

Standard III: Resources

Standard IIIA: Human Resources

IIIA1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

As per *NOCCCD Board Policy 7100-Commitment to Equal Employment* the District is committed to hiring qualified and diverse administrators, faculty, and staff in order to assure the quality and integrity of its educational programs and services (IIIA1.1 - BP 7100). At every level of the organization, NOCCCD endeavors to recruit, hire, and retain the most qualified employees who understand and support the mission of the District and College, meet the needs of our diverse student body, and provide exemplary support in student learning programs and services to improve institutional effectiveness. District Board policies developed through the participatory governance process clearly delineate the hiring criteria for faculty, managers, and staff and include the following NOCCCD Board Policies (BP) and Administrative Procedures (AP):

- BP 2431 Chancellor Selection (IIIA1.2a)
- AP 2431 Chancellor Selection (IIIA1.2b)
- BP 3410 Unlawful Discrimination (IIIA1.3a)
- AP 3410 Unlawful Discrimination (IIIA1.3b)
- BP 7120 Recruitment and Hiring (IIIA1.4)
- AP 7120-3 Classified Employee Hiring (IIIA1.5)
- AP 7120-4 Management Employee Hiring (IIIA1.6)
- 3004 Tenure-Track Faculty Hiring Policy (IIIA1.7)
- 3010 Adjunct Faculty Hiring Policy (IIIA1.8)
- 3010 Adjunct Faculty Hiring Procedure (IIIA1.9)
- AP 7120-11 Verification of Eligibility of Employment (IIIA1.10)

Hiring the most qualified individuals is the foundation which supports student learning and success. All employment practices are overseen by the District's Office of Human Resources (HR), which is committed to attracting, hiring, engaging, developing, and retaining highly qualified personnel (IIIA1.11 - HR Mission Statement) and governed by District policy, administrative procedures, and state and federal laws pertaining to employment. NOCCCD has established and implemented comprehensive employment policies and practices that are periodically reviewed and revised as per the regular review process to ensure that they are

effective and to ensure compliance with state and federal laws (IIIA1.12 – BPAP Review Cycle Tracking, see Standard IVC7).

The District uses rigorous job related hiring criteria for its faculty, staff, and administrative positions resulting in hiring the most qualified available to the institution. This is accomplished by utilizing highly trained committees who consistently apply hiring criteria as detailed in accurate and complete job descriptions.

The District Human Resources Department conducts regular training of hiring committee members. In fact, hiring committee members are not permitted to serve unless and until they have completed the training. The District has also redoubled its efforts in Equal Employment Opportunity (EEO) training for any and all who are involved in recruitment and hiring. Every hiring committee also has an EEO representative to ensure consistent hiring practices. All hiring committee members are also required to sign a confidentiality form. The composition of hiring committees provides an internal check and balance to ensure consistent application of the hiring process (IIIA1.5 - AP 7120-3 IIIA1.6 - AP 7120-4; IIIA1.7 - Tenure Faculty Hiring Policy).

In an effort to attract well-qualified applicants, all open positions in NOCCCD, including detailed job descriptions, are advertised in a comprehensive set of current employment opportunity venues. In addition, the District hosted an inaugural “Job Fair” and continued to host on-going “Hire Me” Workshops to attract applicants. Advertising recommendations are also suggested by the discipline experts, hiring committees, and/or the Affirmative Action Officer. For faculty, these may include professional journals, discipline-specific publications and advertising venues to augment the District’s standard set of advertising locations (IIIA1.7-3004). HR is responsible for the advertisement and distribution of job announcements for management and classified employees (IIIA1.8 - 3010; IIIA1.5 - AP 7120-3; IIIA1.6 - AP 7120-4).

To ensure that qualifications for each position match programmatic needs, NOCCCD and HR have processes that begin at the department level to ensure that positions requested have clearly defined, thorough, accurate, and relevant job descriptions that articulate the necessary education, training, and experience for the position. Job descriptions are directly related to institution mission, and goals and accurately reflect position duties, responsibilities, and authority (IIIA1.13 a - Accountant Job Announcement; IIIA1.13b - Provost Job Announcement; IIIA1.13c - Comm. Studies Instructor Job Announcement). For faculty and administrators, job descriptions clearly identify the minimum qualifications necessary as outlined in the Statewide Minimum Qualifications for Faculty and Administrators in California Community College Districts (IIIA1.14 - Minimum Qualifications). The job descriptions for classified employees are located on the NOCCCD website to ensure transparency and access to job classification information (IIIA1.15 - NOCCCD Job Descriptions webpage).

The District ensures that all candidates have the appropriate education, training, and experience necessary for the positions needed. The Office of Human Resources (HR) verifies academic transcripts to ensure degrees are from an accredited institution and that they meet the minimum qualifications for the position (IIIA1.7 – BP 3004).

The NOCCCD procedure for verification of degrees from non-U.S. institutions is in accordance with the District’s equivalency requirements and procedures. Transcripts of course work must be evaluated through an appropriate foreign institution. The District procedure for verification of

foreign degrees is in accordance with the National Association of Credential Evaluation Services (NACES). Approved members of the NACES are the only foreign educational evaluation services that are recognized by NOCCCD to authenticate, verify and analyze coursework earned outside of the United States, including Canada and Great Britain (IIIA1.16 - NACES).

As per the District Equivalency policy, all equivalency decisions are to maintain consistency, except where new policies or circumstances render a past determination void. Equivalency does not guarantee an interview. Applicants must include a current, valid certificate to work, a license to practice in California, or other qualifications that are essential for effective instruction (IIIA1.17 - BP 7210-1).

DE – For all faculty positions, HR advertises for knowledge of current teaching methods and facility with instructional technologies. Only in rare cases does HR specifically advertise for expertise and experience in DE. This request would be at the behest of the hiring committee members if they desired specialized or specific criteria. It is up to the committee to determine whether or not someone with discipline-specific experience in DE is necessary for the recruitment of a new hire and communicate their needs via the established procedures for all hires (IIIA1.18 - evidence).

Any faculty member who meets the qualifications is able to teach DE courses. According to the Cypress College Distance Education Plan, all faculty members who wish to teach online courses must complete the College's Distance Education Training Program. Minimum competencies are developed during this training (equivalent to a three unit course). There is also an equivalency process if instructors have online experience at other institutions (IIIA1.19a- DE Equivalency Procedures; IIIA1.19b- Equivalency Procedure; IIIA1.19c-OL and HY Requirements). Faculty are also expected to continue to update their discipline-specific understanding regarding Distance Education (IIIA1.20 - CC DE Plan).



Baccalaureate Degree Faculty positions in the Mortuary Science Department have clearly articulated job descriptions that accurately describe their responsibilities. The current job announcement includes the desirable qualification of upper division/university level teaching experience associated with the baccalaureate degree (IIIA1.21- Mort Sci Job Announcement).

Analysis and Evaluation

The College meets the Standard. NOCCCD and Cypress College ensure the integrity and quality of their programs and services by employing highly qualified administrators, faculty, and staff. Per Board approved hiring policies and procedures, all employees must have the appropriate education, training, and experience relevant to their position to provide and support the District and College's educational programs and services. Job descriptions are readily available and include detailed criteria, qualifications, and procedures for selection of personnel as well as duties, responsibilities, and authority. Job announcements include descriptions of both the College and District institutional mission and goals and articulate the needs of the institution in serving their student population. In 2015, the District updated the minimum qualifications section of job descriptions that did not previously include a statement on meeting the needs of our diverse student population.

Evidence Sources

- III A1.1 – NOCCCD Board Policy 7100 Commitment to Equal Employment Opportunity and Diversity
- III A1.2a – NOCCCD Board Policy 2431 Chancellor Selection
- III A1.2b – NOCCCD Administrative Procedures 2431 Chancellor Selection
- III A1.3a – NOCCCD Board Policy 3410 Unlawful Discrimination
- III A1.3b – NOCCCD Administrative Procedure 3410 Unlawful Discrimination
- III A1.4 – NOCCCD Board Policy 7120 Recruitment and Hiring
- III A1.5 – NOCCCD Board Policy 7120-3 Classified Employee Hiring
- III A1.6 – NOCCCD Board Policy 7120-4 Management Employee Hiring
- III A1.7 – NOCCCD Board Policy 3004 Tenure Track Faculty Hiring Policy
- III A1.8 – NOCCCD Board Policy 3010 Adjunct Faculty Hiring Policy
- III A1.9 – NOCCCD Board Policy 3010 Adjunct Faculty Hiring Procedure
- III A1.10 – NOCCCD Administrative Procedure 7120-11 Verification of Eligibility of Employment
- III A1.11 – Human Resources Mission Statement
- III A1.12 – BPAP Review Cycle Tracking
- III A1.13a – Accountant Job Announcement
- III A1.13b – Provost Job Announcement
- III A1.13c – Communication Studies Instructor Job Announcement
- III A1.14 – 2014_MQHandbook_ADA
- III A1.15 – NOCCCD Job Descriptions webpage
- III A1.16 – National Association of Credential Evaluation Services (NACES)
- III A1.17 – NOCCCD Administrative Procedure 7210-1 Equivalency
- III A1.18 – Need Evidence
- III A1.19a – DE Equivalency Procedures - September 2015
- III A1.19b – Equivalency Procedures - February 2016
- III A1.19c – OL & HY Candidate Requirements
- III A1.20 – Cypress College Distance Education Plan
- III A1.21 – People Admin Mortuary Science Instructor Job Description

III A2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Faculty hiring is an extensive process involving discipline faculty, administrators, and classified staff. Criteria, qualifications, and procedures for the selection of full-time faculty are clearly and

publicly stated in a variety of sources accessible to the public on the District website during the recruitment process (IIIA2.1a - NOCCCD Job Opportunities Webpage; IIIA2.1b - NOCCCD Job Descriptions Webpage). Faculty job announcements include articulation of duties and responsibilities, minimum qualifications, desired qualifications, and application procedures (IIIA2.2 - Job Announcement Template).

Duties and responsibilities of faculty positions are clearly described in all job announcements and include, among other things, the expectation that faculty participate in curriculum development and appropriate professional development activities to aid in that development and review. Faculty are also expected to participate in the formulation of Student Learning Outcomes (SLOs) and the Student Learning Outcomes assessment cycle (IIIA2.3a Mortuary Science Job Fair Announcement; IIIA2.3b – Communication Studies Job Announcement).

The faculty hiring committees screen all applicant files to ensure they meet the minimum qualifications or have been forwarded to the equivalency committee for review and determination as delineated in *NOCCCD Administrative Procedure 7210-1-Equivalency* (IIIA2.4a - Minimum Qualifications Handbook; IIIA2.4b - AP 7210-1). The responsibility of the committee is to then screen all qualified applicants, interview candidates, and recommend finalists to the College President. The hiring committee evaluates the knowledge and teaching ability of the candidate, often through a demonstration of teaching in front of committee members (IIIA2.3a - Mortuary Science Job Fair Announcement; IIIA2.3b - Communication Studies Job Announcement). After a final interview, the College President, in consultation with the Executive Vice-President of Instruction or designee, will determine interview questions and select the most qualified candidate (IIIA2.5 - BP 3004).

Finalist application materials are screened by the Human Resources (HR) staff to ensure minimum qualification have been met and degrees held by faculty are from institutions accredited by recognized U.S. accrediting agencies, and all required documents have been submitted and verified. Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (NACES) (IIIA2.6 - NACES website). All successful candidates must submit official transcripts to the Department of Human Resources (IIIA2.5 - BP 3004).

Once hired, faculty undergo ongoing evaluation to ensure that their knowledge of the subject matter, teaching skills, and scholarly activities continue to contribute to the Mission of the College. The evaluation process for tenure-track and adjunct faculty are negotiated through the Collective Bargaining Agreements between NOCCCD and United Faculty Agreement (IIIA2.7 - UF Contract, p. 48, 57) and Adjunct Faculty United (IIIA2.8 - AdFac Contract, p.17).

DE - All faculty must meet the minimum qualifications requirements established by the state when they are hired. A faculty member must complete a 54-hour DE Faculty Basics course if they have never taught an online or hybrid course before being assigned to teach online. Further training requirements can be found in the Distance Education Plan 2011-2014 (IIIA2.9 - DE Plan, p. 31). Distance Education Faculty Basics information can also be obtained on the Cypress College Website under Resources for Faculty and Staff (IIIA2.10 - CC DE Faculty Basics).

Those with training outside of Cypress College and/or have previous teaching experience in online or hybrid formats will go through an equivalency process. In this process, faculty are asked to demonstrate a variety of tasks normally used by the online/hybrid instructor. A rubric is used for this equivalency testing, which can be found in the 2015 Distance Education Equivalency Evaluation Guidelines (IIIA2.11 - DE Equivalency Procedures). Discussions regarding faculty expertise to teach online/hybrid have been made in the Distance Education Advisory Committee Meetings (IIIA2.12a - DEAC Minutes, Feb. 2015; IIIA2.12b - DEAC Minutes, May 2015; IIIA2.12c - DEAC Sept. 2015).

Currently the focus of the training is to ensure that the faculty member can effectively navigate the Learning Management System-Blackboard (LMS) and adequately authenticate students. Additionally, the training ensures that the course site meets all 508 online standards, includes basic documents such as syllabus, instructor contact information, student services information, SLOs, etc. and that the instructor is capable of facilitating regular and effective communication (IIIA2. 13 – DE Faculty Basics).



Baccalaureate Degree The faculty qualifications for teaching in an accredited funeral service education program, regardless of level of degree, is prescribed by the American Board of Funeral Service Education (ABFSE)(IIIA2.14 –Standard 7). All full-time faculty within the Mortuary Science Department possess the necessary qualifications to teach upper and lower division courses. Minimum qualifications for Mortuary Science positions include

- Master’s degree or equivalent foreign degree AND a Bachelor’s degree in the discipline or closely related discipline AND six (6) years of professional experience directly related to the assignment which must include a minimum of two years of clinical decedent care as a California licensed embalmer;
- AND ALL OF THE FOLLOWING:
 - Graduation from an institution of funeral service education accredited by the ABFSE.
 - National Board Exam certification from the ICFSEB.
 - Possession of a valid California funeral director’s license or acquisition of license not later than August 24, 2017, as a condition of employment.
 - Possession of a valid California embalmer’s license or acquisition of license not later than August 24, 2017, as a condition of employment.
 - Commitment to diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff [IIIA2.15- Mort Sci Job Announcement).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 14. NOCCCD and Cypress College faculty hiring policies and procedures ensure that new faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed as demonstrated through the hiring materials submitted as well as the interview and teaching demonstration. Required application materials verify the applicant's appropriate degrees, professional experience, discipline expertise, scholarly activities, and potential to contribute to the mission of Cypress College. The District and College work together to diligently prepare job announcements that clearly outline the job descriptions and include the requirements of curriculum development and review as well as participation in SLO assessment as integral elements of the job assignment.

Evidence Sources

- IIIA2.1a – NOCCCD Applicant Portal
- IIIA2.1b – NOCCCD Job Descriptions Webpage
- IIIA2.2 – Instructional Positions
- IIIA2.3a – Cypress College Mortuary Science Faculty Job Announcement
- IIIA2.3b – Communication Studies Job Announcement
- IIIA2.4a – Minimum Qualifications Handbook
- IIIA2.4b – NOCCCD Administrative Procedure 7210-1 Equivalency
- IIIA2.5 – NOCCCD Board Policy 3004 Academic Personnel
- IIIA2.6 – National Association of Credential Evaluation Services (NACES)
- IIIA2.7 – Collective Bargaining Agreement with United Faculty
- IIIA2.8 – AdFac Adjunct Faculty Bargaining Agreement 2013-2016
- IIIA2.9 – Distance Education Plan 2011-14
- IIIA2.10 – Distance Education Basics webpage
- IIIA2.11 – DE Equivalency Procedures - July 2015
- IIIA2.12a – CC DE Advisory Minutes, February 18, 2015
- IIIA2.12b – CC DE Advisory Minutes, May 13, 2015
- IIIA2.12c – CC DE Advisory Minutes, September 16, 2015
- IIIA2.13 – DE Faculty Basics
- IIIA2.14 – awaiting ABFSE requirements
- IIIA2.15 – People Admin Mortuary Science Instructor Job Description

IIIA3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The hiring process for administrators and other employees responsible for educational programs and services is clearly delineated in *NOCCCD Administrative Procedures 7120-4* -

Management Employee Hiring Procedures (IIIA3.1) and NOCCCD Administrative Procedure 7120-3-Classified Employee Hiring Procedures (IIIA3.2). All criteria, qualifications, and procedures for the selection of administrators are clearly and publicly stated in a variety of sources accessible to the public on the NOCCCD website, in People Admin (online application system), and the California Community College Registry (IIIA3.3a - NOCCCD Job Descriptions Webpage; IIIA3.3b –People Admin Portal Webpage; IIIa3.3c - CCCRegistry) . The Human Resources (HR) staff reviews the screening committee recommendations to ensure job duties, requirements, and responsibilities are job related and support the mission and goals of the program, department, college, and district. All employment opportunities published accurately reflect the position, minimum qualifications, desired qualifications, and responsibilities. All job descriptions contain position details as follows: classification title, FLSA, salary, job title, position number, location, department, percentage of employment, months of employment, work schedule, primary purpose, essential functions, job description, working relationships, knowledge, skills, abilities, special requirements, working conditions, demonstrated commitment to diversity requirement, and closing date (IIIA3.4 - Provost Job Announcement).

Administrators and other employees responsible for educational programs and services must demonstrate that they meet the minimum qualifications specified in the Minimum Qualifications for Faculty and Administrator Handbook from the Chancellor’s Office of the California Community Colleges (IIIA3.5 – Minimum Qualifications Handbook). Minimum requirements vary with each position. According to Title 5, Section 53420, The minimum qualifications for service as an educational administrator shall be both of the following: (a) Possession of a master’s degree; and (b) one year of formal training, internship, or leadership experience reasonably related to the administrator’s administrative assignment (IIIA3.6 – Title 5). Some educational administrative positions require counseling or teaching at the post-secondary level as well (IIIA3.7 – Dean job announcement template).

All application materials are screened by the screening committees and then finalists are screened a second time by HR Staff to ensure degrees held by applicants are from institutions accredited by recognized U.S. accrediting agencies. NOCCCD requires transcripts of all lower and upper division, and graduate level college/university coursework, including degree conferral date (IIIA3.1 - AP 7120-4). Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (IIIA3.8 - NACES).

The final selection of Administrators is made by the College President, Provost, Vice Chancellors, and the Chancellor. All successful candidates must submit official transcripts to the Department of Human Resources prior to rendering service. The Department of Human Resources evaluates the candidate's official transcripts to determine that the candidate meets the minimum qualifications. The candidate's employment by the District shall not commence prior to approval of his/her employment by the Board of Trustees (IIIA3.1 - AP 7120-4; IIIA3.2–AP 7120-3).

In order to ensure on-going competencies for job related duties, employees are regularly evaluated. The evaluation instruments for classified staff are available in the Agreement between NOCCCD and California School Employees Association (IIIA3.9 CSEA Contract, p. 57; IIIA3.10 Classified Performance Eval. Form). The management evaluation process

includes criteria in the Management Appraisal Instrument, self-evaluation, including feedback from other managers and their supervisor that require an opportunity for reflection on the manager's effectiveness (IIIA3.11 - Management Appraisal Instrument).

Further, to sustain institutional effectiveness and academic quality, the Professional Development Program offers Cypress College employees opportunities for professional growth in community college demographics and governance, adult and basic skills pedagogy, SLO assessment, wellness, and/or technology training (IIIA3.12 - Professional Growth and Advancement Website).

Analysis and Evaluation

The College meets the Standard. NOCCCD and Cypress College ensure that administrators and other employees responsible for educational programs and services possess the appropriate qualifications necessary to perform required duties. In compliance with Title 5 regulations, administrators must possess a master's degree and have at least one year of formal training, internship, or leadership experience relevant to the position. All employees must demonstrate appropriate qualifications through the hiring process and must provide official transcripts when necessary. Additionally, all employees are subject to regular and on-going evaluation in order to sustain institutional effectiveness and academic quality. Furthermore, the addition of People Admin has increased the number of highly qualified and diverse applications to meet the requirements of NOCCCD in support of student success. This is borne out by NOCCCD's Annual Commitment to Diversity Report (IIIA3.13 – NOCCCD Diversity Report).

Evidence Sources

- IIIA3.1 – NOCCCD Administrative Procedure 7120-4 Management Employee Hiring
- IIIA3.2 – NOCCCD Administrative Procedure 7120-3 Classified Employee Hiring
- IIIA3.3a – NOCCCD Job Descriptions Webpage
- IIIA3.3b – NOCCCD Applicant Portal Webpage People Admin
- IIIA3.3c – California Community College Registry
- IIIA3.4 – Provost Job Announcement
- IIIA3.5 – Minimum Qualifications Handbook
- IIIA3.6 – Title 5 Section 53420
- IIIA3.7 – Dean- Job announcement template
- IIIA3.8 – National Association of Credential Evaluation Services (NACES)
- IIIA3.9 – Agreement between NOCCCD and California School Employees Association, p. 57
- IIIA3.10 – Classified Employee Performance Evaluation form
- IIIA3.11 – Management Appraisal Instrument
- IIIA3.12 – Cypress College Website – Professional Growth & Advancement
- IIIA3.13 – NOCCCD Annual Report: Commitment to Diversity

IIIA4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Minimum and desired qualifications are included in every job announcement for faculty, administration, and staff positions (IIIA4.1 - Job Opportunities website). Faculty/Administrators' positions utilize minimum qualification from the State Chancellor's Office in compliance with requirements of the Board of Governors of the California Community College Districts (IIIA4.2 - State Minimum Quals). The District Human Resources staff is responsible for screening applications for minimum qualifications (IIIA4.3 - Li-Bugg email). As per *NOCCCD 3004-Tenure-Track Faculty Hiring Policy* only those that meet the minimum qualifications or meet the District's equivalency requirement from an accredited institution are to be forwarded for consideration in the hiring process (IIIA4.4 - NOCCCD Minimum Quals; IIIA4.5 – BP 3004). All successful candidates – administrators, faculty, and staff – must provide official transcripts for any position that requires a college degree. Official transcripts constitute the primary means by which an applicant's educational credentials are verified and are reviewed to ensure the college or university is an accredited institution as listed in the Accredited Institutions of Postsecondary Education for the Council on Postsecondary Accreditation by the American Council on Education (IIIA4.6a -McPherson Email; IIIA4.6b - ACE Website).

As noted in the job announcements, applicants with degrees from non-U.S. institutions must, at the time of application, provide credential evaluation documentation verifying that their transcripts have been evaluated by a transcript evaluation company that provides validation of the degree and its equivalence to a degree earned in the United States (IIIA4.1 - Job Opportunities Website). The District subscribes to the National Association of Credential Evaluation Services (NACES). Applicants who possess non-U.S. degrees are referred to NACES to have one of its members provide an evaluation report. In accordance with *NOCCCD Administrative Procedure 7120-4-Management Employee Hiring* the District will accept evaluation reports from all members of NACES (IIIA4.7 - AP 7120-4).

Those applicants that do not possess credentials from accredited institutions may be granted equivalency based on the District's locally established qualifications for equivalency. *NOCCCD Board Policy 7210-1-Equivalency* establishes an equivalency committee that determines whether an applicant's qualifications are at least equal to or greater than the prescribed minimum qualification (IIIA4.8 - BP 7210-1). The determination of equivalency allows the District to place the applicant in the same position as if he or she possesses the prescribed minimum qualifications.

DE – Cypress College does not utilize different hiring criteria or minimum qualifications for DE vs traditional mode instructors. Instead the College relies on in-house training requirements for all DE instructors. Beginning in the late 1990's, in collaboration with Academic Senate, the College decided to require training as a condition of teaching online/hybrid for qualification of faculty to offer distance education courses (IIIA4.9 - Donley email). The focus of the training was to ensure that the faculty member could effectively navigate the Learning Management System-Blackboard (LMS) and could adequately authenticate his/her students. Additionally, the training ensured that the course site met all pedagogy and 508 online compliance standards; the course site included basic documents such as syllabus, instructor contact information, student services information, SLOs, etc. and that the instructor was capable of facilitating regular and effective communication (IIIA4.10 - DE Plan).

Analysis and Evaluation

The College meets the Standard. The NOCCCD Human Resources Office ensures that required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies through the use of the Accredited Institutions of Postsecondary Education for the Council on Postsecondary Accreditation by the American Council on Education. Degrees from non-U.S. institutions are recognized if they meet the equivalency standards set by NACES. Applicants may also apply for NOCCCD equivalency as dictated by *BP 7210-1*.

Evidence Sources

- IIIA4.1 – NOCCCD Job Opportunities webpage
- IIIA4.2 – Minimum Qualifications for Faculty and Administrators in California Community Colleges
- IIIA4.3 – Cherry Li-Bugg, Vice Chancellor Educational Services and Technology, Email
- IIIA4.4 – NOCCCD Minimum Qualifications
- IIIA4.5 – NOCCCD Board Policy 3004 Academic Personnel
- IIIA4.6a – Vickie McPherson, Human Resources Specialist, email
- IIA4.6b – ACE Members and Associates Directory
- IIIA4.7 – NOCCCD Administrative Policy 7120-4 Management Employee Hiring
- IIIA4.8 – NOCCCD Board Policy 7210-1 Equivalency
- IIIA4.9 – Steve Donley, Dean of Career Technical Education, email .
- IIIA4.10 – Cypress College Distance Education Plan 2011-14

IIIA5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Evaluations are efficient professional development tools for the institution to ensure that an employee's performance is properly aligned with the needs and expectations of the operational/academic area and the goals of the program, department, campus, and District. Cypress College follows *NOCCCD Administrative Procedures 7240-7 - Management Employees - Evaluation, 7230 -7- Confidential Employees - Evaluation* and Collective Bargaining Agreements with United Faculty (UF), Adjunct Faculty United (AdFac), and Classified School Employees Association (CSEA) where applicable, to ensure the effectiveness of its human resources by employing established evaluation procedures (**IIIA5.1- AP 7240-7**; IIIA5.2 –AP 7230-7; IIIA5.3 UF Contract; IIIA5.4 – AdFac Contract; IIIA5.5 – CSEA Contract). Evaluations are formal, timely, and documented. As detailed in Board Administrative Procedures and Collective Bargaining Agreements, all employees are evaluated periodically for the purposes of acknowledging satisfactory and excellent job performance, identifying areas where improvement is needed, and developing a time-frame and criteria for establishing that job performance has improved where needed. The College utilizes employee evaluation processes as a significant component of continuous improvement of performance and services.

The Human Resources (HR) Director or designee conducts training for administrators in personnel evaluations each year. Members of all employee groups are provided copies of job descriptions and evaluation forms in advance of the evaluation process so they know what criteria will be used to determine their effectiveness (IIIA5.6 – Classified Evaluation Guidelines).

Employee evaluation procedures are in place to recognize, document, and encourage excellence in job performance. Evaluation instruments are also used to communicate when performance does not meet acceptable standards. If employees receive a “needs improvement” or “unsatisfactory” rating, they will be reevaluated in accordance with established timelines of the applicable Board Policy or relevant Collective Bargaining Agreement. The employee is also provided with a performance improvement plan. Monitoring of progress toward the established improvement goals occurs in accord with Board Policy and/or Collective Bargaining Agreement evaluation requirements. In cases where improvement is not forthcoming, College managers coordinate appropriate responses with the HR Office. Subsequent to an evaluation and articulation of an improvement plan, specific areas of deficiency are noted, criteria for improvement are stated, and a timeline for improvement is implemented (IIIA5.1 - AP 7240-7; IIIA5.2 - AP 7230-7; IIIA5.3 - UF Contract; IIIA5.4 - AdFac Contract; IIIA5.5 - CSEA Contract).

Management Team/Administrative Evaluations

The evaluation process for management and administrative personnel is governed by *NOCCCD Administrative Procedure 7240-7-Management Employees - Evaluation* (IIIA5.1) and is currently under review to enhance the process, making it more relevant to ensure it is in alignment with program, department, campus, and District goals in promoting student success. Managers are evaluated by their immediate management supervisor in years one and two of a three-year cycle, and a comprehensive evaluation process is implemented in the third year. Managers to be evaluated are identified by the HR Office and are notified by the immediate management supervisor prior to July 1 (IIIA5.7 – Mgt. Personnel Procedures, p.6). The immediate management supervisor will schedule a meeting prior to September 15 to review the management appraisal instrument (IIIA5.8 - Mgt. Appraisal Instrument) as well as specific job responsibilities, goals, and objectives of the manager, a commitment to diversity, and a commitment and adherence to the District Mission. If the evaluation is unsatisfactory or there is need for improvement, the immediate management supervisor will meet with the manager to develop a Performance Improvement Plan (PIP). The PIP will be placed in the manager’s personnel file maintained by the HR Office (IIIA5.7 -Mgt. Personnel Procedures , p.6-8).

The comprehensive evaluation process in year three includes an evaluation committee comprised of the immediate management supervisor, a manager selected by the manager being evaluated, one faculty member selected by the Academic Senate, one classified employee selected by CSEA, and one confidential employee, if applicable. An introductory cover letter, complete instructions, the evaluation instrument, and a confidentiality statement are distributed to participants identified by the committee and the manager to be evaluated. The immediate management supervisor will tally the objective responses and summarize all comments for review by the evaluation committee. Following committee discussions, the immediate

management supervisor drafts the preliminary evaluation report and schedules a conference with the manager to review the results. Following the conference, the immediate management supervisor will write the final evaluation report, which is presented to the manager for signature and is forwarded to the HR Office to be placed in the manager's personnel file (IIIA5.7- Mgt. Personnel Procedures, p.6-8).

Full-Time Faculty Evaluations

The purpose of the evaluation process for tenured faculty is to improve instruction and support services by providing useful and substantive assessment of performance, recognition and acknowledgement of good performance, and enhancement of performance by identification of areas needing improvement. The evaluation process is supported by a District commitment to assist tenured faculty through appropriate opportunities for improvement and professional development. It is the intent of the parties that evaluations are to be conducted in a supportive, collegial, and non-punitive manner. Tenured faculty are evaluated once every three years, beginning with the third year of tenured service. Components of the tenured faculty evaluation process include an administrative evaluation of performance, including classroom/worksite observation and assessment by the immediate management supervisor for activities which constitute primary contractual duties, student evaluations, and an assessment of the performance by a peer reviewer, at the option of the tenured faculty member (III5.3 – UF Contract, p.57).

All observations and assessments are conducted openly and with the full knowledge of the faculty member, and all information arising in conjunction with the evaluation process is held in strict confidence (III5.3 - UF Contract, p.60-61). Subsequent to the classroom/worksite observation, the immediate management supervisor prepares the written evaluation report form (IIIA5.9 - Tenured Instructor Eval. Form) addressing each evaluative criterion and outlining areas of strength and inclusion of recommendations, if warranted. Recommendations specifically address area(s) needing improvement, specific goal(s) to be achieved, timeline for addressing recommendations, and criteria for determining satisfactory performance. The completed evaluation report form is forwarded to the faculty member for response to the immediate management supervisor's assessment of criteria and recommendations. An evaluation conference is then held to discuss the results of the evaluation and response and proposals for addressing any recommendations. If the evaluation is satisfactory and no recommendations are made, the evaluation is forwarded to the HR Office for inclusion in the faculty member's personnel file. Where verification of progress in addressing recommendations is warranted, certification of the evaluation may be delayed by the immediate management supervisor until the faculty member has substantially addressed the recommendations (IIIA5.3- UF Contract, p.62).

For classroom faculty, student evaluation forms are administered in not less than forty percent of the sections assigned as part of load for the semester. The faculty member being evaluated selects the sections and class times for which the student evaluation forms are to be administered as well as the faculty member to administer the evaluation forms to ensure the integrity and confidentiality of the process. The faculty member administering the student evaluations compiles the evaluation by class section and a summary of significant student comments is prepared. Student evaluations for online/hybrid courses emulate the process followed for in-person classes as the evaluator attends a specific class meeting selected by the instructor.

Distance Education instructors give the evaluator access to the course site for a specific time period while maintaining control over access to the course site, during which the evaluation takes place (IIIA5.10 - DE Plan, p.29). The student evaluation forms are held until final grades have been posted and are then provided to the faculty member being evaluated (IIIA5.3 - UF Contract, p.63). During the semester for which the administrative evaluation is scheduled, the faculty member may select one, but not more than three, tenured faculty members from within the same department/area to conduct a peer evaluation. At the option of the faculty member, a copy of the peer evaluation may be forwarded to the HR Office for inclusion in the personnel file (IIIA5.3 – UF Contract, p.64).

Probationary Full-time Faculty Evaluations

The performance of probationary tenure-track faculty members is evaluated by a Tenure Review Committee in each year of their four-year probationary period, commencing with the fall semester of the first academic year. The tenure review committee is comprised of the immediate management supervisor, two tenured faculty members from the probationary faculty member's department/area, and one tenured faculty member within the probationary faculty member's division but outside the department/area. The purpose of the evaluation program is to provide probationary faculty members the opportunity to demonstrate that they meet the standards required for retention and tenure. The process culminates in a recommendation to the Board of Trustees to (a) enter into a contract for the following academic year(s); or (b) not enter into a contract for the following academic year(s) (IIIA5.3 - UF Contract, p.50-55).

The probationary faculty evaluation process includes the following components: a tenure review committee selected to assess the performance of the faculty member with respect to those activities which constitute contractual duties and include classroom/worksite observation; evaluation of materials prepared by the probationary faculty member; and beginning with the second year of service, review of professional development, activities, responsibilities, and service. Additionally, student evaluations are administered as a component of the evaluation process. In years one and two, the student evaluation forms are administered in all sections (classes) taught by the probationary faculty member. The evaluations in years three and four are administered in not less than forty percent of the sections assigned for the semester. The tenure review committee prepares a compilation of the student evaluations, including a summary of student comments, which are discussed with the probationary faculty member during the evaluation conference and incorporated as part of the tenure evaluation report. Classroom evaluations are tabulated for each class section. Student evaluations for online/hybrid courses emulate the process followed for in-person classes as the evaluator attends a specific class meeting selected by the instructor (IIIA5.3 - UF Contract, p.50-55). Distance Education instructors may give the evaluator access to the course site for a specific time period while maintaining control over access to the course site, during which the evaluation takes place (IIIA5.10 - DE Plan, p.29). The student evaluation forms are retained by the immediate management supervisor until final grades have been posted and are then delivered to the probationary faculty member. The evaluation process culminates in a single written evaluation on the tenure evaluation report form (IIIA5.11- Probationary Instructor Eval. Form), which includes the evaluation of classroom/worksite performance, analysis of the student evaluations, evaluation of classroom and/or other job-related materials prepared by the probationary faculty

member, and beginning with year two, evaluation of professional development, activities, responsibilities, and service (IIIA5.3- UF Contract, p.56-57).

The tenure evaluation reports are expected to address each evaluation criterion, outlining areas of strength and including recommendations if warranted. Recommendations are required to specifically address established criteria and include definition of the area needing improvement, specific goal(s) to be achieved, timeline for addressing recommendations, and criteria for determining satisfactory performance. Following the probationary faculty member's review of and response to the tenure evaluation report, an evaluation conference is held to review the assessments and evaluation responses. At the conclusion of the conference, probationary faculty members sign the tenure evaluation report form acknowledging that they have been apprised of the committee's findings. The report is sent to the President/Provost or designee for review and is then forwarded to the HR Office to be placed in the probationary faculty member's personnel file. The tenure review committee recommends the appropriate contract category placement based on the tenure evaluation report (IIIA5.3 – UF Contract, p.56-57).

Adjunct Faculty Evaluations

The purpose of the evaluation process for adjunct faculty is to improve instruction and support services by providing assessment that recognizes and acknowledges good performance and identifies areas needing improvement. If requested by the adjunct faculty member, the immediate management supervisor will provide names of faculty members who may be willing to provide assistance as mentors in preparing for the evaluation and during the process. Adjunct faculty members are evaluated in the first regular semester of paid service, if feasible, but not later than the second regular semester of paid service, and at least once every six regular semesters of paid service thereafter. Adjunct faculty performing noncredit assignments are evaluated in the first regular trimester of paid service, if feasible, but not later than the third regular trimester of paid service, and at least once every nine regular trimesters of paid service thereafter. Components of the evaluation process include an assessment of the adjunct faculty member's performance by the immediate management supervisor or designee and includes a classroom/worksite observation, an evaluation of other job-related materials prepared by the adjunct faculty member, student evaluations, and assessment of the adjunct faculty member's performance by a peer reviewer, if requested (IIIA5.4 – AdFac Contract, p.17-19).

Within the first four weeks of the semester or trimester, the immediate management supervisor provides the adjunct faculty member with an evaluation packet consisting of instructions outlining the evaluation process, a copy of the performance evaluation form, and a list of needed job-related materials, (i.e. course syllabi, sample assignments, examinations, class handouts, to be submitted for review). At least fourteen calendar days prior to observation, the immediate management supervisor provides the adjunct faculty member with notification of not more than three alternate dates and approximate times during which the observation may be conducted. At least fourteen calendar days in advance, the immediate management supervisor or designee provides the adjunct faculty member with notification of the dates and classes during which student evaluations will be administered. The student evaluation forms are retained by the immediate management supervisor until final grades have been posted, after which time they are provided to the adjunct faculty member, if requested within ninety calendar days of the last

instructional day of the term for which the adjunct faculty member was evaluated. The assessment of the immediate management supervisor or designee and a summary of the results of student evaluations are recorded on the performance evaluation form and mailed by U.S. mail to the mailing address provided by the adjunct faculty member evaluated to be signed and returned for inclusion in the personnel file in the HR Office. During the semester or trimester for which the administrative evaluation is conducted, the adjunct faculty member may select another adjunct faculty member or full-time faculty member who is currently employed by the District within the same department or division to conduct a peer evaluation. Peer evaluation ratings shall result in a rating for each evaluative criterion and an overall rating of excellent, satisfactory, needs improvement, or unsatisfactory. At the option of the adjunct faculty member being evaluated, a copy of the peer evaluation may be forwarded to the HR Office for inclusion in the personnel file (IIIA5.4 – AdFac Contract, p.17-19).

Confidential Employee Evaluations

As per *NOCCCD Administrative Procedure 7230-7- Confidential Employees - Evaluation*, confidential employees are evaluated every two years in an effort to foster communication between the employee and the immediate management supervisor, establish clear direction for the employee, and provide constructive feedback regarding the employee's performance (IIIA5.2 –AP 7230-7). Probationary confidential employees are evaluated at the end of four months, eight months, and eleven months of service. The evaluation process is conducted by the immediate management supervisor who attempts to measure the effectiveness in performing duties set forth in the job description. The written evaluation is performed using the confidential employee performance evaluation form (IIIA5.12– Perm. Conf. Evaluation, IIIA 5.13- Prob. Conf. Evaluation). The immediate management supervisor meets with the confidential employee to discuss the results of the evaluation process and provide the confidential employee the opportunity to respond, in writing, to the evaluation and sign the evaluation form. A copy of the evaluation report is placed in the confidential employee's personnel file in the Human Resources Department (IIIA5.2- AP 7230-7).

Classified Employee Evaluations

Classified employees are evaluated once every two fiscal years using the performance evaluation form for permanent unit members. Probationary employees are evaluated at the end of four months of service, eight months of service, and two weeks prior to the end of the twelve-month probationary period. The timeline for accomplishing the evaluation process may be established so that the evaluation process is completed within the fiscal year for which the evaluation is scheduled. The purpose of the evaluation process is to strengthen communication between the employee and the immediate management supervisor in working toward work-related goals by providing a useful and substantive assessment of performance, recognition and acknowledgment of good performance, and enhancement of performance by identifying areas needing improvement. The immediate management supervisor completes a preliminary evaluation on the performance evaluation form (IIIA5.14 - Perm. Class. Evaluation; IIIA5.15 - Prob. Class. Evaluation) and meets with the employee to discuss the evaluation. During the evaluation

conference, an opportunity exists for the parties to identify potential changes in the emphasis of duties which may serve as the basis for the next evaluation (IIIA5.5 - CSEA Contract, p.58-60).

Following the evaluation conference, the immediate management supervisor prepares a final written evaluation on the performance evaluation form that addresses each performance standard, outlines areas of strength, and includes recommendations for improvement if warranted. Where a “C” rating (Performance Needs Improvement) is indicated for any performance standard, recommendations for improvement must be entered in Part II of the performance evaluation form. Recommendations for improvement shall include a definition of the area needing improvement, a timeline for addressing the recommendations, and criteria for determining satisfactory performance. The final performance evaluation form also includes an assessment of the classified member’s progress in addressing any recommendations for improvement in conjunction with unsatisfactory ratings from the previous evaluation; and potential changes in the emphasis of duties that may serve as the basis for the next evaluation, which is entered in Part III of the performance evaluation form (IIIA5.5 - CSEA Contract, p.58-60).

The completed final performance evaluation form is forwarded to the classified employee for review and signature. Within ten working days of receiving the final performance evaluation form, classified employees must sign the form as acknowledgment that they have been apprised of the content and return the performance evaluation form to the immediate management supervisor. The classified employee may respond to the immediate management supervisor’s assessment by completing Part IV of the performance evaluation form and may request a review of any unsatisfactory ratings or negative comments by completing Part V. At the conclusion of the evaluation process, including an appeal if requested, the final evaluation report form is submitted to the HR Office for inclusion in the classified employee’s personnel file (IIIA5.5 – CSEA Contract, p.58-60).

Analysis and Evaluation

The College meets the Standard. NOCCCD and Cypress College engage in regular and on-going evaluation of all employees in order to ensure the effectiveness of its human resources. Through both District Administrative Procedures as well as Collective Bargaining Agreements with constituency groups, the District has established written criteria for evaluating all personnel. The evaluation of performance of assigned duties and participation in institutional responsibilities and other activities appropriate to an employee’s expertise are criteria utilized in all employee evaluations. Evaluation processes utilized seek to assess effectiveness of personnel and encourage improvement. Additionally, evaluations articulate formal, timely, and documented actions to be taken when necessary.

As a result of on-going review of evaluation processes, in 2016, after negotiation with Faculty (UF), a pilot evaluation process was implemented to include the sharing of student evaluations of the faculty with the supervising dean for use in the evaluation process. Prior to this pilot, the deans only received a peer summary of student evaluations. The pilot program was initiated through collective bargaining to enhance the evaluation process and make it more relevant and comprehensive in the evaluation of ethics, effective teaching and pedagogy, in concert with the institutional commitment to student success. In addition to sharing student evaluations with the faculty supervisor, the pilot program made changes to the student evaluation tool permitting

students to complete it with ease of understanding and assurance of confidentiality. It is anticipated that this pilot faculty evaluation process will result in a more robust, relevant, comprehensive, and meaningful evaluation process. In addition to making attempts to improve the faculty evaluation process, the District continues to review and revise the management appraisal instrument to assess its effectiveness in encouraging improvement.

While the College meets the Standard, as a result of the self-evaluation, an issue regarding DE instructor evaluation emerged. Teaching effectiveness is measured by the same criteria and rubric that is used to evaluate all faculty members. The difficulty is that by virtue of limitations in the UF contract, evaluation of an instructor's DE course is voluntary once tenure has been granted, as the instructor has the right to designate which class or classes to be evaluated, and this designation may not necessarily include the DE class. Thus DE course instructions may not be part of an instructor's evaluation.

Evidence Sources

- III A5.1 – NOCCCD Administrative Procedure 7240-7- Management Employees – Evaluation [under construction; no hard copy in file]
- III A5.2 – NOCCCD Administrative Procedures 7230-7 – Confidential Employees – Evaluation
- III A5.3 – UF Contract - Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA, Article 18
- III A5.4 – AdFac Contract - Collective Bargaining Agreement Between NOCCCD and Adjunct Faculty United Local 6106 AFT/AFL/CIO, Article 9,
- III A5.5 – CSEA Contract - Collective Bargaining Agreement Between NOCCCD and Chapter 167 California School Employees Association, Article 19
- III A5.6 – Classified Evaluation Guidelines
- III A5.7 – Management Personnel Procedures
- III A5.8 – Management Appraisal Instrument
- III A5.9 – Tenured Instructor Evaluation Report Form
- III A5.10 – Distance Education Plan 2011- 2014
- III A5.11 – Probationary Instructor Tenure Evaluation Report Form
- III A5.12 – Confidential Employee Performance Evaluation (Permanent)
- III A5.13 – Confidential Employee Performance Evaluation (Probationary)
- III A5.14 – Classified Employee Performance Evaluation (Permanent)
- III A5.15 – Classified Employee Performance Evaluation (Probationary)

III A6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

The NOCCCD is committed to a broad range of educational opportunities, along with support services that will enable students to attain their academic and personal goals. The Board of

Trustees, faculty, staff and administrators have the responsibility to provide and support educational offerings of the highest quality and value to students and to the community. The District is committed to employing well-qualified faculty and staff as stated in *NOCCCD Board Policy 1002-Philosophy* (IIIA6.1).

In order to ensure the high quality of the educational experience of the students, Cypress College conducts regular and ongoing evaluation of all faculty, managers, and classified staff. Evaluations for those responsible for student learning include learning outcomes as an element of their review.

Faculty, including probationary, tenured, adjunct, librarians, and counselors, are subject to regular evaluation as governed by the Collective Bargaining Agreements (CBA) between NOCCCD and United Faculty (UF) and Adjunct Faculty United (AdFac) (IIIA6.2 UF Contract; IIIA6.3 - AdFac Contract). The evaluation timeline and process varies by employee group.

Probationary faculty are evaluated as part of the four year tenure review process by a committee consisting of the immediate management supervisor, two department tenured faculty members, and one out-of-department faculty member. Evaluations are conducted each year of probationary service, except for the first year when they are evaluated each semester. Evaluations include classroom/worksite observations, review of prepared classroom/worksite materials, and review of professional development activities and responsibilities (beginning in year two) as well as student evaluations (IIIA6.2 - UF Contract, pp. 50-59).

Tenured faculty, including instructors, librarians and counselors, undergo triennial evaluation by their Immediate Management Supervisor and a peer reviewer, at the option of the faculty member. Included in the evaluation of instructors are a classroom/worksite observation, evaluation of instructional materials and methods, review of evaluated student performance, review of professional activities/development, and student evaluations. Librarians and counselors have additional field specific items. Evaluation Report Forms for each group delineate the specific areas of evaluation (IIIA6.2 - UF Contract, Appendix I). The goal of the tenured faculty evaluation is to recognize and acknowledge good performance and identify areas of needed improvement in order to facilitate improved instruction and support services. As such, the evaluation includes areas needing improvement, with set goals, timelines, and criteria for determining satisfactory performance as needed.

Adjunct Faculty are also evaluated every three years by an immediate management supervisor or designee. Like tenured faculty, evaluations are designed to improve instruction and recognize good performance as well as areas needing improvement. The evaluation includes a classroom observation, review of course materials and evaluated student work, as well as student evaluations. The Adjunct Evaluation Forms identify the specific areas of review (IIIA6.3 - AdFac Contract, Appendix B).

Learning outcomes are an intrinsic element of all faculty evaluations. Review of teaching methods and evaluated student work to assess whether learning outcomes have been achieved are part of the review process for all faculty groups. In addition, in accordance with the UF Contract, all tenured faculty members are obligated to participate in program and curriculum

development and evaluation, which includes appropriate participation in the formulation of Student Learning Outcomes (SLOs) and the Student Learning Outcomes assessment cycle. However, the Contract explicitly states that student performance on SLO assessments are not a component of a faculty member's evaluation process (IIIA6.2 - UF Contract p. 60).

Managers and classified staff are also subject to regular and ongoing review. Currently the Manager evaluation process is being re-examined for potential revision. Until that is complete, the established process remains in place. At Cypress College, Managers fall into two categories: Academic and Classified. Academic managers are responsible for areas pertaining to instruction, while Classified managers handle administrative matters.

Annually, all managers have performance evaluations conducted by their immediate supervisor. Comprehensive evaluations by established review committees occur every three years. Evaluation committees consist of the immediate management supervisor, an employee selected by the manager being evaluated, a faculty member, a classified employee, and a confidential employee. When appropriate, student surveys may also be used (IIIA6.4 Management Evaluation Procedure). As part of the evaluation process, the management appraisal instrument is distributed to relevant personnel across campus to provide their own evaluation of the manager's performance. Evaluation elements include decision-making skills, problem solving, delegation and communication skills (IIIA6.5 Management Appraisal).

As per the CSEA Contract, classified staff are evaluated every two years. Their evaluation is conducted by the Immediate Management Supervisor and consists of assessments of their quality and quantity of work as well as personal qualities pertaining to work habits, punctuality, and interpersonal and leadership skills (IIIA6.6 – CSEA Contract, p. 58, Appendix H).

Analysis and Evaluation

The College does not meet the Standard. While Cypress College engages in regular and thorough evaluation of all faculty, managers, and classified staff, only the evaluation of faculty includes the results of the assessment of learning outcomes as a component of the review process. Faculty evaluations include both learning outcomes in the form of evaluated student performance as well as required participation in the SLO assessment process.

In their current forms, neither management nor classified employee evaluations make a distinction between the two basic functions: academic and administrative employees. Academic managers and classified staff deal directly with student instruction. They include instructional deans, managers of instruction support programs and services, as well as instructional aides and laboratory technicians. Administrative managers and classified staff include the directors of administrative support services such as IRP or the Office of Campus Communications, as well as financial aid technicians and other clerical staff.

Learning outcomes pertain primarily to those in Academic areas and are not currently addressed in the overall evaluation process utilized. The inclusion of learning outcomes as an added element for academic managers needs to be part of the manager evaluation process that is currently under review by the District. Further, the inclusion of learning outcomes assessment in

the evaluations of relevant classified staff should be part of the next negotiation cycle with CSEA.

Evidence Sources

IIIA6.1 – NOCCCD Board Policy 1002 Philosophy

IIIA6.2 –UF Contract - Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA, Article 18

IIIA6.3 – AdFac Contract - Collective Bargaining Agreement Between NOCCCD and Adjunct Faculty United Local 6106 AFT/AFL/CIO, Article 9

IIIA6.4 – Management Evaluation Procedure

IIIA6.5 – Management Appraisal

IIIA6.6 – – CSEA Contract - Collective Bargaining Agreement Between NOCCCD and Chapter 167 California School Employees Association, Article 19

IIIA7. The institution maintains sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

NOCCCD endeavors to maintain a sufficient number of qualified faculty to support the institution's mission and goals. The District follows a system of staffing that is based on data to determine the requirements of the institution based on program reviews, program plans, institutional priorities, and fiscal resources (IIIA7.1 – District Budget Allocation Handbook, p. 10, Appendix A). The District Human Resources (HR) Office estimates the total number of new hires needed based on the State Faculty Obligation Number (FON), retirements, and resignations. The District has a relatively high number of full time faculty as evidenced in the FON. NOCCCD has the 5th highest credit FTES, yet it has the 3rd highest Full-time FON in the State. When comparing with other Districts, and looking at the Full-time Faculty Obligation Ratio to Credit FTES, the District comes in at 1.93%, 6th highest in the State (IIIA7.2. – 2016 FON).

Once the FON is determined, the total number is divided between the two colleges of the District. In 2015, in order to meet the District FON and replace departing faculty members, NOCCCD hired sixty-seven (67) new full-time faculty (IIIA7.3- 2016 Faculty Hires). As reflected below, 29 replacement positions (retirements and resignations) and 38 new faculty positions were filled to meet the FON.

California Community Colleges Chancellor's
Office
Faculty & Staff Demographics Report

	Fall 2011 Employee Count	Fall 2012 Employee Count	Fall 2013 Employee Count	Fall 2014 Employee Count	Fall 2015 Employee Count
North Orange CCD Total	2,267	2,280	2,483	2,623	2,752
Academic, Tenured/Tenure Track	502	510	508	502	540
Academic, Temporary	1,050	1,072	1,302	1,448	1,484

(IIIA7.4- CCCCCO FS Report)

As enrollments have fluctuated over the past five years (as evidenced below), Cypress College has maintained a sufficient number of experienced faculty, both full-time and adjunct. As per *NOCCCD Board Policy 7210-Faculty*, all faculty must meet State minimum qualifications as established by the Board of Governors of the California Community Colleges (IIIA7. 5–BP 7210; IIIA7.6- 2014 Minimum Qualifications Handbook).

California Community Colleges
Chancellor's Office
Student Enrollment Status
Summary Report

	Fall 2011 Student Count	Fall 2012 Student Count	Fall 2013 Student Count	Fall 2014 Student Count	Fall 2015 Student Count
Cypress	15,430	14,948	15,729	15,664	16,063

(IIIA7.7- CCCCCO Enrollment Report)

Cypress College has planning processes in place to identify faculty hiring priorities annually. Each year all division deans prepare full-time faculty position requests. All position requests are submitted to the Executive Vice President (EVP) of Instruction/Student Services Office. The EVP then forms convenes the Faculty Prioritization Committee including all deans, three faculty representatives from the Academic Senate, and the Director of Institutional Research and Planning to rank the requests. Each member of the committee ranks the requests individually. All individual rankings are tabulated by the EVP's Office. The committee engages in a discussion where the members explain the rationale behind their rankings. Special focus is given to rankings which are not quite in alignment with the group, and qualitative information is integrated into the discussion. The members are invited to re-rank the applications after all qualitative discussion is completed. Finally, the committee as a whole decides the ranking. The ranking is sent as a recommendation to the President for consideration. The President consults the EVP to gather information about the rationale behind the ranking prior to finalizing the list. If the President

decides to change the ranking, he/she explains the reasons for doing so to the President's Advisory Cabinet (PAC) (IIIA7.8- Faculty Prioritization). The College then hires faculty members according to the number of positions approved by the District and the rankings finalized by the President (IIIA7.9- Bandyopadhyay email).

In addition to full-time faculty, the College relies on adjunct faculty to provide sufficient staffing. The District uses part-time faculty to supplement its workforce to generate the number of FTES needed to achieve the established FTES targets. The number of part-time faculty will fluctuate depending on the number of full-time faculty the District has, the FTES targets that are established, and the number of overload sections assigned to full-time faculty (IIIA7.10 – Extended Day Model).

In order to fulfill the faculty responsibility to ensure educational quality and achieve District and College Mission and goals, faculty participate in a wide range of decision-making groups. Full-time faculty members contribute to the institutional mission and purposes and are well – represented on district committees such as the District Consultation Council (DCC), the District Curriculum Coordinating Committee (DCCC), the Instructional Effectiveness Coordinating Council (IECC), the Technology Coordinating Council (TCC), and the Council on Budget and Facilities (CBF) (IIIA7.11-DRM, p. 14-17). They offer their knowledge and expertise on a variety of District matters.



Baccalaureate Degree All Mortuary Science faculty possess the necessary qualifications to teach in the baccalaureate degree program as prescribed by the American Board of Funeral Service Education. The Mortuary Science Department has three full-time faculty members and thus exceeds the required number of faculty assigned to the baccalaureate degree program (IIIA7.14 - Catalog, p. 236). While all faculty possess the necessary qualifications to teach upper division courses, the Department Coordinator is the full-time instructor assigned to the baccalaureate degree program.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 14. NOCCCD and Cypress College maintain a sufficient number of qualified full-time and adjunct faculty based on the State determined Faculty Obligation Numbers (FON). NOCCCD has one of the highest Full-time Faculty to Credit FTES Ratios in the State. Close to 90 percent of the District's budget is dedicated to personnel. For the 2015-2016 year, eighty-eight percent (88%) of actual expenditures were dedicated towards personnel (IIIA7. 12 – NOCCCD Audit Report 2015-16; IIIA7.13- CCFS-311). The District is committed to providing a high quality education to the community; therefore, the District is continually evaluating services, programs, and departments to ensure sufficient staffing to support services consistent with institutional goals in alignment with available fiscal resources.

Evidence Sources

IIIA7.1 – District Budget Allocation Handbook 2013

IIIA7.2 – 2016 Faculty Obligation Number (FON)

IIIA7.3 – 2016 Faculty Hires

IIIA7.4 – California Community College Chancellor's Office Faculty and Staff Demographics Report

IIIA7.5 – NOCCCD Board Policy 7210 Faculty

IIIA7.6 – 2014 Minimum Qualifications Faculty and Administrators in California Community Colleges Handbook

IIIA7.7 – California Community College Chancellor's Office Student Enrollment Status Summary Report

IIIA7.8 – Faculty Prioritization President's Review

IIIA7.9 – Santanu Bandyopadhyay, Executive Vice President, Faculty prioritization process e-mail

IIIA7.10 – Extended Day Model

IIIA7.11 – NOCCCD Decision-Making Resource Manual: Structure Function and Alignment

IIIA7.12 – NOCCCD Financial Report- 2016 Final Audit

IIIA7.13 – California Community College Financial Statement (CCFS-311)

IIA7.14 – Cypress College Catalog 2016-17

IIIA8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Cypress College is committed to enhancing the professional experience of all faculty, both full-time and adjunct. As such, the College and District work together to orient and evaluate adjunct instructors to ensure professional excellence. Adjunct instructors receive orientation in three ways.

First, new adjunct faculty receive individual orientation from the NOCCCD Human Resources (HR) Office that includes information on benefits, support services, calendars, bargaining agreements, retirement, employee services, and evaluation processes, among other topics (IIIA8.1a – Cotter email; IIIA8.1b – Faculty New Hire Forms).

Second, the Cypress College Professional Development program offers two Adjunct Opening Day meetings per year for both new and continuing adjunct faculty, one in the fall and one in the spring. These meetings consist of a welcome by the college administration, a series of workshop offerings, many of which deal with issues of specific interest to adjunct faculty, and an optional tour of the campus (IIIA8.2a – Fall 2015 Adjunct Mtg. Agenda; IIIA8.2b- Spring 2016 Adjunct Mtg. agenda). In addition, Professional Development distributes the Adjunct FT Faculty reference guide as an additional resource (IIIA8.3- Adjunct FT Faculty Reference Guide).

Finally, adjunct instructors receive an orientation from their Division when they are hired. These orientations differ, depending upon the Division and include content specific to their duties and areas of instruction (IIIA8.4a – Dean's email- Adjunct Orientation; IIA8.4b – HS Adjunct Orientation Handbook).

As per the AdFac contract, adjunct faculty members are evaluated in the first regular semester of paid service, if feasible, but not later than the second regular semester of paid service, and at least once every six regular semesters of paid service thereafter. The evaluation process includes an assessment of the faculty member's performance by the immediate management supervisor or designee, which includes a classroom/worksite observation a review of classroom/worksite and other job-related materials prepared by the unit member, student evaluations, and an assessment of the unit member's performance by a peer reviewer, if elected (IIIA8.5 - AdFac Contract).

NOCCCD has policies in place for adjunct instructor engagement in professional development. Adjunct faculty are invited to professional development activities along with full-time faculty and staff to allow them to network and integrate into the life of the institution such as workshops, seminars, conferences, and retreats. In some instances, such as with the Student Equity series, adjunct faculty members may receive a certificate for their participation (IIIA8.6 - Forman Professional Development). Adjunct instructors are encouraged and mentored to become presenters for Professional Development workshops, apply for Professional Development conference funding of up to \$1500 per year, and are invited to participate in division and department meetings, conferences, and trainings to enhance their skills in discipline-specific areas. Finally, adjunct instructors are invited to serve on committees, advisory boards, and other shared governance entities such as Academic Senate, District Consultation Council, Technology Coordinating Council, and Council on Budget and Facilities to promote their professional growth (IIIA8.6 – Forman Professional Development) and are compensated for their service (IIIA8.5 – AdFac Contract).

DE - Cypress College offers three types of training for faculty who wish to enhance their courses online. The college offers an eight-week training program for online or hybrid courses, an opportunity to meet equivalency for faculty who have already been trained at another campus, and web enhanced training (IIIA8.7 – DE Faculty Basics).

Analysis and Evaluation

The College meets the Standard. Cypress College employs adjunct faculty and has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The District Office of Human Resources and the College work in conjunction to provide suitable orientation. The College engages in appropriate oversight through the ongoing and regular evaluation that is governed by the collective bargaining agreement with Adjunct Faculty United (AdFac). Finally, through the Professional Development program, the College provides opportunities for integration of adjunct faculty into the life of the institution including programs aimed specifically at adjunct faculty as well as invitations to participate in campus wide events.

Evidence Sources

IIIA8.1a – Sandy Cotter, Executive Assistant- Human Resources - Adjunct On-Boarding email
IIIA8.1b – Faculty New Hire Forms ADJ
IIIA8.2a – Adjunct Meeting Agenda Fall 2015
IIIA8.2b – Adjunct Meeting Agenda Spring 2016
IIIA8.3 – Faculty Reference Guide August 2016

- IIIA8.4a – Dean’s Email - Adjunct Orientation
- IIIA8.4b – Health Science Adjunct Orientation Handbook
- IIIA8.5 – AdFac Contract - Collective Bargaining Agreement Between NOCCCD and Adjunct Faculty United Local 6106 AFT/AFL/CIO
- IIIA8.6 – Mary Foreman, former Staff Development Coordinator, Professional Development for adjunct faculty
- IIIA8.7 – DE Faculty Basics

IIIA9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

The District has a sufficient number of all employees in addition to faculty to support the achievement of the mission and goals of the District. The following table (IIIA9.1 – Chancellor’s Office Data Mart) details the number of employees in each employment category for the past six years:

Employee Count by Employment Class

Description	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Executive Officer	6	6	6	7	7	7
Temp. Administrator	12.29	8.57	11.34	14.8	26	32
Confidential	13	12	11	11	13	14
Academic Managers	39	41	36	36	41	42
Classified Managers	53	49	50	48	53	56
FT Faculty	520	504	501	496	534	592
Classified	592.15	574.45	554.35	561.9	626	620
TOTAL	1,235.44	1,195.02	1,169.69	1,174.70	1,300.00	1,363.00

To ensure that qualifications for each position match programmatic needs, NOCCCD and the District Human Resources (HR) Office have processes that begin at the department level to ensure that positions requested are clearly defined through accurate and relevant job descriptions (IIIA9.2 – Evidence). Job descriptions are directly related to institution mission and goals and accurately reflect qualifications, position duties, responsibilities, and authority. The job descriptions for the classified employees are located on the NOCCCD Job Descriptions webpage to ensure transparency and access to job classification information (IIIA9.3 – NOCCCD Job Descriptions).

The Supervisor/Manager/Dean/VP for each functional area of Cypress College through the regular program review process is responsible for adequately staffing their respective functional areas. The President determines the need for managers in consultation with the Executive Vice President (EVP) and Vice President (VP) along with the President's Advisory Cabinet (PAC) (III A9.4 – EVP Email).

The College regularly assesses the overall classified staffing needs through the Classified Needs Assessment process (IIIA9.5 – PBC Minutes ‘09; IIIA9.6 - PBC Minutes ‘13).

Departments/divisions are asked to submit their need for classified positions to the Planning and Budget Committee (PBC). Each committee member ranks the positions individually and after an internal discussion, the ranking is finalized by the committee. The ranking is then forwarded to PAC, and the President makes the final decision (IIIA9.4 – EVP email).

When needed, staff positions may be requested on an ad hoc basis. The classified staffing needs are forwarded by the respective manager to the dean, VP, EVP, and ultimately President's Staff who determines whether the staffing need is to be fulfilled. Once approved by President's Staff, a position is sent to PBC, a shared governance committee, who vote and their recommendation is forwarded to PAC (IIIA9.7- Pres. Staff Agenda).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 8. NOCCCD and Cypress College have a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. Through the institutional program review process, each unit completes a comprehensive program review to identify department/program offerings and resource needs assessment. Through this process, each department, division, and campus validates the necessary staffing and resource requests in support of program offerings and services.

Evidence Sources

IIIA9.1 – Chancellor's Office Data Mart

IIIA9.2 – Need Evidence

IIIA9.3 – NOCCCD job descriptions

IIIA9.4 – Dr. Santanu Bandyopadhyay Executive Vice President, email

IIIA9.5 – PBC Minutes 1-15-09

IIIA9.6 – PBC Minutes 9-19-13

IIIA9.7 – President's Staff Agenda October 17, 2016

IIIA10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes (ER 8)

Evidence of Meeting the Standard

The NOCCCD has a sufficient number of administrators with the appropriate qualifications to support the educational, technological, physical, and administrative functions of the District and its two colleges. *NOCCCD Administrative Procedure 7120- Recruitment & Hiring* establishes the framework for management employee hiring, including allocation, process, and qualifications necessary. The Chancellor reviews and recommends to the Board of Trustees the administrative structure necessary to operate the District, the colleges, and North Orange Continuing Education in order to meet the needs of the programs and services that adhere to the mission, goals and priorities of the District and the colleges. It is within the purview of the Chancellor to establish the organizational structure, the number of positions, and the administrative levels necessary. The Chancellor works closely with the college presidents, NOCE provost, and Chancellor's Staff in making administrative change recommendations. The Chancellor also shares these recommendations with the various constituency groups and obtains support for these recommendations from the District Consultation Council (DCC). The ultimate decision to accept the Chancellor's recommendations rests with the Board of Trustees, who must approve the changes before they can be implemented (IIIA10.1 - AP 7120-4).

As the table in IIIA9 illustrates, the number of managers and administrators has stayed flat or decreased from 2011-12 to 2014-15, except in the ranks of temporary administrators (IIIA10.2 - Chancellor's Office Data Mart). In 2015-16 this classification increased in a fairly dramatic fashion as a result of special funding in Student Success and Support Program (SSSP), Student Equity, and Basic Skills. With the infusion of funding for the Strong Workforce program in 2016, this classification is expected to grow even further. The increase in confidential staff and executive officers by one is the result of the addition of the Vice Chancellor of Educational Services and Technology, which comes with an executive assistant at the confidential rank. Otherwise, the administrative staff has been fairly lean. Program Review processes at the campus level and at the District Office have revealed the need for more administrative staff (IIIA10.3- Evidence).

Planning is under way to analyze the classification of NOCCCD Dean positions in order to determine the need for differentiated levels of dean positions to support the different functions in a division or on a campus (IIIA10.4 – Evidence). Planning is also under way to analyze the staffing in the research and planning functional areas of the campuses and the District to determine the necessary staffing to further improve institutional effectiveness (IIIA10.5 – Evidence).

At the campus level, administrative needs and the organizational structure of the College is reviewed periodically. According to the latest data from the California Community Colleges' Chancellor's Office, Cypress College has 17.2 educational administrators and 12.2 classified administrators (IIIA10.6 – Chancellor's Office Data Mart- FTE Dist.). The College responds to the need for administrative change through discourse at various levels, including Dean's meetings, Management Team meetings, and President's Advisory Cabinet (PAC) meetings. Typically changes are made due to retirements/resignations, changes in the demand/scope of a position, or in reaction to changes in the economy. For example, in 2006, when the Dean of Fine Arts retired, PAC was able to develop a process and timeline for that replacement position (IIIA10.7 – PAC Minutes '06). When the scope of the Public Information Officer position changed to be more relevant to the evolving nature of mediated communication, the position was changed to Director of Campus Communications (IIIA10.8 - evidence).

Often changes in personnel are dictated by changes in the economy. In order to operate within the budget constraints that were a result of the economic downturn of 2008, the College worked to combine various administrative positions until the economy improved. In 2012, the Deans of Business and Counseling temporarily assumed the additional roles of Deans of the Career Technical Education (CTE) and Admissions and Records (A&R), respectively (IIIA10.9 – PAC Minutes '12). When the economy improves, those administrator's serving in two capacities are relieved of their additional responsibilities when appropriate. For example, in 2014 the Dean of Language Arts was no longer responsible for the Library/Learning Resource Center when PAC approved the reinstatement of the Dean of Library/Learning Resource Center (IIIA10.10 – PAC Minutes Feb. 6, 2014) a position that was vacant since 2009.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 8. NOCCCD and Cypress College maintain a sufficient number of administrators as determined by the Chancellor in consultation with the DCC. Board Administrative Policy ensures that administrative personnel have appropriate preparation and expertise to provide continuity and effective administrative leadership. Through regular program review, the District and College engage in ongoing assessment of the administrative structure and personnel needs to provide the necessary services that support the institution's mission and purposes.

Evidence Sources

IIIA10.1 – NOCCCD Administrative Procedure 7120-4 Management Employee Hiring

IIIA10.2 – California Community Colleges Chancellor's Office Data Mart

IIIA10.3 – Need Evidence

IIIA10.4 – Need Evidence

IIIA10.5 – Need Evidence

IIIA10.6 – CCCCCO Fall 2014 FTE employees by College

IIIA10.7 – PAC Minutes November 16, 2006

IIIA10.8 – Need Evidence

IIIA10.9 – PAC Minutes September 06, 2012

IIIA10.10 – PAC Minutes February 06, 2014

IIIA11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

All NOCCCD written personnel policies and procedures are available on the website under Policies and Procedures for information and review (IIIA11.1 – NOCCCD Website Policies and Procedures). The District has established a process of regular policy review and updating (IIIA11.2- BPAP Review Cycle Tracking). The HR Office meets as needed to review and

recommend proposed changes in Board Policies and Administrative Procedures related to personnel in response to recommendations from the CCLC Policy and Procedures subscriptions services or systemic/legal changes (IIIA11.3 CCLC Legal Update; IIIA11.4 - DCC Summary, Sept 26, 2016).

The NOCCCD has various governance committees and organizational groups that coordinate operational, procedural, and policy implementation including Chancellor's Staff and the District Consultation Council (DCC). Chancellor's Staff is a District organizational group, comprised of senior administrative leadership of the District. Chancellor's Staff makes recommendations to the Chancellor on Board Policies and Administrative Procedures (IIIA11.5 - Chancellor's Staff Agenda, Sept.14, 2016).

The District Consultation Council, a governance group that represents various District constituencies, meets monthly and makes recommendations to the Chancellor on a variety of topics, including Board Policies and Administrative Procedures. DCC representatives serve as a liaison between constituent groups and District leadership. Policy and procedure recommendations by the DCC to the Chancellor are approved by consensus (IIIA11.4- DCC Summary, Sept. 26, 2016, p.4). All District Board Policies are then forwarded to the Board of Trustees for its consideration and approval (IIIA11.6 - Board Meeting Minutes, October 25, 2016, p. 126-27).

Once Board Policies and Administrative Procedures have been approved by the DCC and/or the Board of Trustees, the most recent adoptions, updates, or review dates are added, and they are posted on the District website. Additionally, a notice is sent to all District employees informing them of the new and/or revised Board Policy and/or Administrative Procedures (IIIA11.7 – Revised AP memo).

In order to ensure equitable and consistent administration of policies and procedures, the District has approved specific Board Policies that include information regarding recourse if employees perceive unfairness. *NOCCCD Board Policy and Administrative Procedure 3410-Unlawful Discrimination* protect employees against discrimination on the basis of a wide range of characteristics including sex, gender, and ethnic group (IIIA11.8a- BP 3410; IIIA11.8b – AP 3410). *NOCCCD Board Policy 3430-Prohibition of Harassment* ensures that employees are protected from harassment based on factors such as race, religion, disability, and sexual orientation among others (IIIA11.9 - BP 3430).

In addition, the District seeks to ensure fair and equitable administration of all policies and procedures through on-going education and training. The HR Office provides on-going and regular training of managers in administering personnel policies, including Facts, Rules, Impact, Suggestions, and Knowledge (FRISK) training, Title IX training, and legal compliance training in general (IIIA11.10– SCCCDERC). The Department also trains all hiring committee members on the fair and equitable treatment of applicants (IIIA11.11 – EEO Hiring Committee).

Analysis and Evaluation

The College meets the Standard. NOCCCD establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review on the District

website. On-going and regular training ensure that policies and procedures are applied equally and fairly to all employees.

Evidence Sources

- IIIA11.1 – NOCCCD Policies and Procedures Webpage
- IIIA11.2 – BPAP Review Cycle Training
- IIIA11.3 – CCLC Legal Update
- IIIA11.4 – DCC Approved Summary, September 26, 2016
- IIIA11.5 – Chancellor’s Staff Agenda, September 14, 2016
- IIIA11.6 – NOCCCD Board Meeting Minutes October 25, 2016
- IIIA11.7 – Revised Administrative Procedures Memo
- IIIA11.8a – NOCCCD Board Policy 3410 Unlawful Discrimination
- IIIA11.8b – NOCCCD Administrative Procedure 3410 Unlawful Discrimination
- IIIA11.9 – NOCCCD Board Policy 3430 Prohibition of Harassment
- IIIA11.10 – SCCCDERC Training
- IIIA11.11 – EEO Hiring Committee Training

IIIA12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

NOCCCD and Cypress College are committed to the issues of equity, diversity, and non-discrimination. Through NOCCCD Board policies, the District affirms its commitment to equity and equal opportunity. *NOCCCD Board Policy 7100- Commitment to Equal Employment and Diversity* confirms the District commitment to equal opportunity and diversity in its employment processes (IIIA12.1 - BP 7100). Furthermore, *NOCCCD Board Policy 3410 Unlawful Discrimination* specifically protects against unlawful discrimination (IIIA12.2 - BP 3410).

The commitment to diversity at the campus level is articulated in both the Cypress College Catalog and Class Schedule which both contain the non-discrimination statement that articulates the College’s commitment to equal access and protection from unlawful discrimination for both students and staff (IIIA12.3 - Catalog, p. 46) (IIIA12.4 - Class Schedule, p. 123).

The District furthers its commitment to equity through various District bodies that work to promote diversity and protect employees and students. The District Director for Diversity and Compliance investigates complaints of discrimination and harassment in a timely manner and is an ex officio member of campus Diversity Advisory Committees (IIIA12.5 – Diversity Committee Purpose). In addition, the District has an Equal Employment Opportunity Advisory Committee, which has representation from all constituency groups and whose goal is

. . . to assist in developing and implementing the District’s Equal Employment Opportunity Plan, help formulate and recommend activities to promote diversity,

inclusion and multiculturalism throughout the District, and promote community relations in the area of diversity (IIIA12.6 – NOCCCD Equity and Diversity Webpage).

Various programs and associations are offered through the District Office for Equity and Diversity for employees to join, including the Asian American/Pacific Islander Faculty and Staff Association, Black Faculty and Staff Association, Gay and Lesbian Association of District Employees, and Latino Faculty and Staff Association (IIIA12.7 – Diversity Resources Webpage).

The District has a longstanding commitment to promoting diversity in its hiring processes. Currently NOCCCD has a diverse workforce that continues to increase (IIIA12.8 – NOCCCD Commitment to Diversity Report). The commitment to hiring a diverse staff is an intrinsic element of the adopted NOCCCD Equal Employment Opportunity Plan, which “seeks to engage in ongoing activities to build highly qualified and diverse applicant pools” (IIIA12.9 – EEO Plan, p. 17). In order to accomplish these goals, the District hosted an NOCCCD Job Fair in 2017 highlighting and accentuating diversity in hiring (IIIA12.10 – District Commitment to EEO). The EEO plan is reviewed every three years to support the goals that are established. The EEO committee serves as an advisory board for the Vice Chancellor of Human Resources (IIIA12.9 - EEO Plan).

Additionally, the Human Resources (HR) Office utilizes the People Admin system for applicant tracking in all information regarding NOCCCD job applicants, including information related to diversity (IIIA12.11 – Diversity Question to Applicant Screenshot). Finally, all search committees must attend training on Diversity, Bias, and EEO (IIIA12.12 – EEO Hiring Committee), and the District requires sensitivity and understanding of diverse student populations as a minimum qualification for all employment positions (IIIA12.13 – People Admin Screenshot).

In addition to NOCCCD policies and hiring practices, the District also engages in ongoing training in areas related to diversity and equity. At the District level, the Office for Diversity and Compliance offers equity and diversity related programs and services as well as trainings on non-discrimination and diversity. For example, Title IX training was provided to over 300 employees in 2015-16 (IIIA12.14a – New Hire Orientation; IIA12.14b – New F-T Faculty Orientation Evidence).

NOCCCD and Cypress College also engage in ongoing and regular evaluation of the efforts made to improve diversity and equity at both the District and College levels. The District conducts a five-year Institutional Commitment to Diversity Report, updated annually that examines the efficacy of hiring practices in relation to hiring pools and ultimate hiring decisions (IIIA12.8 – NOCCCD Commitment to Diversity Report). Additionally, through the NOCCCD’s Equal Employment Opportunity Plan, employee demographic data is collected annually at each college and the District Office. The Director of the Office of Equity and Diversity prepares an analysis of the number of persons from monitored groups in each of the six EEO categories. Future plans include maintaining data year-to-year and conducting longitudinal analysis where there is at least three years of data to review (IIIA12.9 - EEO Plan).

The Cypress College Institutional Research and Planning (IRP) office conducts a Campus Climate Survey of all employees to gather information on job satisfaction, diversity, and decision-making (IIIA12.15 – Campus Climate Report). This feedback from current employees

along with District data on diversity in hiring serve as two key pieces of evidence to assess the College's record related to equity and diversity (IIIA12.8 – NOCCCD Commitment to Diversity Report).

Similar to the Campus Climate Survey for Employees, IRP also conducts the Noel-Levitz Student Satisfaction Inventory to elicit feedback about what is important to students as well as how satisfied they are with various areas of their college experience. In the survey, students are asked on a scale from 1 to 7 to rank their level of satisfaction in a variety of different areas, including the campus commitment to equity. In 2015 the satisfaction levels related to responsiveness to diverse populations ranked higher at 5.79 than in the 2011 study at 5.62 (IIIA12.16 - Noel-Levitz).

Analysis and Evaluation

The College meets the Standard. Through its Board policies and practices, NOCCCD and Cypress College create and maintain appropriate programs, practices, and services that support their diverse personnel. Through the District Equal Employment Opportunity Plan and Institutional Commitment to Diversity Report, as well as the Cypress College Campus Climate Survey and the Noel-Levitz Student Satisfaction Inventory, the District and College regularly assesses their records in employment equity and diversity consistent with the District and College Missions.

Evidence Sources

- IIIA12.1 – NOCCCD Board Policy 7100 Commitment to Equal Employment and Diversity
- IIIA12.2 – NOCCCD Board Policy 3410 Unlawful Discrimination
- IIIA12.3 – Cypress College Catalog 2016-17
- IIIA12.4 – Cypress College Fall Schedule 2016
- IIIA12.5 – Diversity Committee Purpose
- IIIA12.6 – NOCCCD Equity and Diversity Webpage
- IIIA12.7 – Diversity Resources Webpage
- IIIA12.8 – NOCCCD Commitment to Diversity Report
- IIIA12.9 – NOCCCD- EEO Plan 2016-2019
- IIIA12.10– District Commitment to EEO
- IIIA12.11 – Diversity question to Applicant screenshot
- IIIA12.12 – EEO Hiring Committee Training
- IIIA12.13 – People Admin Screenshot
- IIIA12.14a – New Hire Orientation
- IIIA12.14b – New F-T Faculty Orientation
- IIIA12.15 – Campus Climate Report 2015
- IIIA12.16 – Noel-Levitz Student Satisfaction Inventory 2015

IIIA13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

NOCCCD has a demonstrated commitment to ethical behavior throughout the district, which is evidenced in meaningful policies and practices (IIIA13.1 –BP 1001). The District specifically addresses a professional code of ethics in the District Mission statement:

Respect: We cultivate an atmosphere of courtesy, civility, and transparency with all students and employees in the District by promoting a willingness to collaborate and a responsibility for all to be engaged as collegial partners in carrying out the District's mission.

In addition to the Mission, the District has also adopted *NOCCCD Board Policy 3050-Institutional Code of Ethics* that “upholds a written code of professional ethics for all of its personnel.” It further states that

the Chancellor establishes appropriate administrative procedures in furtherance of the District’s expectation and requirement of ethical conduct by employees in carrying out their duties for the benefit of the institution and the public in compliance with all applicable laws, policies, rules, and regulations (IIIA13.2 –BP 3050).

NOCCCD Administrative Procedure 3050-Institutional Code of Ethics defines the standards of conduct expected of its employees. This is a multifaceted AP which addresses the use of district resources, relationships with vendors, conflicts of interest, gratuities, maintenance of accurate accounts and records along with maintenance of confidentiality (IIIA13.3- AP 3050). NOCCCD recently added to its staff structure an internal auditor who is responsible for the investigation of complaints regarding conflict of interest, fraud, and maintenance of records. Human Resources has a hotline where anonymous reports can be made by calling 714-808-4838. All reports are thoroughly investigated in a timely fashion (IIIA13.4 - evidence).

Consequences for violations of professional and ethical standards are delineated in various places. AP 3050 indicates that sanctions are a consequence for violations regarding student records (IIIA13.3 –AP 3050). Additionally, management and confidential employees are subject to specific District Disciplinary Action *Administrative Procedures 7240-9-Confidential Employees - Disciplinary Action* and *7240-9-Management Employees - Disciplinary Action* that identify “suspension, demotion or dismissal” as consequences for breaches in professional and ethical conduct (IIIA13.5 –AP 7240-9; IIIA13.6 –AP 7230-9). Classified staff are subject to disciplinary action for listed work related violations as outlined in the contract. Disciplinary action procedures are clearly defined with identified causable action as well as disciplinary procedures, including potential consequences (IIIA13.7 – CSEA Contract Article 20). Faculty are governed by the negotiated UF and AdFac contracts. Currently, there is no articulated professional code of ethics or identified consequences for violations of said ethics in either Contract, with the exception of Probationary Faculty who have a clearly identified process for contract renewal (IIIA13.8 – UF Contract; IIIA13.9 – AdFac Contract). A Code of Ethics for Faculty, adopted in 1981, appears on the NOCCCD website and is labeled as “under review by the Academic Senates” (IIIA13.10a – NOCCCD Policies and procedures webpage; IIIA13.10b – Faculty Code of Ethics). In its current version, there are no identified consequences for violations of professional ethical conduct. The Cypress College Academic Senate created a committee to renew the review of the Faculty Code of Ethics to update and include consequences for violation (IIIA13.11- Academic Senate Minutes March, 2017). The District relies on the standards set

forth in the United States Ed Code for gross violations or misconduct (IIIA13.12a –CA Ed Code Sections 87732, 87734, IIIA13.12b – CA Ed Code sections 88013, 88001).

Analysis and Evaluation

The College meets the Standard. NOCCCD has a clearly articulated expectation of professionalism articulated in the District Mission as well as Board Policies and Administrative Procedures (grounded in U.S. Ed. Code) that set forth a clear Institutional Code of Ethics. Currently, written consequences are explicated for all employee groups, except faculty. Therefore, the Academic Senate has renewed its revision of the Code to include consequences and will adhere to the appropriate approval processes of the College and District as necessary

Evidence Sources

IIIA13.1 – NOCCCD Board Policy 1001 Mission, Vision and Values Statements

IIIA13.2 – NOCCCD Board Policy 3050 Institutional Code of Ethics

IIIA13.3 – NOCCCD Administrative Procedure 3050 Institutional Code of Ethics

IIIA13.4 – awaiting Hotline Evidence

IIIA13.5 - NOCCCD Administrative Procedure 7240-9 Management Employees - Disciplinary Action

IIIA13.6 – NOCCCD Administrative Procedure 7230-9 Confidential Employees - Disciplinary Action

IIIA13.7 – CSEA Contract

IIIA13.8 – UF Contract

IIIA13.9 – AdFac Contract

IIIA13.10a – NOCCCD Policies and procedures webpage

IIIA13.10b – BP 30030 Faculty Code of Ethics

IIIA13.11 – awaiting Cypress College Academic Senate Minutes, March 30, 2017

IIIA13.11 – CA Ed Code Sections 87732, 87734

IIIA13.11b – CA Ed Code sections 88013, 88001

IIIA14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

In accordance with *NOCCCD Administrative Procedures 7240-6-Management Employees - Professional* and *7230-6-Confidential Employees-Professional* on Professional Growth and Development and negotiated faculty and classified contracts, Cypress College offers a variety of Professional Development programs (IIIA14.1 – AP 7240-6; IIIA14.2 – AP 7230-6; IIIA14.3 - UF Contract; IIIA14.4 – CSEA Contract). Programs are created to respond to the identified needs of the College and to make use of the resources available.

Currently, Cypress College Professional Development offers several on-campus opportunities, including the New Faculty Seminar, the Greys and the Greens Mentoring Program, the Student Equity Series (on issues related to working with students of color, LGBTQI students, DSS students, Veterans, etc.), the Cultural Intelligence Series, and the Adjunct Opening Day Meeting, which is a mini-conference of workshops offered in both the fall and the spring (IIIA14.5a – New Faculty Seminar SSS; IIIA14.5b- Newsletter 4; IIIA14.5c - Adjunct Mtg. Spring 2016). Working in conjunction with other entities on campus, Professional Development also supports collaborative sharing on topics of interest to faculty and staff, such as Best Practices from the Great Teaching Seminar, Researching with Mobile Technology, Human Trafficking, Campus Safety, and International Education. Campus Professional Development also works to build community by hosting after-hours social gatherings, the Classified Appreciation Luncheon, and the End of the Year Awards ceremony (IIIA14.6a - Collaborative sharing; IIIA14.6b – Newsletter 9; IIIA14.6c – Newsletter 10).

In addition to on-campus offerings, Cypress College Professional Development promotes and funds participant attendance at professional conferences at other venues (IIIA14.7 – SP Year 1 Report). Working with the District Staff Development Office, Cypress Professional Development assists in offering District New Faculty Orientations, the Technology Roundtable, Strategic Conversations, and the Great Teachers Seminar. The District also sponsors training on campus technology, Sexual Harassment, Fire Prevention, Disaster Preparedness, and “Hire Me” workshops. In addition, Cypress faculty and staff can take advantage of the Professional Development activities offered at the other campuses in our District: Fullerton College and North Orange Continuing Education.

The District provides a variety of incentives to promote ongoing professional growth. Faculty can earn equivalent units toward class advancement for approved activities (IIIA14.3 – UF Contract, p. 70). In addition, Sabbatical Leave is available to faculty to pursue educational activities which will enhance their professional growth (IIIA14.3 – UF Contract, p. 38). Moreover, the Board of Trustees has approved two flex days for faculty that will be utilized for professional development activities starting with the 2017-2018 academic year (IIIA14.8 – Academic Calendar). In addition, Managers, Confidential, and Classified employees are incentivized to participate in professional growth activities to encourage them to strengthen their roles as productive members of the District and the community. Employees can earn \$400 for every nine units completed up to five times (IIIA14.1 – AP 7240-6; IIIA14.2 – AP 7230-6; IIIA14.4 – CSEA Contract). Managers who have an earned doctorate are eligible for a \$2,600 stipend per year (IIIA14.1 – AP 7240-6).

A campus-wide Professional Development needs assessment is conducted on a regular basis. The latest assessment was conducted Spring 2016 by the Office of Institutional Research and Planning (IIIA14.9 – Professional Development Needs Assessment 2016). It is also standard procedure at each Professional Development event to have an evaluation (IIIA14.10a – Learning in the Brain Eval; IIIA14.10b – New Faculty Seminar Eval; IIIA14.10c- Cultural Intelligence Workshop Eval). Evaluations are administered at the end of each individual workshop and series to assess the impact of the training on their approach to classroom teaching. This information is compiled and reported to the entities that oversee Professional Development. Informal focus groups have also been held to help identify the professional development needs of faculty and staff. Data is compiled and shared with administration. The College also conducts a program review of Professional Development as part of the regular Campus Services Quality Review

(IIIA14.11 - Professional Development CSQR). In Feb. 2016, the District also conducted a survey of all of its employees to assess training needs (IIIA14.12 – NOCCCD Professional Development Needs Survey). Survey results are utilized to make data-driven decisions to determine professional development offerings.

Professional Development reports to the Office of the President and provides updates to the Strategic Plan Workgroup to make sure that these activities align with the campus *Educational Master Plan*, the campus *Strategic Plan*, and Accreditation. Professional Development activities must show alignment with the *Strategic Plan* in order to get funded by the College (IIIA14.13 – SP Year 2 Report).

DE – The College DE Program provides two distance education trainings for faculty:

(1) Faculty Basics – This is a 54-hour, 100% online, instructor-led training course that qualifies instructors to teach online and hybrid courses. It covers 508 online compliance, online pedagogy, best practices, information, and strategies for online instructor and student success and training on the Learning Management System-Blackboard (LMS).

(2) Web-Enhanced – This is a self-paced, 100% online, instructor-led training course for instructors who desire to use the LMS to supplement their face-to-face/in-person courses. The training covers 508 online compliance, syllabus requirements, and basic LMS navigation and tools usage. Faculty are also encouraged to take professional development courses and receive equivalent units through @One and offerings through Cypress College’s Professional Development training opportunities (IIIA14.14 - DE Plan) & (IIIA14.15 – Faculty DE Handbook).

All instructors who teach online, hybrid or desire to web-enhance their face-to-face courses are required to complete training. Distance Education provides instructional design, technical support, and training for instructors. Instructors are encouraged to attend the Distance Education Advisory meetings to provide feedback and input regarding their basic, advanced, and continuing professional development and training needs. Instructors are encouraged to submit input by registering their attendance in a survey that appears in the welcome to the new semester message that is distributed by the Distance Education Coordinator. Professional development needs are also determined based on State of California Chancellor’s Office initiatives, feedback from instructors, and developments in higher education.

Analysis and Evaluation

The College meets the Standard. Cypress College plans for and provides all personnel with appropriate opportunities for continued professional development specific to their areas of expertise. Professional Development activities are consistent with the College’s Mission and based on evolving pedagogy, technology, and learning needs as assessed. The Cypress College Professional Development Program systematically evaluates all events offered. Furthermore, the College assesses the efficacy of the Professional Development Program itself through the regular program review cycle (CSQR). The College uses the data driven results of these evaluations as the basis for continued and ongoing improvement.

Evidence Sources

IIIA14.1 – NOCCCD Administrative Procedure 7240-6 Management Employees - Professional

IIIA14.2 – NOCCCD Administrative Procedure 7230-6 Confidential Employees - Professional
IIIA14.3 – UF Contract
IIIA14.4 – CSEA Contract
IIIA14.5a – New Faculty Seminar SSS Fall 2015
IIIA14.5b – Newsletter 4
IIIA14.5c – Adjunct Meeting Spring 2016
IIIA14.6a – Collaborative sharing
IIIA14.6b – Newsletter 9
IIIA14.6c – Newsletter 10
IIIA14.7 – Strategic Plan Executive Report Year 1 June 2015
IIIA14.8 – 2017-2018 NOCCCD Academic Calendar
IIIA14.9 – CC Professional Development Needs Assessment Report 2016
IIIA14.10a – Learning and the Brain – Janet Zadina - Evaluations
IIIA14.10b – New Faculty - Seminar evaluation- Session 2
IIIA14.10c – Cultural Intelligence Workshop (Session 1) – Evaluations
IIIA14.11 – Professional Development CSQR 2016
IIIA14.12 – NOCCCD Professional Development Needs survey
IIIA14.13 – Strategic Plan Executive Report year 2 June 2016
IIIA14.14 – Distance Education Plan 2011-14
IIIA14.15 – Faculty Distance Education Handbook

IIIA15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

All personnel records, archival and current, are maintained in locked cabinets under the control and within sight of the District Human Resources (HR) Office. The HR Office is located on a secure floor of the District Office building with key card access given to authorized personnel only. A log of such access and the reason for the review of employees' personnel records is maintained by the HR Office (IIIA15.1- Personnel File Review Form).

In accordance with NOCCCD policies and Full-time Faculty, Adjunct Faculty, and Classified Employee Collective Bargaining agreements, administrators and supervisors are authorized to view the personnel records of the employees in their division/department or area. Further, all employees have the right to inspect their own personnel records pursuant to the Labor Code. Individual employees may review their own personnel records in the Human Resources Department during regular business hours and by appointment (IIIA15.2 – AP 7240-5; IIIA15.3 – AP 7230-5; IIIA15.4 – UF Collective Bargaining Agreement, p. 9; III15.5- ADFAC Collective Bargaining Agreement, p. 9; III15.6 – CSEA Collective Bargaining Agreement, p. 5).

Information of a negative or disciplinary nature is not entered into an employee's personnel records unless and until the employee is given notice and an opportunity to review and comment on that information. The employee has the right to enter and have his or her own comments attached to any negative or disciplinary statement. The review takes place during normal business hours, and the employee is released from duty for this purpose without salary reduction.

Employees are not entitled to review ratings, reports, or records that (a) were obtained prior to the employment of the person involved, (b) were prepared by identifiable examination committee members, or (c) were obtained in connection with a promotional examination or interview (IIIA15.2 –AP 7240-5; IIIA15.3 – AP 7230-5; IIIA15.4 – UF Collective Bargaining Agreement, p. 9; III15.5- ADFAC Collective Bargaining Agreement, p. 9; III15.6 – CSEA Collective Bargaining Agreement, p.5).

Annually, the Human Resources Department furnishes a sampling of personnel records for the District’s financial audit by Vavrinek, Trine, Day & Co., LLP (IIIA15.7 – Li-Bugg email).

Analysis and Evaluation

The College and District meet the Standard. The NOCCCD Human Resources Office maintains secure and confidential personnel records that are accessible by each employee per Board policy or Collective Bargaining Agreement.

Evidence Sources

- IIIA15.1 – Personnel File Review Form
- IIIA15.2 – Administrative Procedure 7240-5 Management Employees – Personnel Files
- IIIA15.3 – Administrative Procedure 7230-5 Confidential Employees – Personnel Files
- IIIA15.4 – Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA
- IIIA15.5 – Collective Bargaining Agreement Between NOCCCD and Adjunct Faculty United Local 6106 AFT/AFL/CIO
- IIIA15.6 – Collective Bargaining Agreement Between NOCCCD and Chapter 167 California School Employees Association
- IIIA15.7 – Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology, email

Changes Arising out of the Self Evaluation Process

Change, Improvement and Innovation	Standard	College Lead	Timeline	Outcome
Piloted a new full-time faculty evaluation process.	IIIA5	Vice Chancellor, Human Resources United Faculty	Fall 2016	The District and UF negotiated a pilot evaluation process to share student evaluations with the supervising Dean for use in evaluations.
Created a committee to renew the review of the Faculty Code of Ethics.	IIIA13	Academic Senate	Spring 2017	The Academic Senate created a committee to revise the Faculty Code of Ethics to include updates and consequences for violations.

Plans Arising out of the Self Evaluation Process

Planned Change, Improvement and Innovation	Standard	College Lead	Timeline	Anticipated Outcome
Improve DE faculty evaluation process	IIIA5	Vice Chancellor, Human Resources United Faculty	Fall 2017	The District and UF will work on revising the evaluation process to require DE faculty to be evaluated in DE courses taught.
Review and revise the Management Appraisal Instrument	IIIA5 IIIA6	Vice Chancellor, Human Resources District Management Association (DMA)	Fall 2017	The District will work with the DMA to review and revise the Management Appraisal Instrument to assess the effectiveness in encouraging improvement.
Conduct a longitudinal analysis pertaining to the six EEO categories.	III.A.12	Vice Chancellor, Human Resources District Management Association (DMA)	Fall 2017	The District will maintain data on the six EEO categories year-to-year and conduct a longitudinal analysis with at least three years of data.
Develop a full-time faculty professional code of ethics with articulated consequences	IIIA13	Vice Chancellor, Human Resources United Faculty Academic Senate	Fall 2017	The District will work with Academic Senate and UF to develop a professional code of ethics with articulated consequences for violations of professional ethics.

