

Standard IIA: Instructional Programs

IIA1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Cypress College ensures that course and program offerings align with its stated mission through the program review process, which starts with a review of the College Mission and Department Mission and the alignment between the two. All instructional departments conduct their own Program Review every four years (IIA1.1 – PR Handbook). Per *NOCCCD Board Policy and Administrative Procedure 4020 Program and Curriculum Development* (IIA1.2a, IIA1.2b), the institution engages faculty, staff, and administrators to collectively ensure that programs and curriculum are in areas of study appropriate to higher education and comply with policies for higher education.

Through Program Review, faculty evaluate the field of study, its appropriateness, and student achievement. Departments connect student achievement information such as success and transfer rates with internal and external factors via the trend data section of the Program Review Form (IIA1.3). Internal and external factors include enrollment, seat counts, fill rates, as well as labor market information for CTE courses.

Currency and appropriateness of courses are reviewed in the Curriculum approval process. Per *AP 4020*, all courses are periodically reviewed to ensure relevance, currency, and pedagogy. This process engages faculty, staff, and administrators to collectively ensure that curriculum is offered in fields of study appropriate to higher education (IIA1.2a - BP4020, IIA1.2b - AP 4020).

Per NOCCCD Board Policy 4025-Philosophy and Criteria for Associate Degree and General Education (IIA1.4), courses designated to fulfill general education and depth requirement “facilitate measurable student learning outcomes in vocational and liberal arts education.” SLO statements are listed on all course outlines of record and in each instructor’s syllabus. They are input into TracDat. Faculty are required to regularly assess SLOs for courses in their departments (IIA1.5 – UF Contract). SLO assessment results are summarized during the program review process, with faculty reporting on best practices, challenges, and changes they will make to curriculum, methodology, or the SLO assessment process as a result of their analysis (IIA1.3 – PR Form; IIA1.6 – Course SLO Summary Worksheet). Course-level SLOs are aggregated in both Program and Institutional Learning Outcomes (IIA.1.7 – Mapping SLOs, PLOs, ILOs).

In addition to utilizing SLO data to measure student learning, the College also utilizes student success data from a variety of other sources. The California Community College Chancellor’s Office (CCCCO) Student Success Scorecard (IIA1.8) provides completion data on degrees,

certificates and transfers. The Scorecard also provides student success momentum points in areas such as progress through developmental education, persistence rates, and 30 unit completion rates (IIA1.8 - Student Success Scorecard). The College also collects local data on Award completions (IIA1.9 – CC Awards Report). The College reviews this information as part of on-going evaluation and incorporates the results into the annual Institutional Effectiveness Report (IER) (IIA1.10).

The College also uses external data to assess student achievement in CTE programs. The Student Success Scorecard reports, CTE program completion rates, and the Perkins Core Indicator Reports (IIA1.11) provide data on the employment front. The Perkins site provides employment rates by institution as well as by specific TOP code (program). In addition, the College surveys recent graduates regarding student satisfaction and success information including employment status and wage gains (IIA1.12 - CTE Employment Outcomes Survey 2016). To assess student success, the College compares rates against the statewide averages used in both reports (IIA1.13 - CTEOS 2016 Statewide).

DE Faculty, through the Curriculum approval process, are responsible for determining the appropriate mode of delivery for all courses. Discipline faculty in the various departments evaluate the efficacy of delivering a course in an online or hybrid format, develop the curriculum, and per *NOCCCD Administrative Procedure 4105 Distance Education* (IIA1.14), submit the same to the local curriculum process where it is vetted to ensure the DE delivery is appropriate (IIA1.15 – DE Plan, p. 26) to both the field of study and the College Mission. In order to be approved by the Curriculum Committee, the proposed course must meet standards of appropriateness as outlined in the Distance Education CurricUNET Instructions. DE courses must be appropriate for instructional needs, justify how the course meets the learning outcomes prescribed, and have comparable “rigor, depth and breadth to traditionally delivered courses” (IIA1.16 - DE Curriculum Instructions, p. 1). If approved by the campus, the curriculum is then advanced to the District Curriculum Committee (DCC) for approval and then to the Board of Trustees for final District approval. Once the CCCCCO gives their final approval, the course is added to the list of approved courses for Cypress College.

Student achievement for courses offered in the online or hybrid mode are assessed in the same manner as those offered in the traditional face-to-face format. The College further delineates student success by delivery mode in both the IER, for overall success rates (IIA1.10-IER), as well as individual departments for their Program Review (IIA1.4 - Program Review Form). Departments are able to utilize the data to assess the efficacy of the delivery mode and to ensure that there are no deficiencies in achievement.



Baccalaureate Degree The baccalaureate degree completion program in Funeral Service is designed for students who wish to advance their career and employment opportunities as a funeral service practitioner and aligns with the Cypress College mission to enrich “student’s lives by providing premier educational opportunities” (IIA1.17 - Mission). The American Board of Funeral Service Education (ABFSE), recognized by the Council for Higher Education Accreditation, has accredited 59 higher education programs or institutions in the field of funeral services. Of these, 8 offer baccalaureate degrees. The Cypress College baccalaureate program is

especially unique since currently there are no other colleges or universities that offer this type of degree in the Western United States (IIA1.18 ABFSE Directory).

The baccalaureate degree in funeral services has appropriate higher education SLOs for all of the upper division courses approved (IIA1.19- SLOs BS Courses). Those students graduating have both employment and additional higher education opportunities. According to ABFSE employment statistics, the bachelor's degree program leads to high post-graduation employment rates (IIA1.18-ABFSE Directory).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirements 9 and 11. Through the faculty driven Curriculum approval process, all instructional programs, regardless of location or means of delivery, including distance education, are offered in fields of study consistent with Cypress College's mission and are appropriate to higher education. Further, through various assessment processes, including the Institutional Effectiveness Report and Departmental Program Review, the College ensures that instructional programs culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Evidence Sources

- IIA1.1 – Cypress College Department Planning and Program Review Handbook 2017
- IIA1.2a – NOCCCD Board Policy 4020 Program and Curriculum Development
- IIA1.2b – NOCCCD Administrative Procedure 4020 Program and Curriculum Development.
- IIA1.3 – Cypress College Department Planning and Program Review Form.
- IIA1.4 – NOCCCD Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education
- IIA1.5 – United Faculty Contract
- IIA1.6 – Course SLO Summary Worksheet
- IIA1.7 – Mapping SLOs, PLOs, and ILOs
- IIA1.8 – CCCCCO Scorecard: Cypress College.
- IIA1.9 – Awards Report 2016
- IIA1.10 – 2015-2016 Cypress College Institutional Effectiveness Report.
- IIA1.11 – Perkins Core Indicator Report 2016-17
- IIA1.12 – Career Technical Education (CTE) Employments Outcomes Survey 2016
- IIA1.13 – CTEOS 2016 Statewide Report
- IIA1.14 – NOCCCD Administrative Procedure 4105 Distance Education
- IIA1.15 – Cypress College Distance Education Plan 2011 – 2014
- IIA1.16 – Distance Education Curriculum Instructions
- IIA1.17 – Cypress College Mission Statement
- IIA1.18 – American Board of Funeral Service Education Directory

IIA2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional

courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

All faculty, including full-time and adjunct, are responsible for ensuring that the course content and methodology utilized in their courses are both academically sound and meet professional standards of excellence. Department faculty and managers work together in various ways to continuously improve instruction through curriculum development, faculty evaluations, Program Review, and SLO assessment.

Per *NOCCCD Board Policy and Administrative Procedure 4020-Program and Curriculum Development*, curriculum development is a faculty-driven process (IIA2.1a. BP 4020; IIA2.1b – AP 4020). Curriculum is required to be reviewed every four years to ensure that course content and materials remain up to date. As part of the curriculum development process, discipline faculty determine the appropriateness of course content, methodology, activities, assignments, and delivery method based on their expertise, existing literature, pedagogical trends, and student abilities (IIA2.2 - Curriculum Training Guide). Standards for course content and methods of instruction are governed by the state standards as articulated in the *Program and Course Approval Handbook* from the State Chancellor’s Office (IIA2.3 - PCAH)

Faculty evaluation is a primary means of ensuring that content and method of instruction meet appropriate academic and professional standards and expectations in an effort to continuously improve instruction and promote student success. All faculty are evaluated on a regular and on-going basis. In accordance with the NOCCCD/UF Agreement, probationary full-time faculty are evaluated by a Tenure Review Committee each year during the four year probation period (twice in year one, and annually thereafter). Once tenured, full-time faculty are subject to evaluation by their immediate manager every three years (IIA2.4 - NOCCCD/UF Contract). Adjunct faculty are evaluated by appropriate discipline faculty or managers every three years (IIA2.5 - Adjunct Contract).

The full-time faculty evaluation process is designed to “improve instruction and support services by providing a useful and substantive assessment of performance” (IIA2.4 - UF Contract, p. 57). Evaluations include classroom observation by the immediate manager, student evaluations, and an optional assessment by a peer reviewer. Evaluation criteria include variables such as:

- Breadth, depth and currency of knowledge appropriate to the subject matter of the course
- Proficiency in written and oral communication
- Appropriate evaluation of student performance
- Professional growth through participation in coursework, workshops, seminars and professional meetings
- Professional participation in program and curriculum development and evaluation, including SLOs (IIA2.4 - Full-time Contract Appendix F).

Adjunct faculty are evaluated similarly (although not necessarily by the immediate manager) and expected to participate in the SLO assessment process as appropriate (IIA2.5 – AdFac Contract, Appendix B).

In each Department, faculty members discuss and analyze the efficacy of their courses including content and method of instruction during the Program Review and SLO processes. Program Review and SLOs function as the structured venues by which faculty members engage in discussions related to the correlation between methodologies, delivery methods, and student performance. To inform the Program Review process, the Research and Planning Office provides five-year trend data for sections, enrollments, seat counts, fill rates, FTES, FTEF and WSCH per FTEF by department. Also available are data regarding degrees and certificates awarded for the last three years and course success rates for the last two years. Disaggregated data regarding student equity factors are also provided to help faculty determine how best to meet the needs of students and promote increased achievement (IIA2.6- PR Form Completed).

SLOs are a required element of a department's Program Review (IIA2.6 -PR Form). The SLO assessment process involves a regular and ongoing assessment of the learning outcomes of each course (IIA2.7 - SLO Handbook). Based on these assessments, discipline faculty analyze the outcomes, determine the influencing variables and make necessary adjustments to teaching methodologies to improve teaching and learning strategies, and promote student success. Conclusions and subsequent action plans are a required element of the Program Review Report (IIA2.6 - PR Form).

DE Per *NOCCCD Administrative Procedure 4105*, course quality standards and determinations for Distance Education (DE) are assessed by the Curriculum Committee and are the same as all courses adopted by the College (IIA2.7- SLO Handbook; IIA2.8 - NOCCCD AP 4105). Course outlines used in DE courses are approved in the same manner as traditional face-to-face courses by the Cypress College Curriculum Committee. Additionally, DE SLO assessment occurs as part of the regular department's established course level SLO assessment process (IIA2.9- DE Plan).

DE courses utilize various methodologies, including orientations, lecture, discussion, collaborative group learning, multimedia presentations, Internet research, group projects, role playing, review sessions, telephone contact, correspondence, supplemental study sessions, chat rooms, on-campus examinations, virtual office hours, threaded discussions, conferencing, and other course management system activities (IIA2.10 - Faculty Basics Training Course). The methods used are selected by the faculty originator and department faculty within the discipline and then approved by the DE Coordinator during the Curriculum approval process (IIA2.11 - DE Curriculum Approval Process).

Satisfactory student progress is assessed at the course level by the faculty member teaching the course (IIA2.12- DE Preparing Course Evaluation, p. 7). At the college level, success and retention rates of DE courses are assessed and reported by Institutional Research and Planning as with all courses (IIA2.13 - IER). When unusual success and retention outcomes are identified during the Program Review Process, discussions are conducted among faculty to determine the reasons and address any remediation necessary (IIA2.14 - PR Annual Report).

DE has an advisory committee that meets monthly during the academic year (IIA2.15- DE Faculty Website). The committee membership includes full and part-time faculty who teach DE courses, administrators, student representatives, the DE Coordinator, and the DE Administrative Assistant. The entire campus is invited to attend (IIA2.16- DEAC Minutes). The committee addresses new technologies, learning management system problems/issues/options, student log-on and authentication protocols, curriculum concerns, ADA compliance, faculty evaluation protocols, DE Plan development and revisions, DE and web-enhanced instructor training, and a variety of other matters relevant to the DE environment. Faculty and deans within a Division are responsible for ensuring that DE courses meet the same appropriate academic and professional standards as face-to-face courses (IIA2.9 – DE Plan, p. 16).

The Distance Education Program is currently undergoing a restructuring with responsibilities for instructional and technical oversight redefined to more clearly establish areas of responsibility for faculty and management. Two new positions have been created: DE Faculty Coordinator and DE Technology Coordinator (IIA2.17 - Academic Senate Minutes). Once permanent staffing is in place for these positions, the DE Coordinators will oversee revisions to the current DE Plan including any necessary updates to curriculum and/or the Curriculum Approval Process.

Analysis and Evaluation

The College meets the Standard. At Cypress College, faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations as part of the Curriculum Review process as required by Program Review. Faculty act to continuously improve instructional courses, programs, and directly related services through both the Program Review and SLO processes. Furthermore, systematic evaluation of faculty (both full-time and adjunct) is conducted every three years in order to assure currency, improve teaching and learning strategies, and promote student success. Assessments of student success occur both at the department level (as indicated above) as well as at the campus level through the IER.

While meeting the Standard, the College has recognized that the DE planning and process documents have not been updated since 2014. Once the newly reorganized DE personnel have been finalized, the College will continue to work on updating the current DE policies and procedures and the relevant documentation. The College's Distance Education program has been identified as a focus area for the QFE #1- Distance Education.

Evidence Sources

- IIA2.1a – NOCCCD Board Policy 4020 Program and Curriculum Development
- IIA2.1b – NOCCCD Administrative Procedure 4020 Program and Curriculum Development
- IIA2.2 – Cypress College Curriculum Training Guide 2014
- IIA2.3 – Program and Course Approval Handbook (PCAH)
- IIA2.4 – NOCCCD/UF Collective Bargaining Agreement (New needed 2016-?)
- IIA2.5 – NOCCCD/AFU Collective Bargaining Agreement (New needed? 2013-2017)

IIA2.6 – Cypress College Department Planning and Program Review Form
IIA2.7 – Cypress College SLO Handbook 2016
IIA2.8 – NOCCCD Administrative Procedure 4105 Distance Education
IIA2.9 – Cypress College Distance Education Plan 2011 – 2014
IIA2.10 – Distance Education Faculty Basics Training Course
IIA2.11 – DE Curriculum Approval Process
IIA2.12 – Cypress College Distance Education: Preparing for Course Evaluation
IIA2.13 – Cypress College Institutional Effectiveness Report 2015-16
IIA2.14 – Program Review Annual Report 2015-16 (use new 2016-17 report?)
IIA2.15 – Distance Education Faculty Website
IIA2.16 – Distance Education Advisory Committee Minutes October 21, 2015
IIA2.17 – Academic Senate Meeting Minutes - ?????

IIA3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

Cypress College utilizes several tools to regularly assess the learning outcomes for courses, programs, certificates, and degrees. As part of the regular Instructional Program Review process, the Office of Institutional Research and Planning (IRP) pre-populates the departments’ Program Review forms with learning outcome data in the form of course success rates, transfer rates, and degree and certificate completions (IIA3.1- Accounting PR). In addition, IRP provides disaggregated data on course success rates in categories such as age, gender, ethnicity, and more. These data are used by departments to assess the efficacy of department practices in pursuit of student achievement and success.

In addition to the learning outcome data described above, the College also utilizes Student Learning Outcomes (SLOs) and assessments. SLOs are faculty driven required elements of all courses offered at Cypress College (IIA3.2 UF Contract, p. 10-11). Course-level SLOs are required for all new course proposals and course revisions in the curriculum approval process, are found in the Course Outlines of Record on CurricUNET (IIA3.3a- COMM 100 CurricUNET-SLOs; IIA3.3b- COMM 100 COR) and published on the Cypress College SLO webpage (IIA3.4- SLO webpage). Additionally, SLOs are required on each course syllabus per the “Policy and Guidelines Concerning the Syllabus,”(IIA3.5a - CC Minutes, p. 1, IIA3.5b – Syllabus Policy and Guidelines). Instructional Deans confirm inclusion of SLOs each semester (IIA3.6 – Deans’ emails). Faculty are required to participate in the regular and on-going assessment of courses offered (IIA3.2 - Contract p. 11), and the results of the assessments and analyses are stored on TracDat (IIA3.7-COMM 100 Assessment).

As previously described (Standard I), departments undergo Instructional Program Review every four years (IIA3.8- PR Handbook, p.7). As part of this review, department faculty are required to report on their SLO assessment progress and results, identify potential curriculum additions and

revisions, as well as discuss impacts of Distance Ed, Student Equity, Labor Market data (CTE) and Basic Skills on the department's performance and future plans (IIA3.9 - PR Form).

Student Learning Outcomes are also established for all programs at Cypress College (PLOs) as well as for degrees and certificates (ILOS). Many instructional departments are linked to the General Education and Basic Skills PLOs (IIA3.10 College Catalog, p. 70). Departments with PLOs specific to their field, such as Automotive Collision Repair, Diagnostic Medical Sonography, and Nursing, identify the PLOs under the specific program heading in the catalog (IIA3.10 College Catalog, p. 91, 161, 248).

[needs revisions] As a result of the Self-Evaluation, the College has established new PLO and ILO assessment measures to ensure ongoing improvement for programs, degrees, and certificates. Piloted in Spring 2017, the College has instituted a Associate Degree and Certificate Assessment Plan (ADCAP). Students who have completed their course of study at Cypress College and graduated with a degree or certificate are surveyed to solicit their insights on and satisfaction with their program of study (IIA3.11- ADCAP Survey). The ADCAP survey also allows for disaggregation of results based on the core subpopulations. **Initial findings indicated that _____** (IIA3.12 ADCAP Report).



Baccalaureate Degree The Cypress College baccalaureate degree in Funeral Services utilizes learning outcome data consistent with all College courses and programs (success and retention, degrees, and transfer rates), and also complies with the national learning outcomes established by the American Board of Funeral Service Education (ABFSE). The 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 to 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 (IIA3.13-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 (**IIA3.14 –Mort. Sci PR?**).

The Mortuary Science Department will include assessment of learning outcomes and SLOs as part of the regular baccalaureate degree Program Review.

Analysis and Evaluation

The College meets the Standard. Through the established Program Review process, Cypress College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees. Every four years Instructional Programs utilize learning outcomes in the form of student achievement data (course success rates, transfer rates and degree and certificate completions) to assess the efficacy of their programs. Further, departments utilize disaggregated learning outcome data to evaluate current practices and make plans for the future. In addition, the newly implemented PGAP allows the College to further assess PLOs and ILOs to ensure ongoing and continued improvement.

In addition, Cypress College has established institutional procedures requiring participation in the course SLO assessment process. The Curriculum Approval process ensures that the College has officially approved current course outlines that include Student Learning Outcomes (IIA3.15 – CurricUNET Report). Additionally, Instructional Deans ensure that in every class section students receive a course syllabus that includes SLOs from the institution’s officially approved course outline of record.

While meeting the standard, the College has faced a challenge in the on-going, regular assessment of the established SLOs for all courses. While the College has clearly established policies and procedures for SLO assessments, annual participation reports were not provided to the programs before 2014, nor were departments held accountable for the assessment process. In addition, the reporting structure and accountability for assessing Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs) were not clearly delineated or tracked. The College recognized the issues surrounding SLOs in 2014 when various departments on campus were not completing the prescribed assessment loop on an ongoing basis. At that time the College commissioned an outside consultant to conduct an analysis of the SLO process. The Gap Analysis Report (IIA3.16- SLO Gap Analysis Report) identified problems and provided recommendations to address the needs of the campus. Since that time the College has committed personnel and resources in an effort to attend to the recommendations made.

The Gap Analysis identified seven recommendations: improve campus climate, coordinate SLO efforts, improve documentation, conduct training, sustain outcomes cycle progress, integrate progress with planning and resource allocation, and increase communication and dialog. Progress has been made in a majority of the areas identified. The SLO Coordinator has focused efforts on improving campus climate through the reconceptualization of the SLO process as a whole in an effort to encourage a change in perception of and attitude toward the assessment process. Through campus presentations, department meetings, and ongoing dialogue, the SLO Coordinator has worked to “rebrand” SLO assessment as a “meaningful, manageable and measurable” process (IIA3.17 - SLO Handbook). Additionally, through the creation of the SLO Handbook and other SLO worksheets, the Coordinator has made progress in improving documentation through on-going department training sessions. While significant change in overall completions has been minimal, SLOs and assessment tools have been revised to improve their quality, thus adding to the change in the campus climate.

Work continues in sustaining the outcomes cycle progress as well as integrating planning and resource allocation with the SLO process. As a result of the current Self-Evaluation, accountability processes have been instituted. SLO participation reports are now provided to departments as part of their regular Program Review. Further, division deans are now provided department SLO progress reports to promote participation and accountability.

An additional challenge has been the ACCJC requirement of disaggregated data in the SLO assessment analysis. This added requirement has resulted in the need for the College to re-evaluate its ability to disaggregate SLO data. The need for disaggregation impacts the current technological infrastructure utilized for analysis and data storage. The TracDat system currently utilized was not capable of facilitating the disaggregation of data. As the College works with TracDat personnel to adapt the program, the SLO Chair and ALO are also researching other possibilities. The College anticipates that reporting mechanism ultimately selected may significantly impact the SLO assessment process and necessitate a fundamental change in how many departments currently participate in the process. Thus the College has identified SLO Assessment as QFE #2- SLOs.

Evidence Sources

- IIA3.1 – Accounting Program Review Fall 2016
- IIA3.2 – NOCCCD/UF Collective Bargaining Agreement 2016-?
- IIA3.3a – Communication Studies CurricUNET- SLOs
- IIA3.3b – COMM 100 Course Outline of Record (COR)
- IIA3.4 – Cypress College SLO webpage- Course SLOs
- IIA3.5a – Curriculum Committee Minutes April 1, 2008
- IIA3.5b – Policy and Guidelines Concerning the Syllabus
- IIA3.6 – Dean’s Emails
- IIA3.7 – COMM 100 TracDat- SLO Assessment Result
- IIA3.8 – Cypress College Department Planning and Program Review Handbook 2017
- IIA3.9 – Program Review Form
- IIA3.10 – 2016-2017 Cypress College Catalog
- IIA3.11 – Associate Degree and Certificate Assessment Plan (ADCAP) Survey
- IIA3.12 – Associate Degree and Certificate Assessment Plan (ADCAP) Report 2017
- IIA3.13 – American Board of Funeral Service Education Standards
- IIA3.14 – Mortuary Science Department Program Review?
- IIA3.15 CurricUNET Report
- IIA3.16 – SLO Gap Analysis Report 2014
- IIA3.17 – SLO Handbook 2016

IIA4. If the institution offers pre-collegiate level 1 curriculum, it distinguishes that curriculum from college level 2 curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Analysis and Evaluation

Cypress College distinguishes pre-collegiate from college-level curriculum in the specific Course Outlines of Record (CORs) (IIA4.1a- ESL 081 COR, IIA4.1b – ENGL 100 COR), in the College Catalog (IIA4.2 p. 21), and with “Non-degree Credit” notations in the course descriptions in the Schedule of Classes (IIA4.3 p. 83). Pre-collegiate (or Basic Skills) courses are offered in English, ESL, and Mathematics. These courses are offered in traditional, hybrid, and online formats (IIA4.2 - Catalog).

As required by *NOCCCD Board Policy and Administrative Procedure 4020-Program and Curriculum Development*, discipline faculty establish pre-collegiate and college level courses via the Curriculum approval process and determine the appropriate delivery modes, whether traditional or DE (IIA4.4a – BP 4020; IIA4.4b – AP 4020). Courses requiring pre-requisites, co-requisites, or advisories must identify the relevant entry level skills through completing the requisite analysis screen during the Curriculum Approval process (IIA4.5- Curriculum Training Guide).

The College provides a variety of student support services for students in both pre-collegiate and college level courses including the Math Learning Center (IIA4.6- MLC Website), the English Success Center (IIA4.7- ESC Website), in-person and online individual tutoring, and the Supplemental Instruction Program (IIA4.2 – Catalog p. 26-27). Special programs to assist pre-collegiate students include the Legacy and Puente programs (IIA4.2 – Catalog p 29-30). These programs are designed to incorporate cohort groups, culture focused course content, and dedicated counseling to enrich student experience and increase student success in both pre-collegiate and associated collegiate level courses (IIA4.3 – Schedule of Classes p. 45). The campus also supports students enrolled in pre-collegiate level courses through the work of the Cypress College Basic Skills & ESL Committee. The Committee administers the BSI Grant to develop programs and allocate appropriate resources to support programs that improve student success (IIA4.8 – BSC Meeting Minutes).

DE – As indicated above, faculty ultimately determine whether a course is appropriately offered in a DE mode based on the guidelines in the DE Plan and through guidelines related to the Curriculum Review process (IIA4.9 - Distance Ed Plan). The College offers online and hybrid pre-collegiate courses in English and Math as determined by the appropriate faculty and deans.

Analysis and Evaluation

The College meets the Standard. Cypress College offers pre-collegiate level 1 curriculum in English, ESL, and Math. The College distinguishes these Basic Skills/ESL courses from college level 2 curriculum in the Course Outlines of Record, the College Catalog, and the Schedule of Classes. The College directly supports students in gaining the knowledge and skills necessary to advance to and succeed in college level curriculum through student support services such as the Math Learning Center and English Success Center, as well as programs such as Supplemental Instruction, Tutoring (online and in person), and the Puente and Legacy programs.

Evidence Sources

IIA4.1a – ESL 081 Course Outline of Record (COR)
IIA4.1b – ENGL 100 Course Outline of Record (COR)
IIA4.2 – 2016-2017 Cypress College Catalog, p. 21.
IIA4.3 – Fall 2015 Cypress College Schedule of Classes, p. 83.
IIA4.4a – NOCCCD Board Policy 4020 Program and Curriculum Development
IIA4.4b – NOCCCD Administrative Procedure 4020 Program and Curriculum Development
IIA4.5 – Cypress College Curriculum Committee Training Guide
IIA4.6 – Cypress College Math Learning Center Website.
IIA4.7 – Cypress College English Success Center Website.
IIA4.8 – Cypress College Basic Skills/ESL Committee Minutes, 8-28-15.
IIA4.9 – Cypress College Distance Education Plan 2011 – 2014, p. 26.

IIA5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Cypress College demonstrates the quality of its instruction per the guidelines of *NOCCCD Board Policy and Administrative Procedure 4020-Program and Curriculum Development* (IIA5.1a, IIA5.1b), which outline the curriculum review and program review process. These policies and procedures adhere to the parameters in Title V (IIA5.2) that establish the criteria for breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. In complying with *BP and AP 4020* and the guidelines in both the *Program and Course Approval Handbook* (IIA5.3) and the Cypress College Curriculum Training Guide (IIA5.4), the College demonstrates the quality of its instruction and ensures both minimum degree requirements and sound curriculum.

Per *NOCCCD Board Policy and Administrative Procedure 4100- Graduation Requirements for Degrees & Certificates*, an A.S. or A.A. degree requires a minimum of 60 degree-eligible units with a minimum GPA of 2.0 (IIA5.5a- BP 4100; IIA5.5b-AP 4100). *NOCCCD Administrative Procedure 4105-Distance Education* (IIA5.6) and the Cypress College Distance Education Plan (IIA5.7) ensure that the same process for establishing and evaluating traditional classroom courses and programs, as well as determining the appropriate credit type, is applied to courses offered in the DE mode.

The recently approved Baccalaureate degree in Funeral Service/Mortuary Science will also comply with the 120 minimum units degree requirement as prescribed by Title V. NOCCCD is in the process of approving the Board Policy and Administrative Procedure relevant to this new degree.



Baccalaureate Degree To earn the Bachelor in Science Degree in Funeral Service, students must complete: (1) requirements for Associate in Science Mortuary Science degree or equivalent (2) all upper division major course requirements (numbered 300 and 400) with a minimum grade of “C”; (3) 37 units of IGETC lower division general education coursework or 39 units CSU GE Breadth lower division general education coursework, or previously awarded baccalaureate degree; (4) 9 units of Upper Division General Education Graduation Requirements (numbered 300 and 400); (5) the cultural diversity requirement; (6) any elective courses to complete a minimum of 120 units; and, (7) have a minimum GPA of 2.0 in all college level courses attempted and at least 24 units of upper division course work must be completed at Cypress College (residency requirement).

<u>Prerequisites (lower division major preparation)</u>	<u>Units</u>
MORT 100 C Orientation to Funeral Service	3
MORT 163 C Embalming Anatomy/Pathology I	4
MORT 164 C Funeral Service Thanatology I	2
MORT 165 C Funeral Service Management I	3
MORT 170 C Funeral Service Ceremonies	3
MORT 261 C Restorative Art I	2
MORT 262 C Embalming I	3
MORT 263 C Embalming Anatomy/Pathology II	4
MORT 265 C Funeral Service Management II	3
MORT 271 C Restorative Art II	2
MORT 272 C Embalming II	3
MORT 274 C Funeral Service Thanatology II	3
MORT 275 C Mortuary Law I	3
MORT 285 C Mortuary Law II	3
MORT 292 C Funeral Service Science	3
MORT 294 C Funeral Service Counseling	4
MORT 297 C Mortuary Computer Applications	2

Acceptance into Baccalaureate degree pilot program and
 Embalmer License and Funeral Director License
 Or Funeral Service Practitioner certification

<u>Required upper division major courses</u>	<u>Units</u>
MORT 402 C Funeral Service Standards of Practice	3
MORT 430 C Cemetery and Crematory Operations	3
MORT 450 C Issues and Trends in Funeral Service	3
MORT 482 C Clinical Embalming Externship	4
MORT 492 C Funeral Service Externship	4
MORT 495 C Mortuary Jurisprudence	3
MORT 497 C Funeral Service Practicum I and MORT 498 C Funeral Service Practicum II	12

(12 units from MORT 497 C and MORT 498 C will be used to fulfill upper division major requirements.)

<u>Prerequisites (lower division general education preparation)</u>	<u>Units</u>
IGETC or CSU-GE Lower Division Breadth	37 - 39
<u>Required upper division general education courses</u>	<u>Units</u>
Upper Division General Education courses	<u>9</u>
Total Units	128 - 130
(IIA5.8 – BS Funeral Service Program)	

The baccalaureate degree program is modeled after and consistent with the Funeral Services program at the State University of New York (SUNY) College of Technology at Canton (IIA5.9 – SUNY Requirements). As such, both the instruction and curriculum of the upper division coursework are comparable to commonly accepted degrees in this field and reflect the higher levels of knowledge necessary for upper division coursework. Upper division courses reflect the appropriate rigor and complexity of methods of instruction, course materials and expectations of students. The number of units needed for the degree and the methods of instruction, including classroom and online instruction, as well as clinical requirements, are consistent with other baccalaureate degrees in the field (IIA5.10-ABFSE Standard 6).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 12. Cypress College’s associate and baccalaureate degrees and programs follow appropriate standards as required by Title 5 with regard to length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Per *AP 4100*, Cypress College ensures that all associate and baccalaureate degrees meet the minimum degree requirements of 60 and 120 units, respectively.

Evidence Sources

- IIA5.1a – NOCCCD Board Policy 4020 Program and Curriculum Development
- IIA5.1b – NOCCCD Administrative Procedure 4020 Program and Curriculum Development
- IIA5.2 – Title V Policies
- IIA5.3 – Program Course Approval Handbook
- IIA5.4 – Cypress College Curriculum Training Guide
- IIA5.5a – NOCCCD Board Policy 4100 Graduation Requirements for Degrees & Certificates
- IIA5.5b – NOCCCD Administrative Procedure 4100 Graduation Requirements for Degrees & Certificates
- IIA5.6- NOCCCD Administrative Procedure 4105 Distance Education
- IIA5.7 – Cypress College Distance Education Plan 2011-2014
- IIA5.8 – Cypress College Bachelor in Science, Funeral Service Program of Study
- IIA5.9 – SUNY Funeral Services Administration – Program Description
- IIA5.10 – American Board of Funeral Service Education Standards

IIA6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The Cypress College scheduling process begins with the Enrollment Management Committee, which consists of faculty representatives, classified representatives, division deans, and the Executive Vice President (EVP) (IIA6.1 – Enrollment Management Plan, p 10). The annual target for Full-Time Equivalent Student (FTES) is set by the District in consultation with the Chancellor’s Staff. The Committee determines how best to distribute the FTES for Fall, Spring, and Summer and provides recommendations to the EVP (IIA6.1 – Enrollment Management Plan p. 11-13; IIA6.2a - EMC Minutes, Feb. 2015; IIA6.2b - EMC Minutes, Apr. 2015). Based on this distribution, the EVP determines the FTES target for each division in consultation with the academic deans (IIA6.3- Course Offering Spring 2016).

Upon receiving the target FTES and previous corresponding semester’s Unmet Demand Report, the Division Dean develops a schedule in consultation with the Department Coordinators (IIA6.4 – Unmet Demand Spring 2016; IIA6.5 – Enrollment Management Grid). During the process of schedule development, the Dean takes into consideration the quantitative parameters such as unmet demand for seats, growth potential of the program, availability of rooms, etc. The Department Coordinators are responsible for ensuring sufficient offering and appropriate sequencing of courses such that students are able to complete coursework necessary for transfer, associate degrees, certificates, basic skills, or lifelong learning. The Dean finalizes the schedules developed by the Department Coordinators in consultation with the EVP (IIA6.5 – Enrollment Management Grid). This process is designed to balance meeting the FTES goal with scheduling courses that facilitate student progress and ultimately result in success and achievement within established higher education expectations.



Baccalaureate Degree The number of units required for completion of the baccalaureate degree are consistent with those expected from other four-year degrees (IIA6.6 - BS Funeral Services). The Mortuary Science Department plans to schedule courses such that full-time students should be able to finish the degree within the prescribed timeframe. In addition, with the majority of baccalaureate degree students being working adults, the department plans to offer classes in as flexible a format as possible, including online and hybrid courses, as well as short-term/part of term and intersession offerings.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 9. Cypress College schedules courses through the Enrollment Management process that includes faculty and administrator input to make data-driven decisions that allow students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence Sources

- IIA6.1 – Enrollment Management Plan 2009
- IIA6.2a – Enrollment Management Committee Minutes – February 27, 2015
- IIA6.2b – Enrollment Management Committee Minutes – April 10, 2015
- IIA6.3 – Course Offering Evaluation Spring 2016.
- IIA6.4 – Unmet Demand Spring 2016
- IIA6.5 – Enrollment Management Grid Report
- IIA6.6 – Cypress College Bachelor in Science, Funeral Service Program of Study

IIA7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Cypress College is committed to adapting to and meeting the needs of the diverse student population the College serves. To meet the needs of its student body, the College engages in robust conversation about diverse learning styles and pedagogy in multiple forums including Opening Day presentations, Leadership Team Meetings, Student Equity events, and other campus programs and workshops.

Several standing campus groups including the Cypress College Curriculum, Department Planning and Program Review, Student Equity, and Basic Skills committees focus their attention on ensuring a wide variety of teaching modes and methodologies are utilized to meet the needs of all students. For example, the Student Equity Committee (SEC) and Plan were established to focus particular attention on issues associated with student equity (IIA7.1 - SEP Plan). The SEC engages in ongoing efforts to provide opportunities to learn about equity issues, teaching methodologies and learning styles and other issues related to supporting the diverse and changing needs of students. The SEC sponsors events and workshops such as the Student Equity Retreat that was held in Spring 2016 (IIA7.2-Retreat agenda)

The College also has multiple professional development opportunities for faculty and staff to improve teaching and learning methodologies as well as student support techniques to enhance student support and success. Through the Title V Grant, On Course and Frontline Workshops as well as the ACES Film series were programs offered that promoted effective learning and student interaction strategies. The On-Course Workshops were three-day workshops to train faculty in active, participatory learning strategies with the goal of students taking increased responsibility for their own learning and faculty effectively reaching students with diverse learning styles (IIA7.3a-On Course Flyer Jan; IIA7.3b-On Course Flyer Aug). Seventy-six faculty attended the 2014 workshops held on campus (IIA7.4a-On Course Participants, Jan; IIA7.4b-Oncourse participants, Aug.). The Frontline Workshop, with 45 staff participants, was a one-day On Course Workshop for staff to address the unique interaction between front line staff

and students as an opportunity to enhance student responsibility and success (IIA7.5a-Frontline Flyer; IIA7.5b- Frontline participants).

In Fall 2015, the Title V Grant Team collaborated with the Digital Cinema Program to create a film series and website, as the professional development component of the five-year federal grant. The goal was to provide a resource for faculty who wanted to explore different approaches to teaching, focusing especially on active learning strategies. The ACES Project “Active, Collaborative Engagement Strategies,” reached across multiple disciplines to create films to showcase strategies that engage students in an active and collaborative learning environment with the goal of increasing student success. Digital Cinema Program students in the Media Arts and Design (MAD) Department interviewed instructors and students, recorded and edited each film, and set them to music. The Department then created a webpage to house the films and additional resources for other instructors to explore (IIA7.6a- ACES Opening Day Presentation; IIA7.6b-ACES Website screenshot).

Apart from the formal and structured forums mentioned above, the College also communicates about changing learning styles among its student body through Opening Day and Leadership Team meetings, department conversations, conference participation, and other professional development activities (IIA7.7a- Prof. Dev. Flyer, IIA7.7b- Prof. Dev. Newsletter). Opportunities for developing varied teaching methodologies were offered during Spring and Fall 2016 when the Professional Development Co-Coordinator created a mini-conference for adjunct faculty, offering a dozen workshops, including one highlighting the ACES films (IIA7.8a – Spring Adjunct Conf.; IIA7.8b – Fall Adjunct Conf).

The College engages in a variety of activities intended to bring awareness to and understanding of the value of diversity. A number of Cypress College programs promote appreciation of diverse perspectives, including the Extended Opportunity Programs and Services (EOPS) program designed to assist students with economic, linguistic and educational challenges; Puente and Legacy programs which serve Latino and African American students respectively; and the Ethnic Studies Department. The College also has a local GE requirement for the AA/AS degree designed to promote “diverse intellectual viewpoints and ideas of its culturally rich population,” (IIA7.9 – Catalog p. 56). Students must complete three units (from an approved course list) in Cultural Diversity,

specifically on issues such as race, gender, religion, national origin, sexual orientation, socio-economic background, physical and/or mental ability, and how they impact the struggles of people to achieve civil and human rights (p. 56).

Finally, the President of the College chairs the Diversity Committee, which is specifically charged with supporting and advancing the College Core Value of *Inclusiveness* (IIA7.10– Diversity Committee Purpose, p. 2)

In order to assess the impact of these efforts, the Office of Institutional Research and Planning (IRP) utilizes disaggregated data in analysis of College practices and outcomes that are published annually in the Institutional Effectiveness Report (IER). The data provides the College and District completion rates by age, gender, ethnicity, educational goal, socioeconomic status, as

well as instructional method) (IIA7.11- IER, p. 28-34). In addition the College reviews external information such as the CCCCO Student Success Scorecard (SSS) to ensure it is meeting the needs of its students. The SSS provides disaggregated data for degree/transfer completion, persistence, completion of 30 units, performance of remedial students, and performance of CTE students (IIA7.12-Success Scorecard). For the “Remedial” English and ESL momentum points, the success rates of Cypress College are consistently among the top seven of all 113 colleges in the state (IIA7.13a – SS Scorecard- Remedial/ESL; IIA7.13b- Board Scorecard presentation). In addition, the Student Equity Plan disaggregates student learning data, identifies achievement gaps, and serves as the planning document which outlines how the College plans to address these achievement gaps (IB2.1-SEP).

The College utilizes these data to engage in on-going assessment of these efforts to use delivery modes, teaching methodologies and learning support services effectively through the program review process. Through the evaluation of Instructional as well as Student Learning and Support services, the College ensures that practices reflect the diverse and changing needs of students, in support of equity in success for all students.

An intrinsic element of the Departmental Instructional Program Review process involves an examination of curriculum, associated teaching modes and methodologies, and whether changes are necessary (IIA7.14 - PR Review Form). As a result, curriculum is regularly updated to reflect the needs of a changing student body and best practices in the various disciplines. Per the Cypress College Curriculum Committee Training Guide (IIA7.15- Curriculum Training Guide, p. 15), effective teaching methodologies

- are realistic to the needs of the learning experience;
- ensure that quality occurs in an equal and consistent manner irrespective of any delivery restraints;
- are appropriate to the course objectives;
- maintain the difficulty standard for degree-applicable credit courses to elicit college-level effort, particularly in terms of critical thinking.

Commonly used teaching methods are lecture/discussion, demonstration, collaborative group learning, etc. (IIA7.16 - Methods of Instruction Screen). The methodologies are first determined by the faculty originator and department faculty within the discipline and then comprehensively vetted by the Curriculum Committee for selection per *NOCCCD Board Policy and Administrative Procedure 4020-Program and Curriculum Development* (IIA7.17a; IIA7.17b).

SLOs and other assessments are additional tools used to identify whether the teaching modes and methodologies utilized are most appropriate to student success. As a required element of a department’s Program Review, SLOs indicate whether students are achieving the outcomes identified by faculty (IIA7.14 – PR Form). Through the ensuing dialog, faculty discuss whether changes (if any) to teaching methodologies and/or delivery modes are warranted. As the College is able to more fully integrate the disaggregated data required in the SLO assessment process, faculty and staff will be able to determine whether additional changes due to student equity concerns are necessary.

The College has multiple student learning services available to support student success. The College's Counseling Department through Orientation and Assessment (Placement) works to meet the needs of the diverse student population and make adjustments as needed. For example, when the College, through English and Math Assessment Reports (IIA7.18a - English Assessment Report; IIA7.18b - Math Assessment Report), determined that certain ethnic groups were disproportionately impacted by the placement test utilized, the Assessment Office explored alternatives. In Fall 2016, the College piloted a Multiple Measures approach to course placement (Assessment) to evaluate whether using high school GPA to determine appropriate course placement more effectively and accurately met the needs of students than the current placement test (IIA7.18a - English Assessment Report; IIA7.18b- Math Assessment Report).

Other campus learning services, including the Library, Learning Resource Center (LRC), Math Learning Center (MLC), and English Success Center (ESC), also undergo regular review through Student Services Quality Review (SSQR). The review process includes assessing student satisfaction with the support services provided, any change in rating since last review, and challenges and obstacles that may have contributed to the ratings. Finally programs identify goals and objectives for future efforts to meet student needs (SSQR). For example, discipline faculty developed additional Directed Learning Activities (DLAs) and Workshops, and the ESC Coordinators assessed their impact as part of their 2013 Program Review plans. In the 2016 Quality Review, results indicated that students who participated in DLAs and Workshops had significantly higher retention (>15.6%) and success rates (>24.4%) (IIA7.19- QR ESC).

DE - The Annual IER reports course success rates by delivery mode (IIA7.11 – IER, p. 16-17, 26-27). The IRP Office also produces Division reports for several academic deans and department faculty to examine course success rates by delivery mode in order to determine the best methods in which to offer courses (IIA7.20 – Sample Social Science Division Report). Distance Education (DE) includes courses offered 100% online as well as hybrid courses delivered both in person and online (including those with at least one on-campus meeting) (IIA7.21 - DE Plan).

In order to teach online or hybrid courses at the College, faculty are required to successfully complete a rigorous training course. The DE Faculty Basics is an intense, instructor-led, 8-week hybrid course with five (5) mandatory in-person meetings on Fridays with weekly deadlines. It is designed to help instructors explore how to teach online as effectively as in a campus-based classroom. The training, approximately 10 to 25 hours weekly, includes 20 competencies which must be completed during the 8-week timeframe (IIA7.22-Faculty Basics Screenshot).

Cypress College reviews the DE Program cyclically through its own student services quality review. This review includes student satisfaction with the online classroom and faculty satisfaction with distance education training. The review also includes information about the course management system along with specific support functions such as orientation (IIA7.23 – DE Program Review). As previously discussed, the College is finalizing a revised DE structure; the individuals involved in this process will have a critical role in helping to design an assessment that focuses on additional learning services available to students.

All courses, including those in the DE mode, include multiple ways of assessing student learning. Faculty design all course content to assess student learning through methods such as online and/or in-person discussions, quizzes, or exams. Group assignments and projects are all designed by the discipline faculty. Therefore, assessing student learning varies. Cypress College instructional programs incorporate SLOs into each course during the Curriculum approval process. All course outlines used in the Distance Education Program must be approved by the Cypress College Curriculum Committee. Distance Education course SLO assessment occurs as part of a Cypress College department's established course level SLO assessment process (IIA7.21 – DE Plan, p. 16, p. 23).

The commonly selected and utilized methodologies in DE are orientations, lecture, discussion, collaborative group learning, multimedia presentations, Internet research, group projects, role playing, review sessions, telephone contact, correspondence, voice mail supplemental study sessions, chat rooms, on-campus examinations, virtual office hours, threaded discussions, conferencing, and other course management system activities (IIA7.21- DE Plan, p. 16, 23). They are first developed by the faculty originator and department faculty within the discipline and then vetted by the Curriculum Committee for selection per *NOCCCD BP/AP 4020* (IIA7.17a; IIA7.17b), and *NOCCCD Administrative Procedure 4105-Distance Education* (IIA7.24).

Analysis and Evaluation

The College meets the Standard. Cypress College is committed to supporting equity in success for all students as demonstrated through the ongoing efforts of the College. For many years, the College has been actively engaged in the effort to close the Achievement Gap and has devoted both energy and resources to improve the success of the diverse population it serves through ongoing dialogue, presentations and workshops, as well as the work of the Student Equity and Basic Skills/ESL Committees and Professional Development in various capacities. The College believes that these efforts improve both teaching methodologies and learning support services and address the diverse and changing needs of all students.

While meeting the standard, the College still needs to make progress in the consistent and pervasive use of disaggregated data in various assessments of student success. The College continues its work in the assessment of these efforts. Currently the College does not utilize disaggregated data in the analysis of course SLOs, Student and Campus Services Quality Review, and individual DE courses. The College is in the midst of addressing these deficiencies in several ways. First, as discussed previously (IIA3 above), the College is working to improve the use of disaggregated data in SLO analysis and related Program Review, and these efforts will be articulated in the College's SLO QFE.

Second, efforts have already been made to include disaggregated data in both the Student Services Quality Review (SSQR) and the Campus Services Quality Review (CSQR) processes. The IRP Office has added requests for demographic information to the satisfaction survey portion of both the SSQR and CSQR, which will go into effect for the next review cycle. This additional data will allow for the assessment of satisfaction by different groups.

Finally, Cypress College is in the midst of a reorganization of the DE Program. Historically, the DE program had a single faculty coordinator who was responsible for overseeing the planning and procedures associated with DE courses. When the most recent DE Coordinator concluded her term, the position remained unfilled. Various campus staff and administrators stepped in to fill the void until a new coordinator was found. In that time the DE Coordinator responsibilities have evolved based on changing demands and requirements, and the College has responded by re-conceptualizing the leadership of the DE program. Through the shared governance process, the DE Program Coordinator has been split into two positions: a faculty DE Coordinator responsible for the pedagogical aspects of DE and a management DE Coordinator responsible for the technology/logistical elements. While the appropriate measures taken to fill these positions proceed, the College continues to develop the plans to address any issues. The College will address these needs and develop plans to be implemented over the next two to three years in QFE #1- Distance Ed.

Evidence Sources

IIA7.2 – Student Equity Retreat Agenda
IIA7.1 – Student Equity Plan
IIA7.3a – On Course Flyer January 2014
IIA7.3b – On Course Flyer August 2014
IIA7.4a – On Course Participants, January 2014
IIA7.4b – On Course participants, August 2014
IIA7.5a – Frontline Flyer January 2015
IIA7.5b – Frontline participants January 2015
IIA7.6a – ACES Opening Day Presentation Fall 2015
IIA7.6b – ACES Website screenshot
IIA7.7a – Professional Development Workshop Flyer – “*Autism on the College Radar*”.
IIA7.7b – Professional Development Newsletter, April 2016
IIA7.8a – Cypress College Adjunct Meeting Professional Development, Spring 2016
IIA7.8b – Cypress College Adjunct Meeting Professional Development, Fall 2016
IIA7.9 – College Catalog 2016-17
IIA7.10 – Cypress College Diversity Committee Purpose
IIA7.11 – 2014-2015 Cypress College Institutional Effectiveness Report
IIA7.12 – California Community College Chancellor’s Office Student Success Scorecard
IIA7.13a – Student Success Scorecard- Remedial /ESL.
IIA7.13b – Board Scorecard presentation
IIA7.14 – Program Review Form
IIA7.15 – Cypress College Curriculum Committee Training Guide
IIA7.16 – CurricUNET Methods of Instruction Screenshot
IIA7.17a – NOCCCD Board Policy 4020 Program and Curriculum Development.
IIA7.17b – NOCCCD Administrative Procedure 4020 Program and Curriculum Development
IIA7.18a – English Assessment Report.
IIA7.18b – Math Assessment Report.
IIA7.19 – Student Services Quality Review (SSQR) English Success Center (ESC)
IIA7.20 – Sample Division Report - Social Science Grades: Online vs. Lecture Summer 2015
IIA7.21 – Cypress College Distance Education Plan 2011 – 2014.

IIA7.22 – Distance Education Faculty Basics Screenshot

IIA7.23 – Distance Education Program Review

IIA7.24 – NOCCCD Administrative Procedure 4105- Distance Education

IIA8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Very few departments at Cypress College utilize department-wide exams. Department wide exams are in two forms: State/National Licensing and Certification exams administered or created by outside agencies and Lab Practicum exams in science courses.

Students in Health Science departments take externally administered examinations for certification and licensing. While these exams are not used as a part of the programs' internal student evaluations, they are validated by various accrediting state, regional, and national agencies. In addition to pass rates for annual licensure examinations, the list of accrediting agencies is published in the Health Science Annual Report (IIA8.1- HS Annual Report).

The Court Reporting Department also has program examinations in the machine shorthand classes: Machine Shorthand Speed Building 1-8 (CTRP 042-049) and Machine Shorthand Challenge 160-220 (CTRP 057- 060) (IIA8.2- Catalog, p. 146-148). The program is in alignment with the national and state standards of grading transcripts and meets the state and national guidelines for accreditation purposes. In the academic area, students are required to pass all tests with 80 percent accuracy, which meets state and national standards for grading and testing purposes. There is nothing subjective about the grading process as the measures for student success are dependent on two things: 1) Passing all tests to meet the state and national guidelines for advancement to the next level. All students at any given level in the program take the same tests, and all test preparation is completed under the supervision of the CIS lab monitor; 2) All tests in the program are graded using the identical standards for a passing grade for each student (IIA8.3 – Freer Email).

The College utilizes department-wide course common laboratory practicum for select courses in the Chemistry and Biology departments. All sections of General Chemistry (CHEM 107) and Preparation for General Chemistry (CHEM 111A) use the same lab practicum final exams at 8-10 stations through which students rotate every 10 minutes. Each station tests chemistry concepts as well as laboratory safety and technique (IIA8.4 – Landis email).

Cypress College Chemistry faculty write the lab practicums and have used them to assess the course SLOs for approximately eight years. This post-test analysis has resulted in several chemistry faculty updating and refining the exams to better address course SLOs. The lead instructor collects results from multiple sections of the course in order to ensure reliability of the tests and results (IIA8.4 – Landis Email).

Likewise, Anatomy (BIO 210) and Physiology (BIO 231) use common lab exams created and set up by the full-time faculty teaching the course. For Biology 210, the class coordinator develops all exams. For Biology 231, each of the full-time faculty in the course creates an exam each semester. Once the exams are created, the exams are set-up by the full-time faculty, and answer keys to the exams are distributed to all faculty teaching the course, including adjunct instructors. Exams are administered over a specific week so that all students taking the course take the same exam during the same week of the semester. Instructors then grade their own student exams using the given answer keys (IIA8.5 – Spooner email).

Lead-instructors develop the exams based on the specific course objectives. Exam questions are derived directly from course packets that have been developed by the full-time faculty teaching the course. All full-time faculty and adjunct faculty are given copies of this packet, and they are asked to give a copy of that same packet to each of their students so that all faculty are teaching the same material in lab and so that the test is fair for all students across all course sections (IIA8.5- Spooner email).

The nature of these anatomical exams makes grading fairly objective. Either students name the anatomical structure correctly or they do not. The only potential variable in grading is partial credit for spelling errors. All full-time faculty meet on a regular basis to discuss the exams and their results. Adjunct faculty are required to administer the same exams during a specific week, and grading is reviewed by the full-time faculty during evaluations (IIA8.5- Spooner email)

There are not any formal post-test analyses for any of these courses. However, full-time faculty meet regularly and compare their results while discussing their current student population; adjunct faculty submit samples of graded exams during their evaluations.

Analysis and Evaluation

The College meets the Standard. Departments utilizing department-wide exams at Cypress College validate the effectiveness of the exam either through utilizing state and national outside agency exams or faculty dialog and assessment. The faculty work together to reduce test bias and enhance reliability of the exams administered.

Evidence Sources

IIA8.1 – Health Science Annual Report July 2015

IIA8.2 – Cypress College Catalog 2016-17

IIA8.3 – Carolee Freer, Department Coordinator, email - Court Reporting

IIA8.4 – Lenore Landis, Department Coordinator, email - Chemistry

IIA8.5 – Stephanie Spooner, Department Coordinator, email - Biology

IIA9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the

institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Cypress College offers degrees and certificates based on attainment of specified learning outcomes in various fields. The College awards AA/AS degrees in accordance with *NOCCCD Board Policy and Administrative Procedure 4100- Graduation Requirements for Degrees & Certificates* (IIA9.1a; IIA9.1b) which require

- a minimum of 60 units of credit;
- at least 18 units in general education;
- at least 18 units in a major listed in the community college's taxonomy of programs (IIA9.2 - TOP Code Manual);
- at least 12 units of study in residence with exception for undue hardship;
- a 2.0 or higher grade point average in courses completed;
- demonstrated competence in reading, written expression, and mathematics.

Certificates of Achievement designed to demonstrate that students have developed coursework and capabilities relating to career or GE are also awarded in accordance with *NOCCCD Board BP/AP 4100* (IIA9.1a – BP 4100; IIA9.1b – AP 4100) which require

- successful completion of a minimum of 18 or more units of degree applicable coursework;
- a minimum grade of “C” for each college course taken.

The units of credit are consistent with generally accepted norms in higher education as dictated by the *Program and Course Approval Handbook* (IIA9.3 - PCAH) and are part of the Curriculum Review Process (IIA9.4 - Curriculum Training Guide). Credits are awarded according to the Carnegie classifications and are consistent with Federal Norms (IIA9.3- PCAH p. 80-83).

As per *NOCCCD Board Policy and Administrative Procedure 4020-Program and Curriculum Development*, the College follows applicable federal regulations to ensure that curricula comply with the definitions of “credit hour” or “clock hour” where applicable. (IIA9.5a - BP4020; IIA9.5b – AP 4020). Credit hours are calculated by using the units-to-hours worksheet provided by the Chancellor's Office (IIA9.6 – Carnegie Units). Full-time equivalent student (FTES) is calculated following the guidelines provided in the Student Attendance Accounting Manual (IIA9. 7- SAAM). There are additional internal checks and balances to ensure accuracy of hours-to-units conversion. The Curriculum Committee in collaboration with the Instruction Office ensures the relationship between hours and units are accurately computed (IIA9.8 - Bandyopadhyay email). The campus scheduling process then ensures the classes are held for appropriate number of hours (IIA9.4 - Curriculum Training Guide).

DE – In accordance with *NOCCCD Administrative Procedure-4105* the College follows the same NOCCCD policies for the award of academic credit for DE programs as it does for

traditional face-to-face courses (IIA9.9 –AP 4105). The review and approval of new and existing DE courses follows the curriculum approval procedures outlined in *AP 4020* (IIA9.5b). DE courses are also subject to the same Standards of Scholarship as all other credit courses offered by the college. The standards of scholarship are delineated in *NOCCCD Board Policy and Administrative Procedure 4220-Standards of Scholarship* (IIA9.10a-IIA9.10b).



Baccalaureate Degree The baccalaureate degree in funeral service requires successful completion of 120-131 units of approved coursework (IIA9.11-BS Funeral Services). The Student Learning Outcomes (SLOs) for the baccalaureate degree are consistent with the practices used for all courses and programs on campus. The upper division course SLOs and assessments have been designed to conform to generally accepted standards of upper division education to reflect the expected rigor and complexity of content and coursework and are included for each class offered in the baccalaureate degree completion program (IIA9.12 BS SLOs)

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 10. Cypress College awards course credit, degrees and certificates based on student attainment of learning outcomes as dictated by *NOCCCD BP/AP 4100*. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education as reflected in *NOCCCD BP/AP 4100* and the campus curriculum review process. Per *NOCCCD BP/AP 4020*, the College follows Federal standards for clock-to-credit-hour conversions.

Evidence Sources

- IIA9.1a – NOCCCD Board Policy 4100 Graduation Requirements for Degrees & Certificates
- IIA9.1b – NOCCCD Administrative Procedure 4100 Graduation Requirements for Degrees & Certificates
- IIA9.2 – TOP Manual
- IIA9.3 – Program Course Approval Handbook, p. 80-83.
- IIA9.4 – Cypress College Curriculum Training Guide, p. 4.
- IIA9.5a – NOCCCD Board Policy 4020 Program and Curriculum Development
- IIA9.5b – NOCCCD Administrative Procedure 4020 Program and Curriculum Development
- IIA9.6 – Carnegie Units
- IIA9.7 – SAAM available at SAAM
- IIA9.8 – Santanu Bandyopadhyay, EVP< Email Feb. 23, 2016
- IIA9.9 – NOCCCD Administrative Procedure 4105 Distance Education
- IIA9.10a – NOCCCD Board Policy 4220 Standards of Scholarship
- IIA9.10b – NOCCCD Administrative Procedure 4220 Standards of Scholarship
- IIA9.11 – Cypress College Bachelor in Science, Funeral Service Program of Study
- IIA9.12 – Funeral Service Bachelor in Science Course SLOs

IIA10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

NOCCCD Board Policy and Administrative Procedure 4050-Articulation address the transfer of coursework in order to facilitate mobility of students without penalty. These policies are reviewed regularly. The campus Articulation Officer acts to initiate and maintain articulation efforts between the College and universities (IIA10.1a - BP 4050; IIA10.1b -AP 4050). Cypress College has articulation agreements with UC and CSU campuses, as well as with independent colleges and universities. Articulation policies are reviewed and published in the College Catalog (IIA10.2 - Catalog p. 32, 56-69), which can be found on the website; they are also available on assist.org (IIA10.3 – Assist.org). Students are able to find instructions for transferring units from prior institutions on the Cypress College website under Students Services - Counseling, FAQs (IIA10.4 – Counseling FAQs).

Students, staff, and/or faculty can initiate articulation proposals by completing the Articulation Request Form and submitting it to the Articulation Officer for review. The Articulation Request Fillable Form (IIA10.5) is available to the public on the Cypress College Articulation page and at the Transfer Center. The Articulation Officer at Cypress College facilitates all articulation requests throughout the year, reviews public university articulation agreements via Assist.org annually, and updates all curriculum changes for the campus in Assist each spring (IIA10.6 – Articulation Officer email; IIA10.7- Summer Articulation Log; IIA10.8 - Curriculum Changes Report). The Articulation Officer also submits courses to the Course Identification Numbering System (C-ID) website (IIA10.9 – C-ID Approved Courses), a system wide repository of comparability, for review and to receive approval for a common identification number (C-ID) for each course. The C-ID system facilitates articulation with California State Universities throughout the state. Private university agreements are created on a case by case basis and evaluated and updated by the Articulation Officer annually (IIA10.6 Articulation Officer email; IIA10.10 – Brandman Univ. Email exchange; IIA10.11- Private Univ. Articulation Guide).

Articulation information is widely available in several different forms. The articulation statement is published in the College Catalog, which can be found on the website (IIA10.2 – Catalog, p. 32). Articulation agreements with public universities are published and available on assist.org (IIA10.3 Assist.org). Articulation agreements (current and historical) with independent institutions are available on a shared drive for all part time and full time counselors to access (IIA10.12 – Counselor Manual). Cypress has an internal Articulation Request Log, which allows the Articulation staff to keep track of current and pending articulation and request further articulation as needed (IIA10.7- Summer Articulation Log).

When receiving course credit from other institutions, students submit a “Pass Along” request (IIA10.13 – Pass Along Request Form) to Admissions and Records for their transfer credit to be

evaluated. This information is provided to students via the Cypress College Catalog in several locations (IIA10.2 – Catalog, pp. 63, 69). A link to a Pass Along form is available to students and counselors via the Admissions and Records website, which allows General Education courses to be evaluated by the counselors with regard to articulation and course content/learning outcomes to be reviewed by Admissions and Records evaluators (IIA10.13 - Pass Along Form) Moreover, students can submit a Course Substitution form for major-specific course evaluation by faculty, counselors, and Admissions and Records (IIA10.14- Course Substitution Form).

DE - Per AP 4105, Cypress College articulates DE/CE programs and courses in the same way as traditional face-to-face programs (IIA10.15- AP 4105). Articulation is requested via e-mail to four year universities and tracked by Articulation staff based on course content, and the DE/CE designation is listed on the official course outline, which is submitted to the receiving university. When Cypress College receives DE/CE courses to be assessed for use at Cypress College, counselors have the opportunity to assess content and applicability for meeting Cypress College course comparability and do a Pass Along request as indicated above. For courses without articulation, the Articulation Officer assesses the courses and refers, if necessary, to faculty in the discipline, then requests articulation (IIA10.6 - Articulation Officer email; IIA10.16 -DE Course Sample-Pass Along). The College does not grant credit for prior work experience for either DE or face-to face courses (IIA10.17 – Grantham Email).



Baccalaureate Degree Students are admitted to the baccalaureate degree program based on space availability and a separate application process that verifies completion of prerequisite courses and GE requirements Transfer requirements, including articulation agreements, are consistent with established College policies and practices. In addition, acceptance into the baccalaureate degree pilot program requires an Embalmer License and a Funeral Director License or Funeral Service Practitioner certification. Students are admitted to the program in the spring and fall based on the date of their completed application. As an open access institution, students meeting all program prerequisites are admitted on a first-come, first-served basis (IIA10.18 – FSBD Webpage).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 10. In order to facilitate the mobility of students without penalty, Cypress College makes available to its students clearly stated transfer-of-credit policies in the College Catalog, which is easily accessible on the College website. In accepting transfer credits to fulfill degree requirements, the College’s Articulation Officer certifies through the use of the Pass Along Request process that the expected learning outcomes for transferred courses are comparable to the learning outcomes of the College's Articulation agreements, housed on assist.org, have been established with those institutions with significant patterns of student enrollment such as UC and CSU campuses, as well as local independent colleges and universities.

Evidence Sources

- IIA10.1a – NOCCCD Board Policy 4050 Articulation
- IIA10.1b – NOCCCD Administrative Procedure 4050 Articulation
- IIA10.2 – 2016-2017 Cypress College Catalog, p. 56-69
- IIA10.3 – ASSIST Prompt webpage
- IIA10.4 – Counseling: FAQs. Counseling webpage
- IIA10.5 – Cypress College Articulation Request Fillable Form.
- IIA10.6 – Jennie Hurley, Articulation Officer, email
- IIA10.7 – Summer Articulation Request Log - Sample page.
- IIA10.8 – Curriculum Changes Report
- IIA10.9 – Cypress College Approved C-ID Courses
- IIA10.10 – Brandman University email exchange
- IIA10.11 – Private University Articulation Guide
- IIA10.12 – Pass-Along Policies and Procedures Manual
- IIA10.13 – General Education Pattern Pass Along Request.
- IIA10.14 – Course Substitution form.
- IIA10.15 – NOCCCD Administrative Procedure 4105 Distance Education
- IIA10.16 – DE Course Sample Pass along
- IIA10.17 – Robert Grantham, Counselor, Email
- IIA10.18 – Cypress College Funeral Service Bachelor’s Degree webpage screenshot

IIA11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Programs are developed by discipline faculty per guidelines of the Cypress College Curriculum Committee (IIA11.1 – Curriculum Training Guide). The College relies upon the expertise of discipline faculty to determine the parameters of the program and review at the appropriate stages. As per *NOCCCD Board Policy and Administrative Procedure 4020-Program and Curriculum Development*, every program developed by faculty is reviewed by the Curriculum Committee at the campus level, by the District Curriculum Committee at the District level, and eventually by the Board of Trustees (IIA11.2a – BP 4020; IIA11.2b – AP 4020). Once the institutional reviews are completed, the approved programs are reviewed and approved by the Chancellor’s Office.

Cypress College has identified General Education and Basic Skills Program Student Learning Outcomes (PSLOs) for all degrees offered. The PSLOs consist of four major areas or competencies that align with the ACCJC required competencies:

Cypress College Competencies	ACCJC Standards
Breadth of Knowledge and Experiences	Quantitative Competency

	Analytic Inquiry Skills Ability to Engage Diverse Perspectives
Communication	Communication Competency
Critical Thinking and Information Competency	Information Competency
Self Development	Ethical Reasoning

(IIA11.3 – Catalog, p. 70)

Cypress College also offers certificates in several Career Technical Education (CTE) departments. These certificate programs have identified both discipline PSLOs that are appropriate to the specific program and the program –specific needs to enter the workforce (IIA11.3 – Catalog p. 76, 91, 97 etc). At Cypress College, departments that have certificate programs have discipline-specific PSLOs and have mapped course-level SLOs (CSLOs) to those outcomes (IIA11.4 – CTE ILO Mapping Checklist).

Departments within the General Education and Basic Skills Program have identified their PSLOs as the Institution’s Associate Degree and/or CSU/IGETC Transfer Curriculum ISLOs and have mapped CSLOs to those outcomes (IIA11.5 – GE ILO Mapping Checklist). When appropriate, some departments have also mapped CSLOs to ILO Pathway III: Personal, Academic and Professional Development. (IIA11.6- Lifelong Learning Mapping Checklist) These PSLOs are published in the College Catalog (IIA11.3- Catalog, p. 70) and can also be found in the SLO Handbook (IIA11.7 – SLO Handbook). Once mapping has occurred, PSLO reports can be generated through TracDat that depict the overall success of students in a particular PSLO. Faculty can then draw conclusions about these success rates and create related action plans for each mapped CSLO. The CSLO-PSLO mapping process is an ongoing procedure that is reviewed regularly as programs evolve and change.

The Institutional Learning Outcomes (ISLOs) are outlined in the College Catalog (IIA11.3 – Catalog, p. 5-6). The College links CSLOs to ISLOs through TracDat (IIA11.8- Tracdat ILO Mapping Report). Faculty use the Course-level SLO Assessment Worksheet (IIA11.9 – Course Level SLO Worksheet) to map SLOs to ILOs using the three ILO Pathways (Associate Degree and/or CSU/IGETC Transfer Curriculum, CTE Certification, and Personal, Academic and Professional Development) (IIA11.4 CTE ILO Checklist; IIA11.6 – Lifelong Learning Checklist, IIA11.5- GE ILO Checklist).



Baccalaureate Degree

The Student Learning Outcomes (SLOs) within the baccalaureate degree completion program align with those prescribed within the accreditation standards of the American Board of Funeral Service Education (ABFSE) and are consistent with generally accepted norms in upper division coursework. The terminology utilized in the SLOs is consistent with the advanced nature and the increased complexity of the course content and expectations (IIA11.10 –Mort Sci SLOs). The assessments will evaluate the outcomes with this increased complexity in mind. The Program Learning Outcomes (PLOs) are also consistent with the prescribed requirements (IIA11.3 – Catalog, p. 236).

Analysis and Evaluation

The College meets the Standard. Cypress College includes PSLOs in all of its programs including General Education and Basic Skills as well as CTE programs. The College GE and Basic Skills competencies meet the ACCJC requirements of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The CTE PSLOs identify other program-specific learning outcomes.

Evidence Sources

- IIA11.1 – Cypress College Curriculum Committee Training Guide.
- IIA11.2a – NOCCCD Board Policy 4020 Program and Curriculum Development
- IIA11.2b – NOCCCD Administrative Procedure 4020 Program and Curriculum Development
- IIA11.3 – Cypress College Catalog 2016-17
- IIA11.4 – CTE-ILO Pathway Mapping Checklist.
- IIA11.5 – GE-ILO Pathways Mapping Checklist.
- IIA11.6 – Lifelong Learning Pathway Mapping Checklist
- IIA11.7 – SLO Handbook - Spring 2016
- IIA11.8 – TracDat ILO Mapping Report English/Reading
- IIA11.9 – Course-level SLO Assessment Worksheet.
- IIA11.10 – Funeral Service Bachelor in Science Course SLOs

IIA12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Cypress College requires a General Education component for all of its degree programs, regardless of delivery mode, DE or Traditional (IIA12.1). The General Education requirements are designed to teach students common principles, concepts, and modes of inquiry appropriate to the academic discipline. As outlined in the Cypress College Curriculum Training Guide, the subject matter is generally broad and introductory rather than specialized, narrow, or advanced (IIA12.2 p. 19-23, 25). Cypress College adheres to *NOCCCD Board Policy 4025-Philosophy and Criteria for Associate Degree and General Education* which articulates the general

education philosophy of a vocational and liberal arts education (IIA12.3). The Cypress College Catalog further identifies the broad educational goals as follows:

- Knowledge of the common principles, concepts, and modes of inquiry in the major disciplines;
- Appreciation and understanding of the environment, culture, society, and self;
- Ability to think and communicate clearly and effectively, critically and ethically both orally and in writing;
- Proficiency in mathematics, natural science, and analytical thinking;
- Understanding of the political and economic environment in order to be better informed and more responsible citizens;
- Desire to continue education throughout their lives (IIA12.4- Catalog, p. 53).

The list of General Education Program and Basic Skills Learning Outcomes can be found in the College Catalog and consists of broad categories: Breadth of Knowledge, Communication, Critical Thinking and Information Competency, and Self Development. These outcomes include courses approved for the Cypress College AA/AS Degree General Education, the California State University General Education, and the Intersegmental General Education Transfer Curriculum (IGETC) pathways, and the prerequisite basic skills courses (IIA12.4- Catalog, p. 70). These outcomes were approved by the Cypress College Curriculum Committee and the Cypress College Academic Senate, both of which are under faculty purview (IIA12.5- GE SLO Committee Minutes).

In addition to the PLOs described above, Cypress College has also identified three ILO pathways: General Education ILOs (GE ILOs), Career and Technical Education ILOs, and Personal, Academic, and Professional Development ILOs. They are published in the College Catalog (IIA12.4- Catalog, p. 5-6). These pathways directly reflect the College's mission, as they are the universal educational goals of the institution. They are not program or course-specific; rather they demonstrate how student learning at Cypress College is affected by the institution's collective academic culture. Every student may not experience all aspects of the ILO pathways, and the exposure and depth of experience of each student depends upon the individual student's interests, goals, and length of college attendance, as well as other factors. However, students as a whole demonstrate that the College's mission is an integral part of the educational experience at Cypress College.



Baccalaureate Degree The ILOs and PLOs of the baccalaureate degree are consistent with those established by Cypress College. Baccalaureate degree students must complete or have completed the required general education courses that are intrinsic to the College's ILOs. To earn the Bachelor in Science Degree in Funeral Service, students must complete: (1) requirements for Associate in Science Mortuary Science degree or equivalent (2) all upper division major course requirements with a minimum grade of "C"; (3) **37 units of IGETC lower division general education coursework or 39 units CSU GE Breadth lower division general education coursework, or previously awarded baccalaureate degree;** (4) **9 units of Upper Division General Education Graduation Requirements;** (5) the cultural diversity requirement; (6) any elective courses to complete a minimum of 120 units; and, (7) have a minimum GPA of

2.0 in all college level courses attempted and at least 24 units of upper division course work must be completed at Cypress College (residency requirement).

Prerequisites (lower division general education preparation)	Units
IGETC or CSU-GE Lower Division Breadth	37 - 39
Required upper division general education courses	Units
Upper Division General Education courses	<u>9</u>
Total Units	128 - 130
(IIA12.6 – BS Funeral Services)	

The Mortuary Science Department PLOs are articulated in the College Catalog and will reflect the inclusion of the baccalaureate degree beginning in Fall 2017.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 12. Cypress College’s faculty-developed general education program for both associate and baccalaureate degrees is based on an educational philosophy, as articulated in *BP 4025*, that is grounded in a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence Sources

- IIA12.1 – Distance Education Plan 2011 - 2014.
- IIA12.2 - Cypress College Curriculum Training Guide
- IIA12.3 – NOCCCD Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education
- IIA12.4 –Cypress College Catalog 2016-2017
- IIA12.5 – GE SLO Committee Minutes, April 15, 2010
- IIA12.6 – Cypress College Bachelor in Science, Funeral Service Program of Study

IIA13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Cypress College complies with the degree requirements outlined in *NOCCCD Board Policy and Administrative Procedure 4100-Graduation Requirements for Degrees & Certificates*, which specify at least 18 semester units in general education and at least 18 semester units in a major

listed in the Community Colleges “Taxonomy of Programs” (IIA13.1a – BP 4100; IIA13.1b – AP 4100). *NOCCCD Board Policy and Administrative Procedure 4025-Philosophy and Criteria for Associate Degree and General Education* identify four required GE course categories: Natural Sciences, Social (and Behavioral) Sciences, Humanities, and Language and Rationality (IIA13.2a - BP 4025; IIA13.2b – AP 4025)

Cypress College offers several ways to earn a degree as outlined in the College Catalog. Students may earn a degree with an interdisciplinary core by completing the requirements for the Liberal Arts Degree with an Area of Emphasis, such as Arts and Humanities, Human Communication, Math and Science, or Social and Behavioral Sciences. Alternatively, students can obtain a degree in a focused area of study with either a Liberal Arts Degree with a Specified Major in several areas or an AA-T or AS-T in 20 specific majors (IIA13.3 – Catalog). All courses required for AA/AS degrees include appropriate student learning outcomes as identified in the approved course curriculum. Additionally, discipline faculty ensure that courses include key theories and practices as well as appropriate competency assessments as part of the established curriculum approval process (IIA13.4 – Curriculum Training Guide).



Baccalaureate Degree The baccalaureate degree completion program in Funeral Service is a focused area of inquiry that requires 50 units of lower division major coursework in Mortuary Science and at least 31 units of upper division Funeral Service coursework (IIA13.5 – BS Funeral Services).

Analysis and Evaluation

The College meets the Standard. All degree programs offered at Cypress College include focused study in at least one area of inquiry or in an established interdisciplinary core such as Arts and Humanities, Human Communication, Math and Science, or Social and Behavioral Sciences. Specialized courses in a specific area of inquiry or interdisciplinary core include student learning outcomes and competencies as well as mastery of key theories and practices within the field of study as required by the Curriculum Approval Process.

Evidence Sources

- IIA13.1a – NOCCCD Board Policy 4100 Graduation Requirements for Degrees & Certificates
- IIA13.1b – NOCCCD Administrative Procedure 4100 Graduation Requirements for Degrees & Certificates
- IIA13.2a – NOCCCD Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education
- IIA13.2b – NOCCCD Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education
- IIA13.3 – Cypress College Catalog 2016-17
- IIA13.4 – Curriculum Training Guide
- IIA13.5 – Cypress College Bachelor in Science, Funeral Service Program of Study

IIA14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Cypress College ensures that students graduating with degrees or certificates in Career Technical Education (CTE) programs meet appropriate employment and licensure standards. Verification and currency of employment opportunity information and other external factors are accomplished in a couple of ways. When new programs are initially developed, they are created with input from advisory committees consisting of industry, business, government, and community representatives (IIA14.1- ACR Advisory Committee Minutes). This input considers the extent to which educational and training needs can be addressed by the CTE degree or certificate being considered, the skill competencies needed by the student upon completion, career opportunities, emerging technology, labor market demand, and employment trends in each career pathway applicable to that degree or certificate. A new degree and/or certificate proposal also goes through a regional approval process followed by CCCCCO approval. In the regional process, the twenty-eight community colleges in the Los Angeles/Orange County Regional Consortium (IIA14.2 – LAOCRC Program Approval Minutes) assess the labor market demand and wage information, then a gap analysis is conducted to ensure that there are sufficient available openings for completers, when considering the total supply of completers from all colleges in the region (IIA14.3 – LMI Demand). This process is completed before a request for final approval submittal goes to the California Community Colleges Chancellor's Office (CCCCO).

Once the program is CCCCCO approved, it is formally reassessed every two years through a program review process that informs the program, college, and Board of Trustees of its efficacy (IIA14.4 – ACR 2-year PR). Additionally, each CTE program annually meets with its Advisory Committee to review the relevancy of the program, labor market demand, wage information, employment trends, entry and advanced level skills needed by the students, emerging career pathways, and any revisions to the degree or certificate that may be needed to ensure it is meeting industry needs (IIA14.1 - ACR Minutes). This is an ongoing process that drives curriculum revisions and new degree, certificate, and course development.

This advisory process described is instrumental in driving the competencies and learning outcomes for all CTE programs. In this process, the advisors inform faculty of the skill sets, licensing requirements, certifications, labor union requirements, career pathways, and other factors that contribute to the development of learning outcomes (IIA14.5- TTAC Minutes). When a program is subject to industry licensing or certification requirements, as most CTE programs are, competency levels and measurable learning outcomes are determined by close alignment with those industry licensing or certification requirements. Once informed by the advisory committee process, faculty initiate curriculum, develop SLOs, PLOs, and tie the same to ILOs through a comprehensive curriculum development and approval process (IIA14.6 – Curriculum Committee Minutes).



Baccalaureate Degree The Cypress College Bachelor of Science in Funeral Services ensures that students will be able to meet employment standards and licensure or certification as required by adhering to the national standards as dictated by the American Board of Funeral Service Education (ABFSE). The ABFSE is the only recognized accreditor of funeral service and mortuary science education programs by the United States Department of Education (IIA14.7 – ABFSE Directory). Graduation from an ABFSE-accredited program is required for licensure in every state in which personal licenses to practice are issued (IIA14.8a – NFDA Resources; IIA14.8b – ICFSEB Regulations). In California there are five individual licenses issued by the Cemetery and Funeral Bureau, the regulating agency with the Department of Consumer Affairs responsible for licensing funeral service practice (IIA14.9 – CFB Website) . Students graduating from the baccalaureate degree completion program will be eligible for licensure in all 50 states (IIA14.8a –NFDA Resources).

Analysis and Evaluation

The College meets the Standard. Cypress College graduates completing CTE certificates and degrees demonstrate technical and professional competencies developed by field specific advisory committees. Competency levels are based on identification of skills needed by students upon completion that meet employment standards as well as preparation for external licensure and certification.

Evidence Sources

- IIA14.1 – ACR Advisory Committee Minutes
- IIA14.2 – LAOCRC Program Approval Minutes
- IIA14.3 – LMI Demand for LA and OC
- IIA14.4 – ACR 2-Year CTE Program Review
- IIA14.5 – TTAC- Travel and Tourism Advisory Committee Minutes, July 6, 2015
- IIA14.6 – Curriculum Committee Meeting Minutes, December 10, 2013
- IIA14.7 – American Board of Funeral Service Education Directory
- IIA14.8a – National Funeral Directors Association, Education-Resources
- IIA14.8b – The International Conference of Funeral Service Examining Boards; Regulations in Funeral Service Licensing, Continuing Education and Pre-need. June 2015
- IIA14.9 – California Funeral Board website

IIA15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Cypress College is committed to the efficient progress of students through degree and certificate programs and ensures that appropriate measures are in place through the Program Discontinuance Policy and the Campus Catalog Rights Policy.

Cypress College follows the Program Discontinuance policies and procedures outlined in *NOCCCD Board Policy and Administrative Procedure 4021-Educational Program Discontinuance* (IIA15.1a; IIA15.1b). A required element of the discontinuance procedures ensures that students are able to complete their education in a timely manner. *AP 4021* Section 4.2.6.1 clearly articulates that in case of discontinuation,

If the SRC (Special Review Committee) recommendation for discontinuance is validated in accord with provisions of this Procedure, a plan for discontinuance shall be developed jointly by the local administration and academic senate to establish appropriate actions and a timeframe conducive to the needs of students currently engaged in the program. (IIA15.1 p. 4).

When program or degree requirements are significantly changed during students' tenure at the College, their progress is protected by the Catalog Rights Policy. This policy states that "Catalog rights, established when a student first takes classes at the college, protect the student from being held for additional requirements that may be added to a later catalog" (IIA15.2-Catalog, p. 12). Students may elect to meet graduation or certificate requirements of either 1) the catalog that was in effect when they began taking classes or 2) any catalog that has been in effect during the time of continuous enrollment, or 3) the catalog that is in effect at the time they apply for graduation (IIA15.2).

Analysis and Evaluation

The College meets the Standard. When programs are eliminated or program requirements are significantly changed, Cypress College follows the established Board and Campus policies to ensure appropriate student progress. *NOCCCD AP 4021* requires appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. Since the creation of the Discontinuance Policy, the College has had only one program considered for discontinuance and determined that discontinuance was not warranted. Student degree and certificate progress is protected from significant changes or additional requirements by the Cypress College Catalog Rights Policy.

Evidence Sources

IIA15.1a – NOCCCD Board Policy 4021 Educational Program Discontinuance

IIA15.1b – NOCCCD Administrative Procedure 4021 Educational Program Discontinuance

IIA15.2 – College Catalog 2016-17

IIA16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to

improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Cypress College engages in regular and ongoing evaluation of all instructional programs, pre-collegiate and collegiate, as well as CTE, on-line and face-to-face, to ensure high quality and current instruction. These evaluations are designed to promote achievement and improvement in order to attain learning outcomes. Cypress College does not offer continuing and community education courses. Those non-credit courses are offered through the NOCCCD North Orange Continuing Education, which is a separate entity and subject to accreditation through WASC.

Instructional Program Reviews are performed every four years with instructional departments regularly engaged in self-evaluation (IIA16.1 – PR Cycle). The Program Review Committee reviews the reports submitted and offers both commendations and recommendations for improvement (IIA16.2 - PR Handbook). The Program Review Coordinator summarizes the results of the departmental reviews in the annual Program Review Report (IIA16.3 – PR Annual Report). In addition, Institutional Research and Planning (IRP) includes Program Review results in the Institutional Effectiveness Report (IIA16.4 - IER).

Program Review is the systematized means of promoting ongoing efforts to improve the quality and currency of all instructional programs. In this effort, the IRP Office provides five-year trend data for sections, enrollments, seat counts, fill rates, FTES, FTEF and WSCH per FTEF (IIA16.5 – PR Form Acct). Also, degrees and certificates awarded for the last three years and course success rates for the last two years are included. The data are used by departments to assess their efficacy and achievement as well as set goals for improvement. Overall college course success rates along with division success rates are included in the Program Review process so that departments can compare their success rates to the college and division as a whole and make plans for improvement accordingly.

As part of Program Review, academic departments are also required to review curriculum to ensure quality and currency in accordance with *NOCCCD Board Policy and Administrative Procedure 4020-Program and Curriculum Development* (IIA16.6a; IIA16.6b). A curricular review includes new courses to be reviewed and course revisions, including changes to courses based on SLO assessment. Curriculum is reviewed by discipline faculty to determine currency and quality in various areas, including textbooks, course content, pre-requisites and co-requisites, instructional methodologies and modes, and methods of evaluation. The Curriculum Training Guide outlines several areas of course justification to consider: appropriateness to College PLOs and ILOs, need, curriculum standards, resources, and compliance. In order to demonstrate compliance, the course must meet federal regulations, licensing requirements, and other legal requirements (IIA16.7 - Curriculum Training Guide)

In order to further facilitate success and continued improvement, Program Review results are intrinsic to the resource allocation process. A Department's most recent instructional program review must be attached to all (One-Time) funding requests (IIA16.8 – One Time Funding Request Form 2015-2016). Success rate information from the Program Review is included in the College's budget request prioritization process and is a significant factor in decision-making (IIA16.9 - One Time Funding Rubric 2015-2016).

DE At Cypress College, Distance Education is evaluated in two distinct ways. DE courses are evaluated during a department's regular Program Review to assess the effectiveness of courses taught in the DE modality. In addition, the DE program is evaluated as part of the regular Campus Services Quality Review (CSQR) process. Each of these review processes is designed to promote ongoing improvement to enhance student achievement. The College conducted a CSQR of the Distance Education Program in 2011-12. The DE review focused primarily on student and faculty satisfaction with the overall program. Specifically, the study examined student satisfaction with the online classroom, faculty satisfaction with the DE program, and faculty satisfaction with DE training. Results indicated and overall satisfaction with the services offered (IIA16.10 - Distance Education Quality Review 2011-12). As previously discussed, the DE Program is currently in the midst of a structural reorganization. The College finalized these plans in the fall of 2016 and the new Coordinators can be an integral part of QFE #1-Distance Education and the review of the DE Plan. Regular reviews are intended to be part of the DE Plan and will resume once the new DE Program and personnel are in place.

Individual departments review the success and efficacy of courses taught in the DE mode as part of their regular Program Review. New to the 2016-17 Program Review form is the inclusion of course success rates by delivery mode so that departments can further assess student success by mode and make plans for improvement. With this added data, Departments will be responsible for including DE course improvements as part of their planning in the Program Review Report (IIA16.5 – PR Form Acct, p. 4).

As a result of Quality Review results, the DE Program has made changes to increase student achievement. For example, the DE 2011-12 Quality Review was used in planning to modify the training used to determine if faculty were able to teach effectively in the distance education delivery method. Specific improvements included a focus on 508 compliance for disabilities, the authentication of students in the DE delivery method, and regular and effective communication between students and faculty (IIA16.11 - Cypress College DE: Preparing for Course Evaluation Fall 2011).

Departments are to include evaluation of DE courses as part of their regular Program Review. Currently data is provided for student success rates by delivery mode and course on all Instruction Program Reviews (IIA16.12 – AC-R PR).

Analysis and Evaluation

The College meets the Standard. Cypress College regularly evaluates and improves the quality and currency of all instructional programs, regardless of delivery mode or location, through the Instructional Program Review process which includes a review of trend data, outcomes data, and curriculum. The College continues to improve programs and courses to enhance learning outcomes and achievement for students by developing programs, allocating sufficient resources, and ensuring Program Review results play a significant role in decision-making. While the College meets the Standard, integrating a systematized evaluation of DE course success rates across the campus would be beneficial.

Evidence Sources

IIA16.1 – Program Review Cycle

- IIA16.2 – Cypress College Department Planning and Program Review Handbook 2017
- IIA16.3 – Program Review Annual Report
- IIA16.4 – Institutional Effectiveness Report 2015-16
- IIA16.5 – Department Planning and Program Review Report: Accounting Sample
- IIA16.6a – NOCCCD Board Policy 4020 Program and Curriculum Development
- IIA16.6b – NOCCCD Administrative Procedure 4020 Program and Curriculum Development
- IIA16.7 – Curriculum Training Guide
- IIA16.8 – One Time Funding Request Form 2015-2016.
- IIA16.9 – One Time Funding Rubric 2015-2016.
- IIA16.10 - Distance Education Quality Review 2011-12.
- IIA16.11 – Cypress College Distance Education: Preparing for Course Evaluation Fall 2011.
- IIA16.12 – Air Conditioning and Refrigeration Program Review 2016

Changes Arising out of the Self Evaluation Process

Change, Improvement and Innovation	Standard	College Lead	Timeline	Outcome
Included disaggregated data into Instructional Program Review	IIA7	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.
Evaluated PLOs, degrees and certificates	IIA3	IRP SLO Coordinator	Spring 2017	The College conducted a survey (ADCAP) of graduates to assess whether they felt their time at Cypress met the PLOs for their program and the ILOs for the College.

Plans Arising out of the Self Evaluation Process

Planned Change, Improvement and Innovation	Standard	College Lead	Timeline	Anticipated Outcome
Restructure the DE program personnel, policies, procedures and documentation	IIA2	DE Coordinator Academic Senate	Fall 2017	The College will restructure the DE program with more clearly established areas of responsibility for faculty and management along with a review of relevant policies,

				procedures and documentation.
Develop a BP and AP to ensure 120 units for the pilot baccalaureate degree	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.
Disaggregate data in the SSQR and CSQR process	IIA7	IRP	Fall 2017	The College will disaggregate data based on demographics in the next review cycle for the Student Services quality Review and Campus Services Quality Review.
Revise Mortuary Science PLOs	IIA12	Mortuary Science Department Coordinator	Fall 2017	The Mortuary Science Department will revise its PLO to include the baccalaureate degree in Funeral Service.
Evaluate DE course success rates across campus	IIA16	IRP DE Coordinator Program Review Coordinator	Fall 2017	The College will conduct a systematic evaluation of DE course success rates and implement any necessary changes.