historically by the Mortuary Science Department were limited to occupational certificates and associate in science degrees in Mortuary Science (IA1.1- Catalog 16-17, p. 237). As one of only 59 Funeral Service programs in the country, and only 14 offering a Bachelor of Science, the demand for a baccalaureate degree in this field was quite high (IA1.10 - ABFSE Directory). With the ability granted to begin offering upper division courses in Funeral Service, Cypress College students and those in the surrounding area will now be better able to continue their educational pathway to completion of their four-year bachelor degree.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 6. Cypress College's 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 Mission is fully in-line with the purposes and mission of an accredited institution of higher education.

Evidence Sources

IA1.1 – Cypress College Catalog 2016-17
IA1.2 – Schedule of Classes Spring 2017
IA1.3 – Cypress College Mission Vision Webpage
IA1.4 – Leadership Team Meeting Agenda, Spring 2016
IA1.5 – President's Advisory Cabinet Minutes, November 17, 2016
IA1.6 – President's Advisory Cabinet Minutes, December 1, 2016
IA1.7 – NOCCCD Board of Trustees Minutes, December 13, 2016
IA1.8 – Cypress College Distance Education Plan 2011-2014
IA1.9 – Comparison of Cypress College Students Fall 2015
IA1.10 – American Board of Funeral Service Education Member Directory 2016

IA2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
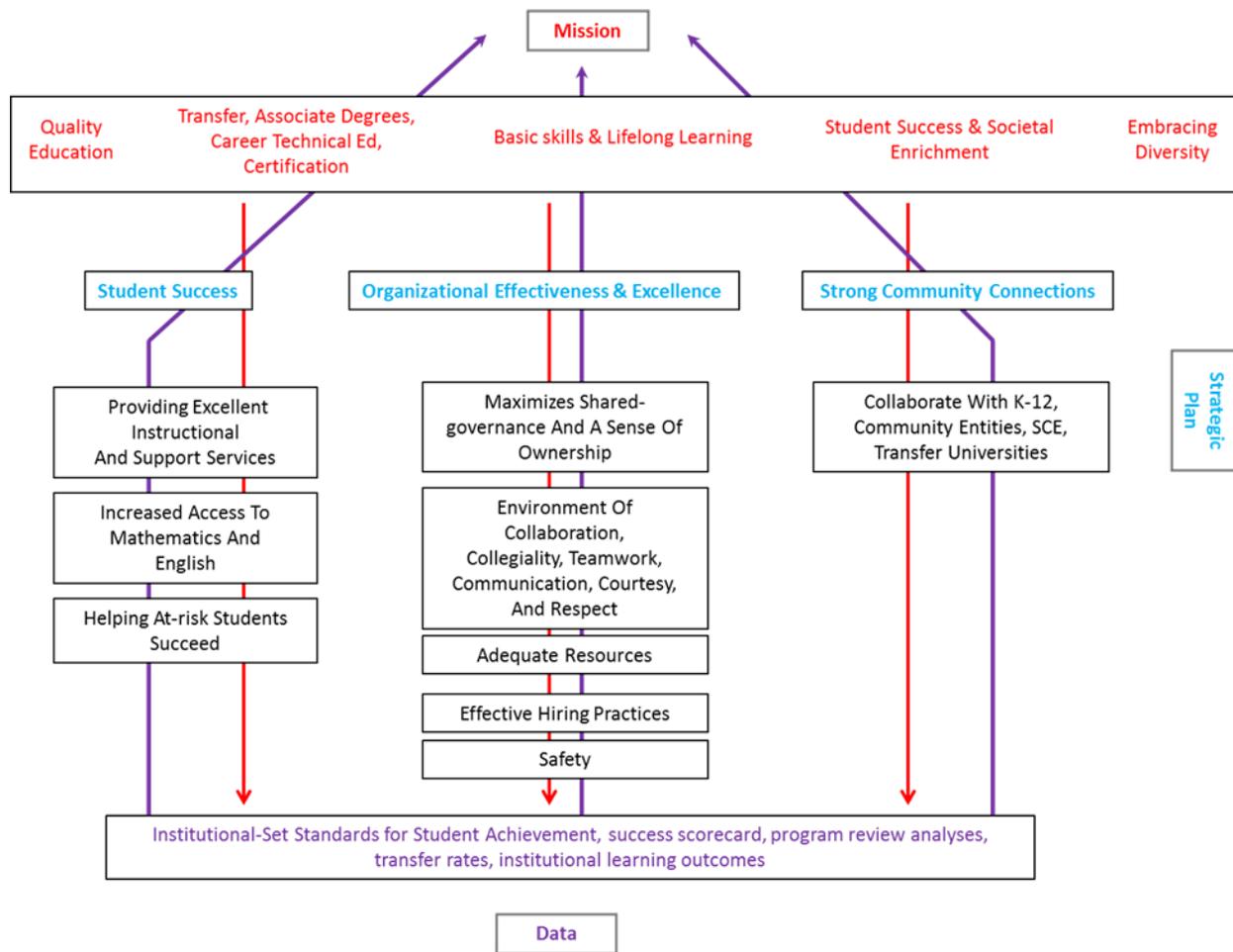
Evidence of Meeting the Standard

The *Cypress College Strategic Plan* articulates institutional priorities and is the primary instrument the college uses to accomplish its mission (IA2.1- Cypress College Strategic Plan). It is a road-map that guides the institutional priorities and all decision-making. Utilizing data, such as the Student Success Scorecard, program review analyses, transfer rates, institutional learning outcomes and other such data the efficacy of the *Strategic Plan* is assessed annually through the *Strategic Plan Progress Report* (IA2.2 – SP Year 1 Report).

The three-year Cypress College Strategic Plan 2014-17 has three major components:

> Direction A. Student Success
> Direction B. Organizational Effectiveness and Excellence
> Direction C. Strong Community Connections (IA2.1- Strategic Plan).

These components align with the Cypress College Mission to support the success of our students, foster diversity, enrich society, and contribute to the economic development of our community and beyond. As the diagram below illustrates, the College Mission guides the *Strategic Plan*, which reflects the College's priorities. Data is then used to assess whether the priorities of College's *Strategic Plan* and Mission were achieved.

Strategic Plan

Mission

Quality Education	Transfer, Associate Degrees, Career Technical Ed, Certification
Basic skills & Lifelong Learning	Student Success & Societal Enrichment
Embracing Diversity	

Student Success

- Providing Excellent Instructional And Support Services
- Increased Access To Mathematics And English
- Helping At-risk Students Succeed

Organizational Effectiveness & Excellence

- Maximizes Shared-governance And A Sense Of Ownership
- Environment Of Collaboration, Collegiality, Teamwork, Communication, Courtesy, And Respect
- Adequate Resources
- Effective Hiring Practices
- Safety

Strong Community Connections

- Collaborate With K-12, Community Entities, SCE, Transfer Universities

Institutional-Set Standards for Student Achievement, success scorecard, program review analyses, transfer rates, institutional learning outcomes

Data

The *Strategic Plan Progress Report* is an ongoing self-evaluation that measures the effectiveness and success of improvements to the college through the use of Institutional Effectiveness Measures, Quality Review, Curriculum Review, and SLO Assessment. Data-driven and updated annually, it is a current and clear snapshot of mission-directed goals, objectives, and outcomes. Based on these results, improvements can be made to programs and services that did not deliver the expected outcomes in support of the mission, and best practices can be developed from the successful achievement of goals and objectives.

This regular evaluation process determines the extent to which the 30 Strategic Plan objectives are being met and the extent to which the college's goals and mission are accomplished. When the workgroup determines that progress is lacking, the responsible person is made aware and asked to facilitate changes to improve success on that particular measure. An example is Direction A.1.4 on improving the success rate of students progressing through specified crucial course sequences in math and English (IA2.2- SP Year 1 Report). The results of the evaluation were given to the Basic Skills Committee, and subsequently the committee created materials to inform students about the importance of taking the next course in the basic skills sequence immediately rather than waiting (IA2.3a- Stop Out Flyer; IA2.3b – Stop Out email). In addition, the appropriate counselors were made aware of the problem encountered when students "stop

out," and they have since been instructed to advise students about the perils of this action (IA2.4-Carter Stop Out email).

The 2014-2017 *Strategic Plan* articulates

- four goals and ten specific, measurable objectives closely related to Student Success;
- six goals and thirteen specific, measurable objectives related to Organizational Effectiveness and Excellence; and
- four goals and seven specific, measurable objectives closely related to Strong Community Connections (IA2.1 Strategic Plan).

The *Strategic Plan Progress Report* uses several different data driven tools for assessment, including the Student Success Scorecard, Institutional-Set Standards for Student Achievement, Institutional Learning Outcomes, and other measures including success and retention rates, degrees and certificates awarded, transfer rates, FTES generated and efficiency measures such as Weekly Student Contact Hours per Full Time Equivalent Faculty (IA2.2- Strategic Plan Progress Report). In addition, the District-Wide Institutional Effectiveness Partnership Initiative compiles data to rate whether or not Cypress College is meeting the Mission Statement's promise to provide high-quality education. Data are collected to rate student performance and outcomes in the following areas: completion rate, retention rate, career technical education success rate, successful course completion, completion of degrees, completion of certificates and number of 4-year institution transfer students (IA2.5 - IEPI Report, p. 1).

The Student Success Scorecard tracks student success as well, but it includes specific data to determine whether Cypress College is meeting the Mission Statement promise to provide premier educational opportunities to its diverse students. Since the cohorts are tracked for six years, true success can be measured and trends uncovered especially as it relates to students who are unprepared to succeed in college. Armed with the data, the College works to meet the mission to support the success of all students through support services such as tutoring, counseling, financial aid, and other support mechanisms. The data reveals which student cohort groups are successfully able to navigate the pathway from basic skills, to certificate coursework, to an associate's degree and beyond to transfer to a 4-year institution (1A2.6- Student Success Scorecard p. 2-7).

Finally, Cypress College establishes benchmark institutional standards from the Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report (1A2.7 pp. 2, 4, and 6). The standards are determined by comparing data from local, state, and national institutions and establishing a norm. The benchmark data are used for a relative comparison between the self-established goals and the annual data to determine progress and success. Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), Course Student Learning Outcomes (CSLOs), and Student Services Outcomes are input into our TracDat software to develop SLO Assessment Reports. The reports are used to determine the success of the College in meeting the mission-directed promise of premier educational opportunities.

The *Strategic Plan* is used to direct institutional priorities in meeting the educational needs of students through resource allocation. Specifically, the Budget Request and Action Plan for

Funding Requests (One Time Funding Requests) requires those seeking funds to indicate how their request supports the Cypress College Mission (IA2.8-One-Time Funding Request Form). In addition, Special and Emergency Funding Requests from Divisions/Departments also include requirements to explain how the funding request supports the College's goals and mission. Responses contribute to funding prioritization (IA2.9-Special and Emergency Funding Request Form)

Baccalaureate Degree In Fall 2017, when instruction begins for the baccalaureate degree in Funeral Services, relevant data will be utilized to assess the effectiveness of the program. This data shall be differentiated from the assessment of the overall institutional outcomes. The Mortuary Science Department uses a variety of assessment data to measure the effectiveness of the program including both outside accrediting agencies as well as local College measures (IA2.10 - MS Program Review). The American Board of Funeral Service Education (ABFSE) accredits Funeral Service and Mortuary Science education programs across the United States at the certificate/diploma, associate, and bachelor degree level. Within their standards, programs are annually assessed on licensure board passing rates, employment in the industry, and graduation rates. These outcomes will continue to be used at the associate degree level and now must be collected separately for the baccalaureate completion program. For programs falling below the accreditation standard of 60% (board passing rate, employment rate, and graduation rate), disciplinary actions, up to and including revocation of accreditation, are instituted (IA2.11 ABSFE Standards). In addition, the department has developed Student Learning Outcomes (SLOs) and assessments appropriate to the upper division coursework necessary for the baccalaureate degree (IA2.12- MORT CORs). Further, the College plans to conduct a separate and distinct baccalaureate degree Instructional Program Review, complete with baccalaureate degree data and outcomes, in addition to the department's regular Instructional Program Review.

Analysis and Evaluation

The College meets the Standard. Cypress College uses data such as the Student Success Scorecard, Institutional-Set Standards for Student Achievement, and Institutional Learning Outcomes to determine how effectively it is accomplishing its Mission. When established benchmarks are not met, the College adapts as necessary. The Cypress College Mission and *Strategic Plan* work together to guide institutional priorities of the College. The Mission shapes the *Strategic Plan*, which outlines the goals and is used to guide institutional priorities (resource allocation) in meeting the educational needs of students**.** The College then uses data to see whether the goals have been met. This information then feeds back into revising the *Strategic Plan*, which may necessitate changing the Mission. This cycle leads to a living, evolving Mission.

Evidence Sources

IA2.1 − Cypress College Strategic Plan 2014-17.
IA2.2 − Strategic Plan 2014-17 at Cypress College, Year 1 Report, Progress and Evaluation.
IA2.3a – No Stop Out Flyer

IA2.3b – No Stop Out email
IA2.4 – Carter Stop Out email
IA2.5 − Institutional Effectiveness Partnership Initiative (IEPI)
IA2.6 – Student Success Scorecard
IA2.7 – Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report
IA2.8 – One Time Budget Form
IA2.9 – Special and Emergency Funding Request Criteria.
IA2.10 – Mortuary Science Department Program Review 2014-15
IA2.11 – American Board of Funeral Service Education Accreditation Standards
IA2.12 – Mortuary Science Course Outlines of Record

IA3. The Institution's programs and services are aligned with its mission. The mission guides instructional decision-making, planning, and resource allocation and informs institutional goals for student learning achievement.

Evidence of Meeting the Standard

Cypress College's Mission Statement, its Vision and its Core Values form the foundation for all institutional planning. Together these function as an integrated set of documents to guide all College programs and services. The way in which these three key documents are integrated is through the College's *Strategic Plan*. The *Strategic Plan* document is revised through the shared governance process every three years, and it is directly linked to the mission of the college (IA3.1 – Strategic Plan). Currently, the 2014-17 Strategic Plan is the primary planning document for the college used in all of the college's primary decision making processes. Its impact includes curriculum development, student services, professional development, faculty hiring, and college construction and remodeling activities.

An illustration of this process can be seen in curriculum development. All existing and proposed programs and courses must demonstrate that they are aligned with the College's Mission as part of the curriculum approval process. Program and course authors are required to provide a justification in which the program or course must be tied to the College's Mission. The purpose of the Curriculum Committee is to approve new and revised curriculum and academic policies prior to submission to the District Governing Board for final approval (IA3.2- Curriculum Training Guide).

The College's *Strategic Plan* provides direction for the College's short term (1-3 year) planning. For long-term planning (10 years) the College utilizes the Cypress College *Educational Master Plan* (EMP). Adopted by the Board of Trustees on __insert date from Spring 2017__, the 2016-26 EMP also uses the Cypress College Mission and Vision statements as guides to set long term goals. The EMP lists the institutional goals and integrated planning across all areas of the College – instructional programs and services, student support programs and services, administrative programs and services, technology services, and facilities – by directly identifying and connecting the area goals with the institutional goals. The EMP maps out objectives that the college will focus attention on to achieve its Mission. In addition, the 2016-26 EMP contains institutional goals for student learning and achievement, plus outcomes and measurable objectives for each functional area (IA3.3- EMP waiting spring 2017).

The process of identifying whether the College is meeting its mission begins at the level of individual programs and departments. The Department Planning and Program Review report, required of all Cypress College programs, begins with the statement of the College's Mission and requires each department to provide its mission statement and describe how the department mission statement supports the College's (IA3.4 – PR Review Form). This work is performed at the level of individual faculty and staff under the direction of academic department coordinators and managers. Next, the deans of each division or program area determine if their departments have mission statements that support the College's. Formal feedback is given by the College's Program Review Committee to each department concerning the Department Planning and Program Review report, and alignment of programs and services with the College's mission is a factor considered in the Committee's response to each department (IA3.5 – PR Review Annual Report).

DE. Distance Education at Cypress College is integrated in most of our educational offerings. The Educational Technology Steering Team charter provides the structure and purpose of program planning for Distance Education (IA3.6 Ed Tech Steering Charter). This Steering Team has been established to contribute to the planning process for courses and curriculum offered through Distance Education. Key constituents of this group include faculty, staff and management personnel.

The College mission is written in general terms to cover a broad spectrum of instructional and lifelong learning opportunities. As such, it does not specifically include a statement about DE, although DE is a mode of instructional delivery that contributes significantly to the fulfillment the mission of the college. The institutional goals articulated in the Mission apply equally to traditional and DE modes of instructional delivery. Alignment of DE with the College Mission is ensured by a shared-governance process that involves Academic Senate, the Curriculum Committee, DE Committee, Planning & Budget Committee, President's Advisory Council, and other venues that collaboratively assess the nature, efficacy and other characteristics of DE instruction. (IA3.7 Distance Ed Plan)

Baccalaureate Degree In April 2016, Cypress College began the process to revise the mission to include the newly approved baccalaureate degree program (IA3.8 - Mission Report). The inclusion of the baccalaureate degree reflects the College's commitment to provide "premier educational opportunities," and specifically identifies the baccalaureate degree. The program has clearly identified goals for student learning and achievement as dictated by national standards (IA3.9-ABSFE Standards).

The Baccalaureate Degree Advisory Committee and workgroup was formed in 2015 to aid in the development of a comprehensive plan for implementing the baccalaureate degree completion program and was instrumental in developing the process for ensuring curriculum and graduation requirements were aligned with nationally recognized standards for bachelor degree programs in terms of level of rigor in courses and outcome measures for graduates (IA3.9-ABSFE Standards; IA3.10 BDPP Handbook). The institutional learning outcomes guided these discussions and were integral in the development of the graduation requirements for general education and major coursework (IA3.11 Catalog, p. 70). In addition, the baccalaureate degree Instructional Program

Review will include information related to how the program contributes to the College's own Institution-Set Standards.

The baccalaureate degree was also included in planning discussions at the Strategic Plan Colloquium held in April of 2017. Colloquium participants addressed the degree specifically to ensure its inclusion in both planning and decision-making. Further, the Strategic Plan discussions addressed resource allocation implications for the program after the conclusion of the Pilot Program (IA3.12 - SP Agendas).

Analysis and Evaluation

The College meets the Standard. Cypress College's programs and services are aligned with its mission. The utilization of the *Strategic Plan*, EMP, and Department Planning and Program Review process guide instructional decision-making (both traditional and DE), planning, and resource allocation, and it informs institutional goals for student learning achievement.

Evidence Sources

IA3.1 – Strategic Plan 2014 - 2017
IA3.2 – Cypress College Curriculum Committee Training Guide, pg. 10
IA3.3 – Cypress College Educational Master Plan 2016 – 2026, [Need NEW EMP and pages]
IA3.4 – Cypress College Program Review Form.
IA3.5 – Cypress College Program Review 2014-15 Annual Report
IA3.6 – NOCCCD: Educational Technology Steering Team Charter, pg. 1
IA3.7 – Cypress College Distance Education Plan 2011-14
IA3.8 – Cypress College Mission Review Leadership Team and Survey Findings
IA3.9 – American Board of Funeral Service Education Accreditation Standards
IA3.10 – Baccalaureate Degree Pilot Program Handbook
IA3.11 – Cypress College Catalog 2016-17
IA3.12 – Strategic Plan Agenda, April 6-7, 2017

IA4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard
The Cypress College Mission statement is widely and consistently published in
- Each annual Cypress College Catalog (along with the Cypress College Vision Statement, Core Values, and *Strategic Plan* directions) (IA4.1- Catalog p. 4)

- Each annual Cypress College student handbook (along with the Cypress College Vision Statement and Core Values) (IA4.2- Student Handbook, p. 2)

- The Cypress College website (IA4.3- Website)

- The College's 2014-2017 *Strategic Plan* (IA4.4 – Strategic Plan, p. 2)

- The College's 2016-2026 *Educational Master Plan* (IA4.5- EMP, p. ??? waiting Sp 17)

The Cypress College Mission Statement is reviewed periodically via a shared governance process is and updated as needed. In 2015 the Mission Statement was reviewed and discussed in an open forum comprised of College stakeholder groups. Surveys conducted in 2015 by the Office of Institutional Research and Planning showed that 96.5% of respondents agree that the Mission Statement is accurate in capturing the fundamental purposes of Cypress College as a whole (1A4.6- Mission Vision Report).

When ACCJC revised its standards in 2015, issues were identified in the existing Cypress College Mission statement. The Mission needed to better reflect the College's commitment to Distance Education, participation in the California Community College Pilot Baccalaureate Degree Program as well as more clearly specify the College's target student population. After the previously discussed revision process (Standard IA1) the NOCCCD Board of Trustees approved the new Mission Statement on December 13, 2016 (IA4.7- BOT Minutes, Dec. 2016)

Analysis and Evaluation

The College meets the Standard. Cypress College articulates its Mission in several widely published documents. The latest version of the Mission was approved by the Governing Board on December 13, 2016. The mission statement is periodically reviewed and updated as necessary.

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Evidence Sources

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IA4.1 – 2015-2016 Cypress College Catalog 2016-17
IA4.2 – 2015-2016 Student Handbook
IA4.3 – Cypress College Mission Vision Webpage
IA4.4 – 2014-2017 Cypress College Strategic Plan
IA4.5 – 2016-2026 Cypress College Educational Master Plan await Spring 17
IA4.6 – Mission Vision Core Values Findings and Recommendations Report (May 2015)
IA4.7 –NOCCCD Board of Trustees Meeting, December 13, 2016

Changes Arising out of the Self Evaluation Process

Change, Improvement and Innovation	Standard	College Lead	Timeline	Outcome
College mission statement revised	I.A.1	IRP Leadership team	Fall 2016	Revised College mission statement to include new baccalaureate degree and our intended student

Change, Improvement and Innovation	Standard	College Lead	Timeline	Outcome
				population incorporating distance education.

Plans Arising out of the Self Evaluation Process

Planned Change, Improvement and Innovation	Standard	College Lead	Timeline	Anticipated Outcome
Create a distinct and separate Program Review for new baccalaureate program	IA2 IIB3	Program Review Chair	Fall 2017	The Program Review Committee will create a distinct and separate Instructional Program Review process for the baccalaureate degree in Funeral Service.