

## **Standard IIC: Student Support Services**

**IIC1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.**

### **Evidence of Meeting the Standard**

Cypress College provides a variety of Student Support Services with the goal of enhancing the College mission of “promoting student learning and success,” whether students are focused on transfer, associate degrees, career technical education, basic skills, or lifelong learning (IIC1.1 - College Mission statement). These services include

- Admissions & Records
- Associated Students
- California Work Opportunity & Responsibility to Kids (CalWORKs)
- Cooperative Agencies Resources for Education (CARE)
- Career Planning Center
- Counseling
- Disability Support Services (DSS)
- Extended Opportunity Programs & Services (EOPS)
- Financial Aid
- Foster Youth (Guardian Scholars)
- Health Services
- International Students
- Outreach
- Student Success and Support Program (SSSP)
- Student Activities
- Transfer Center
- Veterans Resource Center
- Student Equity

Cypress College has a Student Services Council (SSC), which consists of representatives from each of the student service areas, as well as representatives from other related functions, such as the Bursar’s Office and Campus Safety. The SSC meets once a month to plan and coordinate efforts, monitor support services, engage in dialogue which addresses arising issues or challenges, and share department/program updates (IIC2.2 – SSC Minutes).

Cypress College uses a variety of measures to review and assure the quality of its student services. The College engages in regular evaluation of the effectiveness and quality of student services through cyclical program reviews. Support Services Quality Review (SSQR) and Campus Support Services Quality Review (CSQR) are conducted every three years to evaluate and improve the student support programs and services offered at the College (IIC1.3 – PR

Review Schedule). A required element of the quality review is the inclusion of the area's own mission statement and how it is in alignment with the overall Cypress College Mission, Vision, and Core Values Statement (IIC1.4 –A&R SSQR). Additionally, the Noel-Levitz Student Satisfaction Survey is used in conjunction with satisfaction data collected by Institutional Research and Planning (IRP) as part of the cyclical quality review process (IIC1.5 - Noel-Levitz SSI Report, IIC1.4 – A&R SSQR).

The SSQR process requires all departments to regularly evaluate the efficacy of their services in several ways. The SSQR includes standard Core Measures of student satisfaction to assess areas such as hours of operation, timeliness of response, clarity of procedures, quality of materials, staff helpfulness and knowledge, and overall quality of services. In addition, some departments add Department Specific Indicators to the survey to evaluate factors specific to their area (IIC1.4 – A&R SSQR).

Departments are also required to review changes since the last quality review to document accomplishments or improvements and provide insights into significant obstacles or challenges. Additionally, previous goals and objectives are evaluated to determine the progress made. Finally, new goals and objectives, including the necessary resource allocation impacts, are identified as part of the ongoing efforts to facilitate student success and achievement (IIC1.4 – A&R SSQR).

Another tool utilized to evaluate the effectiveness of the student services provided at Cypress College is the Noel-Levitz Student Satisfaction Inventory conducted every two years. The Noel-Levitz report provides an overview of what is most important to students as well as how satisfied they are with various areas of their college experience. The College then examines the performance gaps between satisfaction and importance to work towards continuous improvement in areas such as academic advising, safety, admissions, financial aid and overall service excellence. In order to determine institutional trends the report includes a comparison of the results from the most current and previous studies (IIC1.5 – Noel-Levitz SSI Report).

Finally, individual departments may engage in their own internal evaluation of services or programs provided. For example, the Career Planning Center monitors the needs of students related to their online workshops based on the evaluations completed at the end of each workshop and on the frequency of use for each individual workshop (IIC1.6 – CPC On-line Workshop page; IIC1.7 – Site Counter page). Also, EOPS/CARE conducts evaluations of their university field trips, early scheduling appointment system, as well as academic success workshops to determine efficacy and student satisfaction (IIC1.8 - EOPS FT Report; IIC1.9 – EOPS Early Scheduling Eval; IIC1.10 – EOPS Academic Success Survey).

In addition to the aforementioned established Student Service Programs, Cypress College also has several Special Programs:

- (STEM)<sup>2</sup> Program
- Honors / Service Learning
- International Students
- Learning Communities
- Legacy Program
- Paraprofessional in Education
- Puente Project

- Study Abroad
- Teacher Preparation & Education Programs
- Tech Prep

These programs are funded through various means including One-time/Advanced Funding and grants. Special Programs also undergo regular evaluation to ensure that they support student learning and enhance the accomplishment of the College mission. Programs are reviewed every three years and utilize the Special Programs Quality Review (SPQR) form (IIC1.4 – PR Review Schedule). Special Programs are required to include their mission and Program Student Learning outcomes. Additionally, data for several core measures of student success are analyzed and utilized in future planning. Special Programs are also expected to review previous goals and objectives as well as evaluate their strengths and challenges. Finally, the evaluation includes long-range plans and objectives and the associated fiscal impacts (IIC1.11 SPQR- Puente).

DE The evaluation of Distance Education occurs at both the instructional and campus services levels. As discussed in Standard II, DE courses are assessed as part of a department’s regular Instructional Program Review. The last DE CSQR was conducted in Fall 2011. As previously discussed, the College is in the midst of a DE leadership reorganization after which the new DE Plan will be produced and a review conducted. The previous review included data related to student satisfaction with the online classroom; the DE Learning Management System- Blackboard (LMS) was surveyed with regard to quality, ease of use, troubleshooting, and software (IIC1.12 – DE CSQR).

## **Analysis and Evaluation**

**The College meets the Standard.** Cypress College regularly evaluates the quality of student support services every three years through the regular Student Services Quality Review (SSQR/CSQR) process along with the Noel-Levitz Student Satisfaction Inventory and ad hoc specialized department surveys. These evaluations facilitate ongoing discussion and planning in order to demonstrate that student services, whether on campus or on-line, support student learning and enhance accomplishment of the Mission of the College.

### Evidence Sources

- IIC1.1 – Cypress College Mission Statement
- IIC1.2 – Student Services Council Minutes March 17, 2016
- IIC1.3 – Program Review Schedule (new)
- IIC1.4 – Quality Review Report Admissions and Records SP 2015
- IIC1.5 – Noel-Levitz SSI Report 2015
- IIC1.6 – Career Planning Center Online Workshops
- IIC1.7 – Site Counter Admin Site and Counter Log
- IIC1.8 – EOPS Field Trip Report
- IIC1.9 – EOPS Early Scheduling Appointment Evaluation - Questionnaire FINAL
- IIC1.10 – EOPS Academic Success Workshop Survey – Questionnaire
- IIC1.11 – Special Programs Quality Review – Puente

**IIC2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

### **Evidence of Meeting the Standard**

Per *NOCCCD Board Policy 5050-Student Success and Support Program*, Cypress College provides appropriate services to students for the purpose of furthering equality of educational opportunity and academic success (IIC2.1 –BP 5050). The Student Service divisions, departments, and programs assure the quality of student services by regularly and systematically assessing students' need for support services and measuring support outcomes to determine whether these outcomes are achieved. Student support service outcomes in the form of Student Services Student Learning Outcomes (SSSLO) assessments are conducted by members of the Student Services Council (SSC) which include the following student services, campus support, and Library & Learning Support departments:

- Admissions & Records
- Associated Students
- Bursar - Campus Support Program
- California Work Opportunity & Responsibility to Kids (CalWORKs)
- Cooperative Agencies Resources for Education (CARE)
- Career Planning Center
- Counseling
- Disability Support Services (DSS)
- Extended Opportunity Programs & Services (EOPS)
- Financial Aid
- Foster Youth (Guardian Scholars)
- Health Services
- International Students
- Library & Learning Resources Center - Library and Learning Support Services
- Outreach
- Public Safety - Campus Support Program
- Student Success and Support Program (SSSP)
- Student Activities
- Transfer Center
- Veterans Affairs
- Student Equity

The SSC utilizes a two year cycle of review and assessment of services provided by the College. The Student Services Student Learning Outcomes (SSSLO) review process requires each Student Services Unit to identify its mission, goals, intended outcomes, assessment criteria, summary of

data and use of results to systematically assess and improve the services and programs provided (IIC2.2 – SSSLO 2016-18). These reviews utilize student satisfaction data from both the SSQR, CSQR, and Noel-Levitz survey results (IIC2.3- SSSLO- Bursar). SSSLOs, assessment analysis, and actions plans are housed in TracDat, where the results are mapped to the Cypress College PLOs and ILOs (IIC2.4 – TracDat link).

Ongoing dialogue concerning the assessment findings and their links to the Campus Planning documents (e.g., EMP and SP) occurs in division-level and SSC meetings (IIC2.5 – EMP; IIC2.6 –SP). Each SSSLO cycle incorporates a designated focus area such as Student Equity or Accreditation standards or Non-stop Student Services that is linked to one or more areas in the EMP or SP (IIC2.3 - SSSLO Bursar). In this way, ongoing planning and program development in the student services area are grounded in quality review assessments. For example, when the SSSLO assessment results for the LRC indicated that only about 50% of students felt that the ESC, MLC, and tutoring services helped them to complete coursework successfully, the LRC worked to improve training sessions. Additionally, the LRC plans to increase tutors to cover a broader range of subjects (IIB2.7– SSSLO- LRC 2014-16). Through this assessment and planning cycle, the College continuously works to meet student needs and promote student success.

## Analysis and Evaluation

**The College meets the Standard.** Cypress College identifies and assesses learning support outcomes for its student population through the College’s SSSLO review process. The College has established the Student Success and Support Program (SSSP) which provides appropriate student support services and programs including assessment, orientation, and counseling to achieve the identified outcomes. The SSSP is discussed in greater detail in the Standard below. The College uses assessment data through the SSSLO review process to continuously improve student support programs and services.

### Evidence Sources

- IIC2.1 – NOCCCD Board Policy 5050 Student Success and Support Program
- IIC2.2 – Student Services SLOs 2016-2018
- IIC2.3 – Bursars Office SS SLOs 2014-2016 Cycle VIII
- IIC2.4 – [Cypress College TracDat website](#)
- IIC2.5 – [Cypress College Educational Master Plan 2016-26](#)
- IIC2.6 – Cypress College Strategic Plan 2014-17
- IIC2.7 – SS SLO Cycle VIII 2014-16 LRC

**IIC3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of services location or delivery method.**

### Evidence of Meeting the Standard

The vast majority of students who attend Cypress College come to the physical campus located in Cypress, CA. Additionally, the Anaheim Campus is an off-site facility that houses the College's Culinary Arts Program. According to a recent study conducted by IRP of online students, only 5% of the student population takes online courses, only. The other 95% take a combination of online and/or on-campus classes (IIC3.1 - On-line Student Study). Cypress College provides equitable access to all students by providing comprehensive services both on campus and online via the College website, phone and email access, and department webpages.

Cypress College provides many on campus services to help students meet their educational and employment goals such as Admissions & Records, Counseling, Financial Aid, Career Planning Center (CPC), and the Transfer Center (IIC3.2 – Catalog p 32-37). To meet the counseling needs of students at the Anaheim Campus, a CTE counselor is available 23 hours per week (IIC3.3 – Anaheim Campus DeDios Email). Other on-campus services provided are associated with particular student groups, such as Associated Students, CalWORKs, CARE, EOPS, Disability Support Services (DSS), Foster Youth, International Students (ISP), and Veterans Resource Center (VRC) (IIC3.2 – Catalog p.32-37). Students taking DE or off-site classes have comparable access to the majority of services available to students on-site.

First, the College maintains a DE Program Webpage that provides information to support general student success in the online environment including a DE Readiness Quiz, DE Policies, and a Cypress College DE Video (IIC3.4 – DE Webpage). All pertinent publications such as the Schedule of Classes and the College Catalog are also available via the College Website (IIC3.5 – Homepage- Schedule and Catalog Tab).

Second, DE and Anaheim Campus students also have access to many student services through both the College Website and individual program webpages. Admissions and Records and Financial Aid provide self-services through MyGateway (accessed via the College Website), such as transcript ordering, online orientation, add/drop classes, and financial aid submissions, for students with remote access (IIC3.2 – Catalog p. 8). Information about Academics and Special Programs can be accessed online for each department through the Academics tab on the main College Website (IIC3.5 – Homepage -Academics Tab).

In addition, students have off-site access via phone or email to specific student services from campus departments such as Counseling, Transfer Center, DSS, and EOPS. For example, DSS provides services and accommodations to students with documented disabilities, whether they are on campus or distant learners. Services are provided in compliance with state and federal legislation to support students with disabilities in meeting their educational and vocational goals (IIC3.2 – Catalog, p. 34; IIC3. 6 – Phelps Email 12/18/15). Students enrolled in DE courses must contact DSS to inform that they will need services. Once the disability documentation is received via email, counselors forward all DSS paperwork to the DE student. The counselor and the student will then schedule future phone appointments to discuss student and DSS responsibilities as well as how to request accommodations, etc. (IIC3.7 – DSS Student Handbook).

The EOPS/CARE and CalWORKs programs have also implemented phone counseling appointments in order to accommodate students who are not physically able to attend their appointments in person for a variety of reasons (i.e. health, study abroad status, etc.) (IIC3.8 – EOPS Implementing Guidelines p. 34). When needed, these phone appointments make it possible for students to satisfy their minimum three required EOPS counseling appointments each semester (IIC3.9- EOPS/CARE MRC).

Students in the ISP (F-1 visa international students) are limited to three DE units out of the 12 units required by Federal immigration regulations. The remaining 9 units, must be either hybrid or classes that require physical attendance (IIC3.10 – NAFSA Advisor’s Manual). Since students taking DE courses are also present on campus, support services are delivered through both physical meetings and electronic communication.

Third, various student service centers also have a strong online presence. The Veterans Resource Center (VRC) provides services to active duty, reservists, dependents, and veterans, including veterans’ information dissemination, academic counseling, mental health counseling, benefit certification, and tutoring, both in-person and online (IIC3.2 - Catalog, p. 38-39).

The Career Planning Center (CPC) has a comprehensive website which provides students with online access to site-licensed career programs, resources and links, procedural information for utilizing the Center’s services, online workshops, and answers to questions (IIC3.11.- CPC Webpage; IIC3.12 - CPC Site Licensed Programs User Guide). For example, Online Career and Student Success Workshops are available. The CPC monitors the needs of students related to Online Workshops based on the evaluations completed at the end of each session and on the frequency of use (IIC3.13 – CPC Online Workshops page; IIC3.14 – Website Counter; IIC3.12 – CPC Site Licensed Programs User Guide; IIC3.15 - CPC Online Workshop Admin). Career Counseling adheres to the National Career Development Association (NCDA) Code of Ethics and understands the additional concerns related to providing career services online and using technology and/or social media, and makes every attempt to protect confidentiality and data security, ensure transparency and equitable treatment of clients, and meet any legal and ethical requirements for the use of such resources (IIC3.16 - NCDA Code of Ethics).

Fourth, the implementation of the Student Success and Support Program (SSSP) in Fall 2014 mandated that all non-exempt new and returning students must complete the following requirements in order to be eligible for priority registration: Orientation, Assessment, and Educational Planning (IIC3.2 – Catalog p. 7). For those students who are not physically on campus, information on how to complete these three requirements is accessible via the College website (IIC3.17 – Admissions Getting Started). While students can satisfy the orientation requirement online, the current assessment process is not readily available online as students need to come to campus to complete the test. However, Cypress College does accept assessment scores posted within two years from other California community colleges. DE students have the option of taking the test at another local college where web based versions of those tests are available. Students can then scan those assessment test scores along with the Alternative Assessment Petition to the Director of SSSP for processing (IIC3.18a – Assessment Webpage; IIC3.18b – Assessment Petition Form). DE students can complete the last requirement of Educational Planning through the online counselor (IIC3.19 – Online Counseling Webpage).

Additionally, online counseling services are being increased. ConexED is an online counseling/advising software program that was purchased to serve the needs of students in a virtual environment. Currently, online counseling is available via email exchange between the online counselor and students. By using ConexED, students will be able to log into MyGateway using the Single Sign-On modality to validate their identity and begin a counseling session using a smartphone, tablet, laptop, or computer. The use of cameras, microphones, and speakers on these devices computers will maximize the virtual counseling and advising experience between the student and the online counselor. ConexED will be launched in Spring 2017 and will be part

of the Counseling Department SSQR during the next scheduled cycle in 2018 (IIC3.20 – Equitable Access DeDios email)

Finally, the follow up services component for students who have not met “Satisfactory Academic Progress” is also a requirement under the Student Success and Support Program (IIC3. 2 – Catalog, p. 37). The online probation workshop is currently being reviewed for content update. Probation students are contacted within the first three weeks of the semester regarding probation workshops as well as how to contact Student Success Counselors. A designated mailbox has been set up to connect or refer all probation students to either online counseling services or to schedule a counseling appointment (IIC3. 21 - Probation DeDios email).

### **Analysis and Evaluation**

**The College meets the Standard.** Cypress College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to on-campus, online, and off-site students. Students have equitable access to services in a variety of ways including on-campus centers, the College Website, and various student service department webpages. While the College meets the Standard, the student service areas work to continuously assess and improve the services offered. Currently, attempts to address student needs are underway in areas such as Counseling, Financial Aid, the Veterans Resource Center (VRC), and Transfer Center.

Student Services has recently developed a slogan of “Moving from a one-stop to a non-stop student center.” In-person student support and services will still be available, but for those students who are unable to physically come to the campus or select to utilize services remotely, the “non-stop” concept was developed to serve students with this need or preference.

The College is also improving the assessment of student needs by designing student surveys that focus on student satisfaction of our online support resources, which will better inform decisions about expanding and implementing DE services (IIC3. 20 - Equitable Access DeDios email).

Other departments are also working to improve the services offered to off-site students. For example, Financial Aid is working to provide an online alternative for DE students to verify residency. Students’ state of residency can affect their eligibility for State of California financial aid. DE students may find it challenging to prove their identity when identity verification is required due to needing live documentation and, in some cases, the use of a publically licensed notary. Also, the VRC works to expand its on-line services to meet the needs of veterans in the areas of community service/outreach, tutoring, mental health services and video workshops. Finally, the Transfer Center is exploring ways to make Transfer Tuesdays, transfer fairs, university representative visits, workshops, and university application assistance available online.

### Evidence Sources

IIC3.1 – Online Students Fall 2015 Report

IIC3.2 – Cypress College Catalog

IIC3.3 – Paul DeDios, Dean of Counseling and Student Development, Anaheim Campus Email

IIC3.4 – DE webpage Screenshot  
IIC3.5 – Homepage-Academics Tab  
IIC3.6 – Celeste Phelps, Director of Disability Support Services email, December 18, 2015  
IIC3.7 – Disability Support Services (DSS) Student Handbook  
IIC3.8 – EOPS Implementing Guidelines p. 34  
IIC3.9 – EOPS/CARE MRC Fall 2011  
IIC3.10 – NAFSA Advisor’s Manual, (CFR) 8 CFR 214.2(f)(6)(i)(A-G)  
IIC3.11 – Career Planning Center (CPC) Webpage Screenshot  
IIC3.12 – Career Planning Center (CPC) Site Licensed Career Programs User Guides  
IIC3.13 – Career Planning Center (CPC) Online Workshops  
IIC3.14 – Career Planning Center (CPC) Site Counter Admin Site and Counter Log  
IIC3.15 – Career Planning Center (CPC) Online Workshop Admin Site  
IIC3.16 – NCD A Ethics Standards Section F Online Services  
IIC3.17 – Getting Started webpage  
IIC3.18a – Assessment Webpage  
IIC3.18b – Cypress College Assessment Exemption Petition  
IIC3.19 – Online Counseling Webpage  
IIC3.20 – Equitable access Dean of Counseling Paul DeDios email  
IIC3.21 – Probation Dean of Counseling Paul DeDios email

**IIC4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

#### **Evidence of Meeting the Standard**

The Co-curricular and Athletic programs at Cypress College work to fulfill the College Mission of promoting student learning and success. Furthermore, the programs serve to contribute to the social and cultural development of the students served. Each program has its own mission statement that articulates the commitment to both education and high standards of integrity.

#### Co-curricular Programs.

Most of the co-curricular programs at Cypress College are clubs or programs that are included under the framework of the Associated Students (AS) whose Mission is

Dedicating ourselves to promote higher education, representing and supporting the students will and advocating through spirit, determination, unity and excellence (IIC4.1 AS Mission Statement).

The Associated Students of Cypress College program is in accordance with *NOCCCD Board Policy and Administrative Procedure 5400-Associated Students Organization* that recognizes the right of students to organize student body associations (IIC4.2a- BP 5400; IIC4.2b - AP 5400). The operational guidelines for the Associated Students of Cypress are regulated in two ways. At the Board level *AP 5400* identifies operational guidelines and second, the Associated Student

Constitution and By-Laws specifies details regarding organizational structure as well as various aspects of the Associated Students procedures (IIC4.2b- AP 5400; IIC4.3- Associated Student Constitution; IIC4.4 -AS By-Laws).

In order to ensure educational integrity, the Associated Students of Cypress College Program is evaluated using hours of participation through the Counseling 299C Independent Study course. AS Council members are required to take this course, and attendance and participation reports are kept each semester (IIC4.5a - Attendance and Participation Report Fall 2015 & IIC4.5b - Spring 2016). For every .5 unit, a student commits to nine hours of participation (maximum 2 units/36 hours) in order to pass the course. Participation includes attending AS meetings, events, or internal or campus committee meetings. The AS Program also utilizes the bi-annual SSSLO Report to evaluate its operations. The SSSLO includes set goals and an evaluation of achievement. In the most recent review cycle, the AS program was able to achieve the previously set goal of encouraging students to participate in campus life through campus clubs. Results showed an increase in active clubs from approximately 20 to 30 (IIC4.6 - SSSLO Report). The AS Program engages in ongoing improvements to maximize operational and leadership opportunities for its student council members. Plans include developing an organizational business plan, leadership training workshops, and increasing local community volunteer opportunities.

In addition to being their own organization, the Associated Students is also responsible for overseeing the various student clubs and organizations on campus. These campus clubs contribute to the social and cultural dimensions of a student's educational experience. The College supports 20-25 clubs, which are governed by the Inter-Club Council of Cypress College (ICC). Falling under the umbrella of the Associated Students, the ICC follows various guidelines described in the A.S. By-laws (IIC4.4 – AS Bylaws), as well as the ICC Constitution (IIC4.7 – ICC Constitution).

The Vice President of Student Organizations serves as Chair of the ICC and is the direct link between the AS Executive Board and the campus clubs. The VP of Student Organizations prepares agendas for ICC meetings in cooperation with the AS Advisor who ensures educational integrity (IIC4.4- AS By-laws Article II, Job Description). The ICC is further governed by the Associated Student By-Laws Article V, which provides guidance and regulations to campus clubs and /or organizations. Clubs and Organizations are required to be composed entirely of currently enrolled students, have an approved advisor, hold appropriate meetings, follow non-discrimination inclusion policies, and establish aims which are educational and compatible with college and/or community interest (IIC4.4 - AS Bylaws Article V -Student Clubs and Organizations, p. 11).

[Do we need to talk about Co-Curricular organizations such as the Forensics team, CNSA, Rad Tech Org etc?] The College also offers co-curricular programs that operate outside the AS structure such as the Forensics Team, CNSA and XXXXXX. These programs are overseen by faculty and division deans in the associated academic area.

Cypress College maintains financial control of all co-curricular organizations. The AS of Cypress College is funded by the sales of the Associated Students Sticker, Student Representation Fee, fundraising, and miscellaneous income and interest from a CD account. An annual budget is presented at the beginning of the year. The budget is based on estimated amount of the aforementioned funding categories (IIC4.8 -AS Sticker Budget). AS expenditures are

approved by the AS council and are noted on the business meeting agenda and the approval of funds is noted in the business meeting minutes in accordance with Brown Act guidelines (IIC4.9- AS Agenda 2016 Jun27; IIC4.10- AS Minutes2016 Jun 27).

The AS Bylaws outline the responsibilities of the ICC and clubs regarding fiscal matters (IIC4. 4 – AS Bylaws Article 4, Section 2). Clubs in ICC are funded in two different ways. First, clubs are able to request Club Grant funds from Associated Students (IIC4.4 - AS Bylaws Article VII). In order to receive a Grant, a formal funding request must be completed, which describes the need for funds as well as how the funds will be utilized. The club makes a formal request at an AS Business meeting and must receive 2/3 approval. The Grant request must be signed by the club advisor and the division dean under which the club falls. Second, clubs and other organizations obtain funds through their own fundraising events. The Bursar's Office sets policies for fundraisers and is also responsible for maintaining credit and debits for club accounts (IIC4.11a – Bursar Fundraising Guidelines; IIC4.11b- Bursar Account Guidelines). Additional guidelines for financial control are stated in the ICC Constitution (IIC4.7 – ICC Constitution Article XI Student Association Funds).

### Athletics.

Cypress College Athletic programs also embody sound educational practices and have high standards of integrity. As stated in their Mission,

The Department of Kinesiology and Athletics is focused on the development of a whole person by enhancing one's physical, intellectual, and mental well-being. In order to meet each students' lifelong interests, abilities and goals, we offer comprehensive and inclusive curriculum and are dedicated to delivering high quality education and vocational career preparation in a positive environment (IIC4.12 – EMP- PE).

In order to ensure the highest standards, Athletic programs are evaluated as part of the Orange Empire Program review process. Cypress College had a Cycle II program evaluation conducted, and the results as reported back by the Orange Empire Conference (OEC) Commissioner were exemplary (IIC4.13 – OEC Cycle II PR; IIC4.14 – OEC PR Commissioner Report). As part of the peer review process, Cypress College Athletics remains a model program in terms of administration and student success and has not had a single sanction or corrective action since 2013. Both the Athletics Director and Division Dean regularly meet with and train coaches and appropriate staff.

The development of a Coach's Handbook has improved the administration of the athletics program and complements the understanding of the CCCAA bylaws and constitution where appropriate (IIC4.15 - Coaches Handbook). Further, a recent study conducted by the Institutional Research and Planning (IRP) Office demonstrates how student athletes perform better academically than the general population, with significant improvements in areas where traditional achievement gaps exist (IIC4.16 - Athlete Success Study). The faculty of the Kinesiology/Athletics division has prioritized student athlete success. In their Fall 2014 Program Review, the faculty stated that establishing a PE & Athletics student success task force was their top priority (IIC4.17 – PE PR 2014, p. 10). The task force is in the process of drafting a framework for approval and securing funding toward implementing a Student Athlete Success Center in a physical location on campus (IIC4.18 - Student Athlete Success Center). The metrics

offered by the IRP Office in conjunction with the results of the Cycle II OEC athletics program review demonstrate the breadth and quality of the College athletic programs.

The College also assesses ongoing athletics need and how best to meet that need. Athletic program interest is surveyed annually using the CCCApply Survey of Athletic Interest instrument as recommended by the California Community College Athletics Association (CCCAA). The results of this survey are reported in the required annual submission of the R-4 form to the CCCAA (IIC4.19 – R-4 Form). The data also are used in conjunction with local California Interscholastic Federation (CIF) data on the level of participation of high school athletes in various sports locally. If a request to add a sport is made, both data points from the CCCApply interest survey and CIF data are critical components to the discussion. For example, when Beach Volleyball was added in Spring 2016, nearly three years of planning went into the development of the curriculum for the course, determining whether there would be demand for the program, and planning for expenditures and expenses related to adding a new program. Adding Beach Volleyball strengthened the college's position as it relates to Title IX compliance for athletics as the College approaches exact proportionality for both genders as it relates to participation. When reviewing Athletic program interest data are used to survey interest; Title IX compliance considerations are used to determine the appropriateness of changes; and institutional support for the curriculum and related costs associated are evaluated before any changes are approved (IIC4.20 – Sand Volleyball Plan).

The Cypress College Athletics Program has several sources of funding and oversight. Aside from personnel and transportation costs, the program receives approximately \$40,000 in general fund support directed toward supply funds annually, which are allocated through the department supply budget committee and request process each spring (IIC4.21 - General Funds Budget) . The \$40,000 largely serves the PE 100-299 courses and some general instructional equipment in the athletics area when requested. The college has appropriately addressed the baseline funding needs of athletics; however, a more structured model balancing fixed and variable costs would complement the college financial planning efforts.

Each individual athletic program also has established CRPA (Classroom Related Program & Activity) funds that are housed in Bursar accounts under CRPA for explicit use for Athletic Programs (IIC4.13 – Bursar Account Guidelines). Additionally, each program has the opportunity to fundraise and have funds housed in Bursar accounts for each sport (IIC4.22 Fundraising Account). In 2014-15, Cypress teams raised \$244,640 of funds that were used for their programs in addition to general and CRPA funds (IIC4.23 - Fundraising Account by Teams). Bursar cash control procedures, purchasing and accounting guidelines and approved requests for facilities and fundraisers help ensure the integrity of athletics finances (IIC4.24 – PE Golf Tournament Procedures; IIC4.11 - Bursar Account Guidelines). Additionally, multiple signatures for approval are required to initiate any transaction for CRPA and fundraised withdrawals. Fiscal oversight of Athletics finances is a shared responsibility of the Athletics Department, Bursar's Office, and campus fiscal services (IIC4.25 – Purchase Requisition Form).

## **Analysis and Evaluation**

**The College meets the Standard.** Co-curricular and athletics programs are suited to the Cypress College Mission and contribute to the social and cultural dimensions of the educational

experience of the students. In compliance with *NOCCCD BP 5400*, the co-curricular programs such as Associated Students and campus clubs/organizations have governing policies that ensure that they are conducted with sound educational policy and standards of integrity. The College athletic programs work with outside governing bodies to ensure the same. Through the Bursar's Office, the College employs appropriate policies that control the finances of both co-curricular and athletic programs.

#### Evidence Sources

- IIC4. 1 – Associated Students Mission Statement
- IIC4.2b – NOCCCD Board Policy 5400 Associated Students Organization
- IIC4.2b – NOCCCD Administrative Procedure 5400 Associated Students Organization
- IIC4.3 – Associated Students Constitution
- IIC4.4 – Associated Students By-Laws
- IIC4.5a – Attendance and Participation Report Fall 2015
- IIC4.5b – Attendance and Participation Report Spring 2016
- IIC4.6 – SSSLO Report-Associated Students
- IIC4.7 – Campus Club Standards and Procedures (Packet)
- IIC4.8 – AS Sticker Budget
- IIC4.9 – AS Agenda June 27, 2016
- IIC4.10 – AS Minutes June 27, 2016
- IIC4.11a – CC Bursar Fundraising Guidelines
- IIC4.11b – CC Bursar Accounts Guidelines
- IIC4.12 – Educational Master Plan 2016-2026
- IIC4.13 – 2016 OEC Cycle II Program Review
- IIC4.14 – 2016 OEC Program Review Commissioner Evaluation Report
- IIC4.15 – 2015-2016 Coaches Handbook
- IIC4.16 – 2016 Athlete Success Study
- IIC4.17 – 2014 PE Program Review
- IIC4.18 – Student Athlete Success Center September 1, 2016 FINAL
- IIC4.19 – R4 Form 2015
- IIC4.20 – Sand Volleyball Plan 1.29.2015
- IIC4.21 – General Funds Budget
- IIC4.22 – Fundraising Account
- IIC4.23 – Fundraising Account by Teams
- IIC4.24 – CC P.E. - Golf Tournament Procedures
- IIC4.25 – Bursar Purchase Requisition Form

**IIC5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. The Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

#### Evidence of Meeting the Standard

The Cypress College Counseling and Student Development Department develops, implements, and evaluates counseling services for prospective and current students. The Department is committed to promoting student learning, equity, and success in two distinct ways: teaching counseling courses and providing support services in the form of one-on-one and group academic, career, and personal counseling to a diverse student population to maximize student potential for achieving educational and life success (IIC5.1 – SS EMP).

The Department prepares faculty and personnel to deliver appropriate, timely, and relevant information to ensure student success. The Counseling and Student Development Department has a Department Coordinator who regularly meets with the Dean of Counseling and Student Development as well as all counseling faculty. She holds bi-monthly counseling in-service meetings that are mandatory for full time counseling faculty to attend. During these meetings counseling and advising strategies and procedures are developed, discussed, and improved based on academic department updates and/or transfer and degree/certificate graduation requirements (IIC5.2 – Counseling DC- Carter email).

Additionally, the Counseling Department Coordinator provides training in-services for all new and continuing part-time adjunct counseling faculty (IIC5.3 – April 25 In-service Agenda). The Counseling Department has 17 full-time Counseling faculty and additional part-time adjunct faculty that serve prospective and current students. All members of the counseling faculty meet with students individually and in groups to assist them in reaching their short and long term goals (IIC5.2 – Carter - Counseling DC email).

Full-time and adjunct counseling faculty are evaluated based on their performance with assisting in student development and success goals. Counseling faculty are expected to hold counseling office hours for scheduled and unscheduled interviews, participate in group counseling activities, teach counseling and student development classes, attend counseling committee and division meetings, and attend conferences with other faculty regarding students and related counseling and guidance matters (IIC5.4 – UF Contract 6.3.1, p. 17).

Counseling faculty are assigned to specific major areas: Business, Health Science, Humanities, Fine Arts, Science Engineering and Math, Physical Education & Athletics as well as specialized Student Development programs such as Transfer, Honors, Career, EOPS, International, and Disability Support Services (IIC5.5 – Counseling Webpage). Many of these specialized counselors are housed in the Academic Division buildings of their specific academic program. The close proximity of the counselors to their academic program's teaching faculty and staff benefit the working relationship between counselors and faculty as well as benefit the students' access to counselors in the building in which they take many of their major courses. The Department also has centralized counseling services in the Student Center where students can see a counselor on a walk-in basis for quick questions. This dual model allows students to be seen year round and meet the needs of students seeking general and major specific information (IIC5.1 – EMP). In addition to their one-on-one student counseling sessions, all members of the counseling faculty teach student development courses (COUN100, 110, 140, 150, 151, 160) that are designed to promote academic and life success. Additionally, these courses include topics of academic and transfer planning, career development and personal/life development (IIC5.6 – Catalog, p. 138-139).

The Counseling and Student Development Department evaluates the counseling services of Cypress College through Student Learning Outcomes (both CSLOS and SSSLOs) and Instructional Program Review. The department's CSLOs include the student's ability to identify and utilize appropriate counseling resources and develop a Student Educational Plan (SEP), which demonstrates logical sequencing of courses in order to meet the student's educational goal. A passing rate of 70% in each counseling course is considered a success (IIC5.1 – SS EMP). In Spring 2013 & 2014 the success rate for the Counseling Department courses fell slightly below 70% (IIC5.7 – Counseling PR). In response, in Spring 2016, Counseling faculty participated in an in-service that addressed how to increase success rates for counseling courses (IIC5. 8– COUN 140 In-service agenda).

The Counseling Department Program Review evaluates the impact counseling courses have on student development and success. The Counseling Program Review states that the department's courses provide students with instructions on basic study skills, stress management, time management, financial wellness, self-concept, career development, etc. Students are introduced to other student and academic support programs including personal/crisis counseling available on campus. Additionally, students are taught how to read the Catalog and Schedule of Classes and are instructed step by step how to create their student educational plan to increase their understanding of the process for reaching their goal (IIC5.7 – Counseling PR).

The Mission of the Counseling Department, as stated in its Student Services SLO (SSSLO), is to give students resources to be able to identify and utilize appropriate campus resources and services to achieve academic and career success (IIC5.9-Counseling SSSLO). According to the Counseling SSSLO, a 70% pass rate in each of the Counseling courses indicates that students have successfully demonstrated their understanding of the materials provided. Successful course completion indicates that students are able to utilize information presented to develop a clear and comprehensive student educational plan, which leads to timely completion of a certificate, degree, and/or transfer (IIC5.9 -Counseling SSSLO). The Counseling Department refers students to different student service programs on campus in order to increase student success. The Counseling Department website includes information regarding the following student development and success resources: Adult Re-entry Program, Assessment Center, Career Planning Center, Disability Support Services, International Student Program, and Transfer Center (IIC5.5 - Counseling Webpage).

**DE** - Online counseling services are available to all Cypress College students. Counselors can be reached by email during the semester at [onlinecounselor@CypressCollege.edu](mailto:onlinecounselor@CypressCollege.edu), email addresses listed in the Programs and Course Descriptions section of the Cypress College Catalog under Counseling and Student Development (IIC5. 6– Catalog, p. 34), and via the counselors' email addresses listed on the Counseling Department webpage. Online students and students attending other locations can contact their major-specific counselor through email to address specific major-related concerns (IIC5.5 - Counseling Webpage). There is a dedicated webpage for online counseling questions to explain which counseling questions can be addressed by an online counselor and which require an in-person appointment. The following questions can be answered by an online counselor: general education, major, and transfer requirements, general college procedures, steps for new college students, procedures for prerequisite clearances, course prerequisites (although prerequisite clearance is only done if course was taken at Cypress College), and referrals to other programs/services (IIC5.10 – Online Counseling Webpage). The Counseling and Student Development Division has dedicated a part-time counselor for online

counseling services. Since Jan 1, 2016 the Division has increased counseling hours dedicated to online counseling, streamlined the guidelines found on the department website, and marketed online services to students via newsletter, social media, and emails. The Dean of Counseling and Student Development, the Director of Student Success and Support Programs, and the Online Counselor meet monthly to review progress and problem solve issues that arise. The group is currently working on how to track students in the Division's scheduling system and creating policies and procedures to ensure confidentiality for students. The Division has plans to develop and implement live online counseling sessions for students within the next 6 months (IIC5.11 Herrera email). The Online Counselor position will need specific SLOs to address the needs of Distance Education/Continuing Education (DE/CE) students.

DE students have access to the same services as all other students. Information about services are available in the Student Catalog and Schedule of Classes, and links to services are provided in each course shell, as well as the course syllabus and of the Blackboard Learning Management System (IIC5.12a Jackson email; IIC5.12b – Cassens DE email). The Cypress College Distance Education website provides a page dedicated to “Tips for Student Success in Web Based Courses,” ways to get help with DE courses, and Frequently Asked Questions for students to review (IIC5.13 – DE Webpage).

In order to facilitate completion of the Student Success and Support Program (SSSP) requirements, DE students have access to online orientation. COMEVO is the current vendor being used for the College's Online Orientation program (IIC5.14- COMEVO Contract). The interactive design of the session promotes student engagement and learning. Completion of the quiz at the end of each module is required. The only way students can proceed to the next section is by completing the quiz with a satisfactory score (IIC5.15 - Online COMEVO Orientation Screenshot). Student information is sent directly to Banner for tracking and monitoring to assure that students have successfully completed the requirement for early registration (IIC5. 16-To email).

The DE program has a link to a Blackboard student orientation on its webpage. This orientation details how to navigate effectively through Blackboard. The DE Plan outlines the necessity for faculty to conduct an orientation the first week of class for every course (IIC5.17- DE Plan)

## **Analysis and Evaluation**

**The College meets the Standard.** Cypress College provides counseling and academic advising programs to support student development and success. The Counseling and Student Development Department engages in on-going dialogue and training to prepare faculty to provide the appropriate services to students. In accordance with the newly established SSSP, the Counseling program orients students to ensure they understand the requirements related to their programs of study. In addition, counselors ensure that students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

### Evidence Sources

IIC5.2 – Kelly Carter – Counseling Department Coordinator Email  
IIC5.3 – April 25, 2016 In-service agenda  
IIC5.4 – United Faculty Contract  
IIC5.5 – Counseling Department Webpage  
IIC5.6 – Cypress College Catalog 2016-17  
IIC5.7 – Counseling Program Review 2014-15  
IIC5.8 – COUN 140 IN Service- Success  
IIC5.9 – Counseling SSSLO 2014-16  
IIC5.10 – Online Counseling Webpage  
IIC5.11 – Karrian Herrera, Online Counselor email  
IIC5.12a – Monica Jackson former DE Special Projects Manager email  
IIC5.12b – Treisa Cassens Dean, Library and Distance Education DE email  
IIC5.13 – Distance Education Webpage  
IIC5.14 – COMEVO Contract  
IIC5.15 – COMEVO Orientation Screenshot  
IIC5.16 – Tom To, Student Success and Support Program Manager, email  
IIC5.17 – Cypress College Distance Education Plan 2011-14

**IIC6. The institution has adopted and adheres to admission policies consistent with its mission that specifies the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals.**

### **Evidence of Meeting the Standard**

In accordance with *NOCCCD Board Policy 5010-Admissions and Concurrent Enrollment* and consistent with the College Mission, Cypress College admits any person over the age of 18 who has a high school diploma or its equivalent. The College also admits other persons over the age of 18 who, in the judgment of the Chancellor or his/her designee, are capable of profiting from the instruction offered. Additionally, persons who are apprentices as defined in Section 3077 of the Labor Code are also admitted. Finally, students who are enrolled in or whose age/class level are equal to a K-12 school are eligible to attend as a part of the Special Admit Program (IIC6.1 - BP 5010).

Programs with specific admission requirements, such as Dental Assisting and Dental Hygiene, outline the minimum standards for applicants in the respective program description sections of the Catalog (IIC6.2 – Catalog, pp 154-160, 186, 234, 247-248, 276-277 and 282), during workshops, and in brochures (IIC6. 3a- Dental Hygiene Brochure; IIC6.3b – Dental Assisting Brochure). Health Science associate and certificate programs comply with their state and national accrediting agency requirements. The selection process for students is designed to prepare them for the rigors of the program and success (IIC6. 4a – Nursing Brochure; IIC6.4b – Psych Tech Brochure; IIC6.4c – Health Information Technology Brochure).

The 2016-2017 Cypress College Catalog outlines the pathways to complete degrees, certificates, and transfer goals under Programs of Study (IIC6.2– Catalog, p. 48). Clear pathways are defined through faculty collaboration with input from advisory committees consisting of industry partners, the Curriculum Committee, and in consultation with the articulation officer (IIC6.5 –

Hurley Pathways email). Also, degree and certificate requirements are covered in new student orientation, counseling classes, and counseling appointments. Counselors are assigned to majors and are experts in their respective fields. Counselors advise students of pathway options through classes (e.g. COUN 140) workshops, individual appointments and walk-ins (IIC6.6a – Carter email- Pathways; IIC6.6b- Counseling 140 syllabus).

*NOCCCD Board Policy and Administrative Procedure AP 4100-Graduation Requirements for Degrees & Certificates* describe policies and procedures for degrees and certificates (IIC6.7a – BP 4100; IIC6.7b – AP 4100). Transfer is addressed by *Board Policy and Administrative Procedure AP 5120-Transfer Center* (IIC6.8a – BP 5120; IIC6.8b – AP 5120). The Transfer Center offers state mandated services including appointments with university representatives, transfer fairs, workshops, individual counseling, and handouts on transfer topics. The Transfer Center also maintains a library of transfer information for student use. The services provided are published on the Transfer Center Webpage (IIC6.9 – Screenshot of TC webpage), the Catalog (IIC6.2 – Catalog p. 37), and in the Class Schedule (IIC6.10 – Schedule of Classes, p. 126). Transfer Center activities and events are promoted on Facebook and Twitter (IIC6.11 – Facebook page; IIC6.12 – Twitter page).

Cypress College is committed to directing students toward appropriate pathways to achieve their individual educational goals. Since the passage of the Student Success Act of 2012 and per *NOCCCD Board Policy and Administrative Procedure 5050-Student Success and Support Program* (IIC6.13a – BP 5050; IIC6.13b – AP 5050), the implementation of the Cypress College Student Success and Support Program (SSSP) requires new and returning students to receive assessment, orientation, and educational planning services. The goal of the SSSP is to provide greater access, promote student success, and help students achieve their educational objectives in a timely manner. SSSP fosters shared responsibility between students and Cypress College for student success by requiring them to work with counselors to develop educational plans and to make progress toward achieving them (IIC6.14 – SSSP Plan). Requirements for assessment, orientation, and educational planning are printed in the Catalog and Schedule of Classes under Registration (IIC6.2 – Catalog, p. 7; IIC6.10 – Schedule of classes pp. 3-15) and posted on the College website under the heading labeled “Getting Started,” which provides a link to the Admissions and Records webpage (IIC6.15 – Getting Started).

Consequently, after completing the assessment test, students are placed in appropriate English and math courses based on their test results or through multiple measures assessment such as a review of high school transcript data (IIC6.16 – MMAP Student Letter). Orientation services are designed to prepare students for the campus community. This requirement can be fulfilled through the college’s online orientation program or an in-person workshop. Students who have declared a major work with counselors assigned to that major based on their area of expertise. SSSP also funds a full-time senior research analyst to gather data to connect students with services provided by the Career and Transfer Center that can assist the student with a comprehensive understanding of school to career and specific transfer requirements (IIC6.14 – SSSP Plan).



**Baccalaureate Degree** Baccalaureate degree students are provided with sufficient information and counseling appropriate to the bachelor degree. Program requirements and pre-

requisites are clearly delineated in counseling materials. The Health Science Counseling Office provides students with the following information regarding the baccalaureate degree program when students meet with their academic counselor:

Program prerequisites:

1. Associate Degree in Mortuary Science from a ABFSE-Accredited program
2. CSU GE or IGETC Certification or a Bachelor's degree from a California State University
3. Embalmer and Funeral Director License  
or Funeral Service Practitioner Certification

<b>Program Curriculum</b>		
<b>Upper Division Major Courses</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Units</b>
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 MORT 498 C	Funeral Service Practicum I & II	12
<b>Upper Division General Education Courses</b>		
ANTH 308 C	Anthropology of Death for Mortuary Science	3
COMM 340 C	Communication for Mortuary Science	3
ENGL 310 C	Advanced Writing in the Health Science	4

(IIC6.17- evidence?)

### **Analysis and Evaluation**

**The College meets the Standard.** Cypress College and NOCCCD have adopted and adhere to admission policies that specify the qualifications of students appropriate for different programs which is consistent with the College Mission. Furthermore, through the Student Success and Support Program (SSSP) the College defines clear pathways to complete degrees, certificate, and transfer goals and advises students on how best to achieve these educational goals.

### Evidence Sources

IIC6.1 – NOCCCD Board Policy 5010 Admissions and Concurrent Enrollment

IIC6.2 – Cypress College Catalog 2016-17  
IIC6.3a – Dental Hygiene Brochure  
IIC6.3b – Dental Assisting Brochure  
IIC6.4a – Nursing Brochure  
IIC6.4b – Psychiatric Technician Brochure  
IIC6.4c – Health Information Technology Brochure  
IIC6.5 – Jennie Hurley, Articulation Counselor, Pathways email  
IIC6.6a – Kelly Carter, Counseling Department Coordinator, Pathways email  
IIC6.6b – COUN 140 syllabus- Kelly Carter  
IIC6.7a – NOCCCD Board Policy 4100 Graduation Requirements for Degrees & Certificates  
IIC6.7b – NOCCCD Administrative Policy 4100 Graduation Requirements for Degrees & Certificates  
IIC6.8a – NOCCCD Board Policy 5120 Transfer Center  
IIC6.8b – NOCCCD Administrative Policy 5120 Transfer Center  
IIC6.9 – Transfer Center Webpage  
IIC6.10 – Cypress College Schedule of Classes Spring 2017  
IIC6.11 – Transfer Center Facebook Page  
IIC6.12 – Transfer Center Twitter Page  
IIC6.13a – NOCCCD Board Policy 5050 Student Success and Support Program  
IIC6.13b – NOCCCD Administrative Policy 5050 Student Success and Support Program  
IIC6.14 – Cypress College Student Success and Support Program Plan 2015-16  
IIC6.15 – Cypress College Getting Started Webpage  
IIC6.16 – MMAP Student Letter  
IIC6.17 – awaiting Health Science Counseling information evidence

**IIC7. The institution regularly evaluates admissions and placement instrument and practices to validate their effectiveness while minimizing biases.**

**Evidence of Meeting the Standard**

In Fall 2014, Cypress College implemented the Student Success and Support Program (SSSP) to promote student achievement. As part of the SSSP, all non-exempt new and returning students must complete Orientation, Assessment and Counseling, and Educational Planning in order to be eligible for priority registration (IIC7.1 - SSSP Plan). The assessment element is under the purview of the campus Assessment Center where information regarding the assessment tests, testing schedule, and access to sample test questions are available both in person and online for students. Currently, students must come to campus to take the test in-person; however, the College accepts assessments from other California community colleges, along with Early Assessment Program (EAP) results and advanced placement (AP) high schools records to meet the needs of DE students. In order to increase accessibility, extended testing hours went into effect in Spring 2016 with the Assessment Center opening late one night per week and Friday afternoons in order to accommodate specialized testing for current and prospective students (IIC7.2 – Assessment Walk-in webpage).

Cypress College complies with the regulations and procedures concerning assessment tools that have been approved by the State’s Chancellor’s Office (IIC7.3 - Approved Instrument List).

The College has traditionally utilized various assessment tools to place students into ESL, math, and English courses (IIC7.1 - SSSP Plan). For ESL assessments, the College utilizes the Combined English Language Skills Assessment Forms 1 and 2 (CELSA). For mathematics assessment, Cypress College utilizes the Math Diagnostic Testing Project (MDTP). The forms used for the MDTP include Algebra Readiness Test Form AC 50/90, Elementary Algebra Diagnostic Test Form EA 50C 86, Intermediate Algebra Diagnostic Test Form IA 45C 86, and the Pre-Calculus Diagnostic Test Form PC 40C 86. For English courses, the College utilizes the College Test for English Placement (CTEP). The CTEP, MDTP, and CELSA received full approval through Spring 2019 (IIC7.3 – Chancellor’s Office Approved Instrument List)

The College continues to use these placement tests while waiting for the implementation of the common assessment tool, CCCAssess, which is part of the Chancellor’s Office Common Assessment Initiative (CAI). The Chancellor’s Office planned to pilot CCCAssess in Fall 2016, but the rollout was delayed, and a new timeline is still in development (IIC7.4 – CCC Assess website). Once available, the CCCAssess will replace the CELSA, MDTP, and CTEP as the primary placement test used. Until then, the College remains committed to ensuring the validity of the current instruments used, and therefore the Assessment Center conducts ongoing evaluations. Disproportionate impact studies were conducted on all placement tests before being approved (IIC7.5a – ENGL Assessment Cats Dis Imp; IIC7.5b – ESL Assessment Cats\_ Disp Imp; IIC7.5c – Math Assessment Cats Disp Imp). Validation of consequential validity was also completed between the vendors of the tests and the respective departments at the College for the CELSA and CTEP (IIC7.6a – Consequential Validity CELSA; IIC7.6b – Consequential Validity CTEP). While waiting for the final implementation of the Common Assessment, course outlines are currently being reviewed by discipline faculty for English, ESL, Reading, and Math in alignment of the suggested implementation guidelines by CCC Assess (IIC7.7 – Common Assessment Initiative).

The implementation of SSSP has also fostered more frequent communication between discipline faculty and Assessment Center staff regarding the reliability of the various instruments as they are applicable to the changes in student demographics. A result of this ongoing dialogue is the Multiple Measures Assessment Project (MMAP) (IIC7.8 - MMAP Agenda 4\_15\_16). The College began its in-depth discussions regarding the implementation of Multiple Measures Assessment in Fall 2015. Representatives from Educational Results Partnership were invited to share with the campus community the implementation guidelines of MMAP as well as address any concerns from faculty and staff. In Spring 2016, an agreement was reached with both English, English/Reading, and Math faculty to support the effort of using high school transcript data along with Cypress’ assessment test results as multiple measures assessment for course placements (IIC7.9 - Deans Minutes). The main question was whether or not to implement this effort to all incoming high school seniors for Fall 2016. Due to the current structure of the college’s SIS and Banner system, this effort will be a great challenge since currently there is no single platform for Student Academic Test Report. Although the functionality of the current Banner SOATEST screen does allow the system to store raw scores of students’ placement results, it is not ready for data such as the actual course placements as well as course placements based on high school data (IIC7.10 – Banner SOATEST screen).

Based on the existing programming structure of the College’s student information system, College personnel decided to implement Multiple Measures Assessment on a smaller scale with a targeted population between 100 – 300 students at three feeder high schools. In Fall 2016, a

counseling class was offered at each site as part of the Special Admissions process (IIC7.11 – To MMAP email). The Office of Institutional Research and Planning also began working with Cal-PASS Plus to request reported high school transcript data as predicting course success and appropriate course placements. Ultimately, the placements will be based on the decision rule sets on high school performance data validated by the statewide MMAP Team for English and Math (IIC7.12 - CalPass).

Using this data, Cypress College will modify its placement recommendations by integrating students' performance data from high schools as well as the college's assessment test results for course placements. The SSSP staff coordinated Multiple Measures Assessment workshops and sessions for high school students on designated Saturdays. These workshops and sessions covered student support services and placement results. Students were advised by counselors to enroll in the appropriate English and math courses. Cypress College will evaluate the effectiveness on the use of the alternative placement model at the end of Spring 2017.

### **Analysis and Evaluation**

**The College meets the Standard.** Cypress College regularly evaluates admissions and placement instruments and practices to validate their effectiveness. All current College placement instruments have been approved by the State Chancellor's Office. Additionally, the College works with the appropriate vendors to minimize disproportionate impact and ensure that the assessment tools utilized minimize bias. Finally, the College is transitioning to the State mandated Common Assessment Initiative (CAI) and the Multiple Measure Assessment Project (MMAP), which incorporates high school transcript data along with placement test scores.

Currently, students must come to campus to take the test in-person; however, the College accepts assessments from other California community colleges, along with Early Assessment Program (EAP) results and advanced placement (AP) high schools records to meet the needs of DE students.

### Evidence Sources

- IIC7.1 – Student Success and Support Program Plan
- IIC7.2 – Assessment Center Walk-in Webpage Screenshot
- IIC7.3 – Approved Instruments 2014
- IIC7.4 – CCC Assess Website <https://cccassess.org/timeline-update>
- IIC7.5a – ENGL Assessment Cats Disproportionate Impact
- IIC7.5b – ESL Assessment Cats Disproportionate Impact
- IIC7.5c – Math Assessment Cats Disproportionate Impact
- IIC7.6a – 2012 Consequential Validity CELSA
- IIC7.6b – 2012 Consequential Validity CTEP
- IIC7.7 – Common Assessment Initiative
- IIC7.8 – MMAP Agenda April 15, 2106
- IIC7.9 – Deans Meeting Minutes, March 10, 2016
- IIC7.10 – Banner SOA Test
- IIC7.11 – MMAP email

IIC&.12 – CalPass Data Partnership Webpage

**IIC8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### **Evidence of Meeting the Standard**

The NOCCCD has used the Ellucian Banner student information system to collect, store and process permanent student record information in accord with *NOCCCD Board Policy and Administrative Procedure 5040-Student Records, Directory Information, and Privacy* (IIC8.1a – BP 5040; IIC8.1b – AP 5040) for records since 1989. Records from 1989 to 2000 are stored in the system in the manner necessary to produce a transcript. Records for students since 2001 are stored in a field format. All the student records since 1989 are stored behind a firewall in a fully encrypted database so as to protect the student records in the event of an intrusion. Incremental backups of those records are done daily and stored locally and weekly backups are stored offsite. Currently, a project is underway to store encrypted student records out of state in a secure facility to provide business continuity/disaster recovery of the student system. Records prior to 1989 are stored locally at the campus. *BP/AP 5040* further ensures that all current and former students have access to any and all of their records and are informed of those rights (IIC8.1a –BP 5040; IIC8.1b –AP 5040). In addition, all academic records stored in Admissions & Records at Cypress College are being archived electronically through the OnBase Document Imaging System (IIC8.2 - OnBase Proposal Contract; IIC8.3 - OnBase Change Order 11/18/15)

### **Analysis and Evaluation**

**The College meets the Standard.** As per *BP/AP 5040*, NOCCCD maintains electronic student records permanently, securely, and confidentially with appropriate backup for all records dating back to 1989. There has never been a serious breach of NOCCCD’s electronic student records. All records prior to 1989 are securely archived locally at Cypress College utilizing the appropriate document storage system. Current and former students have appropriate and guaranteed access to their records.

### Evidence Sources

IIC8.1a – NOCCCD Board Policy 5040 Student Records, Directory Information, and Privacy  
IIC8.1b – NOCCCD Administrative Procedure 5040 Student Records, Directory Information, and Privacy  
IIC8.2 – On Base Contract  
IIC8.3 – On Base Change Order November 18, 2015

### **Changes Arising out of the Self Evaluation Process**

<b>Change, Improvement and Innovation</b>	<b>Standard</b>	<b>College Lead</b>	<b>Timeline</b>	<b>Outcome</b>
Increased online counseling services	IIC3	Dean, Counseling and Student Development	Spring 2017	ConexED allows a student to participate in a counseling session using a smartphone, tablet, laptop or computer.
Evaluated the effectiveness of a alternative placement model for assessment	IIC7	Manager, SSSP  IRP	Spring 2017	The College evaluated the effectiveness of the alternative placement model using the Multiple Measures Assessment Project incorporating high school transcript data along with placement test scores.

### **Plans Arising out of the Self Evaluation Process**

<b>Planned Change, Improvement and Innovation</b>	<b>Standard</b>	<b>College Lead</b>	<b>Timeline</b>	<b>Anticipated Outcome</b>
Enhance student services to DE and off-site students	IIC3	Dean, Counseling and Student Development	Fall 2017	The Financial Aid office, Veterans Resource Center and Transfer Center will expand online services to meet the needs of DE and off-site students.