

Standard IB: Assuring Academic Quality and Institutional Effectiveness

IB1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Cypress College is committed to the continuous improvement of student learning and achievement. In fulfilling our mission, the College engages in continuous substantive discourse regarding outcomes, equity and institutional effectiveness in order to improve student outcomes for all students, regardless of background. The College has several regular and on-going meetings such as Opening Day, Leadership Team Meeting, Division Meetings, Shared Governance Committee Meetings, and other department meetings that include members of all constituency groups. In addition, several campus committees and programs are dedicated to the success of students from diverse underrepresented backgrounds including the Diversity Committee, STEM², Legacy and Puente.

Each semester, all campus employees, including faculty, staff, and administration, attend an Opening Day meeting. During this meeting, faculty and staff are informed about current trends in academic quality and institutional effectiveness at the campus and district levels. This information is relayed to faculty and staff by the Cypress College President, Vice Presidents, the Director of Research and Planning, the District Chancellor, a representative from the Board, and faculty leaders. Information presented includes data from the Institutional Effectiveness Report (IER) described below as well as information from constituency groups such as Academic Senate, faculty union (United Faculty), and Associated Students (IB1.1- Fall 2012 Opening Day Agenda). In addition, the Opening Day Meeting typically includes a key-note presentation that focuses on a relevant topic pertaining to student outcomes, student equity, academic quality, institutional effectiveness, or student learning and improvement. Recent presentations include Campus Safety and Active Shooter procedures, Defeating Unconscious Bias, and Understanding the Dynamics of Cross Cultural Differences (IB1.2a- Fall 2014 Opening Day Agenda, IB1.2b- Spring 2016 Opening Day Agenda, IB1.2c – Spring 2015- Opening Day Agenda).

Each semester, a Leadership Team Meeting is attended by leaders from all areas of the college, including Faculty Department Coordinators, Deans, Committee Chairs, managers, and administrators. These meetings involve discussion among all participants on both the general state of success on campus and on special topics that are of current importance, such as student success, student equity, accreditation, or the Strategic Plan (IB1.3a-e Leadership Team Meeting Agendas).

Academic Divisions on campus meet regularly to discuss issues specific to that division, the College, and the District. These meetings are run by the Division Dean and are attended by all full-time faculty (and some adjunct faculty) and staff within that division. The topics of these meetings include subjects such as student success rates, changes in curriculum, newly implemented teaching and learning strategies, reports from all campus committee representatives, points of concern from faculty that may be addressed by representatives on

campus committees, reports from department heads on issues relating to that department, and reports from faculty involved in activities outside of the campus. Information discussed at Division meetings is then relayed back and utilized by groups such as the Academic Senate, the Curriculum Committee, United Faculty, the Program Review Committee, the SLO Committee, and shared governance committees, including the Planning and Budget Committee and the President's Advisory Council (IB1.4a SS Division Meeting Agendas; IB1.4b LA Division Meeting Agenda; IB1.4c CTE Division Meeting Agenda).

Shared governance committees consist of representatives from all areas of the campus (faculty, staff, students and management). These committees address issues of institutional effectiveness. Among these shared governance committees is the campus Planning and Budget Committee (PBC), which meets twice a month during the semester to discuss campus resource allocation. This funding is tied to a discussion of student outcomes and success as prescribed the College's *Strategic Plan* (IB1.5 Strategic Plan). PBC consists of representatives from the Academic Senate and United Faculty, California Schools Employee Association (CSEA) representing classified employees, Associated Students, and administrators including the campus Vice Presidents and Director of Research and Planning (IB1.6 PBC Guidelines).

PBC sends its reports to the President's Advisory Council (PAC), which also meets twice a month during the semester. PAC discusses the implementation of campus policies and necessary committees related to the functioning and success of the college. Chaired by the College President, PAC meetings are attended by several PBC members in addition to an adjunct faculty representative and a District Management Association (DMA) representative. The representatives on PAC and PBC report back to their constituency groups and engage in dialog regarding concerns and feedback from their members (IB1.7 PAC Guidelines).

Finally, information on campus outcomes, equity, quality, and effectiveness is communicated to the District Board of Trustees through a presentation of the Student Success Scorecard (IB1.8 – BOT Minutes Sept. 2015, p. 6) and the Institutional Effectiveness Report each year. In addition to the current demographics of Cypress College, the Student Success Scorecard includes data regarding the number and percentages of successful students that either transfer or complete two year degree programs on campus in both academic and career technical education programs (IB1.9 - Scorecard).

The Institutional Effectiveness Report (IB1.10- IER) contains success and retention data; transfer and degree/certificate completion rates; and Department Program Reviews as well as Student Support Services Quality Reviews. Data are disaggregated by demographics to inform the ongoing dialog regarding overall effectiveness and student success (IB1.11 BOT Minutes Nov. 2015, pg. 2).

Student learning is discussed and assessed through the ongoing development of Student Learning Outcomes (SLOs) and Campus Assessment Techniques (CATs). The development of SLO-CATs began in 2004 (IB1.12 SLO History, p. 10) and are re-assessed by departments every four years (IB1.13 SLO FAQs). The discussions regarding SLO-CAT results occur within campus departments where they are developed and analyzed. The results of the data collection and analysis are stored in TracDat (IB1.14 -TracDat) for Departments to utilize in their planning and

program reviews. SLOs have been generated and regularly analyzed for instructional programs and student services. Administrative Services AUOs (Administrative Unit Outcomes) will be in TracDat in Spring of 2017 (**modify when results are in Tracdat**).

Program Review is a process completed by all academic departments across campus to assess academic quality and success, and plan for the future of the department. Every four years, departments engage in Program Review where they meet to discuss various elements of their programs (IB1.15-PR Handbook). During this process, departments review data pertaining to the fill and success rates of their courses, analyze their SLO results and determine the future needs and changes necessary for continued department success in meeting its mission. Each department then compiles its research into a single document explaining their current successes and proposed plans for areas in need. The Program Review reports are then reviewed and approved by the Program Review Committee and are ultimately used by the Planning and Budget Committee when making campus-wide funding decisions (IB1.16 - PR 2015-16 Annual Report).

The Student Equity Committee was established in 2004 to address the needs of at-risk and underperforming students (IB1.17-Student Equity Plan 2004). Through their Student Equity Plan (IB1.18 – Student Equity Plan 2015), disseminated to the campus, the Committee proposes programs designed to increase the success rates of struggling students. The Student Equity Plan is generated each year to identify the goals, objectives and activities needed to help these students succeed. The Committee consists of Deans from Science, Engineering and Mathematics; Language Arts; Counseling and Student Support Services; several faculty members; the Office of Institutional Research and Planning; counselors; student representatives; and several program directors and managers. The Student Equity Committee utilizes data from the Student Success Scorecard (IB1.8), Institutional Effectiveness Report (IER) (IB1.9), as well as the Achievement Gap Study (IIB1.19) to guide dialog on the success of students on our campus. These reports clarify which demographic groups are underperforming and are thus in need. The type of help needed is then discussed during department and division meetings, either formally or informally, and during Student Equity Committee meetings.

The Student Success and Support Program Plan facilitates dialog between many different constituency groups on campus regarding the impact of student support services on student success. The review of the plan includes communication and input from the following groups: SSSP Staff; Counseling Faculty; the Student Equity Committee; Special Projects Managers; Outreach; the SSSP Advisory Committee with faculty representatives from key areas; the Library and Learning Resources Center; Academic Senate; and Office of Institutional Research and Planning (IB1.20 - SSSP Plan, pg. 5).

The ongoing dialog regarding student outcomes and equity, academic quality, institutional effectiveness, and student learning and achievement is data driven. The Office of Institutional Research and Planning provides various data to assist departments in their evaluation of instruction, student services and administrative services to help them improve their programs and services. Specific examples include the aforementioned IER, the Health Science CTE Outcomes Report (IB1.21), and the development of the Achieving Cypress College Educational Student Success (A.C.C.E.S.S.) report for student services (IB1.22).

DE - A cyclical review, including SLOs, is performed on DE courses in the same manner as traditional face-to-face classes (IB1.23 – Distance Education Quality Review). The department faculty are responsible for assessing the SLO performances within courses no matter what modality (IB1. 24 – **awaiting evidence?**).

Analysis and Evaluation

The College meets the Standard. Cypress College engages in on-going, regular and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Through Opening Day, Leadership Team, Academic Division, PBC and PAC meetings; SLO, Program Review, Student Equity and SSSP review processes, the college is committed to engaging in substantive dialog to sustain continuous student improvement.

Evidence Sources

- IB1.1 – Fall 2012 Opening Day Agenda
- IB1.2a – Fall 2014 Opening Day Agenda
- IB1.2b – Spring 2016 Opening Day Agenda
- IB1.2c – Spring 2015 Opening Day Agenda
- IB1.3a – Leadership Team Meeting Agenda, March 28, 2014
- IB1.3b – Leadership Team Meeting Agenda, November 21, 2014
- IB1.3c – Leadership Team Meeting Agenda, April 17, 2015
- IB1.3d – Leadership Team Meeting Agenda, November 20, 2015
- IB1.3e – Leadership Team Meeting Agenda, April 15, 2016
- IB1.4a – Social Science Division Meeting Agenda
- IB1.4b – Language Arts Division Meeting Agenda
- IB1.4c – Career Technical Education Division Meeting Agenda
- IB1.5 – Cypress College Strategic Plan 2014-17
- IB1.6 – Planning and Budget Committee Guidelines
- IB1.7 – President’s Advisory Council Guidelines
- IB1.8 – NOCCCD Board Meeting Minutes September 22, 2015
- IB1.9 – Student Success Scorecard
- IB1.10 – Institutional Effectiveness Report
- IB1.11 – Board Meeting Minutes 11-10-2015, page 2
- IB1.12 – History of SLOs Document
- IB1.13 – SLO FAQs
- IB1.14 – TracDat Access webpage [is this good evidence?]**
- IB1.15 – Cypress College Department Planning and Program Review Handbook 2017
- IB1.16 – Program Review 2015-16 Annual Report
- IB1.17 – 2014-15 Student Equity Plan
- IB1.18 – Student Equity Plan 2015 CC p.7
- IB1.19 – Achievement Gap Study
- IB1.20 – Student Success and Support Program Plan 2015-2016 Credit Plan - Cypress College

IB1.21 – Health Science 2015_16 CTE outcomes
IB1.22 – ACCESS Report Spring 2016
IB1.23 – Distance Education Quality Review Fall 2011
IB1.24 – awaiting DE SLO evidence

IB2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Cypress College has established SLOs for each course offered, which are found in the Course Outlines of Record on CurricUNET (IB2.1-COMM 100 CurricUNET Screenshot), and assessments and analysis are stored in TracDat (IB2.2-COMM 100 TracDat Screenshot). Program Learning Outcomes (PLOs) are also established for programs at Cypress College and are published in the Cypress College Catalog (IB2.3). As a result of the current Self Evaluation, the Associate Degree and Certificate Assessment Plan (ADCAP) was developed to evaluate the College PLOs and ILOs. Student Learning and Support services also establish and assess SLOs in order to facilitate ongoing improvement. The SLO assessment occurs bi-annually and focuses on a predetermined area.

The Program Review process is the mechanism primarily used to assess Student Learning Outcomes (SLOs) for instructional programs, student and learning support services, and related courses, certificates, and degrees (IB2.4-PR Handbook; IB2.5-PR Annual Report). Instructional programs and Student and Learning Support Services are reviewed on four and three year cycles respectively (IB2.6- PR Cycle and Schedule) using the program review templates (IB2.7a- PR Form; IB2.7b-SSQR form). These templates include the department or program mission and how it relates to the college mission, a summary of disaggregated student achievement data (instruction) or student satisfaction results (student services), SLOs, and department goals and objectives, as well as identification of needed resources and budget implications.

The NOCCCD/United Faculty Contract indicates that course SLOs and their assessments are a component of program and curriculum development and evaluation (IB2.8 –UF Contract). The SLO Committee assists and supports faculty as they develop and evaluate course and program learning outcomes and provides an SLO course-level summary worksheet to guide faculty through the SLO analysis process (IB2.9-SLO FAQ, IB2.10-SLO Worksheet).

In order to assess PLOS and ILOs, the College recently developed the ADCAP. Recent graduates are sent a survey requesting feedback regarding their educational experiences at Cypress College. Graduates are asked to assess how well their program of study prepared them for 1) the knowledge, skills and competencies, 2) the communication skills, and 3) critical analysis and information competency skills needed to achieve their goals, as well as how well their program prepared them for personal, academic, and professional development (IB2.11 – ADCAP Survey).

Student Services regularly assess their SLOs based on an established focus area. For example, SLO Cycle VIII assessed how well Student Learning and Support services addressed Student

Equity and the Achievement Gap (IB2.12a- Bursar; IB2.12b –Library; IB2.12c- LRC), while Cycle IX focuses on the most recent Student Services Quality Review (SSQR) findings (IB2.13-SSSLO 16-18). The Student Learning and Support Services SLO assessment identifies goals, intended outcomes, means of assessment, summary of data and how the results will be used to improve student learning and success. In addition, the SLOs are linked to campus ILOs (IB2.12a-Bursar)



Baccalaureate Degree The American Board of Funeral Service Education (ABFSE) requires that all accredited programs have the following outcomes regardless of level of degree:

- Enlarge the background and knowledge of students about the funeral service profession;
- Educate students in every phase of funeral service and help enable them to develop
- proficiency and skills necessary for the profession, as defined in the Preamble at the beginning of
- this chapter;
- Educate students concerning the responsibilities of the funeral service profession to the
- community at large;
- Emphasize high standards of ethical conduct;
- Provide a curriculum at the post- secondary level of instruction; and
- Encourage student and faculty research in the field of funeral service (IB2.14 – ABFSE Standard 3).

Currently, associate degree students graduate from the program and become licensed embalmers and funeral directors. Those finishing the baccalaureate degree will leave the program with additional skills to serve as licensed cemetery managers, licensed crematory managers, supervising embalmers, and mortuary managers. Baccalaureate degree course SLOs and assessments reflect the appropriate rigor and depth of content of upper division coursework (IB2.15- MORT CORs).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 11. Cypress College defines and assesses SLOs for all instructional programs as well as student/learning support services. While the College meets the Standard and currently assesses SLOs for all instructional programs, progress toward completing the assessment loop for all academic courses within those programs continues. The College has worked to identify and remove from TracDat those courses that are inactive to provide a more accurate picture of the progress made thus far. Additionally, the College continues to identify the courses that still need regular assessments in order to ensure ongoing improvement across the campus.

Evidence Sources

IB2.1 – Communication 100 CurricUNET SLO Screenshot

IB2.2– Communication 100 TracDat SLO Screenshot
IB2.3 – Cypress College Catalog 2016-17
IB2.4 – Cypress College Department Planning and Program Review Handbook 2017
IB2.5 – Program Review Annual Report 2015-16
IB2.6 – Program Review Cycle and Comprehensive Schedule 2016-2020
IB2.7a – Instructional Program Review Form
IB2.7b – Student Services Quality Review Form
IB2.8 – NOCCCD/United Faculty Contract
IB2.9 – SLO FAQ page
IB2.10 – SLO Summary Worksheet
IB2.11 – Associate Degree and Certificate Assessment Plan (ADCAP) Survey
IB2.12a – Bursar SLO Assessment Report
IB2.12b – Library SLO Assessment Report
IB2.12c – Learning Resource Center Assessment Report
IB2.13 – Cycle IX Student Services Student Learning Outcomes Form
IB2.14 – American Board of Funeral Service Education Standards
IB2.15 – Mortuary Science Course Outlines of Record

IB3. 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. (ER 11)

Evidence of Meeting the Standard

Cypress College establishes standards for student achievement and success in a number of different ways. Furthermore, the College assesses how well it is achieving those standards in an effort to continuously improve. The results are published on the College website and through various department reports.

The Planning and Budget Committee (PBC) reviews data from the ACCJC Annual Report (IB3.1), and from the 2016-2017 Institutional Effectiveness Partnership Initiative Framework Indicators (IEPI) (IB3.2). Based on this data, PBC (IB3.3 – PBC Minutes, March 2016) the College sets Institution-Set Standards (ISS) for

- Course completion
- Degrees
- Certificates
- 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. Due to the increased uncertainty in the variables related to completion of degrees, certificates and transfers (e.g. economy, employment fluctuations, etc.) the College felt that the weighted average of the

last three years was a more accurate representation of success. The College believes that the goals set are reasonable, attainable, and promote continuous improvement.

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 (IB3.1).

The college reviews data from the ACCJC Annual Report (IB3.1) and the IEPI (IB3.2) as part of its regular shared governance process to develop targets and identify areas of concern (IB3.3 – PBC Minutes). In 2016 the College met the ACCJC Institutional Set Standards for degrees and transfers; however, the College did not meet the standard it set for successful course completion and certificates (IB3.4 - Strategic Plan Year Two Report).

Cypress College is committed to the continuous improvement of student success rates and to achieving the standards the institution has set. To that end, the College has established several vehicles to be utilized by departments across campus for improvement. The Strategic Plan (SP) Fund was established in 2013 to provide resources to promote student success. In 2016, in an effort to focus attention on meeting the Institutional Set Standards, the fund was expanded to facilitate that specific goal and renamed the SP/ISS Fund (IB3.5 – PBC Minutes Sept 2016). In addition to this fund, other resource allocation opportunities are available to faculty and staff to promote student success. Language Arts and Mathematics faculty propose funding requests through the Basic Skills Coordinating Committee (IB3.6-BSCC Minutes, March 2016) to target improvement for underprepared students. Faculty and staff across disciplines can submit One Time Funding requests (IB3.7) to address specific one-time needs in their areas (IB3.8). These funds provide additional resources so that the College can meet targets and achieve the desired outcomes more effectively.

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 (IB3.4) and the Institutional Effectiveness Report (IER) (IB3.9). The standards and results are also discussed at the annual Opening Day Meeting (IB3.10- Fall 2016 Opening Day Slides, p. 125-130) as well as included in the Program Review data (IB3.11 – PR Template) so that faculty and staff are able to incorporate the information into their departmental planning.

DE - The Distance Education Program establishes goals and objectives through the actions of the Distance Education Committee as described in the Distance Education Plan 2011-2014 (IB3.12). Cypress College considers the various modes of delivery available for instruction as tools to achieve instructional goals. Therefore, DE courses are expected to meet exactly the same standards of excellence as those taught with a traditional modality. Expectations for course and award completion at the college are the same regardless of the mode of instruction used to

deliver course content. To achieve this goal, Institutional Research and Planning disaggregates success data based on delivery method and includes this analysis in the annual IER (IB3.9).



Baccalaureate Degree Cypress College will utilize external accrediting agency metrics, as well as the established ISS to assess student achievement in the newly created baccalaureate degree. The American Board of Funeral Service Education (ABFSE) requires that each degree program, associate and bachelor, be reported separately in terms of student outcomes in graduation, employment, and licensure examination passing rates (IB3. 13- ABFSE Standard 11). Baccalaureate degree ISS results will be reported separately consistent with established College practices as referenced above and results will be used to set future goals for improvement and student success.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 11. Cypress College has established institution-set standards for student achievement, appropriate to its mission of supporting the success of students. Through the shared governance process, PBC set appropriate, reasonable and attainable standards designed to promote continuous improvement. The College assesses how well it is achieving these goals and publishes both the standards and results for both institutional and public dissemination.

Evidence Sources

- IB3.1 – 2015 ACCJC Annual Report
- IB3.2 – 2016-2017 Institutional Effectiveness Partnership Initiative Framework Indicators (IEPI)
- IB3.3 – Planning and Budget Committee Minutes March 17, 2016
- IB3.4 – Strategic Plan Year Two Report
- IB3.5 – Planning and Budget Committee Minutes September 1, 2016
- IB3.6 – Basic Skill Coordinating Committee Minutes, March 18, 2016
- IB3.7 – One-time Funding Form
- IB3.8 – Planning and Budget Committee Budget Process 16-17
- IB3.9 – Institutional Effectiveness Report 2015-16
- IB3.10 – Opening Day Fall 2016 PowerPoint
- IB3.11 – Program Review Template
- IB3.12 – Cypress College Distance Education Plan 2011-14
- IB3.13 – American Board of Funeral Service Education Standards

IB4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Each year, Institutional Research and Planning (IRP) at Cypress College produces an Institutional Effectiveness Report (IER) that incorporates assessment data from multiple sources

including the Student Success Scorecard and internal measures of student success such as course success rates, degree and certificate completion, transfer status, and job placement data for our CTE Programs. This data is disaggregated based on a number of factors such as age, gender, ethnicity, socioeconomic status, method of delivery (distance education vs traditional), and stated educational goal. This macroscale overview of measured parameters also separates data into the three broad areas identified by the state as our primary focus, Career Technical Education, Transfer, and Basic Skills (IB4.1 IER).

The IER also includes data derived from individual department Program Reviews. Institutional Research and Planning (IRP) provides each department conducting Program Review with course based success rates for the previous two years as well as disaggregated student equity data to facilitate discussion regarding instructional effectiveness (IB4.2 – PR Form). Departments use this data along with the analysis of SLO evaluations to determine what, if any, changes to the curriculum or instructional practices are warranted based on this analysis (IB4.3 – ACCT PR).

Since both SLO development and analysis as well as the Program Review process are conducted by the faculty, the purview of these processes falls within the auspices of the Academic Senate. Completed Program Reviews are submitted to both the Program Review Committee and Executive VP of Instruction and Student Services. In addition, the PR Coordinator submits an annual report that is incorporated into the IER to substantiate student achievement (IB4.4 - PR Handbook). Therefore, data flows bi-directionally from administration to faculty and vice versa to facilitate an ongoing dialogue regarding how to meet the goals and objectives expressed through the College's strategic planning process (IB4.5 – PR Annual Report; IB4.1 – IER).

Student Support Services and Campus Support Services also undergo regular and on-going assessments of their effectiveness through the Student Services Quality Review (SSQR) and Campus Services Quality Review (CSQR) processes (IB4.6 – SSQR Form; IB4.7 – CSQR Form). Both reviews utilize assessment data in the form of student/staff satisfaction surveys and use these data to assess whether they have met student learning outcomes and to inform long term planning. Another tool the College utilizes for assessment in these areas is the Campus Climate Survey (CCS)(IB4.8) that is administered to students, faculty and staff. The CCS is designed to provide a general assessment of the overall success of campus processes.

All institutional decision-making processes are subject to review by the Planning and Budget Committee (PBC) (IB4.9-PBC Guidelines). When proposals require allocation of resources, in addition to justifying how the request fulfills the College Mission and supports the Strategic Plan, the results of Program Review, SSQR and/or CSQR are required when submitting the request (IB4.10 - One Time Funding Form). PBC takes all of these elements into account when making recommendations to the President's Advisory Cabinet (PAC) for final decision (IB4.11 PAC Guidelines).

Analysis and Evaluation

The College meets the Standard. Cypress College uses external assessment data such as the Student Success Scorecard and internal data such as course success rates, degree and certificate completion, transfer status, and job placement data for our CTE Programs to assess the efficacy

of all programs. Through the review processes of Instruction Programs, Student Support and Campus services, the College is able to utilize data in its decision-making and resource allocation processes to ultimately support student learning and student achievement.

Evidence Sources

- IB4.1 – Institutional Effectiveness Report 2015-16
- IB4.2 – Blank Program Review Form
- IB4.3 – Accounting PR Form
- IB4.4 – Cypress College Department Planning and Program Review Handbook 2017
- IB4.5 – Program Review Annual Report 2015-16
- IB4.6 – Student Services Quality Review (SSQR) template
- IB4.7 – Campus Services Quality Review (CSQR) template
- IB4.8 – Campus Climate Survey Report
- IB4.9 – Planning and Budget Committee Guidelines
- IB4.10 – One Time Funding Form
- IB4.11 – President’s Advisory Cabinet Guidelines

IB5. 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.

Evidence of Meeting the Standard

Cypress College assesses the accomplishment of its mission through the Program Review process. Instructional programs are reviewed on a four-year cycle (IB5.1) using the Department Planning and Program Review form (IB5.2). The Department Planning and Program Review form includes the department mission and how it relates to the college mission, a summary of student achievement data, student learning outcomes, and department goals and objectives, as well as identification of needed resources and budget implications. The Program Review process heavily informs planning and decision-making, including those affecting resource allocation, faculty hiring, and internal grant opportunities. As part of the process, Departments identify goals and objectives and are required to link their proposed plans to the College *Strategic Plan*. Recent evidence of decisions made based on Program Review are summarized in the Program Review Annual Reports (IB5.3). The Program Review process is outlined in detail in the Department Planning and Program Review Handbook (IB5.4).

Institutional data and evidence are readily available and used in the program review process. The Department Planning and Program Review form includes quantitative data such as five-year trend data related to enrollments, efficiency measures (i.e., fill rates) (IB5.5 AC/R Program Review), course success rates, degrees and certificates awarded (IB5.6-Award Report), which are used by departments in their analysis. Additionally, data related to student learning outcomes (SLOs) are assessed by faculty for each department as part of the program review process. Other sources of disaggregated data that are drawn from during program review are the annual

Institutional Effectiveness Report (IER) (IB5.7), Student Equity Plan (IB5.8), and Chancellor's Office Student Success Scorecard (IB5.9). Data provided to instructional programs has been disaggregated for each individual Department as well as by Division and College to be utilized by departments in their analysis. Beginning in Fall 2016, data for Program Review is further disaggregated by age, gender, ethnicity, disability status, veteran status, foster youth status, financial aid status, and delivery mode (IB5.2).

Student Services and Campus Support Services are assessed through their own Quality Review processes which occur every three years (IB5.1). The Program Review Process for these areas on campus is very similar to Instructional Programs. The evaluations examine the accomplishment of the mission, goals and objectives, and SLO/AUOs. The process differs from instruction in the inclusion of the Satisfaction Survey results for both Student Support Services (by students) and Campus Support Services (by faculty and staff). Resource allocation for both areas is also tied to the needs of each department which is linked to the *Strategic Plan* (IB5.10 – SSQR Template; IB5.11 – CSQR Template).

DE – The review of Distance Education courses takes place in two ways. First, department faculty discuss and review which DE delivery method is most appropriate for the instructional needs of the course being proposed/revised. In order for a course to be approved by the Curriculum Committee and offered in a DE mode, a justification must be provided illustrating how contact types are achieved through the DE mode. If all instructional objectives of a particular course can be accomplished virtually with comparable rigor, depth, and breadth to traditional face-to-face courses, then the Curriculum Committee can approve the course to be offered in the online format (IB5.12 - CurricUNET Instructions for DE). Once a course has been approved by the Curriculum approval process, the on-going review occurs at both the Division and Department levels. Based on data provided by IRP, Division Deans and Departments determine whether the DE delivery mode has been successful (IB5.13- evidence).

Analysis and Evaluation

The College meets the Standard. Cypress College assesses accomplishment of its mission through cyclical program review. The Program Review process involves evaluation of goals and objectives as well as student learning outcomes for Instructional Programs and Student Support Services. Quantitative and qualitative data of student achievement are disaggregated by numerous factors including age, gender, ethnicity, disability status, and mode of delivery for programs across campus to utilize in their analysis.

Evidence Sources

- IB5.1 – Program Review Schedule
- IB5.2 – Program Review Template
- IB5.3 – Program Review Annual Report
- IB5.4 – Cypress College Department Planning and Program Review Handbook 2017
- IB5.5 – AC/R Program Review
- IB5.6 – Cypress College Awards Report 2016
- IB5.7 – Institutional Effectiveness Report 2015-16

- IB5.8 – Cypress College Student Equity Plan 2015
- IB5.9 – CCCCCO Student Success Scorecard
- IB5.10 – Student Services Quality Review (SSQR) template
- IB5.11 – Campus Services Quality Review (CSQR) template
- IB5.12 – CurricUNET Instructions for Distance Education
- IB5.13 – awaiting DE review evidence

IB6. 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.

Evidence of Meeting the Standard

The California Community Colleges Student Success Scorecard (IB6.1-1) provides a basis for comparison with various momentum points, degree and transfer outcomes, and career and technical education metrics. This tool is used to compare Cypress College students to the statewide average for all community colleges and was outlined within the 2015 Institutional Effectiveness Report (IER)(IB6.2). Through comparing Cypress College data with statewide data, it was revealed that Cypress College students perform at better rates than the statewide average for all scorecard metrics. More specifically, this trend existed when tracking basic skills math, English, and ESL students from below transfer level to transfer level from 2008-09 to 2013-14. This trend also continued when comparing statewide persistence, 30 unit completion, degree and transfer outcomes, and CTE completion percentages to Cypress College data for both prepared and unprepared students. This data illustrates Cypress College’s satisfactory performance when comparing these metrics to the statewide metrics. However, achievement gaps for completion were observed when comparing students’ success in transitioning from basic skills courses to college-level coursework, especially in math. Thus, while Cypress College students scored higher for most measures when compared to statewide data, achievement gaps did still exist when examining local data (IB6.1 Student Success Scorecard).

The Office of Institutional Research and Planning (IRP) collects student achievement data in the form of course completion rates and degree/certificate attainment, annually. The data are disaggregated by population: age, gender, ethnicity, disability status, veteran status, foster youth status, financial aid status and delivery mode (IB6.3 – Program Review). IRP examines several different areas when measuring student achievement: Access, Course Completion, ESL & Basic Skills completion, Degree and Certificate completion, and Transfer outcomes. In each area the College further identifies the three target populations with the largest achievement gaps (IB6.4 – SEP p. 11).

ESL and Basic Skills Completion

ESL Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
Male	80%	-7.3%, 2008-2009 cohort	Gap no > than -3%	2017

No financial aid	80%	-7.2%, 2008-2009 cohort	Gap no > than -3%	2017
25-29 years old	80%	-4.5%, 2008-2009 cohort	Gap no > than -3%	2017

**Note. All three of the target populations displayed disproportionate impact, utilizing the 80-percent index for ESL completion.*

English Basic Skills Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
25-49 year old	80%	-14.1%, 2008-2009 cohort	Gap no > than -7%	2020
Hispanic students	80%	-3.4%, 2008-2009 cohort	Gap no > than -2%	2017
20-24 years old	80%	-3.3%, 2008-2009 cohort	Gap no > than -2%	2017

**Note. Only 25-49 year old students had disproportionate impact on English basic skills completion utilizing the 80-percent index.*

Mathematics Basic Skills Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
African-American students	80%	-8.7%, 2008-2009 cohort	Gap no > than -6%	2018
Students with disabilities	80%	-6.1%, 2008-2009 cohort	Gap no > than -3%	2018
25-49 years old	80%	-5.4%, 2008-2009 cohort	Gap no > than -3%	2018

**Note. All target populations had disproportionate impact for mathematics basic skills completion utilizing the 80-percent index.*

The College has identified several performance gaps for a variety of groups across the various measures (IB6.4 SEP). In order to address these gaps, the 2015 Student Equity Plan Committee developed a series of goals related to diminishing the achievement and completion gaps in six different areas: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The Student Equity Plan (SEP) was then developed to identify each goal, plan of action and resource allocation necessary to remediate the gap. For example, when the College identified an achievement gap in course completion for African American students, the College allocated resources to the Legacy Program to fund efforts to increase course completion for those specific students (IB6.4- SEP, pp. 35-36). Gaps were also identified in English Basic Skills completion among Hispanics and students aged 20-49 (IB6.4- SEP, p. 11). The Achieving Cypress College Educational Student Success (A.C.C.E.S.S.) program was developed and funded to help mitigate these gaps (IB6.5- ACCESS Report).

The 2015 SEP consists of nine goals and 20 action plans, as well as target outcomes, specifically created to decrease the gaps within the six metrics identified. In 2018, the College will assess whether it has achieved the target outcomes set, evaluate the efficacy of the action plans implemented, and make adjustments/additions to the plan as needed (IB6.4).

Other groups, such as the Basic Skills Committee (BSC), have made efforts to reduce the Achievement Gap as well. With regard to course completion, the College examined the relationship between ethnicity and course completion rates for English, math, and general education courses. Achievement gaps were more prominent in various mathematics and general education courses including basic mathematics, pre-algebra, survey of calculus, trigonometry as well as critical thinking and writing. To address these gaps, specifically with regard to the math courses, the BSC funded the development of Video Electronic Directed Learning Activities (eDLAs) to provide additional support for struggling math students through the Math Learning Center (IB6.6 – BSI Minutes).

Analysis and Evaluation

The College meets the Standard. Cypress College uses a variety of State and local sources to collect data regarding student achievement. The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students, including age, gender, ethnicity, disability status, veteran status, foster youth status, financial aid status, and delivery mode. The College has identified performance gaps in several areas and has implemented strategies to address the needs of those students through various groups including the Student Equity Committee and Basic Skills Committee. Through the Student Equity plan and other campus proposals, the College has allocated or reallocated human, fiscal and other resources to mitigate those gaps. The evaluation of the efficacy of the strategies implemented is an intrinsic element of all plans.

Evidence Sources

- IB6.1 – California Community Colleges Office Student Success Scorecard
- IB6.2 – Institutional Effectiveness Report 2015/16
- IB6.3 – Accounting Program Review template
- IB6.4 – Cypress College Student Equity Plan
- IB6.5 – A.C.C.E.S.S. Report Spring 2016
- IB6.6 – Basic Skills Committee Minutes October 23, 2015

IB7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College utilizes two primary documents to inform planning: the Cypress College Educational Master Plan (IB7.1 - EMP) and the Cypress College *Strategic Plan* (IB7.2 – CC Strategic Plan). Both of these documents are heavily influenced by and consistent with the NOCCCD's primary planning documents: The NOCCCD Comprehensive Master Plan 2011-2020 (IB7.3 CMP) and the *District-Wide Strategic Plan 2014-17* (IB7.4 – NOCCCD Strategic Plan). Long term planning at Cypress College is guided by the *Educational Master Plan* (IB7.1

EMP), which serves as a foundational document to inform and shape other campus plans (IB7.5 – **NEW Diagram of the Planning Process at Cypress College**). The EMP lays out the goals and plans over a ten-year period for all areas of the institution, including instructional divisions and instructional support services.

The guiding document for all Cypress College policies and procedures is the *Strategic Plan* (IB7.2). Developed every three years, the Plan is the road-map the College uses for planning, assessment, and evaluation of its programs and practices across all areas of the institution. The 2014-17 *Cypress College Strategic Plan* consists of three Directions and 14 Goals, which are evaluated annually in terms of the progress made toward meeting the goal.

When drafting the initial 2014-17 *Cypress College Strategic Plan* in order to align with the District's plan, five Direction Chairs were assigned to monitor progress in the identified goals and objectives based on the five directions identified in the District's plan. Noting that there was significant overlap in the three directions associated with student success, the College decided to combine them and include only three strategic directions: Student Success, Organizational Excellence, and Strong Community Connections. The College then created the Strategic Planning Workgroup, which consisted of the Direction Chairs and the Institutional Research and Planning staff. Each year the Workgroup evaluates overall progress toward the planning goals and provides the campus with an executive summary of the current status (IB7.6 - Strategic Plan Year One Executive Report). To further ensure that the college maintains its focus on achieving the stated goals and objectives, the *Strategic Plan* Workgroup meets throughout the semester to review the college planning processes (IB7.7 SPW Agendas). At the end of the first year of the current strategic plan, the Strategic Plan Workgroup decided to include more benchmark data for the objectives in the plan to make it easier for reviewers to assign progress ratings in 2015-16 (IB7.6a - Strategic Plan Year One Executive Report).

As previously discussed (Standard IB5), Instructional Program policies and procedures are evaluated through the Program Review Cycle as directed by Direction One of the *Strategic Plan*. Academic Departments are evaluated through a four year cycle and include a number of measures to assess academic quality and the accomplishment of the mission. The Institutional Research and Planning Office pre-populates the Program Review template (IB7.8 – PR Template) with outcomes data for each department so faculty can analyze the data and utilize the information in their evaluation and planning. Recently, the Program Review process has been modified to include oral presentations by faculty members to the Program Review Committee (IB7.9 - Program Review Revised Process SP12). The ensuing dialogue provides a greater understanding of the goals and challenges of each department across the campus. In addition, this practice facilitates the focus on common campus themes of success and completion that align with the goals of the *Strategic Plan*.

Cypress College also conducts regular evaluations of Student Learning and Support Services and Campus Support Services through the Student Support Services Quality Review Report (IB7.10 - SSSQR) and the Campus Services Quality Review Report, respectively (IB7.11 - CSQR). These areas are evaluated on a three-year cycle by relevant faculty and staff, and the reviews include procedural changes made in response to previous evaluations, confirmation of meeting the mission, SLO/AUOs, review of previous goals and objectives, setting new goals and objectives

with identification of necessary resources, as well as satisfaction surveys completed by both students and staff.

The ongoing instability of resources, whether due to state budget issues or fluctuations in enrollment, impacts the College's resource allocation decision-making processes and ability to evaluate resources management practices. When the state experiences a downturn, such as the economic fall in 2008, the College focuses on maintaining the services the institution is committed to continuing to provide students. Handling the dramatic and drastic State budget cuts with the least negative impact on students is at the forefront of all planning and decision-making. The focus on maintenance has left little room to make changes to resource management practices as decisions are guided by "survival mode" priorities. Once healthy budget scenarios are restored, the College plans to renew efforts to evaluate instructional support budgets and the management practices utilized (IB7.12 Karen email). In addition to the management of support budgets, the College is also responsible for the management and planning of the resources that will be coming in response to the recent passage of Measure J. The passage of this bond measure has resulted in the ability of the College to build a new Science, Engineering and Math building to help meet the needs of students and their use of new and emerging technologies in these fields (IB7.13 - NOCCCD Measure J Webpage).

Review processes for other funding mechanisms such as One-Time Funding and the *Strategic Plan* Fund are regular and on-going. The One-Time Funding evaluation process begins with Direction committee members evaluating submitted proposals utilizing the One-Time Funding Rubric (IB7.14 - One time funding rubric – new). The ratings are discussed within each committee and final rankings are forwarded to PBC where they are reprioritized before being submitted as recommendations to PAC (IB7.15 - Minutes April 2016). The Strategic Plan/Institutional Set Standards Fund is an additional resource programs can utilize for projects and proposals identified by programs across campus in their program reviews. In order to provide additional resources to meet the specific goals of the *Strategic Plan*, Cypress College began setting aside \$100,000 per year in 2013 to fund projects and activities that fall outside of the traditional One Time Funding cycle (IB7.6 - Year 1 Update to Strategic Plan, p.3). Funding requests are evaluated by the Strategic Plan Direction committees based on whether they align closely with the *Strategic Plan* and the goals and objectives of the campus community (IB7.16 - Strategic Plan Request Form). The recommendations are forwarded to President's Staff who then make the final determinations (IB7.17-Year 2 Strategic Plan p. 6).

Each year, PBC evaluates the previous year's decision-making process and makes changes as necessary. For example, in 2014-15 PBC discussed One-Time Funding requests that had safety concerns. When funding requests are identified as a safety concern, the request is referred to the Safety Committee for a risk assessment rating from 0-5. The rated requests are then returned to PBC for consideration along with all other submitted requests. PBC recognized the need to take highly rated (5) safety requests out of the general discussion and fund those immediately and revised the future funding procedures to reflect this process change (IB7.18 - PBC Minutes, November 2014).

Cypress College engages in on-going and regular evaluation of the governance processes utilized by leaders on campus in decision-making. The College utilizes a Shared Governance process for decision-making. As prescribed by Direction Two of the Strategic Plan, the College creates an organizational structure and practice that maximizes shared-governance and a sense of ownership of the decision-making process within the Cypress College community (IB7.2 – Cypress College Strategic Plan, p.2).

Essential decisions affecting the College are made by the Planning and Budget Committee and President’s Advisory Council, which consist of representatives from all constituencies (IB7.19 – PBC Guidelines; IB7.20 - PAC Guidelines). Furthermore, in an effort to more closely integrate decision-making with the *Strategic Plan*, in 2015 the Strategic Plan Workgroup Direction Chairs were included as resource members in PBC. The inclusion of the Workgroup members was a direct result of the ongoing evaluation of the College decision-making processes (IB7.21 - **PBC Minutes Fall 2014**).

The College also evaluates the decision-making process through the Campus Climate Survey (CCS). The CCS is conducted every two years in an effort to obtain feedback from the campus community regarding a number of factors that include Decision-Making, Team Spirit, and General Job Satisfaction. The solicitation of this feedback is a tool designed to help assess the efficacy of the decision-making and governance process in the effort to support academic quality and the accomplishment of the College’s mission. Recent results from the CCS indicate that while 47.1% of employees reported that communications regarding decision-making processes were widely available and accessible, 77.3% of employees agreed that they had adequate opportunities to participate in shared-governance (IB7.17 - Year 2 SP Report).

The *Strategic Plan Annual Reports* are the primary means of assessing the efficacy of the *Strategic Plan*. The yearly reports include a summary of the actions taken by the College in the effort to meet the goals set as well as a rating of those actions. Each goal is assessed in terms of overall progress with designations of Zero, Minimal, Moderate, Substantial, and Major (IB7.17- Year 2 SP Report). The College utilizes these assessments and takes action accordingly.

Committee Assessment of Overall Progress on Strategic Directions

Strategic Direction	Goal	Zero	Minimal	Moderate	Substantial	Major
A: Student Success	OVERALL			X		
	A.1: Achievement of Critical Milestones			X		
	A.2: Freshman Access to Math & English			X		
	A.3: At-Risk Student Success				X	
	A.4: Dedication to Student Success			X		
B: Organizational Effectiveness and Excellence	OVERALL			X		
	B.1: Maximize Shared Governance		X			
	B.2: Enhance Professional Development				X	
	B.3: Environment of Collaboration			X		
	B.4: Resources Available to Meet Needs				X	
	B.5: Hiring Practices Address Needs			X		
C: Strong Community Connections	OVERALL			X		
	C.1: Collaboration with K-12 Schools			X		
	C.2: Mutually Beneficial Partnerships			X		
	C.3: Collaboration with SCE			X		
	C.4: Collaboration with 4-Year Universities				X	
OVERALL RANKING OF STRATEGIC PLAN: MODERATE						



Baccalaureate Degree In anticipation of the baccalaureate degree the District and College have initiated changes in Board Policy and Instructional Program Review respectively. The District is planning to revise *Board Policy and Administrative Procedure 4100- Graduation Requirements for Degrees and Certificates* to include the units required for the baccalaureate degree. In addition, the College has added a separate Funeral Services Bachelor Degree review to the Program Review cycle schedule (**IB7.22 - PR Agenda, April 2017**). The baccalaureate degree program has also established controls to monitor resource management. The California Community Colleges Chancellor's Office provided each pilot college with \$350,000 to initiate the baccalaureate degree in their respective districts and enacted upper division enrollment fees to offset the increased cost of offering bachelor-level courses. It is anticipated that the increased enrollment fees will partially offset the costs of delivering instruction, and after the pilot programs' report to the legislature in 2018, additional budgetary concessions will provide more funding to allow for expansion (IB7.23 – BDPP Press Release).

Analysis and Evaluation

The College meets the Standard. Through the use of the *Strategic Plan*, Cypress College regularly evaluates its policies and practices across all areas of the institution. Through Program Review, the policies and practices of instructional and learning programs are reviewed on a four-year cycle. Student and Learning Support Services and Campus Support Services are reviewed on a three-year cycle through their own review processes. When the College is able to transition out of “survival mode” and move toward growth and development, the College plans to develop an evaluation of resource management processes used. The immediate plan includes a thorough evaluation of support budgets. Finally, the *Strategic Plan* and subsequent yearly reports provide the mechanism for on-going evaluation of governance processes to assure their effectiveness in supporting academic quality and accomplishment of the College's mission.

Evidence Sources

- IB7.1 – Cypress College Educational Master Plan
- IB7.2 – Cypress College Strategic Plan
- IB7.3 – NOCCCD Comprehensive Master Plan
- IB7.4 – NOCCCD District-Wide Strategic Plan
- IB7.5 – NEW Diagram of the Planning Process at Cypress College**
- IB7.6a – Year 1 Strategic Plan Report June 2015
- IB7.7 – Strategic Plan Direction Workgroup Agendas
- IB7.8 – Department Planning and Program Review Form
- IB7.9 – Program Review Revised Process SP12
- IB7.10 – Student Services Quality Review Template
- IB7.11 – Campus Support Services Quality Review
- IB7.12 – **Karen Email**
- IB7.13 – NOCCCD Measure J Webpage

IB1.14 – One time funding rubric – new
IB7.15 – PAC Minutes Du 4-21-16
IB7.16 – Strategic Plan Request Form
IB7.17 – Year 2 Strategic Plan Report June2016
IB7.18 – Planning and Budget Committee Minutes November 6, 2014
IB7.19 – Planning and Budget Committee Purpose-Guidelines Rev 02.06.14
IB7.20 – PAC Guidelines - Rev 09-16-10
IB7.21 – Planning and Budget Committee Minutes (Workgroup members)
IB7.22 – awaiting Program Review Committee Meeting Agenda, April 3, 2017
IB7.23 – Baccalaureate Degree Pilot Program Press Release, Marty Block

IB8. 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.

Evidence of Meeting the Standard

Cypress College makes a conscientious and concerted effort to broadly communicate the results of the various assessments conducted throughout the year. The College communicates these results in two fundamental ways: the Cypress College Website and Campus Meetings. The Office of Research and Planning (IRP) is responsible for the vast majority of assessment and data collection. In addition, other campus groups collect data and publish their own results regarding the work they conduct. IRP and other groups publish the results of their research in the form of various annual reports, which include

- The *Strategic Plan Yearly Reports*, which assess the progress made toward the goals of the Strategic plan (IB8.1a – Year One SP Report; IB8.1b – Year Two SP Report);
- The Institutional Effectiveness Report, which provides outcomes information, an environmental scan, and Instructional, Student, and Campus Services reviews (IB8.2-IER);
- The Program Review Annual Report, which summarizes the results of the Instructional programs reviews conducted that year (IB8.3 PR Report);
- The Campus Climate Survey Report, which reports the results of the biennial feedback of all campus employees and students (IB8.4 CCS).

These reports and others are made available to the public and campus community through the IRP page on the College website (IB8.5 – IRP Reports Webpage) or to the campus staff through the internal JDrive (IB8.6a-b - JDrive).

The College also engages in systematic assessments of other programs and disseminates the results to the campus as a whole. For example, the Basic Skills Committee (BSC) regularly

assesses the efficacy of the programs and services they provide (IB8.7- BSI Report). Through additional research conducted on the effectiveness of the English Success Center (ESC) and Math Learning Center (MLC), the BSC examined the relationship between Directed Learning Activities (DLAs) and persistence and success in basic skills math and English courses (IB8.8a - 2015 Title V Annual Report; IB8.8b - 2015 Title V Annual Report- Executive Summary). These results were disseminated to the various constituency groups on campus through their representatives on the BSC. Other campus programs and services such as the Summer Boost, Tutoring, and Supplemental Instruction (SI) Programs also conduct analyses to better understand strengths and weaknesses in order to make improvements as necessary (IB8.9 – Summer Boost Program; IB8.10 – Tutor.and SI Findings). These groups and programs make their results available to the campus through presentations at Division meetings and shared governance groups such as Planning and Budget Committee (PBC), President’s Advisory Cabinet (PAC), and Academic Senate. In addition, results are made public through posting the reports on the JDrive (IB8.6a-b - JDrive).

In addition to the publication of various reports, the College broadly communicates the results of various assessments at two major campus gatherings each semester. Opening Day is a gathering of all campus employees that marks the start of each semester. The Fall and Spring Opening day agendas regularly include messages regarding topics such as the State of the College, reports on the Strategic Plan activities and progress, student achievement results and aspirations, as well as an agenda for the campus goals for that semester (IB8.11a-c – Opening Day Agendas). Bringing the campus community together at the start of each semester in this venue provides the College the opportunity to communicate both the strengths and weaknesses of past performance as well as set priorities and provide direction for the opportunity to participate in continued improvement.

The Cypress College Leadership Team Meeting is also held each semester. This meeting is an opportunity for a smaller group of about 100 members of the college community who hold leadership positions in faculty, classified and administration to meet and engage in dialogue regarding planning and evaluation. Leadership Team meetings are designed to provide a more concentrated effort on specific goals and priorities before bringing them to the College as a whole. Recent topics have included SLO Status and Initiatives, the Achievement Gap, Student Equity, and Accreditation (IB8.12 a-e – LT Meeting Agendas).

Analysis and Evaluation

The College meets the Standard. Cypress College broadly communicates the results of all of its assessment and evaluation activities through publications on the College website and presentations at Opening Day, Leadership Team, and shared governance meetings. Additionally, broad based participation by various members from the campus community representing all constituency groups on campus committees and other workgroups begins the process of sharing institutional effectiveness information campus-wide. In this way the College perpetuates a shared understanding of its strengths and weaknesses and sets appropriate priorities for the campus community as a whole. While the College meets the Standard, the institution relies heavily on committee representatives relaying information back to their constituency groups. Given the variance in the reliability and accuracy of this mode of communication, to allow for more

uniform dissemination of information the College could make even better use of more systematic, public dissemination of reports through regular publications and postings on the website.

Evidence Sources

IB8.1a – Year One Strategic Plan Executive Report June 2015
IB8.1b – Year Two Strategic Plan Executive Report June 2016
IB8.2 – Institutional Effectiveness Report 2016
IB8.3 – Program Review Annual Report 2015-16
IB8.4 – Campus Climate Report 2015
IB8.5 – Institutional Research and Planning Reports webpage screenshot
IB8.6a – J Drive Screen screenshot Top
IB8.6b – J Drive Screen screenshot Bottom
IB8.7 – Basic Skills Initiative Report 2014-15
IB8.8a – 2015 Title V annual report - Data Inputted F14 to SP15
IB8.8b – 2015 Title V Annual Report - Executive Summary
IB8.9 – Summer Boost Program Report
IB8.10 – Tutoring and SI Report Sp15
IB8.11a – Fall 2012 Opening Day flyer
IB8.11b – Fall 2014 Opening Day
IB8.11c – Spring 2015 Opening Day Agenda
IB8.12a – Leadership Team Agenda March 28, 2014
IB8.12b – Leadership Team Agenda November 21, 2014
IB8.12c – Leadership Team Agenda April 17, 2015
IB8.12d – Leadership Team Agenda November 20, 2015
IB8.12e – Leadership Team Agenda April 15, 2016

IB9. 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, technological and financial resources.

Evidence of Meeting the Standard

Cypress College engages in a systematic review of all programs and services through three basic program review processes: Program Review (for Instructional Programs) and Quality Reviews (for Student or Campus Services). These reviews serve as the primary means of assessing the effectiveness of Cypress College programs and services. Each program/department on campus conducts a comprehensive review of their services every three or four years (IB9.1- PR Cycle). This review includes several variables including instructional success rates, service satisfaction rates, supplies and infrastructure analysis, program deficiencies and proposed action plans to address them. The program review documents are then utilized by the Planning and Budget Committee (PBC) to allocate One-time Funding, available each year (IB9.2- One Time Funding

Form). PBC uses the Mission, the Educational Master Plan (EMP), current *Strategic Plan* and the most recent Program/Quality review documents as the main sources of information for determining the allocation of funds for student success (IB9.3 – EMP; IB9.4 – Strategic Plan; IB9.5 – PR Form; IB9.6 – SSQR; IB9.7 - CSSQR).

An example of the effective use of evaluation, planning, and resource allocation can be seen in the Photography Department. During their annual Program Review, Photography faculty identified a deficiency in students' math skills that was impacting their success in Photography courses. Students were confused about concepts such as shutter speeds. The Program Review Committee recommended that the Department work with the Math Learning Center (MLC) to develop a Directed Learning Activity (DLA) to help students with that concept (IB9.8 Photo DLA). As a result, success rates improved (IB9.9 - Photo DLA Report). Because Photography courses went beyond the scope of the Title V funding for the MLC, in order to create a program specific DLA for Photography the College needed to allocate additional resources. The College's integration of Program Review evaluations, planning, and appropriate changes to resource allocation resulted in increased student success.

Another example of effective integration of evaluation and planning comes from the Biology Department. During the course of the Department's Program Review, low success rates in Microbiology were identified. Based on the assessment by the Program Review Committee, the Department initiated discussions with regard to the causes. Through their dialogue and expanded conversations with the SEM Division, they determined that the primary cause was a lack of general scientific knowledge and microscope proficiency when entering higher level biology courses. Changes were made to the curriculum to make an anatomy course a pre-requisite for the class (a course that most of the microbiology students needed anyway). After obtaining the necessary approvals through the Curriculum process, the change was implemented, and students are now required to take Anatomy and Microbiology in a particular sequence. The result was higher success rates in Microbiology (IB9.10 – Report), without altering the success rates in anatomy courses. In this case, the systemic evaluation process led to changes in curriculum and ultimately improvements in institutional effectiveness, academic quality, and thus student achievement.

DE - The College conducted a Program Review of Distance Education in 2011-12 (IB9.11). This study examined student satisfaction with online instruction as well as faculty satisfaction with the DE Program and training. This DE review focused primarily on student and faculty satisfaction rather than outcomes as is the case with traditional program reviews. It is time for the DE Program to conduct another review; however, the campus is in the midst of a reorganization of the DE Program management and is therefore waiting for the process to conclude before conducting the review. Given the complexities of Distance Education, the College determined that a bifurcation of responsibilities between pedagogy and operations was necessary. Through the shared governance process, the College has decided to divide management responsibilities between a faculty member responsible for pedagogical concerns and a manager responsible for day to day operations (IB9.12 - Academic Senate Minutes).

The DE Program has grown tremendously and a more thorough review, including student success in DE courses, is warranted. The Instructional Program Review Committee requested a

modification to the course completion data provided to departments to include delineation by delivery mode. The 2016/2017 Program Review Form is now prepopulated with this data (IB9.13 – ACCT Form). As the College moves forward, the DE Program will be reviewed both at the department level during the Instructional Program Review cycle as well as through an overall review of the services the Program provides.

Analysis and Evaluation

The College meets the Standard. Cypress College engages in continuous, broad based, systematic evaluation and planning through a combination of the *Strategic Plan* and the Program Review (Instructional, Student and Campus Services) cycle. The College integrates the Program Review results into all planning and resource allocation decisions. The Program Review cycle in combination with the *Strategic Plan* have been designed to accomplish the College mission of providing a high quality education and supporting student success. Through the *Strategic Plan* and the *Educational Master Plan* (EMP) Cypress College addresses both short and long-range needs for educational programs and services and the resources necessary to meet them in order continuously improve institutional effectiveness and academic quality.

Evidence Sources

- IB9.1 – Program Review Cycle and Comprehensive Survey Schedule
- IB9.2 – One-time Funding form 2016-17
- IB9.3 – [Cypress College Educational Master Plan 2016-26](#)
- IB9.4 – Cypress College Strategic Plan 2014-17
- IB9.5 – Department Planning and Program Review template
- IB9.6 – Student Services Quality Review (SSQR) Template
- IB9.7 – Campus Services Quality Review (CSQR) Template
- IB9.8 – Photography Directed Learning Activity (DLA)
- IB9.9 – Directed Learning Activity (DLA) in Photography 101 Report F2014
- IB9.10 – [Microbiology Success Rates Report](#)
- IB9.11 – Distance Ed quality review 2011-12
- IB9.12 – [Academic Senate Meeting Minutes](#)
- IB9.13 – Accounting Program Review template Fall 2016

Changes Arising out of the Self Evaluation Process

Change, Improvement and Innovation	Standard	College Lead	Timeline	Outcome
Expand Strategic plan Fund to include Institution-set Standards	I.B.3	PBC	Fall 2016	Revised eligibility for funds in the Strategic Plan Fund to include any project that improves the College's

Change, Improvement and Innovation	Standard	College Lead	Timeline	Outcome
				institution-set standards as well.
Included disaggregated data into instructional program review	I.B.5	IRP	Fall 2016	Enhanced disaggregation of data for instructional program review by delivery mode for each course and by age, gender, ethnicity and other variables by program.
Added Funeral Services Bachelor Degree to Program Review schedule	IB7	Program Review Chair	Spring 2017	Added a separate Program Review for the Funeral Services bachelor degree to distinguish the degree from the associates degree program.

Plans Arising out of the Self Evaluation Process

Change, Improvement and Innovation	Standard	College Lead	Timeline	Anticipated Outcome
Evaluate all instructional budgets	I.B.7	Vice President, Administrative Services	Fall 2017	The Vice President of administrative Services will conduct an evaluation of all instructional supply budgets.
Develop a BP and AP to ensure 120 units for the pilot baccalaureate degree	IB7 IIA5	Vice Chancellor, Educational Services and Technology	Fall 2017	The District will prepare the necessary BP and AP to comply with the 120 minimum units degree requirement prescribed by Title V for the pilot baccalaureate degree.
Provide more uniform dissemination of College information	I.B.8	Director, Campus Communications	Fall 2017	To improve reliability and accuracy, the College will engage in a review to make better use of more systemic, public dissemination of college information.