

**Cypress College Institutional Effectiveness Plan
Spring 2009**

**Prepared by:
Institutional Effectiveness Taskforce**

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About the Institutional Effectiveness Plan

Introduction

The Accrediting Commission for Community and Junior Colleges (ACCJC) has set a deadline of 2012 for all California community colleges to reach a level of sustainable, continuous quality improvement in the areas of student learning outcomes assessment, program review, and institutional effectiveness, in which student learning is a visible priority in all practices and structures across the college.

Cypress College has been working to address these goals as a part of its review processes. It has identified its long term goals for the period 2006 to 2016 in its Educational Master Plan. The short term goals that lead to the accomplishment of long term ones are outlined in the Strategic Plan, which is reviewed and updated every three years. The present Strategic Plan for the period 2008 to 2011 identifies thirteen goals under five directions. The strategic and educational master plan goals and objectives are aligned with the mission of the college and North Orange County Community College District. The Institutional Effectiveness Plan is designed to create a framework for accomplishment of the mission and linking it with student learning outcomes.

Purpose of the Institutional Effectiveness Plan

The Institutional Effectiveness Task Force was commissioned to develop an Institutional Effectiveness Plan. The Task Force conducted a review of all student learning outcomes processes, college program review processes, and Strategic Plan/Educational Master Plan action plan and reporting processes at Cypress College. There are two important outcomes of the review process. The first outcome is to develop an integrated system that evaluates how effectively the institution fulfills its mission. The second outcome is to configure TracDat™, a relational database and outcomes management system that links student learning outcomes with course, program, and departments goals and establishes the connection between the accomplishment of the goals and the institutional mission.

Development of the Institutional Effectiveness Plan

The task force members met several times during Spring 2009, consulted with Nuventive, the company that has developed TracDat™, reviewed the internal documents as well as the accreditation guidelines. Several members of the task force also attended a workshop conducted by ACCJC about the institutional self-study process to have an understanding of how the institutional effectiveness plan fits into the accreditation self-study process. The task force members who were engaged in the discussion, and contributed to the development of the plan are:

Kathy Alvarez – Program Review Committee Chair
Santanu Bandyopadhyay – Accreditation Liaison Officer
Nina DeMarkey – Dean on Program Review Committee
Cherie Dickey – Curriculum Chair
Nancy Deutsch – Staff Development Coordinator/Senate Liaison
Philip Dykstra – Research Analyst
Diane Henry –Banner Consultant and Instructional Dean

Ben Izadi – Instructional SLO Coordinator
 Randy Martinez – Instructional SLO/Assessment Trainer
 Kris Nelson – Banner Consultant and Student Services Council Representative
 Jessica Puma – Instructional Designer
 Richard Rams – Student Services SLO Coordinator
 Alison Robertson – Instructional SLO Committee Representative
 Edward Rouquillo – Student Representative
 Ken Viala – Student Representative

Timelines and Milestones

2009	January	February	March	April	May		
Planning	x	x	x				
Development		x	x				
Writing			x				
Review			x	x			
Revision				x			
Approval				x	x		

There were four meetings involving all members of the task force:

- January 30: The task force analyzed the charge, identified the roles and assigned responsibilities.
- February 20: The task force shared initial findings and identified the major components of the IE plan and the SLO Manual. A rough draft was reviewed by the members. The theme for an institutional effectiveness flowchart was deliberated.
- March 06: The Nuventive consultant participated in the task force discussion via conference call, demonstrated the TracDat™ software, and commented on the Institutional Effectiveness Flowchart developed by the taskforce.
- March 18: The revised drafts were read and areas that needed further refinement were identified.

Apart from the four meetings mentioned above, there were several meetings where members working on specific areas of the plan participated. Also, the drafts were shared electronically among the members during the entire period.

Final Revision, Sharing, and Approval

The final draft was shared with several constituencies, including all faculty and administrators, the Academic Senate, the Planning and Budget Committee, and the President’s Advisory Cabinet in late March and early April. Feedback received from different constituent groups was reviewed by the task force and incorporated into the final version in mid-April. The final plan was approved by the Academic Senate on May 14, 2009 and by the President’s Advisory Cabinet on May 21, 2009. Nuventive is scheduled to come to the campus in May to configure TracDat™ and train a core team on how to use the software.

Institutional Effectiveness Plan

Introduction

Assessment of student learning is one of the core functions of institutions of postsecondary education. In the traditional sense, assessment was restricted to measures such as grades, degrees, and certificates to document and evaluate student learning and abilities. However, there has been increasing doubt on the part of the external stakeholders on the ability of the traditional measures to evaluate student learning and improve institutional operation (Baker, 2004). The increasing public interest in student learning has prompted a significant departure from the past trends; there is a demand on the institutions to identify what they want the students to learn, to use valid measures for assessing student learning outcomes, and to integrate the assessment results to improve pedagogy as well as institutional effectiveness (Beno, 2004).

The Higher Education Act also necessitates the accreditation agencies to assess “success with respect to student achievement in relation to the institution’s mission, which may include different standards for different institutions or programs, as established by the institution, including, as appropriate, consideration of State licensing examinations, consideration of course completion, and job placement rates” (Higher Education Authorization Act, Part H). Scholars and professionals have argued that the information obtained from systematic assessment of student learning should be used to strengthen academic and institutional improvement (Peterson & Vaughan, 2002). In order to provide evidence of accomplishment to the external audience, and to engage the campus in a dialogue to improve educational quality and institutional effectiveness, the institutions should articulate the mission, set goals, and use data to form assessments in an ongoing cycle of goal setting and planning (Grossman & Duncan, 1989). The institutional effectiveness plan ties the student learning outcomes with the institutional mission and provides a framework that determines how fiscal allocations are made to accomplish the institutional mission. The institutional effectiveness plan also creates a platform to document the continuous improvement process at an institution.

Institutional Effectiveness Planning at Cypress College

The Institutional Effectiveness Plan (IE Plan) at Cypress College is expected to serve multiple purposes. First, the IE Plan will provide a method for documenting student learning outcomes, and a system for recording the summary and analysis of data during the process of development of short and long term goals aimed at improving the effectiveness of teaching and learning. Second, the IE Plan will establish and implement a continuous review process to connect student learning outcomes with the institutional mission. Third, the IE Plan will create an instrument to communicate the key information to various constituents on the campus and engage the campus community in a dialogue to improve student learning.

The central theme of institutional effectiveness is built around student success. Multiple planning documents collectively define what the short and long term goals of the college are, how the college allocates resources to provide the physical and academic infrastructure required for student learning, and how the goals align with the mission and

vision of North Orange County Community College District and those of the College. The Educational Master Plan sets the long term goals of the institution; the Strategic Plan breaks them down into short term goals and drives the annual planning and budget process. Figure 1 illustrates the relationship among the Educational Master Plan, Strategic Plan, and Planning and Budget Process.

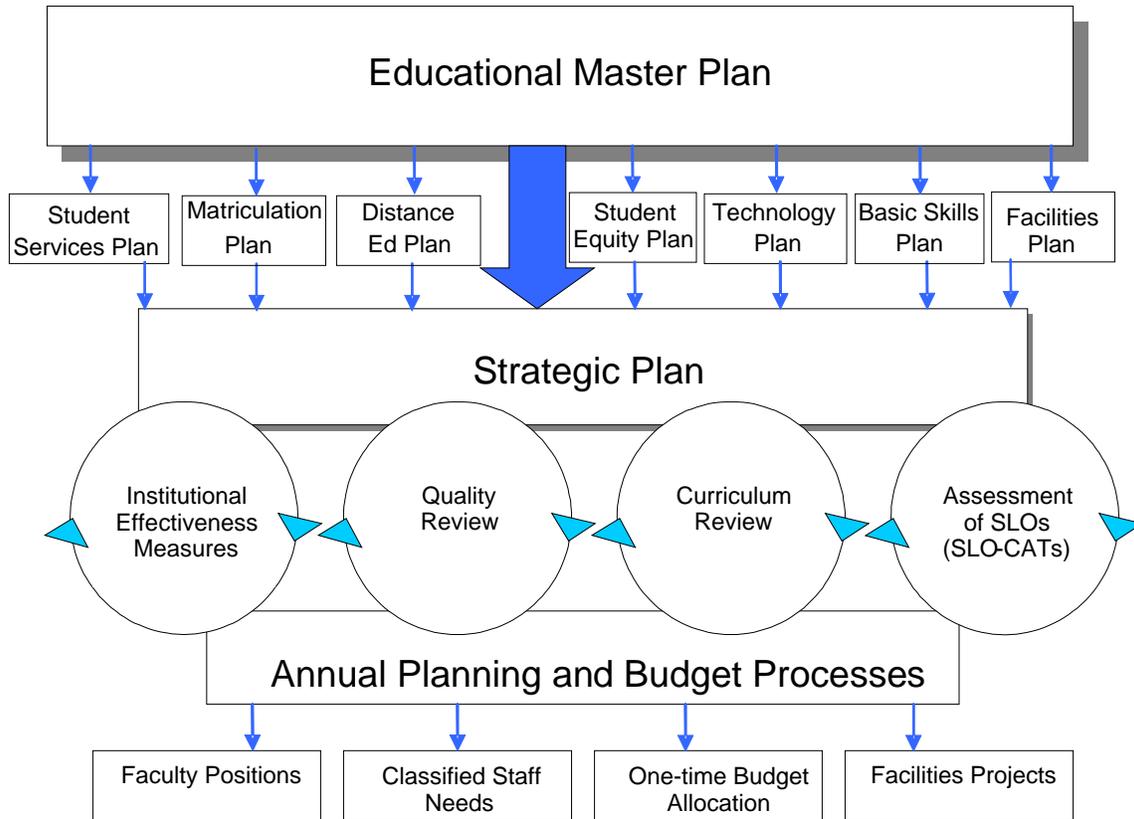


Figure 1: Relationship among Educational Master Plan, Strategic Plan, and Fiscal Allocation Process.

The IE Plan establishes the relationship between the missions of the district and the college and the student learning outcomes established for individual departments and programs. Assessment results of student learning outcomes are used to evaluate accomplishment of the institutional mission. By linking the student learning outcomes with the institutional mission, the Institutional Effectiveness Plan establishes a cycle of institutional improvement based on clearly established goals and performance standards. The assessment outcomes are also used to drive the institutional dialogue of continuous quality improvement. The relationship between the district and institutional missions, the Strategic Plan, and the student learning outcomes is shown in Figure 2.

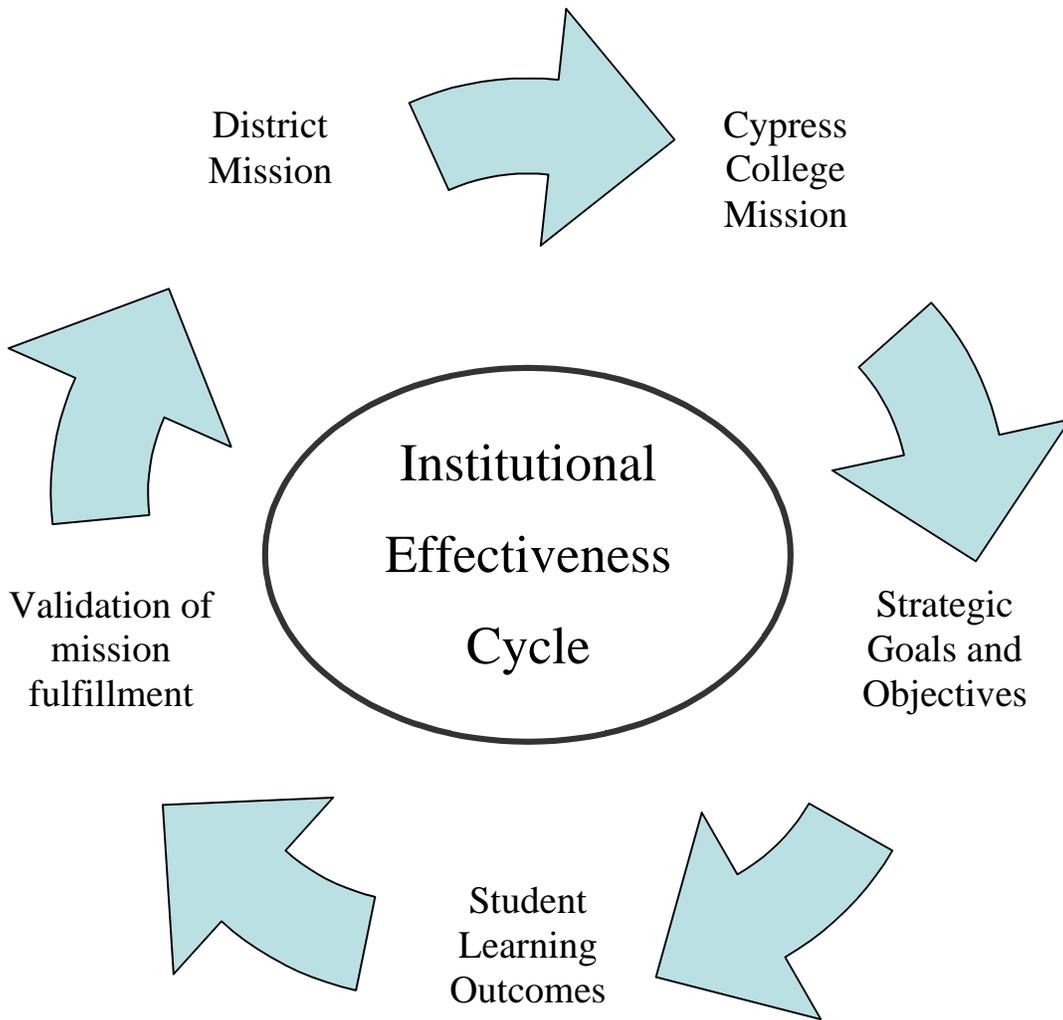


Figure 2: The institutional effectiveness cycle aligning district and college missions with strategic goals and student learning outcomes.

As Figure 2 represents, the scope of the Institutional Effectiveness Plan is to align student learning outcomes with the institutional mission, and assess if student learning outcomes are fulfilling the mission. The Institutional Effectiveness Plan also creates a feedback loop to strengthen institutional operations. The mission, goals, and objectives of Cypress College and North Orange County Community College District are elaborated in the following section.

Vision, Mission, Goals, and Objectives

In this section, the missions of North Orange County Community College District and Cypress College are presented. Also, the District Strategic Plan, the Cypress College Educational Master Plan and Strategic Plan, three planning documents that identify long term and short term goals, are summarized.

North Orange County Community College District Vision, Mission and Strategic Plan

The North Orange County Community College District (NOCCCD) encompasses approximately 155 square miles. The boundaries extend to the Riverside County line on the east and the Los Angeles County line on the west and north, although a portion of Los Angeles County is included in the District's service area. The District includes three institutions: Fullerton College, Cypress College, and School of Continuing Education. In its strategic plan framework (Appendix A), the vision of NOCCCD is to be the "celebrated choice of diverse learners shaping the future." The mission of the North Orange County Community College District is to serve and enrich the communities and inspire life-long learning by providing education that is exemplary, relevant, and accessible. Based on its vision and mission, the District has defined three focus areas in its strategic plan framework:

Focus Area I: Innovation and relevancy for all learners.

Focus Area II: Intra-district community collaboration.

Focus Area III: Effective and efficient use of resources.

The mission of the District sets the context of the planning process for Cypress College. It emphasizes the importance of pedagogy, collaboration, and support services to provide a holistic platform for student learning. The broad areas of accreditation standards - (1) institutional mission and effectiveness, (2) student learning programs and services, (3) resources, and (4) leadership and governance -- are all touched upon in the three focus areas of the District. The vision, mission, and goals of Cypress College build on the scope outlined in the vision and mission of the District and tie it closely with the accreditation standards.

Cypress College Vision and Mission

The vision of Cypress College is to be a "premier learning community recognized for supporting student success and enriching society." In its Strategic Plan 2008-2011, the mission of Cypress College is defined as:

"Cypress College enriches students' lives by providing high-quality education for transfer to four-year institutions, associate degrees, career technical education, and certificate coursework, as well as basic skills and opportunities for lifelong learning. The college is committed to promoting student learning and success, embracing diversity, and contributing to both the economic and social development of the surrounding community."

Based on its vision and mission, five strategic directions identified in the Strategic Plan of Cypress College for the period 2008-2011 are as follows:

Direction One: Instruction - Designing, enhancing, and delivering comprehensive and accessible instruction to promote academic excellence and student learning.

Direction Two: Student and Academic Support Services - Developing and providing comprehensive student and academic support services to foster a positive and effective learning environment.

Direction Three: Campus Support and Infrastructure - Ensuring that campus support services and resources are provided in an effective and efficient manner.

Direction Four: Climate, Involvement, and Communication - Promoting a campus climate that embraces diversity and supports excellence, integrity, collegiality, and inclusiveness, by supporting communication and involvement throughout the college.

Direction Five: Collaborative Relations and Marketing - Improving marketing efforts, and establishing and strengthening collaborative relationships with other educational institutions and with the communities we serve.

The five Strategic Directions align the college initiatives with the focus of the district. Directions One and Two aim at improving pedagogy and learning, aligning with Focus Area I of the district. Directions Four and Five stress the importance of collaboration, keeping with the district's Focus Area II. While all the directions have an underlying goal of improving efficiency, Direction Three particularly emphasizes the efficiency and effectiveness aspect, aligning with district Focus Area III. In the current Strategic Plan, thirteen goals and thirty-seven assessment standards are distributed over five broad areas or directions. (See Appendix B for a complete list.)

The five strategic directions also tie the college activities with the four accreditation standards. The mission of Cypress College clearly spells out the emphasis on student learning, diversity, and economic and social development. The mission also provides direction to measure effectiveness in the areas of transfer, degree and certificate completion, career technical education, basic skills and lifelong learning, linking the college goals with Accreditation Standard I (Mission and Effectiveness). Directions One and Two collectively address the issue of student learning, and links with Accreditation Standard II (Student Learning Programs and Services). Direction Three addresses the Accreditation Standard III (Effective Use of Resources). Directions Four and Five address the Accreditation Standard IV (Campus Leadership and Governance).

The Strategic Plan for Cypress College is updated every three years – the tenure of the current Strategic Plan is from Fall 2008 to Spring 2011. Although identification of short term goals are important from the perspective of measurement, the college needs a long term direction that recognizes the demographic change among the students, the constantly evolving economic and social scenarios, and need for workforce with a higher level of skill sets. The long term direction of the college is outlined in its Educational Master Plan.

Educational Master Plan

The Educational Master Plan (EMP) was created to provide direction for each instructional department and the college as a whole. Following the recommendation from the Accrediting Commission of Community and Junior Colleges, the Educational Master Plan was put together to serve as a core planning document that will determine the educational scope and objective of the institution as a whole. The Educational Master Plan is also expected to focus the directions of the Strategic Plan, which is revised every three years. The Strategic Plan serves as the vehicle that guides short-term decision making

including resource allocation, whereas the Educational Master Plan serves as an umbrella for all the college planning processes.

The Educational Master Plan for Cypress College, created in 2006 for the period 2006-2016, focuses on four areas:

- Process to Develop the EMP
- College Profile
- Instructional Division and Department Plans
- Key Findings

In the EMP, each instructional unit identifies the changing environment and student demographics and outlines a long-term strategy to provide appropriate services to the students. Each planning document also identifies broad goals and measurement standards for evaluation of accomplishment of goals.

Additional plans to support the Educational Master Plan focus on six areas:

- Student Services Master Plan
- Matriculation Plan
- Student Equity Plan
- Distance Education Plan
- Technology Plan
- Facilities Master Plan

Institutional Effectiveness – Current Practice

Cypress College has an established history of evaluating institutional effectiveness. Every unit in the college has identified its mission and established its plan to accomplish the mission in the Educational Master Plan. Beginning in 2004-05, the College has prepared annually a compilation of reports to bring to the campus and the community the activities and accomplishments at the campus. The Institutional Effectiveness Report summarizes those reports to show what the college does and how well the college does it. Ultimately, the information is used to identify strengths and set priorities for improvements. The report also summarizes the changing demographics of the students. Different parameters used to report institutional effectiveness are as follows:

1. Student achievement
 - a. Success and Retention
 - b. Persistence
 - c. Awards: Degree and Certificate Completion
 - d. Transfers
2. Student Enrollment Trends
3. Full-Time Equivalent Student (FTES)
4. Weekly Student Contact Hours (WSCH) per Full-Time Faculty Equivalent (FTEF)
5. Grants awarded

In its present form, the Institutional Effectiveness Report focuses on the traditional measures of student success. It also includes a report on the progress in reaching the thirteen goals and comprehensive assessment standards of the 2008-2011 Strategic Plan. In

2007-2008, the Institutional Effectiveness Report was in its fourth cycle of publication. Apart from providing information on college-wide goals mentioned above, the Institutional Effectiveness Report also includes a peer-supported instructional program review, as well as student services and campus support services program reviews in the years they are scheduled. However, the overall plan and resulting Institutional Effectiveness Report does not yet incorporate the assessment of student learning outcomes as a central process in evaluating institutional effectiveness.

Institutional Effectiveness Report: Fall 2008

The most recent Institutional Effectiveness Report (IER) was prepared in Fall 2008. Apart from summarizing the overall institutional accomplishments, the report also documents the following:

- Instructional Program Review
- Student Services Quality Review
- Campus Support Services Quality Review
- Special Programs Quality Review
- Campus Survey Results
- Report on Student Learning Outcomes

The website addresses to the reports can be found in Appendix D.

The Institutional Effectiveness Report includes several critical components of institutional operations. In its present form, the IER uses the traditional measures of student success, as well as provides documentation and summaries of program review activities for the areas of instructions, student services, campus support services, and special programs. As Cypress College is identifying and documenting student learning outcomes for all its courses and programs, the current IER needs to be modified to represent the shift of focus to student assessment and student learning outcomes. This Institutional Effectiveness Plan builds on the existing one and links student learning outcomes at the course, program, and department levels with the institutional mission to develop a seamless planning document to drive the budget process.

Student Learning Outcomes Assessment

With the adoption of the 2002 Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, Accreditation Standards, faculty from the Social Science Division initiated the SLO discussion at Cypress College in Fall 2002. Interest spread to other departments, and throughout the year, faculty and deans attended SLO conferences and workshops in Southern California to familiarize themselves with SLOs and assessment techniques. Thus, Cypress College prepared itself for an institution-wide dialogue which included defining and assessing student learning outcomes (SLOs). This dialogue has led to the development and assessment of student learning outcomes for instruction and student services.

Institutional Learning Outcomes

In Spring 2003, over the course of several months, the Staff Development Coordinator facilitated a number of meetings to encourage college-wide dialogue on SLOs.

Among the many topics discussed at these dialogue sessions were: examples of SLOs from campus departments and other institutions, the difference between assessing SLOs and assigning grades, the roles of campus academic governance bodies (e.g., Academic Senate, the Curriculum Committee, Instructional Quality Review Committee), and whether it would be best to first establish SLOs at the course, program, degree, or institution level. The dialogue group decided to start by establishing learning outcomes at the institution level, and drafted a set of institutional learning outcomes (ILOs). The Academic Senate and the Associated Students Executive Board approved draft ILOs in April 2004; in May 2004, the President's Advisory Cabinet (PAC) reviewed and adopted the Academic Senate-approved Draft of the Institutional Learning Outcomes. PAC recommended that the Institutional Learning Outcomes be published in the Cypress College 2004-2005 Catalog and annually thereafter.

In Fall 2004, with guidance from the SLO Team (Psychology faculty member, Staff Development Coordinator, and Director of Institutional Research), faculty worked as departments to complete an ambitious course mapping project. The resulting ILO-Course Matrix was completed by December 2004, and reflects the extent and level to which each active course provides opportunities for students to achieve each ILO.

Instructional Student Learning Outcomes

In Fall 2005, a new function and new member to the SLO Team, the SLO Trainer, was added to design and implement staff development workshops for faculty and staff to help them learn about Student Learning Outcomes (SLOs) including how to write measurable student learning outcomes at the course and/or program level, and develop a plan for assessing SLOs. Faculty attended SLO workshops together as departments and collaborated to write and post course student learning outcomes and assessment plans on the course management system Blackboard. In Fall 2006, the training position became the SLO Facilitator, a faculty member on reassigned time funded by the Title V grant.

As the SLO assessment momentum progressed, so did the need for oversight. Tracking participants, developing SLO assessments, collecting data, and implementing changes became extremely important components to this process. The campus needed to know that the process was ongoing and diligently pursued, for the assessment of SLOs to be taken seriously. A significant milestone for the college was the establishment of a Faculty SLO Coordinator position, approved by the Academic Senate and funded by State Faculty and Staff Development monies, in Spring 2007. Responsibilities of the coordinator include: chairing the SLO Team meetings to develop a cohesive, integrated process for assessing, documenting, and reporting SLOs; tracking and following up on the various SLO assessment stages (track participation in the various training events, record the progress in developing SLOs campus-wide, collect and archive assessment plans and reports); organizing faculty and staff dialogues to plan the direction of the SLO assessment process; providing updates to appropriate audiences; ensuring campus-wide communication and discussion of SLOs and their assessment; writing an annual executive summary of progress.

In Fall 2007, the SLO Team held six dialogue sessions open to all the faculty and administrators aimed at developing guidelines for the SLO process. The outcome of these

dialogue sessions was a document approved by the Academic Senate. Subsequent to the dialogue sessions the Expanded SLO Team was formed with at least one member from each division in addition to the original team members. The Expanded SLO Team has met once a month since its inception and discussed the status of the SLO process and ways to enhance its progress.

As of early Spring 2008, faculty working as departments had posted 359 course student learning outcomes and 175 course assessment plans. The Expanded SLO Team realized the need for a permanent place to house all student learning outcomes, assessment plans, assessment reports, and action plans. During Spring 2008, the Expanded SLO Team researched available outcomes management systems, with participation by Academic Computing and District Information Systems and chose Nuventive TracDat™ as the preferred system. The TracDat™ system was purchased in September 2008 with Title V Grant funds. As of Spring 2009, faculty working as departments had posted student learning outcomes for 667 courses and 453 course assessment plans. The need to configure and implement the TracDat™ system became critical. However, TracDat™ can do more than just house SLO assessment plans and reports; it has the capability of integrating the planning processes, program review, and SLO assessment to create reports that met the ACCJC rubrics of institutional effectiveness.

In Spring 2008, ACCJC also reminded community colleges that they needed to be working on program and degree student learning outcomes as well. In Fall 2008, the Expanded SLO Team initiated campus-wide dialogues about program SLOs, including defining what constitutes a program for Accreditation Standards. During the dialogue, it was noted that “program review” is the term applied to the process by which all departments evaluate and assess how well they are meeting the mission of the college. For departments like Bus/CIS and Nursing, the instructors have determined that they are a department that offers at least one program. However, there has been confusion for those departments that do not consider themselves stand-alone programs, such as ESL and Communication Studies, because those department faculty members are required to go through the “program review” process for assessment and accreditation purposes, even though their department is not a program. It is therefore recommended that the process now known as instructional “program review” be changed to “departmental planning and review” or some other appropriate name to make it clearer that all Cypress College instructional departments must evaluate how well their courses are meeting the mission of the College.

Student Services Student Learning Outcomes

On November 16, 2006, the Student Services Council adopted the Nichols and Nichols Model for the development of their Student Services Student Learning Outcomes. Using this model, known on campus as the Five Column Model, each office has specified: 1) its mission and goals, 2) intended outcomes, 3) means of assessment, 4) data summary, and 5) how results will be used in the future. By May 2007, all 18 student services programs had established SLOs and assessment plans under the facilitation of the Dean of Student Support Services. Early in Fall 2007, each program had completed all five columns for the 2006-2007 SLO cycle. The 2006-2007 academic year was a particularly busy time for student services departments because they developed their first SLOs and created the first Student Services Master Plan at the same time. In October 2007, the

Student Services, in collaboration with instructional SLO team, mapped the current status and future plans of SLOs in Student Services. There are also plans to explore ways to integrate SLOs with the college's quality review process for student services.

On November 15, 2007, the Student Services Council entered Cycle II of their proposed five-year SLO development and assessment process. All 18 student services programs had established SLOs during Cycle I (2006-2007). Using the rubrics established by the ACCJC, student services staff are in the development/proficiency stages of evaluating program effectiveness. Cycle II SLOs will provide evidence of this self-assessment. Cycle II SLOs will also serve as a roadmap for the development of specific SLOs to be defined by four key themes during Cycle III during 2008-2009: (a) Student Development, (b) Student Access, (c) Student Services, (d) Student Experience. By integrating the SLO and quality review processes, the student services programs are likely to gain a more comprehensive assessment of each program, including how well it is helping students achieve their educational goals and align the student learning outcomes with the institutional mission.

Program Review

Cypress College conducts a periodic review of its programs to facilitate critical reflection on accomplishment of program goals. The programs are divided into three broad areas:

1. Instructional programs
2. Student Services programs
3. Campus Support Services

The instructional and campus support programs are reviewed on a three-year cycle: one-third of the programs are reviewed every year (instructional programs in the fall and campus support in the spring). The Student Services programs are reviewed on a four-year cycle, with one-fourth of the programs coming up for review every fall semester. Although the purpose of program review is to improve the quality of the programs based on existing data, each of the three areas listed above follow somewhat different review process. The existing review process is described in the following sections. The discussion also includes the proposed changes necessary to establish the link among program review, student learning outcomes, administrative unit outcomes, and resource allocation.

Instructional Program Review

At Cypress College, the instructional program review process was established as a peer-review process by the Academic Senate in 1993 as Instructional Quality Assessment (IQA) and has occurred annually, except for a short period in the academic year 2003-2004 when the process was under review. Establishment of instructional program review components, processes, and forms resides with the Academic Senate as one of the 10+1 academic and professional matters for which the Academic Senate has been given responsibility, according to the Education Code (Title 5 Section 53200). The re-named Program Review Committee, composed of a faculty chair appointed by the Academic Senate, a faculty representative from each of the ten instructional divisions approved by the

Academic Senate, and one dean, periodically evaluates the instructional review process and recommends to the Academic Senate changes to the process for approval. The existing review of instructional programs includes the following steps:

1. Reviewing of internal and external trend data
2. Evaluating past three years' action plans and goals
3. Identifying next three years goals and objectives
4. Identifying new courses that will go through curriculum review
5. Exploring delivery methods, alternative scheduling, and new courses to be offered in the next three years
6. Planning for phasing out courses that are no longer offered
7. Identifying courses that are due for curriculum review
8. Establishing support for developmental education
9. Articulating strategies to meet developmental need of students
10. Connecting the findings with Educational Master Plan
11. Proposing changes, if any, to Educational Master Plan based on up to date data

Although the existing review process critically evaluates program goal accomplishments and curricular and pedagogical issues, the role of student learning outcomes is not explicit in this process. Cypress College is establishing student learning outcomes at course and program levels, and the data is going to be tracked using an outcomes management software, TracDat™. The implementation of this integrated outcomes management system provides an opportunity to revise the existing process to make it more data-supported.

The Accreditation Commission for Community and Junior Colleges expects institutions to assess instructional programs systematically “in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes” (Standard 2.A). Standard 2 specifically wants the institutions to create a review process that addresses the following critical elements:

- The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.
- The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
- The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.
- The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Student Services Program Review

The objective of student services is to provide the non-instructional support to the students. Several programs are in effect at any point of time to serve the diverse needs of the students. Program evaluation has been conducted at Cypress College within the Student Services areas for a number of years in various methods. Some offices created their own student satisfaction surveys based on the State Chancellor's Office Guidelines. Since Fall 2003, the campus has utilized a commercial instrument (the Noel-Levitz Student Services Inventory) to conduct a formal student satisfaction survey. The process became more institutional when in Fall 2004, the campus created the Campus Support Services (CSS) and the Student Services (SS) quality review cycles to run as a companion with Instructional Quality Assessment (IQA) which was implemented over 16 years ago.

Spring 2005 was the first occasion to pilot test the SSS quality review: the first cycle of services evaluated for the Admissions, Assessment, and DSPPS offices. The Student Services Quality Review Report includes the same elements for all service areas: department, participating names, tally of student responses and comments, goal, narrative of standards being met or not, long range plan and objectives, goals related to Strategic Plan - now Student Services Master Plan - and the Educational Master Plan, and budget requests/timelines. By integrating the SLO and quality review processes, the student services programs are likely to gain a more comprehensive assessment of each program, including how well it is helping students achieve their educational goals and align the student learning outcomes with the institutional mission.

Based on dialog from the IE Taskforce and recommendations in preparation for the forthcoming configuration of TracDatTM, changes to the SSQR template are recommended by the Student Services Council. Current SSQR Template Areas of Review include student satisfaction, changes since last quality review, narrative and long range plan and objectives. Since these four areas do not meet some of the ACJCC standards of assessment and planning it is recommended that the following areas from the Student Services Master Plan be incorporated:

- Faculty/Staff involvement and needs assessment
- Facilities
- Technology
- Fiscal Resources and Planning
- Curriculum (where applicable)
- Methods of Instruction (where applicable)

Additionally, it is recommended that all student services areas include their SLOs in their SSSQR information using the Nichols & Nichols model template (i.e., Mission (column I), Goals/Objectives (column II), Data and Use of Assessment Results (column III, IV, V)).

Special Programs Quality Review (SPQR)

Periodically, changes are made to existing review processes, and new processes are developed when the need arises. Such a need was identified and in Fall 2007, the College

developed a new review process for “special programs” that are not purely instructional or student services programs and which do not fit well within existing program review models. The new process was piloted with nine programs (e.g. Black Studies, Honors, Service Learning, Study Abroad, Peer Assisted Learning, Teacher Preparation, and Tutoring). Each of these programs, with the exception of Study Abroad, has been funded from one-time resources on a year to year basis. When it became evident that the funding could not be continue at the same level as in the past due to State budget deficits, the Quality Review became important information for the Planning and Budget Committee to make funding decisions for the year 08-09. Similar to the existing program review processes, the new model includes various types of information, including an assessment of overall program effectiveness by program leaders, numbers of students served and future goals.

Campus Support Services Quality Review (CSSQR)

Campus Support Services are evaluated every three years. All programs completed their last quality review in Spring 2007. These programs are slated for quality review again in Spring 2010, and the results will be reported subsequently.

- Academic Computing and Media Services
- Bookstore
- Bursar’s Office
- Campus Safety
- Institutional Research and Planning
- Maintenance and Operations
- Staff Development
- Production Center
- Public Information

The following areas were not a part of the Campus Support Services Quality Review process in the past primarily because these were one-person units and the objective of the quality review is not to evaluate any individual. However, each of these areas and their functional processes are being scrutinized currently to decide if they need to be brought under the purview of quality review:

- Business & Auxiliary Services
- Facility Use & Rental
- President’s Office
- Executive Vice President’s Office
- Vice President’s Office

In the CSSQR process, each program was evaluated on a set of core measures (e.g., hours of operation, response time, staff helpfulness, staff knowledge, and overall quality of service). Each program also had the opportunity to develop additional survey items and to assess products or services that are unique to the program. Most of these programs used a web-based survey to collect feedback from campus staff; the Bookstore used a point-of-service survey to capture input from all its clients (predominantly students). After the surveys were analyzed by the Institutional Research and Planning Office, reports were distributed to the department leaders. They were asked to review the results with others in

the service area and to consider how the results compared to the previously established standard of 75% satisfaction (although some departments set internal higher standards for themselves). Each department completed a quality review report that included a reflection on changes since the last review cycle, major objectives, and plans for the next three to five years.

Based on the ACCJC Standards and the ACCJC Rubric for Program Review, Planning, and the SLO Process, the existing process may be improved by including the following components:

- Collection of documentation, with signatures of participants, including classified staff, of meetings designed to discuss, develop, and implement all the items of the CSSQR.
- Inclusion of the mission and goals of the department, work area, or committee as they relate to the College Institutional Learning Outcomes, the Educational Master Plan, and the Strategic Plan.
- Development of measurable administrative unit outcomes (AUOs) directly or indirectly related to the mission, Educational Master Plan and Strategic Plan of the College.
- Evidence of closing the assessment loop by discussing the analysis of the AUO data, examination of external and internal trends that might affect an area's performance in the next three years, and discussing what changes need to be made, including personnel, fiscal, and technology issues.
- Demonstration of a clear relationship between the area's 3-5 general goals, the specific, measurable objectives the area plans to achieve within the next three years, and the ILOs, the Educational Master Plan, and the Strategic Plan Directions and/or Goals.
- Documentation of review done by the supervisor once the review committee submits the report. Such documentation may include comments from the supervisor as well as his/her signature.

Summary of the Three Program Review Processes

The existing program review processes are inadequate to create a data-supported framework for institutional effectiveness. In the proposed program review process, central reliance will be on student learning outcomes. The data on student learning outcomes will be collected and an electronic outcomes management system, TracDatTM, will be used to consolidate the data from the programs. The relationship among the SLOs and the district and college mission is depicted in two flowcharts. The flowchart shown on Figure 3 establishes the relationship between the mission, and different program areas, such as instruction, student support, campus support, and library/learning resources. Figure 4 shows the relationship between courses, degrees/certificates, departments, and divisions. The relationship depicted in figures 3 and 4 may be revised when the software training and implementation team from Nuventive comes on campus and reviews the plan.

Institutional Effectiveness Flowchart

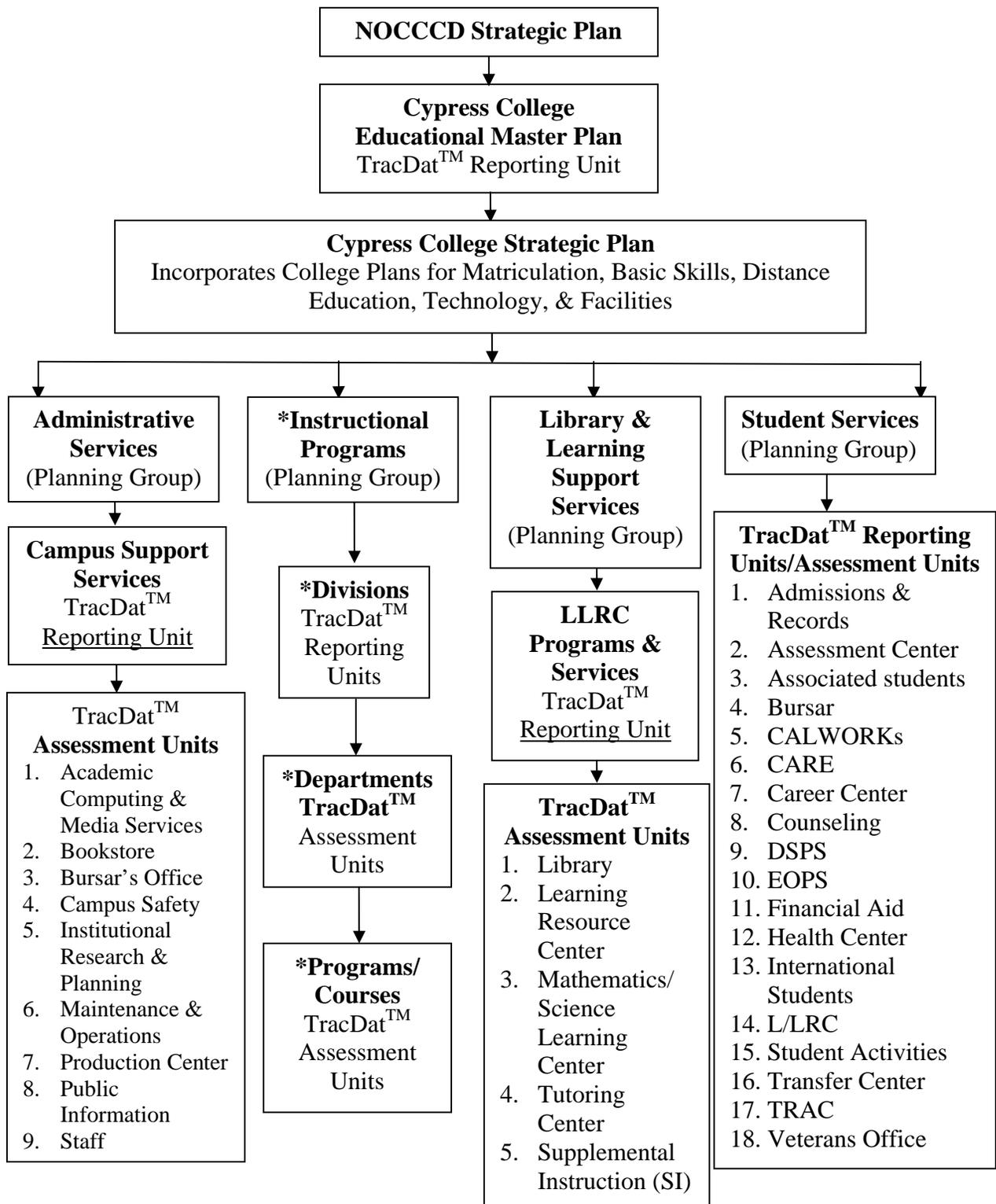


Figure 3: Institutional Effectiveness Flowchart showing TracDat™ Reporting & Assessment Units. An illustration of Instructional Programs (boxes marked with * are shown in Figure 4).

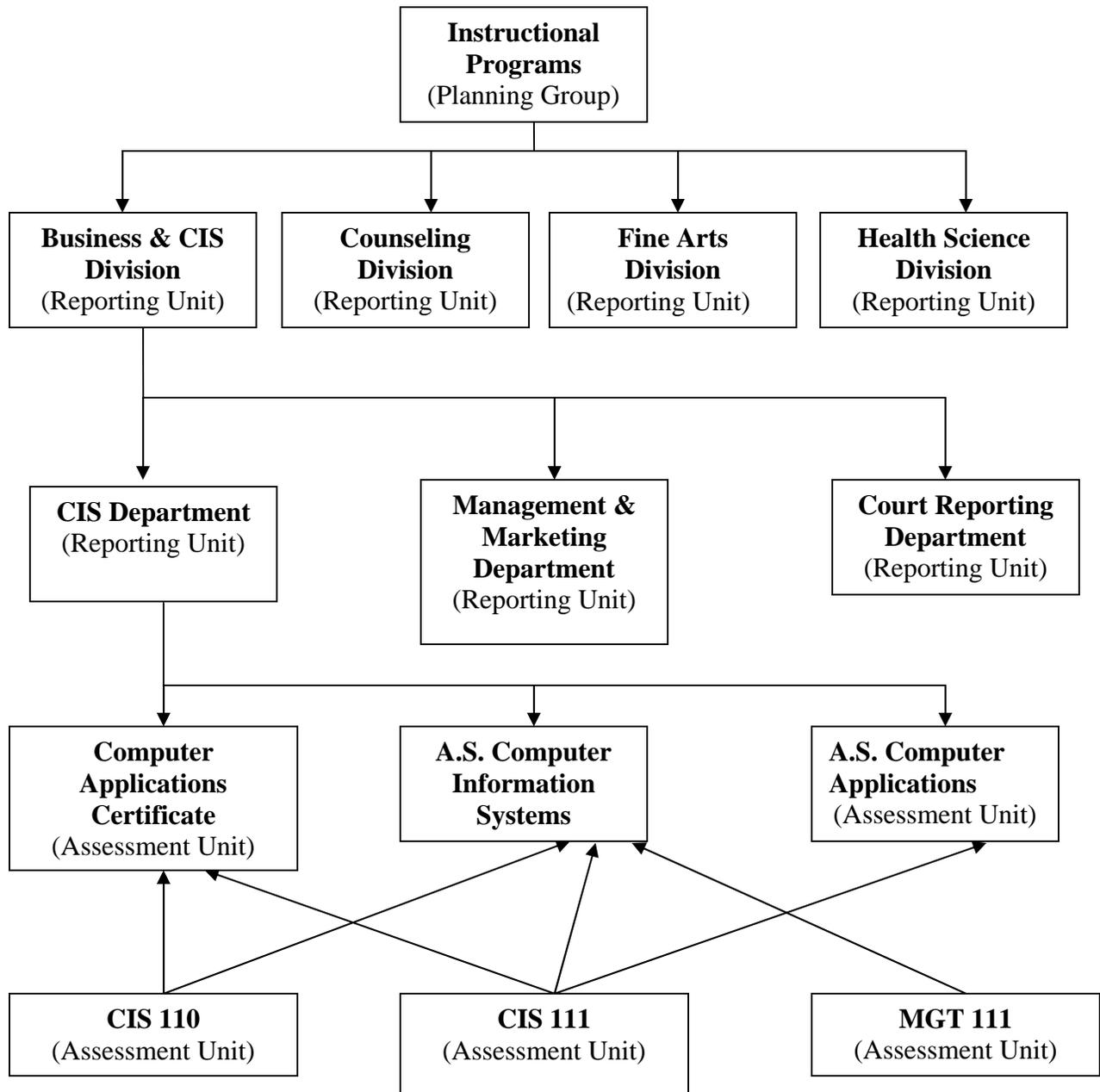


Figure 4: All divisions of the college will come under Instructional Programs (only four are shown here). All departments will come under a division (only three departments under Business & CIS are shown here). All programs under each department will be listed (only three programs under CIS are shown here). All courses that are a part of the program will be mapped (only three courses are shown here. One course may be mapped to two or more programs).

Recommendations Based on ACCJC Standards

As a result of the review of the ACCJC Accreditation Standards and the review of all student learning outcomes processes, college program review processes, and Strategic

Plan/Educational Master Plan action plan and reporting processes at Cypress College, the Institutional Effectiveness Task Force has determined that Cypress College has in place most of the planning, program review, and student learning outcomes assessment processes required by ACCJC with one caveat: the student learning outcomes assessment for instruction and student services are stand-alone processes and are not integrated into the program review and planning processes. Therefore, the Institutional Effectiveness Task Force makes the following recommendations in three areas.

Instructional Program Review

Based on the ACCJC guidelines, the following changes are proposed in the instructional review process:

1. Change the name of the instructional review process from “Program Review” to “Departmental Planning and Review” or other appropriate name for clarity. (See page 10.)
2. Establish the connection between the student learning outcomes and institutional mission in all courses, irrespective of location or means of delivery. This will be accomplished using the data obtained from the outcomes management software, TracDat™.
3. Collect and analyze demographic and economic trend data to identify if the student learning needs are changing. For example, if trend data indicates a higher proportion of academically under-prepared students are expected to enroll in a program, resources for the development of basic skills classes and services need to be requested to improve probability of success of such students.
4. Identify emerging trends in terms of professions and occupations and develop and/or modify curriculum to address such changes.
5. Collect and analyze several measures of student success such as student learning outcomes, number of certificates and degrees granted, number of students transferred to four-year institutions, enrollment trends, job placements rates as applicable, and success and retention trends.
6. Report the resource requirements to facilitate student success and provide input for funding requests and requests at the department and division level.
7. Provide documentation of all participants: full-time and part-time faculty, classified staff, and managers.

Although several changes are listed above, the two major changes from the existing process are:

1. Use student learning outcomes information available from the assessment management system.
2. Identify and link the resource requirements to the budget process.

It is recommended that the instructional program review process outlined above be implemented at the beginning of the Fall 2009 review cycle.

Student Services Program Review

Below are the recommended changes to Student Services Quality Review process in accord with the Institutional Effectiveness Task Force recommendations and accreditation criteria

from ACJCC/WASC.

Area I: Program Review and Assessment

- A. Student Satisfaction
- B. Changes since last quality review
- C. Narrative (standards met v. not met)
- D. Long range plan and objectives
- E. SLOs with clear connection to the mission of the College and the program

Area II: Factors affecting program performance and improvement

- A. Faculty/Staff involvement and needs assessment
- B. Facilities
- C. Technology
- D. Fiscal Resources and Planning
- E. Curriculum (where applicable)
- F. Methods of Instruction (where applicable)

Campus Support Services Quality Review

Based on the ACCJC Standards, it is recommended that the process of reviewing quality of campus support services will include following five steps:

- **Define the goals:** Each unit will identify its objectives in clearly articulated, measurable terms. These objectives must be related to the Educational Master Plan and/or the Strategic Plan Directions and/or Goals. Goals set for next year that require fiscal resources must also be submitted as a Budget Request and Action Plan. The objectives should describe what a student, faculty member, classified staff, administrator, visitor, or community member will experience, receive, or understand as a result of a given service. The objectives will be defined keeping the departmental mission and measurability in mind. Some typical examples of unit objectives are as follows:

The students will experience

The campus will receive. . . .

The faculty will be satisfied with . . .

- **Establish the benchmark:** The assessment plan for each of the administrative units should include data from the previous quality review(s) as a benchmark. The existing process of carrying out the operations should be compared with the needs and demands of the college in relation to this department.
- **Collect, analyze, and summarize the data:** The data collection and analysis will address specific questions such as:
 1. What has changed since the last quality review?
 2. Which standards were met?
 3. Which standards were not met?
 4. With which parts of the service did clients (students, faculty, staff, visitors) express the greatest satisfaction?
 5. What were their recommendations?
 6. Were there any trends, patterns or themes that emerged from the data?

The purpose of data analysis is to capture, in measurable terms, how well the programs fulfilled the expectation of their customers.

- **Close the loop:** This part of the review builds on the data analysis, connects it with accomplishment of goals, and identifies any changes in the operating environment. Both internal and external factors are considered in this part of the review. Typical examples of issues discussed in this part are as follows:
 1. Trends in technology
 2. Changes in student demographics
 3. Nontraditional hours and methods of instruction
 4. Anticipated future revenue or budget cuts
 5. Future workload changes

This analysis limits the context of the analysis and identifies issues that are within the span of control of the units.
- **Use the results:** This section discusses the resource requirements and the effect of proposed and anticipated changes on supplies, equipment, facilities, and staffing. What improvement plans can help the department better prepare to satisfy the needs of its customers are also identified in this section.
- **Provide Feedback:** This section includes comments on the review by the supervisor and the actions that are proposed to be taken. Also, this section contains documentation confirming participation in the review process

The Institutional Effectiveness Task Force recognizes that the proposed changes will require integrating the student learning outcomes with the program review process and resource allocation. Substantial work will be required to review the SLOs and connect them with the planning process. In order to handle the increased workload efficiently, the taskforce suggests the following:

1. Form a SLO assessment review committee, as a subcommittee of the Academic Senate, to review all submitted course and program level SLOs, assessment techniques and associated reports. This committee should be empowered to make recommendations for appropriate revisions.
2. Document the magnitude of effort required to maintain and enhance the SLO process, i.e. coordination, assessment, and TracDatTM administration.
3. Provide institutional support (including, but not restricted to, reassigned time or other appropriate compensation for the SLO Coordinator, the SLO Facilitator(s), and other designated faculty trainers; clerical support; and supply and equipment needs) to sustain the on-going work of SLO assessment, so it is not hindered because of a lack of resources.

APPENDIX A

NOCCCD STRATEGIC PLAN FRAMEWORK

Vision

Our college community is the celebrated choice of diverse learners shaping the future.

Mission

Mission of the North Orange County Community College District is to serve and enrich our communities and inspire life-long learning by providing education that is exemplary, relevant, and accessible.

Values

Service
Excellence

Success
Adaptability

Professionalism
Stewardship

Respect
Inclusiveness

Focus Area I: Innovation & Relevancy for All Learners

Goal 1: Instructional programs provide the necessary basic skills training, current and relevant vocational skills, successful transfer preparation, and life-long learning options to meet the needs of our students and community.

Goal 2: The campuses provide the necessary student services to ensure learning success.

Focus Area II: Intra-District & Community Collaboration

Goal 3: A mutual understanding of and appreciation for each other's value and contribution exists among Cypress College, Fullerton College, the School of Continuing Education, and the District.

Goal 4: NOCCCD is a vital and integral part of the community.

Goal 5: Effective leadership and decision-making are based on an inclusive process that uses data, standards, law, policies, and procedures.

Focus Area III: Effective & Efficient Use of Resources

Goal 6: District revenue-generating opportunities are maximized.

Goal 7: Through effective planning and using resources efficiently, the District/campuses provide facilities, equipment, technology, and infrastructure to adequately support instructional programs and services.

Goal 8: Marketing/communications efforts are evaluated and refined on an ongoing basis to enhance effectiveness of outreach in enrollment management, business and industry partnerships, grant writing, and fund raising.

APPENDIX B

The 2008-2011 CYPRESS COLLEGE STRATEGIC PLAN

DIRECTION ONE: Designing, enhancing, and delivering comprehensive and accessible instruction to promote academic excellence and student learning.

Goal 1: Identify, develop and utilize Student Learning Outcomes in the instructional area.

Assessment 1: Implement a continuous cycle to develop, evaluate and monitor student learning outcomes for instructional courses, programs and general education. Lead Person: SLO Coordinator

Goal 2: Develop courses, programs and services, and instructional strategies to improve retention, persistence, and student success of an increasingly diverse student population.

Assessment 2: By Fall 2008, initiate implementation of the 2008-2009 Basic Skills Plan. Lead Person: Executive Vice President.

Assessment 3: By March 2009, develop a comprehensive Distance Education Plan that delineates the scope and direction of distance education at Cypress College, addresses standards for student and instructor proficiency, and identifies strategies to improve student success and retention. Lead Person: Dean charged with oversight for distance education

Goal 3: Maintain and improve the instructional program and environment.

Assessment 4: Beginning in Spring 2009, support academic excellence and the implementation of the Educational Master Plan by allocating resources to maintain or enhance the learning environment with necessary equipment and other instructional tools. Lead Person: Executive Vice President

Goal 4: Increase student success in completing courses, degrees and certificates, and transfer.

Assessment 5: By December 2008, develop an enrollment management plan to be implemented shortly thereafter. Lead Person: Executive Vice President

Assessment 6: Beginning in Fall 2008, initiate a review (with significant faculty participation) of factors affecting student success in all courses that includes consideration of curriculum, pedagogy, class size and out-of-class support. Lead Person: Executive Vice President

Assessment 7: By Spring 2009, establish a calendar of annual or semiannual opportunities for faculty to share best practices in teaching. Lead Person: Staff Development Coordinator.

DIRECTION TWO: Developing and providing comprehensive student and academic support services to foster a positive and effective learning environment.

Goal 5: Develop, implement, evaluate and monitor student learning outcomes for student services and academic support programs.

Assessment 8: Implement a continuous cycle to develop, evaluate and monitor student learning outcomes for student services. Lead Person: Dean of Student Support Services

Assessment 9: By January 2009, identify a facilitator to lead the development of SLOs for instructional support programs and services (e.g., Honors, Puente, Supplemental Instruction/Peer Assisted Learning). Lead Person: Executive Vice President

Assessment 10: By Fall 2009, initiate a process to evaluate and monitor SLOs for instructional support programs and services. Lead Person: SLO Facilitator for instructional support programs and services

Goal 6: Provide programs and services to improve retention, persistence, and student success of a diverse student population.

Assessment 11: By October 2008, review and update the Matriculation Plan to incorporate the latest ideas and discussions (e.g., Basic Skills Initiative, Student Services Master Plan, and suggestions from the Strategic Planning Colloquium such as survival skills and student interventions). Lead Person: Dean of Counseling and Student Development

Assessment 12: By June 2009, develop a coordinated plan for on-going academic support opportunities. The plan shall reflect an emphasis on L/LRC services but include learning communities. Lead Person: Dean of the L/LRC

Assessment 13: By Fall 2009, include faculty and Associated Students' participation in the implementation of expanded assessment and orientation services for all new first-time college students. Lead Person: Dean of Counseling and Student Development

Assessment 14: By Summer 2009, develop a summer College Readiness Program for appropriate new student populations to develop educational plans and academic goals. Lead Person: Dean of Counseling and Student Development

DIRECTION THREE: Ensuring that campus support services and resources are provided in an effective and efficient manner.

Goal 7: Allocate fiscal and human resources in ways that strengthen institutional effectiveness.

Assessment 15: By December 2008, develop and implement requirements for regular reporting on the impact and benefits of one-time funding allocations. Lead Person: Vice President

Assessment 16: By February 2009, develop and implement training to enhance data-informed decision making at all levels. Lead Person: Director, Institutional Research and Planning

Assessment 17: By September 2008, submit the Technology Plan for campus approval and, upon approval, initiate the implementation of the plan. Lead Person: Director of Academic Computing and Media Services

Assessment 18: By Spring 2010, review existing resource development strategies and seek opportunities to expand the most effective strategies. Lead Person: Dean of Vocational Education and Economic Development

Assessment 19: By Fall 2010, develop framework for discontinuance of programs and services. Lead Person: Executive Vice President

Assessment 20: By Fall 2010, develop long-term fiscal planning strategies that consider life-cycle(s) of major infrastructure. Lead Person: Vice President

Goal 8: Support the ongoing development of relevant skills and knowledge among Cypress College employees.

Assessment 21: By Fall 2009, implement a training process to provide employees with opportunities to increase their confidence and competence in using technology (such as Banner, MyGateway, Groupwise, Argos, and instructional equipment) relevant to their duties. The training needs will be addressed in a coordinated manner with Staff Development and District Information Services. Lead Person: Director of Academic Computing and Media Services

Assessment 22: By Fall 2010, improve access to training by developing and distributing a list of “resident experts” by their area of strength, and seek additional opportunities to “bring the trainer to the trainee.” Lead Person: Staff Development Coordinator/Committee or Subcommittee.

DIRECTION FOUR: Promoting a campus climate that embraces diversity and supports excellence, integrity, collegiality, and inclusiveness, by supporting communication and involvement throughout the college.

Goal 9: Expand involvement in college activities, plans and initiatives to reflect broader participation by all members of the college.

Assessment 23: By Fall 2008, establish a task force on campus involvement to explore and establish strategies and activities to increase involvement and to identify the responsible individuals or departments to lead these efforts (e.g., a written guide to campus involvement, spirit week, and student life activities plan). Lead Person: Chair of Direction Four

Assessment 24: By Fall 2010, reflect upon the recent strategies to increase campus involvement and develop ways to sustain or expand the most effective ones. Lead Person: Chair of Task Force on Campus Involvement

Goal 10: Improve communication and understanding among all members of the campus community.

Assessment 25: By Spring 2009, develop and disseminate guidelines regarding the appropriate use of campus email and blogs, and myGateway discussion groups. Lead Person: Director of Academic Computing and Media Services

Assessment 26: By May 2009, develop and broadly disseminate materials that delineate college emergency response information and procedures. Lead Person: Vice President

Assessment 27: By Fall 2009, explore and implement new ways (e.g., daily email updates and electronic billboards) to improve the dissemination of information throughout the campus and between the college and the district. Lead Person: Public Information Officer

Assessment 28: By Fall 2010, establish a task force which will consider the development of a weekly College Hour, explore potential effects on students and

staff, and forward a recommendation in Spring 2011 for campus approval. Lead Person: Executive Vice President

DIRECTION FIVE: Establishing and strengthening collaborative relationships with other educational institutions and with the communities we serve, and improving marketing efforts.

Goal 11: Develop, strengthen, and participate in collaborative relationships with business, civic, and community organizations.

Assessment 29: Beginning in Fall 2008, expand and strengthen partnerships with local business, civic and community organizations through a variety of activities so that the college is viewed as a significant resource and partner. Lead Person: President

Assessment 30: By Fall 2008, identify and procure additional potential sources of funding through sponsorships of and participation in Foundation special events and other fundraising activities. Lead Person: Executive Director, Foundation and Community Relations

Assessment 31: In Fall 2010, assess the effectiveness (i.e., fiscal return) of Foundation strategies and develop plans to expand upon those that are most successful. Lead Person: Executive Director, Foundation and Community Relations

Goal 12: Develop, strengthen and participate in collaborative relationships with other educational institutions.

Assessment 32: Beginning in Fall 2008, establish effective collaborations with the School of Continuing Education and Fullerton College. Lead Person: President's Staff

Assessment 33: By Fall 2009, expand effective collaborations with other educational institutions (e.g., local high schools, language schools, and universities) to enhance student access, success, and transfer. Lead Person: Dean of Counseling and Student Development

Assessment 34: Beginning in Spring 2009, identify opportunities to build relationships with other educational institutions to support the development of high school academies with an emphasis on career and technical education (e.g., health care, information technology, and transportation). Lead Person: Dean of Vocational Education and Economic Development

Goal 13: Improve and expand marketing tools and strategies

Assessment 35: By Summer 2008, launch the new college website and by Fall 2008, reach substantial completion of the college website redesign, including a complete removal of the existing site. Lead Persons: Dean of Student Support Services, Director of Academic Computing and Media Services, and Public Information Officer

Assessment 36: By Spring 2009, establish a framework for a new college marketing committee to direct the marketing activities of the college. Lead Person: President's Staff

Assessment 37: By Fall 2010, identify and implement effective strategies to market and promote individual departments and programs to potential students. Lead Person: Public Information Officer

APPENDIX C

Institutional Effectiveness Digital Consolidation

The Institutional Effectiveness Task Force for Configuring TracDat™

The Institutional Effectiveness Task Force was created to conduct a review of all student learning outcomes processes, college program review processes, and strategic plan/educational master plan action plan and reporting processes at Cypress College. An important result of this review was the configuration of TracDat™, a relational database and outcomes management system.

Specific objectives were:

1. Detailed written definition and descriptions of the Cypress College institutional mission and institutional effectiveness processes, made up of program review and planning, planning and budget processes, SLO assessment processes, and program improvement.
2. Configuration of TracDat™ for the institutional effectiveness process.
3. Creation of SLO Assessment training plan.
4. Creation and implementation of TracDat™ training plan that integrates TracDat™ into the institutional effectiveness process.
5. Creation of supporting documentation for all of the above.

TracDat™: Description & Scope

Nuventive's TracDat™ is the web-based software adopted by Cypress College to manage institution effectiveness process. TracDat™ manages data and produces reports that inform institutional planning, enables evidence driven decision-making, and support reporting to external agencies.

TracDat™ As A Planning Tool

- Create visible links across district, college, program, and department missions, visions, goals, and plans
- Differentiate between, define, and publish goals, objectives, action plans,
- Create planning reports required by the college's assessment processes and by the accreditation process
- Discover areas of strengths and areas that need improvement

TracDat™ As An Assessment Tool

- Store and manage institutional effectiveness planning data including goals, objectives, actions plans, results, and reports
- Manage data and record evidence of student learning outcomes assessment and results

TracDat™ As A Reporting Tool

- Document and manage program review data, action plans, and reports generated by the college's instructional, student services, and campus support services departments, work areas, and budget units

- Create assessment reports required by the college's assessment processes and by the accreditation process

TracDat™ As A Digital Archive

- Store active plans
- Archive completed plans
- Attach assessment documentation and evidence

Institutional Effectiveness Tasks & TracDat

This is a summary of the data, tasks, and deliverables that support the Institutional Effectiveness process with the corresponding data collection, tasks, and reporting produced in the TracDat™ system. Special programs, divisions, and other reporting entities will be included as they are defined.

Strategic Planning

To support strategic planning, TracDat™ collects information from departments and programs to produce reports. TracDat™ also stores relevant data for reference and linking from the NOCCCD Strategic Plan, Educational Master Plan, the Cypress College Strategic Plan (College Plans for Student Services, Matriculation, Basic Skills, Distance Education, Student Equity, Technology, & Facilities).

Learning Outcomes Assessment

Storage, data and reports are required to support the SLO Assessment process, including:

- Documentation of dialog
- Alignment to department, program, college, and district goals
- Student learning outcomes
- Assessment plan for each SLO
- Assessment tools
- Data analysis tools and measures, and criteria
- Summary results and reports

Accreditation

To support the accreditation process TracDat™ creates aggregate reports that include the following for each assessment unit and reporting unit:

- Documentation of dialog
- Alignment to department, program, college, and district goals
- Student learning outcomes
- Assessment plans and tools
- Data analysis tools, measures, and criteria
- Summary results

Flowchart of Cypress College IE Processes for TracDat™ Planning

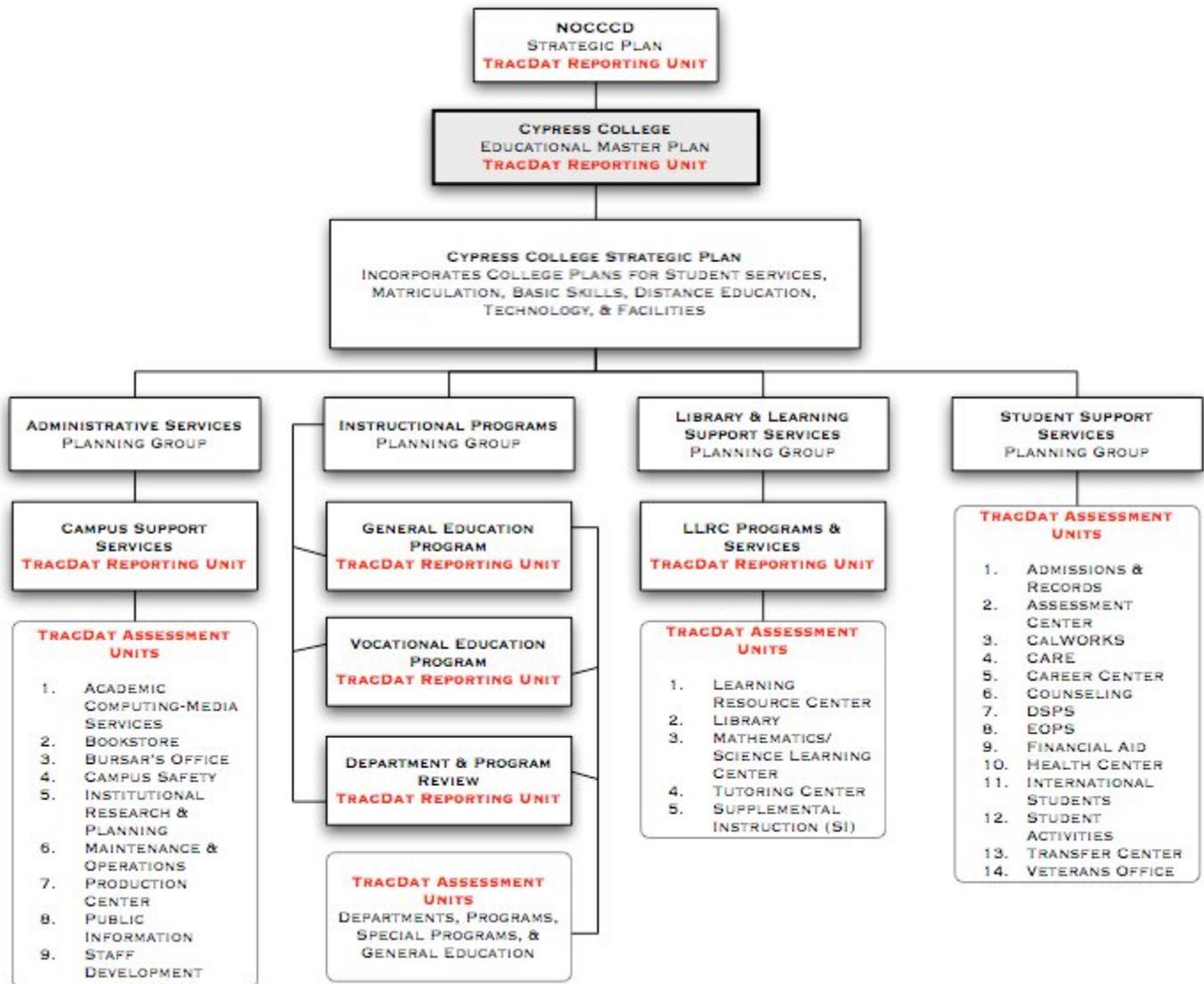


Figure 1: Flowchart of Cypress College Institutional Effectiveness Processes for TracDat™ Planning

IE Process Terms & Corresponding TracDat™ Definitions

1. **NOCCCD Reporting Unit** makes the district mission, vision, and goals available for reference and linking; and can produce reports using college-level information.
2. **Cypress College Reporting Unit:** makes the mission, vision, and goals found in the Educational Master Plan available for reference and linking; and, serves as the vehicle to create college-level reports for institutional planning and accreditation. This reporting unit also links to supporting documents, including the Cypress College Strategic Plan which in turn incorporates College Plans for Student services, Matriculation, Basic Skills, Distance Education, Technology, & Facilities.

3. **Planning Groups:** Groups that facilitate the work of institutional assessment for specific areas of the college including: Administrative Services, Instructional Programs, Library and Learning Support Services, and Student Services.
4. **Campus Programs & Services Reporting Unit:** A reporting unit is the means within TracDat™ to collect information to produce reports. Campus programs and services reporting units include: Campus Support Services, Program Review, General Education, Vocational Education, Distance Education, LLRC Programs & Services, Student Services.
5. **Reporting Unit Under Divisions:** Departments or programs are reporting units if they contain with more than 1 certificate assessment unit or program assessment unit.
6. **Assessment Units:** programs or departments which are the level at which assessment is implemented. Assessment units have a plan, a directive to assess that plan, measurable results, and are required to complete the SLO Loop.
7. **General Education Assessment Units:** Assessment units for unrelated courses that do not lead to certificates, program completion, or degrees and instead fall under general education review.

Map of TracDat™ Reporting & Assessment Units

District Reporting Unit	College-wide Reporting Unit	Planning Group	Campus Programs & Services Reporting Unit	Division	Reporting Unit Under Divisions	Assessment Unit	GE Assess. Unit
NOCCCD							
	Cypress College						
		ADMINISTRATIVE SERVICES					
			Campus Support Services				
						Academic Computing & Media Services	
						Bookstore	
						Bursar's Office	
						Campus Safety	
						Institutional Research & Planning	
						Maintenance & Operations	
						Production Services	
						Public Information	
						Staff Development	
		INSTRUCTIONAL PROGRAMS					
			Program Review				

District Reporting Unit	College-wide Reporting Unit	Planning Group	Campus Programs & Services Reporting Unit	Division	Reporting Unit Under Divisions	Assessment Unit	GE Assess. Unit
			General Education			General Education Assessment Unit for Unrelated Courses (Listed under GE Assess. Unit)	
			Vocational Education				
				Business & CIS			
						Accounting	
					Computer Information Systems		
						A. S. Computer Applications	
						A. S. Computer Science	
						Computer Applications Certificate	
						Court Reporting	
						Management	
						Marketing	
						Real Estate	
						Business Work Experience	
				Counseling		Counseling Courses, Cross Reference in Student Services?	
				Fine Arts			
						Art	
						Art Computer Graphics	
						Communication s/Journalism	
						Dance	
						Multimedia	
						Music	
						Photography	
						Theater Arts	
						Art Gallery	
						Patrons of the Arts	
				Health Science			
						Dental Assistant Program	
						Dental Hygiene Program	
						Health Information	

District Reporting Unit	College-wide Reporting Unit	Planning Group	Campus Programs & Services Reporting Unit	Division	Reporting Unit Under Divisions	Assessment Unit	GE Assess. Unit
						Technology	
						Mortuary Science	
						Registered Nursing	
						Psychiatric Technology	
						Radiology Technology Program	
						Diagnostic Medical Sonography Program	
				Language Arts			
							English/Reading
							English As A Second Language
							Foreign Language
							Communication Studies
				Library & Learning Resource Center			
						Library Courses, Cross Reference in Library & Learning Support Services	
				PE/Athletics			
						Physical Education	
						Athletics	
				Science, Engineering & Math			
						Astronomy	
						Biology	
						Chemistry	
						Computer Science	
						Engineering	
						Engineering Technology	
						Geology	
						Mathematics	
						Physics	
				Social Science			
						Anthropology	
						Economics	
						Ethnic Studies	

District Reporting Unit	College-wide Reporting Unit	Planning Group	Campus Programs & Services Reporting Unit	Division	Reporting Unit Under Divisions	Assessment Unit	GE Assess. Unit
						Geography	
						History	
						Human Services	
						Philosophy & Religious Studies	
						Political Science	
						Psychology	
						Sociology	
				Career Technical Education			
						Administration of Justice	
						Advanced Transportation & Energy Technologies	
						Air Conditioning & Refrigeration	
						Airline Travel Careers	
						Automotive Collision Repair	
						Automotive Technology	
						Aviation	
						Homeland Security	
						Hotel, Restaurant & Culinary Arts	
						Marine Service Technology	
		Special Programs					
						Accelerated AA	
						Educational Interpreter Training Program	
						Honors	
						Career Internship Program	
						Learning Communities	
						Legacy Program	
						Paraprofessional in Education	
						Puente Project	
						Teacher Preparation	

District Reporting Unit	College-wide Reporting Unit	Planning Group	Campus Programs & Services Reporting Unit	Division	Reporting Unit Under Divisions	Assessment Unit	GE Assess. Unit
						Program	
						Study Abroad	
						Tech Prep	
						University Transfer Achievement Program	
			Distance Education			Distance Education	
		LIBRARY & LEARNING SUPPORT SERVICES					
			LLRC Programs & Services				
						Learning Resource Center	
						Math/Science Learning Center	
						Tutoring Center	
						Supplemental Instruction (SI)	
						Library	
		STUDENT SERVICES					
			Student Services				
						Admissions & Records	
						Assessment Center	
						CALWORKS	
						CARE	
						Career Center	
						Counseling	
						DSPS	
						EOPS	
						Financial Aid	
						Health Center	
						International Students	
						Student Activities	
						Transfer Center	
						Veteran's Office	

TracDat™ Users

TracDat™ has different levels of user accounts, each with specific roles and permissions. For example, department, and program users will have access to their department or program; while managers, deans, and staff will be able to enter and edit data to create

college level reports. All TracDat™ users must complete the required training to access their assigned account.

- **System Administrator:** Administers the TracDat™ system. Creates user accounts and updates the system to sync with evolving institution effectiveness processes. The Instructional SLO Coordinator and Facilitator will serve as TracDat™ administrators.
- **Reporting Unit Administrator:** aggregates, prints, queries, and exports data for reports.
- **Assessment Unit Administrator:** Adds, edits, deletes, prints, queries, and exports data in assessment unit. One person, usually the coordinator, in each department or program will serve as department administrator.
- **User:** Adds, edits, deletes, and prints data in assigned department or program. May query and export data. A user is any faculty or staff member who adds information to the system.
- **Read Only:** Reads but does not change or delete data in assigned department or program.
- **Email Only:** May provide information as requested by receiving an email with a link for data entry. Is not a regular user defined in the system.

TracDat™ Funding

Ongoing funding for software updates and personnel is necessary to sustain TracDat™ management of college institutional effectiveness processes.

TracDat™ Equipment & Infrastructure: system maintenance and upgrades

Cypress College Academic Computing hosts TracDat™.

STAFFING FOR TracDat™ Training and User Support

Staffing associated with TracDat™ implementation and long term maintenance include personnel necessary for system administration and support, user training, and support personnel who prepare users in SLO assessment process as a prerequisite to software training.

TracDat™ User Training for Faculty & Staff

TracDat™ Trainers are software trainers. TracDat™ trainers will train users on specific tasks to be accomplished on the TracDat™ software based on their user designation.

Additional Personnel Prerequisite to TracDat™ User Training

SLO/Assessment Trainers are process trainers. They train campus faculty and staff on the SLO assessment process and the program review process as a prerequisite to TracDat™ user training.

Staffing FOR TracDat™ SYSTEM ADMINISTRATION

TracDat™ System Administrators

A single designated Cypress College system administrator on who serves as lead in system configuration and updates. The system administrator is the Nuventive contact person, manages the front end and consults with Academic computing to manage system

maintenance and upgrades. A back-up system administrator must also train in all the system administrative duties.

TracDat™ Hosting Support

On-campus hosting requires dedicated contact in Cypress College Academic Computing for system hosting, maintenance, upgrades, and troubleshooting. This person will be the first contact for TracDat™ system administrators.

Banner Integration Support

A District Information Services staff member designated to work with Cypress College on Banner integration with TracDat™ is needed.

TracDat™ Future needs

Using TracDat™ to sustain institution effectiveness entails ongoing funding and college support, including:

- Hardware and software funding relating to TracDat™ system maintenance and upgrades
- Personnel costs

APPENDIX D

WEBSITE ADDRESSES TO CAMPUS REPORTS

Institutional Effectiveness Report

http://www.cypresscollege.edu/Media/Website%20Resources/PDFs/ir/IER_2007-2008.pdf.

The Climate Survey of Faculty and Staff

<http://old.cypresscollege.edu/~hbrown/Original%20Files%20to%20Use%20on%20Web/CAMPUS%20CLIMATE%20SURVEY%20REPORT%202008%20w%20survey.pdf>

Noel-Levitz Survey of Student Satisfaction, 2007

http://old.cypresscollege.edu/~hbrown/Original%20Files%20to%20Use%20on%20Web/NoelLevitzSummary_Fall2007.pdf.