2017
Institutional Self Evaluation Report

In Support of Reaffirmation of Accreditation
Institutional Self-Evaluation Report

In Support of Reaffirmation of Accreditation

Submitted by:
Cypress College
9200 Valley View Street
Cypress, CA 90630-5897

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

July 15, 2017
Institutional Self-Evaluation Report – Certification Page

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From:

Dr. Robert Simpson, President
Cypress College
9200 Valley View Street
Cypress, CA 90630

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Robert Simpson, Chief Executive Officer

Ms. Molly McClanahan, Chair, Board of Trustees NOCCCD

Dr. Cheryl Marshall, Chancellor, NOCCCD

Mr. Bryan Stelling, President, Cypress College Academic Senate

Mr. Rodney Lusch, President, California School Employees (CSEA) Chapter 167

Ms. Tanya Washington, Cypress College Student Trustee, NOCCCD

Dr. Liana Koeppe1, Faculty Chair, Accreditation Self-Evaluation

Mr. Philip Dykstra, Co-Chair and Accreditation Liaison Officer

(Date)
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An active STEM program and work on a new classroom and lab building has increased the number of students in STEM disciplines.
Introduction

Brief History
Cypress College was established in 1966 as the second of two credit colleges in the North Orange County Community College District (NOCCCD). Transformed from a dairy farm to a college serving 1,500 students in just 74 days, Cypress College was dubbed by Newsweek as “the instant college.” Celebrating its 50th Anniversary this year, the campus has grown from a few temporary buildings and structures to 110 acres with 25 buildings. The College is now supported by over 900 employees and serves over 15,000 students each semester.

Major Developments Since Last Comprehensive Review
Since the last accreditation, the College has changed Presidents three times. In 2012, Michael Kasler was elevated from his position as Executive Vice President to succeed Margie Lewis. Dr. Kasler served for five years in that position and was himself succeeded by his Executive Vice President, Robert Simpson. Simpson also served five years and announced his retirement at the end of the 2016 – 2017 academic year. In Spring 2017, after a thorough search, Dr. JoAnna Schilling was selected as the 12th President of Cypress College and began her service on July 1. Karen Cant, the VP of Administrative Services also announced her retirement at the end of the academic year. Because three deans are also retiring, discussion is taking place regarding the possibility of reorganizing some aspects of the administrative structure on campus. Major changes have occurred in the leadership of the faculty as well. In 2013, the Academic Senate rewrote its Constitution, changing several aspects of faculty governance. At-large Senators were eliminated, two adjunct faculty representatives were added and term limits were instituted.

Since Cypress College’s previous self-evaluation in 2011, the College has undergone many new projects and developments, all with the goal of increasing student success. In order to address the need to provide updated and adequate facilities, in 2014 the NOCCCD Board of Trustees put forth a bond measure to raise funds for facilities projects. The voter-approved Measure J Bond program provides $547 million to the District to fund the modernization of classrooms, laboratories, and other Cypress College facilities. The initial Cypress College projects stemming from Measure J funds include the creation of a new Science, Engineering, and Mathematics (SEM) building, the expansion of the Library and Learning Resource Center (LLRC), and the creation of a new Veteran’s Resource Center (VRC) alongside the expansion of the Student Activities Center (SAC). Projects from the bond are expected to transform the campus over the next 20 years.

The College’s strategic planning process has been heavily revised since 2014. For the creation of the 2014 – 2017 Strategic Plan, employees representing all constituency groups came together as part of a strategic planning colloquium. After the implementation of the first year of the Strategic Plan, the College determined that there was a need for yearly evaluations on progress made on the strategic directions delineated. For Year Two, baselines were established to help accurately measure the progress on the specified objectives. The Year Two report measured progress made and assigned ratings for each direction, goal, and objective. Results were then communicated to the campus through the Planning and Budget Committee (PBC) so that plans could be adjusted accordingly. The second strategic planning colloquium was held in April 2017, where 65 members of the campus community came together to develop the 2017-20 Strategic Plan.
During this meeting, staff members reassessed previous goals and objectives, determined which should remain part of the planning process, and developed new directions, goals and objectives for the next three years.

In order to provide students with a variety of educational opportunities to help meet their goals, Cypress College continues to expand educational offerings beyond associate degrees, transfer degrees, and certificates. With the state regulations regarding offering the AA-T and AS-T degrees, much of the Cypress curriculum was reexamined and a number of transfer degrees were approved by the Curriculum Committee. In the most recent year, Cypress offered 53 different AA-T and 61 AS-T degrees. 262 students have earned the former and 197 have earned the latter. In 2015, Cypress College was selected as one of 15 colleges to be included in the California Community Colleges Chancellor’s Office (CCCCO) Baccalaureate Degree Pilot Program. The Cypress College Mortuary Science program received a grant to create a bachelor of science degree and the curriculum for the Bachelor of Science in Funeral Service has been approved in anticipation of the first cohort of students starting in the 2017-18 academic year.

Through the use of categorical funds and grants such as the Student Success and Support Program (SSSP), CTE Enhancement and Strong Workforce Initiative grants, and Student Equity, the College continues to develop and implement programs and services designed to improve student success. The mission of SSSP is to increase access and promote student success through intentional designed activities and student support services including orientation, assessment and placement, counseling, academic advising, and early intervention. To maximize resources, Cypress College has been able to utilize SSSP funding to enhance the modality of delivering counseling services as well as supporting new student success programs. For example, with the installation and implementation of Cranium Café, the college is moving forward with making sure that counseling services are available for online students. In addition, an online Probation Workshop is designed to make sure that all probation students will have the opportunity to receive the required information about probation, the potential consequences, and the necessary steps to regain satisfactory academic progress.

Another SSSP program, the Charger Experience, is a student success program focusing not only on the transition from high school to college of our first year students but also on the success of our second year students. The program is designed to provide all incoming students the foundation for success through direct engagement with academic programs and comprehensive understanding of support services. For example, in order to improve the success of new students coming to Cypress College, in Summer 2014 the College developed the Summer Boost Program. Directly matriculating high school students that placed into basic skills English and/or math had the opportunity to participate in a two-week summer program to help students raise their course placements. The first cohort included 20 students who initially tested into a lower level math course, completed the Boost program and were then placed in a higher math course in the fall. 70 percent of those students successfully completed the course. Since its inception, the program has expanded to include English and English/Reading and has become an institutionalized and ongoing program that improves student success. Over 150 students participated in the 2015 program and subsequently had increased success rates in math, English and English/Reading courses than those students who did not.
The CTE Enhancement and Strong Workforce Initiative grants have enabled CTE programs to acquire needed equipment and software to enhance student skill attainment and award achievement. Three entirely new programs were developed under the CTE Enhancement Fund including the Drone Pilot (Aviation) Program, the Drone Photography Program, and the Energy and Sustainable Technologies Program. All three are doing well in their second full year cycle. The Strong Workforce Initiative (SWI), the successor to the CTE Enhancement Grant that sunset last academic year, is just now getting underway. Under the SWI grant in year one, the Engineering Technology Program will expand, and other programs such as Radiologic Technology, Hotel/Restaurant/Culinary Arts, CyberPatriot, NetLabs, Advanced Transportation, and other programs will benefit from the addition of new equipment and/or the replacement of equipment that is obsolete.

Finally, the College has increased its commitment to addressing the Achievement Gap. In 2015, the College created the Special Projects Director of Equity position to lead the efforts to address student equity and achievement. Cypress College’s 2015 Student Equity Plan helped evaluate disproportionate impact across various student success indicators. For example, with regard to student access, data indicated that male students, and Asian and Pacific Islander students were not accessing Cypress College at the expected rate when compared to the college’s service area (as indicated by the proportionality index). In response, the college held its first Equity Summit in April 2016, with guest speakers, panel discussions, and presented topics hoping to further inform faculty and staff regarding equity efforts and highlighted best practices for closing the achieving gap and achieving equity. The ongoing commitment to student equity is further evidenced by the NOCCCD Student Equity Summit held in March 2017.

### Equity Analysis by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Service Area</th>
<th>% of Area</th>
<th>Cypress College</th>
<th>% of College</th>
<th>Rate</th>
<th>Proportionality Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>162631</td>
<td>51.1%</td>
<td>8852</td>
<td>54.9%</td>
<td>5.4%</td>
<td>1.07</td>
</tr>
<tr>
<td>Male</td>
<td>155866</td>
<td>48.9%</td>
<td>7058</td>
<td>43.8%</td>
<td>4.5%</td>
<td>0.89</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.0%</td>
<td>218</td>
<td>1.4%</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Total</td>
<td>318497</td>
<td>100.0%</td>
<td>16128</td>
<td>100.0%</td>
<td>5.1%</td>
<td>–</td>
</tr>
</tbody>
</table>

Source: Data Ferret, 2012 American Community Survey data (community geography consists of Cypress, Buena Park, Seal Beach, and West Anaheim) & California Community Colleges Chancellor’s Office Data on Demand from Fall 2014.

### Equity Analysis by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity / Race</th>
<th>Service Area</th>
<th>% of Area</th>
<th>Cypress College</th>
<th>% of College</th>
<th>Rate</th>
<th>Proportionality Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Indian</td>
<td>142</td>
<td>0.3%</td>
<td>102</td>
<td>0.6%</td>
<td>71.8%</td>
<td>2.13</td>
</tr>
<tr>
<td>Asian/ PI</td>
<td>15054</td>
<td>31.5%</td>
<td>4131</td>
<td>25.6%</td>
<td>27.4%</td>
<td>0.81</td>
</tr>
<tr>
<td>Black</td>
<td>1376</td>
<td>2.9%</td>
<td>850</td>
<td>5.3%</td>
<td>61.8%</td>
<td>1.83</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8779</td>
<td>18.4%</td>
<td>7429</td>
<td>46.1%</td>
<td>84.6%</td>
<td>2.51</td>
</tr>
<tr>
<td>M. Ethnic</td>
<td>1499</td>
<td>3.1%</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>White</td>
<td>20865</td>
<td>43.6%</td>
<td>3391</td>
<td>21.0%</td>
<td>16.3%</td>
<td>0.48</td>
</tr>
<tr>
<td>Unreported</td>
<td>87</td>
<td>0.2%</td>
<td>225</td>
<td>1.4%</td>
<td>258.6%</td>
<td>7.67</td>
</tr>
<tr>
<td>Total</td>
<td>47802</td>
<td>100.0%</td>
<td>16128</td>
<td>100.0%</td>
<td>33.7%</td>
<td>–</td>
</tr>
</tbody>
</table>

Source: American Fact Finder; 2010 Decennial Census (community geography consists only of Cypress, CA) & California Community Colleges Chancellor’s Office Data on Demand from Fall 2014.
Student Enrollment Data
The College continues to serve over 20,000 students annually who come from diverse backgrounds to pursue various programs that the College offers. Annual enrollment had been steadily increasing since the 2011-12 academic year. In 2015-16, the college reached the second highest point in enrollment history, falling just short of the enrollment peak in 2009-10. Likely due to changes in the economy, enrollment dropped significantly in Spring 2017. However, throughout the previous 10 years, enrollment had consistently remained between 19,000 and 22,000 students annually.

Annual Enrollment from 2006-07 through 2015-16

Source: California Community Colleges Data Mart, Annual Student Count Report

As of Fall 2016, over half of all Cypress College students aimed to obtain an associate degree and transfer to a four-year institution. This percentage increased by over four percentage points from Fall 2012 to Fall 2016. Fewer students also reported having other goals throughout this time period. The percentages of students aiming to transfer only, obtain a degree only, or obtain a vocational award have remained consistent.

Student Educational Goals: Fall 2012 to Fall 2016

<table>
<thead>
<tr>
<th>Goal</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Degree &amp; Transfer</td>
<td>7,464</td>
<td>47.7%</td>
<td>7,877</td>
<td>48.6%</td>
<td>7,983</td>
</tr>
<tr>
<td>Transfer Only</td>
<td>2,597</td>
<td>16.6%</td>
<td>2,649</td>
<td>16.4%</td>
<td>2,621</td>
</tr>
<tr>
<td>AA/AS Degree Only</td>
<td>1,681</td>
<td>10.7%</td>
<td>1,700</td>
<td>10.5%</td>
<td>1,689</td>
</tr>
<tr>
<td>Vocational Deg. or Cert.</td>
<td>634</td>
<td>4.1%</td>
<td>720</td>
<td>4.4%</td>
<td>810</td>
</tr>
<tr>
<td>New Career/Job Advance</td>
<td>1,225</td>
<td>7.8%</td>
<td>1,240</td>
<td>7.7%</td>
<td>1,205</td>
</tr>
<tr>
<td>Other</td>
<td>2,046</td>
<td>13.1%</td>
<td>2,007</td>
<td>12.4%</td>
<td>1,816</td>
</tr>
<tr>
<td>Total</td>
<td>15,647</td>
<td>100%</td>
<td>16,193</td>
<td>100%</td>
<td>16,124</td>
</tr>
</tbody>
</table>

Source: Cypress College Information Systems (Student Academic History)
Student Demographic & Socioeconomic Data
Since Fall 2012, the demographics of Cypress College students have remained relatively stable. The college has historically served slightly more female than male students, with female students comprising approximately 54% of the college population. Moreover, Cypress has also consistently served a student body in which the majority (nearly 70%) of students are 24 years old or younger. When examining special populations of students, DSS, EOPS, and veteran students had the most representation in the college population. Over 80% of students received some type of need-based financial aid in the more recent fall terms. The ethnic composition of Cypress College students has displayed some variation throughout the five terms examined.
Since Fall 2012, the percentage of Hispanic students has increased, while the percentage of White students has proportionally decreased. These changes in ethnic composition are primarily due to the changing demographics of our service area.

### Student Headcount by Demographics: Fall 2012 to Fall 2016

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012 (N = 14,948)</th>
<th>Fall 2013 (N = 15,729)</th>
<th>Fall 2014 (N = 15,664)</th>
<th>Fall 2015 (N = 16,023)</th>
<th>Fall 2016 (N = 15,724)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>54.2%</td>
<td>54.1%</td>
<td>54.9%</td>
<td>54.4%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Male</td>
<td>44.6%</td>
<td>44.7%</td>
<td>43.7%</td>
<td>44.1%</td>
<td>44.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.2%</td>
<td>1.2%</td>
<td>1.4%</td>
<td>1.5%</td>
<td>1.7%</td>
</tr>
<tr>
<td><strong>Age Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or less</td>
<td>28.0%</td>
<td>27.5%</td>
<td>26.6%</td>
<td>26.9%</td>
<td>27.0%</td>
</tr>
<tr>
<td>20 - 24</td>
<td>42.3%</td>
<td>42.1%</td>
<td>43.7%</td>
<td>43.3%</td>
<td>42.9%</td>
</tr>
<tr>
<td>25 - 29</td>
<td>12.6%</td>
<td>12.9%</td>
<td>13.4%</td>
<td>14.6%</td>
<td>15.1%</td>
</tr>
<tr>
<td>30 - 34</td>
<td>5.6%</td>
<td>6.0%</td>
<td>5.8%</td>
<td>5.8%</td>
<td>5.9%</td>
</tr>
<tr>
<td>35 - 39</td>
<td>3.2%</td>
<td>3.3%</td>
<td>3.3%</td>
<td>3.1%</td>
<td>3.0%</td>
</tr>
<tr>
<td>40 - 49</td>
<td>5.2%</td>
<td>4.7%</td>
<td>4.1%</td>
<td>3.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>50+</td>
<td>3.1%</td>
<td>3.4%</td>
<td>3.1%</td>
<td>2.7%</td>
<td>2.6%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>4.0%</td>
<td>4.2%</td>
<td>4.3%</td>
<td>4.0%</td>
<td>4.3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>17.3%</td>
<td>17.0%</td>
<td>17.1%</td>
<td>17.2%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>6.1%</td>
<td>5.9%</td>
<td>6.0%</td>
<td>6.1%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>40.6%</td>
<td>43.1%</td>
<td>44.8%</td>
<td>46.8%</td>
<td>47.1%</td>
</tr>
<tr>
<td>Multi-Ethnic</td>
<td>3.7%</td>
<td>3.4%</td>
<td>3.6%</td>
<td>3.3%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3.1%</td>
<td>3.0%</td>
<td>3.1%</td>
<td>2.9%</td>
<td>3.1%</td>
</tr>
<tr>
<td>White</td>
<td>24.5%</td>
<td>22.7%</td>
<td>20.5%</td>
<td>19.0%</td>
<td>17.9%</td>
</tr>
<tr>
<td><strong>Special Populations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CalWORKs</td>
<td>1.1%</td>
<td>*</td>
<td>0.9%</td>
<td>0.9%</td>
<td>0.8%</td>
</tr>
<tr>
<td>CARE</td>
<td>0.4%</td>
<td>*</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>DSS</td>
<td>4.1%</td>
<td>*</td>
<td>3.5%</td>
<td>3.3%</td>
<td>4.2%</td>
</tr>
<tr>
<td>EOPS</td>
<td>3.1%</td>
<td>*</td>
<td>3.7%</td>
<td>3.7%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>*</td>
<td>*</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Low SES</td>
<td>81.6%</td>
<td>82.9%</td>
<td>81.9%</td>
<td>80.9%</td>
<td>82.4%</td>
</tr>
<tr>
<td>Special Admit</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Veterans</td>
<td>*</td>
<td>1.8%</td>
<td>1.8%</td>
<td>1.8%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

**Sources:** California Community Colleges Chancellor’s Office Data Mart: Term Student Count Report, Special Population Student Count Report, & Financial Aid Summary Report

*Note. Data on special populations was not consistently reported until the Fall 2014 semester*
First-generation college students have historically represented approximately 40-45% of the college population. In Fall 2016, these students comprised 46.3% of the college population. Within the previous five fall terms examined, the percentage of first-generation college students increased by approximately 4 percentage points. It is also noteworthy to mention the sizable increase in the number of students who reported that their parents did not have high school diplomas.

<table>
<thead>
<tr>
<th>Parents' Highest Level of Education</th>
<th>Fall 2012</th>
<th></th>
<th>Fall 2013</th>
<th></th>
<th>Fall 2014</th>
<th></th>
<th>Fall 2015</th>
<th></th>
<th>Fall 2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>No HS Diploma</td>
<td>2,222</td>
<td>14.2%</td>
<td>2,508</td>
<td>15.5%</td>
<td>2,745</td>
<td>17.0%</td>
<td>2,836</td>
<td>17.1%</td>
<td>2,921</td>
<td>18.0%</td>
</tr>
<tr>
<td>HS Diploma</td>
<td>4,393</td>
<td>28.1%</td>
<td>4,665</td>
<td>28.8%</td>
<td>4,535</td>
<td>28.1%</td>
<td>4,733</td>
<td>28.6%</td>
<td>4,596</td>
<td>28.3%</td>
</tr>
<tr>
<td>Some College</td>
<td>3,724</td>
<td>23.8%</td>
<td>3,860</td>
<td>23.8%</td>
<td>3,725</td>
<td>23.1%</td>
<td>3,736</td>
<td>22.6%</td>
<td>3,546</td>
<td>21.8%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>1,388</td>
<td>8.9%</td>
<td>1,416</td>
<td>8.7%</td>
<td>1,392</td>
<td>8.6%</td>
<td>1,392</td>
<td>8.3%</td>
<td>1,333</td>
<td>8.2%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>2,475</td>
<td>15.8%</td>
<td>2,371</td>
<td>14.6%</td>
<td>2,383</td>
<td>14.8%</td>
<td>2,504</td>
<td>15.1%</td>
<td>2,479</td>
<td>15.3%</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>951</td>
<td>6.1%</td>
<td>946</td>
<td>5.8%</td>
<td>913</td>
<td>5.7%</td>
<td>1,004</td>
<td>6.1%</td>
<td>1,006</td>
<td>6.2%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>494</td>
<td>3.2%</td>
<td>427</td>
<td>2.6%</td>
<td>431</td>
<td>2.7%</td>
<td>377</td>
<td>2.3%</td>
<td>364</td>
<td>2.2%</td>
</tr>
<tr>
<td>Total</td>
<td>15,647</td>
<td>100%</td>
<td>16,193</td>
<td>100%</td>
<td>16,124</td>
<td>100%</td>
<td>16,556</td>
<td>100%</td>
<td>16,247</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Cypress College Information Systems (Student Academic History)

Employee Data

Along with the number of students increasing, the number of Cypress College employees also increased by 14.1% from Fall 2012 to Fall 2016. The largest increase was observed with academic, temporary employees which increased by 26.3%. In contrast, the amount of educational administrators and classified employees remained fairly consistent. While some additional academic, tenure/track faculty were hired throughout the five-year period, their overall percentage did not increase as there were more academic, temporary employees hired within this same time period, in comparison. The demographics of classified employees aligned most with student demographics. When examining classified employees as a sub-group, these employees were more likely to be younger and Hispanic; thus most directly identifying with the student demographics.

Faculty and Staff: Fall 2012 to Fall 2016

<table>
<thead>
<tr>
<th>Classification</th>
<th>Fall 2012</th>
<th></th>
<th>Fall 2013</th>
<th></th>
<th>Fall 2014</th>
<th></th>
<th>Fall 2015</th>
<th></th>
<th>Fall 2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Educational Administrator</td>
<td>16</td>
<td>2.0%</td>
<td>14</td>
<td>1.7%</td>
<td>16</td>
<td>1.8%</td>
<td>17</td>
<td>1.9%</td>
<td>15</td>
<td>1.6%</td>
</tr>
<tr>
<td>Academic, Tenure/Track</td>
<td>201</td>
<td>25.0%</td>
<td>198</td>
<td>23.5%</td>
<td>197</td>
<td>22.3%</td>
<td>205</td>
<td>22.5%</td>
<td>220</td>
<td>24.0%</td>
</tr>
<tr>
<td>Academic, Temporary</td>
<td>369</td>
<td>46.0%</td>
<td>425</td>
<td>50.5%</td>
<td>464</td>
<td>52.5%</td>
<td>478</td>
<td>52.4%</td>
<td>466</td>
<td>50.9%</td>
</tr>
<tr>
<td>Classified</td>
<td>217</td>
<td>27.0%</td>
<td>205</td>
<td>24.3%</td>
<td>206</td>
<td>23.3%</td>
<td>213</td>
<td>23.3%</td>
<td>215</td>
<td>23.5%</td>
</tr>
<tr>
<td>Total</td>
<td>803</td>
<td>100%</td>
<td>842</td>
<td>100%</td>
<td>883</td>
<td>100%</td>
<td>913</td>
<td>100%</td>
<td>916</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: California Community Colleges Chancellor’s Office Data Mart, Faculty & Staff Demographics
## Faculty and Staff Demographics: Fall 2016

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Educational Administrator (n = 15)</th>
<th>Academic, Tenure/Track (n = 220)</th>
<th>Academic, Temporary (n = 466)</th>
<th>Classified (n = 215)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40.0%</td>
<td>56.8%</td>
<td>50.4%</td>
<td>50.2%</td>
</tr>
<tr>
<td>Male</td>
<td>60.0%</td>
<td>43.2%</td>
<td>49.6%</td>
<td>49.7%</td>
</tr>
<tr>
<td>Age Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 - 34</td>
<td>6.7%</td>
<td>9.6%</td>
<td>26.6%</td>
<td>15.8%</td>
</tr>
<tr>
<td>35 - 39</td>
<td>6.7%</td>
<td>6.8%</td>
<td>13.7%</td>
<td>11.2%</td>
</tr>
<tr>
<td>40 - 44</td>
<td>13.3%</td>
<td>14.1%</td>
<td>12.9%</td>
<td>14.9%</td>
</tr>
<tr>
<td>45 - 49</td>
<td>6.7%</td>
<td>15.0%</td>
<td>10.7%</td>
<td>12.6%</td>
</tr>
<tr>
<td>50 - 54</td>
<td>13.3%</td>
<td>13.6%</td>
<td>8.8%</td>
<td>18.6%</td>
</tr>
<tr>
<td>55 - 59</td>
<td>20.0%</td>
<td>15.9%</td>
<td>8.2%</td>
<td>14.4%</td>
</tr>
<tr>
<td>60 - 64</td>
<td>13.3%</td>
<td>14.1%</td>
<td>10.5%</td>
<td>7.0%</td>
</tr>
<tr>
<td>65 - 69</td>
<td>20.0%</td>
<td>7.7%</td>
<td>5.6%</td>
<td>4.7%</td>
</tr>
<tr>
<td>70+</td>
<td>0.0%</td>
<td>3.2%</td>
<td>3.0%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>0.0%</td>
<td>3.2%</td>
<td>3.7%</td>
<td>5.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>20.0%</td>
<td>14.1%</td>
<td>20.0%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6.7%</td>
<td>15.9%</td>
<td>15.5%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td>0.0%</td>
<td>4.1%</td>
<td>2.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.0%</td>
<td>0.5%</td>
<td>0.2%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>13.3%</td>
<td>9.6%</td>
<td>9.9%</td>
<td>13.5%</td>
</tr>
<tr>
<td>White</td>
<td>60.0%</td>
<td>52.7%</td>
<td>48.7%</td>
<td>36.7%</td>
</tr>
</tbody>
</table>

Source. California Community Colleges Chancellor’s Office Data Mart, Faculty & Staff Demographics

### The Cypress College Service Area

Historically, the Cypress College’s service area has consisted of eight primary cities: Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach, and Stanton. Further examining Cypress College students by zip codes also helped to determine changes in enrollment both within and outside of the service area. Of Cypress College’s top 20 feeder zip codes, 60.0% were within the college’s designated service area for Fall 2016. This remains unchanged from Fall 2012.
## Zip Code Analysis: Fall 2012 to Fall 2016

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>City</th>
<th>Fall 2012</th>
<th>Fall 2016</th>
<th># Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>92804</td>
<td>Anaheim</td>
<td>1,487</td>
<td>1,600</td>
<td>113</td>
<td>7.6%</td>
</tr>
<tr>
<td>90620</td>
<td>Buena Park</td>
<td>1,190</td>
<td>1,177</td>
<td>-13</td>
<td>-1.1%</td>
</tr>
<tr>
<td>90630</td>
<td>Cypress</td>
<td>1,165</td>
<td>1,139</td>
<td>-26</td>
<td>-2.2%</td>
</tr>
<tr>
<td>92801</td>
<td>Anaheim</td>
<td>723</td>
<td>752</td>
<td>29</td>
<td>4.0%</td>
</tr>
<tr>
<td>90650</td>
<td>Norwalk</td>
<td>399</td>
<td>559</td>
<td>160</td>
<td>40.1%</td>
</tr>
<tr>
<td>90703</td>
<td>Cerritos</td>
<td>439</td>
<td>521</td>
<td>82</td>
<td>18.7%</td>
</tr>
<tr>
<td>90680</td>
<td>Stanton</td>
<td>424</td>
<td>505</td>
<td>81</td>
<td>19.1%</td>
</tr>
<tr>
<td>92805</td>
<td>Anaheim</td>
<td>334</td>
<td>405</td>
<td>71</td>
<td>21.3%</td>
</tr>
<tr>
<td>90638</td>
<td>La Mirada</td>
<td>475</td>
<td>399</td>
<td>-76</td>
<td>-16.0%</td>
</tr>
<tr>
<td>90621</td>
<td>Buena Park</td>
<td>431</td>
<td>374</td>
<td>-57</td>
<td>-13.2%</td>
</tr>
<tr>
<td>90623</td>
<td>La Palma</td>
<td>298</td>
<td>325</td>
<td>27</td>
<td>9.1%</td>
</tr>
<tr>
<td>92841</td>
<td>Garden Grove</td>
<td>284</td>
<td>324</td>
<td>40</td>
<td>14.1%</td>
</tr>
<tr>
<td>92802</td>
<td>Anaheim</td>
<td>282</td>
<td>310</td>
<td>28</td>
<td>9.9%</td>
</tr>
<tr>
<td>90706</td>
<td>Bellflower</td>
<td>203</td>
<td>290</td>
<td>87</td>
<td>42.9%</td>
</tr>
<tr>
<td>92683</td>
<td>Westminster</td>
<td>217</td>
<td>280</td>
<td>63</td>
<td>29.0%</td>
</tr>
<tr>
<td>92833</td>
<td>Fullerton</td>
<td>367</td>
<td>280</td>
<td>-87</td>
<td>-23.7%</td>
</tr>
<tr>
<td>92840</td>
<td>Garden Grove</td>
<td>252</td>
<td>279</td>
<td>27</td>
<td>10.7%</td>
</tr>
<tr>
<td>90631</td>
<td>La Habra</td>
<td>307</td>
<td>265</td>
<td>-42</td>
<td>-13.7%</td>
</tr>
<tr>
<td>90715</td>
<td>Lakewood</td>
<td>218</td>
<td>235</td>
<td>17</td>
<td>7.8%</td>
</tr>
<tr>
<td>90720</td>
<td>Los Alamitos</td>
<td>254</td>
<td>214</td>
<td>-40</td>
<td>-15.7%</td>
</tr>
<tr>
<td>All others</td>
<td>5,897</td>
<td>6,014</td>
<td>117</td>
<td>2.0%</td>
<td></td>
</tr>
</tbody>
</table>

Total: 15,646 100% 16,247 100% 601 3.5%

1 indicates that a zip code is within the Cypress College service area

Source: Cypress College Data Systems (Student Academic History)
Labor Market Data
Of the occupations with the most job openings in Orange County, CA, most do not require entry level education or work experience. These occupations also have low median annual wages. General and operations managers represented the only occupational group with the most job openings that requires a post-secondary degree for employment. Otherwise, other primary occupations included those with low median hourly and annual wages including retail, food service, and low-level administrative or customer service positions. Most of these jobs only require short-term on the job training and no previous work experience.
Occupations with the Most Job Openings, 2014-24 Orange County

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Total Job Openings 2014-24</th>
<th>Median Hourly Wages</th>
<th>Median Annual Wages</th>
<th>Entry Level Education</th>
<th>Work Experience</th>
<th>On-the-Job Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Salespersons</td>
<td>19,870</td>
<td>$11.15</td>
<td>$23,199</td>
<td>N/A</td>
<td>N/A</td>
<td>short-term</td>
</tr>
<tr>
<td>Food Preparation &amp; Serving Workers</td>
<td>19,000</td>
<td>$9.55</td>
<td>$19,875</td>
<td>N/A</td>
<td>N/A</td>
<td>short-term</td>
</tr>
<tr>
<td>Cashiers</td>
<td>18,560</td>
<td>$9.90</td>
<td>$20,581</td>
<td>N/A</td>
<td>N/A</td>
<td>short-term</td>
</tr>
<tr>
<td>Waiters and Waitresses</td>
<td>18,490</td>
<td>$10.54</td>
<td>$21,935</td>
<td>N/A</td>
<td>N/A</td>
<td>short-term</td>
</tr>
<tr>
<td>Laborers &amp; Freight, Stock, &amp; Material Movers</td>
<td>11,910</td>
<td>$11.24</td>
<td>$23,359</td>
<td>N/A</td>
<td>N/A</td>
<td>short-term</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>11,550</td>
<td>$56.51</td>
<td>$117,542</td>
<td>Bachelor's Degree</td>
<td>≥5 years</td>
<td>N/A</td>
</tr>
<tr>
<td>Personal Care Aides</td>
<td>9,880</td>
<td>$10.83</td>
<td>$22,516</td>
<td>N/A</td>
<td>N/A</td>
<td>short-term</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>9,520</td>
<td>$18.39</td>
<td>$38,253</td>
<td>High School Diploma</td>
<td>N/A</td>
<td>short-term</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>9,440</td>
<td>$16.11</td>
<td>$33,494</td>
<td>High School Diploma</td>
<td>N/A</td>
<td>short-term</td>
</tr>
<tr>
<td>Stock Clerks and Order Fillers</td>
<td>9,150</td>
<td>$11.75</td>
<td>$24,438</td>
<td>N/A</td>
<td>N/A</td>
<td>short-term</td>
</tr>
</tbody>
</table>

Source: State of California Employment Development Department, Occupations with the Most Job Openings

Fastest Growing Occupations

Of the fastest growing occupations in Orange County, CA, some do require associate and bachelor’s degrees as entry level education. The jobs that require some type of entry level education also have higher median annual wages. Of the top 10 fastest growing occupations in County, 10% required an associate degree, and 20% required a bachelor’s degree. Otherwise, the remaining top 10 fastest growing occupations did not require post-secondary entry-level education or work experience. These occupations primarily had short or moderate-term on the job training for employees, with only two occupations not requiring any on the job training.

Fastest Growing Occupations, 2014-24 Orange County

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Estimated 2014 Employment</th>
<th>Projected Change 2014-24</th>
<th>Median Hourly Wages</th>
<th>Median Annual Wages</th>
<th>Entry Level Education</th>
<th>Work Experience</th>
<th>On-the-Job Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Developers</td>
<td>2,680</td>
<td>48.9%</td>
<td>$34.70</td>
<td>$72,161</td>
<td>Associate Degree</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Floor Layers, Except Carpet, Wood, &amp; Hard Tile</td>
<td>420</td>
<td>45.2%</td>
<td>$16.39</td>
<td>$34,110</td>
<td>N/A</td>
<td>N/A</td>
<td>moderate-term</td>
</tr>
</tbody>
</table>
### Occupational Title

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Estimated 2014 Employment</th>
<th>Projected Change 2014-24</th>
<th>Median Hourly Wages</th>
<th>Median Annual Wages</th>
<th>Entry Level Education</th>
<th>Work Experience</th>
<th>On-the-Job Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations Research Analysts</td>
<td>1,470</td>
<td>42.2%</td>
<td>$40.68</td>
<td>$84,609</td>
<td>Bachelor’s Degree</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tapers</td>
<td>1,010</td>
<td>39.6%</td>
<td>$22.60</td>
<td>$47,008</td>
<td>N/A</td>
<td>N/A</td>
<td>moderate-term</td>
</tr>
<tr>
<td>Helpers–Electricians</td>
<td>620</td>
<td>38.7%</td>
<td>$16.16</td>
<td>$33,612</td>
<td>High School Diploma</td>
<td>N/A</td>
<td>short-term</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>3,980</td>
<td>38.7%</td>
<td>$11.03</td>
<td>$22,944</td>
<td>N/A</td>
<td>N/A</td>
<td>short-term</td>
</tr>
<tr>
<td>Painters, Construction and Maintenance</td>
<td>6,030</td>
<td>37.6%</td>
<td>$18.92</td>
<td>$39,334</td>
<td>N/A</td>
<td>N/A</td>
<td>moderate-term</td>
</tr>
<tr>
<td>Drywall and Ceiling Tile Installers</td>
<td>4,430</td>
<td>37.0%</td>
<td>$22.35</td>
<td>$46,480</td>
<td>N/A</td>
<td>N/A</td>
<td>moderate-term</td>
</tr>
<tr>
<td>Tile &amp; Marble Setters</td>
<td>1,330</td>
<td>36.1%</td>
<td>$22.07</td>
<td>$45,900</td>
<td>N/A</td>
<td>N/A</td>
<td>long-term</td>
</tr>
<tr>
<td>Interpreters &amp; Translators</td>
<td>560</td>
<td>35.7%</td>
<td>$21.96</td>
<td>$45,693</td>
<td>Bachelor’s Degree</td>
<td>N/A</td>
<td>short-term</td>
</tr>
</tbody>
</table>

**Source:** State of California Employment Development Department, Fastest Growing Occupations

### Off-Campus Programs

The only department at Cypress College that offers classes 50% or more at an off-campus site is the Hotel, Restaurant, and Culinary Arts department. This department is housed at the NOCCCD building at 1830 West Romneya Drive, Anaheim, CA 92801, as there was insufficient space on the main campus to house a culinary arts program with a full-service kitchen. The specific degree programs include the Baking and Pastry Arts, Culinary Arts, Food Service Management, and Hotel Management Associate of Science degrees. The specific certificate programs include the Baking and Pastry Arts, Baking Fundamentals, Basic Baker, Basic Cook, Culinary Arts, Culinary Fundamentals, Dining Room Operations, Food Service Management, Front Desk Operations, Hotel Operations, Restaurant/Lodging Entrepreneur, Room Operations, and Special Event Management certificates.

### Programmatic Accreditation Held

Specific programs within the College also hold specialized accreditations maintained through the Health Science and Career Technical Education (CTE) divisions. These accrediting agencies include the American Board of Funeral Service Education, Committee on Accreditation, for the Mortuary Science program; the Commission on Dental Accreditation for the Dental Hygiene and Assisting programs; the Joint Review Committee on Education in Radiologic Technology for the Radiologic Technology program; the Accrediting Commission for Education in Nursing and the California Board of Registered Nursing for the Nursing program; the Board of Vocational Nursing and Psychiatric Technicians for the Psychiatric Technology program; the Commission on Accreditation of Allied Health Education Programs for Medical Sonography; and the Commission on Accreditation for Health Informatics and Information Management Education for the Health Information Technology program.
In addition, two CTE programs, Auto Collision Repair and Auto Technology, are both accredited by National Automotive Technology Education Foundation.

**Creation of Institution-Set Standards**

Each year during the fall and spring semesters, key personnel from all constituency groups at Cypress come together during the Planning and Budget Committee (PBC) meetings, held twice a month. These representatives worked together to collaborate and create institution-set standards (ISS) for successful course completion, unduplicated award, degree, and certificate completion, and transfer volume. In setting the ISS, a variety of methodologies were used. First, three year averages for course completion, unduplicated awards, degrees, and certificates, as well as for transfer volume were examined. Next, the group considered the highest point for each metric within the three-year scope of the data. All methodologies were considered and discussed, and the committee set the standard to be used.

These standards have been further refined and revised for the 2016 – 2017 school year, and are presented in the table below. In 2016 – 2017, the primary change to setting the standards related to the use of duplicated awards. It should be noted, however, that this self-evaluation document primarily refers to the 2015-16 institution-set standards because it is not possible to assess the metrics for 2016 – 2017 until the academic year is complete.

<table>
<thead>
<tr>
<th>Standard Name</th>
<th>2015-16 ISS</th>
<th>2016 – 2017 ISS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Course Completion</td>
<td>71.2%</td>
<td>71.1%</td>
</tr>
<tr>
<td>Award Completion*</td>
<td>1,293</td>
<td>1,837</td>
</tr>
<tr>
<td>Certificate Completion*</td>
<td>546</td>
<td>759</td>
</tr>
<tr>
<td>Degree Completion*</td>
<td>845</td>
<td>1,078</td>
</tr>
<tr>
<td>Job Placement Rate</td>
<td>66.16%</td>
<td>68.00%</td>
</tr>
<tr>
<td>Licensure Pass Rates</td>
<td>Standard Set by Program</td>
<td>Standard Set by Program</td>
</tr>
<tr>
<td>Transfer Volume</td>
<td>863</td>
<td>903</td>
</tr>
</tbody>
</table>

*Note. The methodology for setting standards related to award completion changed from using unduplicated students to using award counts from 2015-16 to 2016 – 2017. ISS data presented in the remainder of this report refers to the 2015-16 set standards based on unduplicated students, as all metrics for 2016 – 2017 are not currently able to be assessed.

**Use of Institution-Set Standards**

ISS are used in three primary ways, Instructional Program Review, the Institutional Effectiveness Report (IER) and the ACCJC Annual Report. Standards for successful course completion are used within the Departmental Planning and Instructional Program Review process where departments and programs compare their success rates to the ISS for the two most recent fall and spring semesters. Additionally, Program Review also includes the ISS for degrees, certificates, and transfers. In this way, programs have the opportunity to compare how they are contributing to student success through these measures in relation to overall college results. ISS are also part of the College’s overall assessment of institutional effectiveness and are included in both the IER and the required ACCJC Annual Report.
Presentation of Student Achievement Data and Institution-Set Standards

Student success is the core of Cypress College’s mission and helps drive all related Strategic Plan goals and objectives. A specific direction of objectives in the 2014 – 2017 Strategic Plan was dedicated to student success including, but not limited to, closing the achievement gap, improving basic skills student success, and increasing award attainment. This direction further aligned with annual one-time-funding opportunities to help improve metrics related to student support and success.

Strategic Plan Goal A.1 refers to facilitating all students’ achievement of critical milestones by providing instructional and support services, consistent with the Student Success and Support Program and other requirements. Since Fall 2014, varying trends have been observed within the matriculation data. The percentage of students completing orientation has been slightly decreasing with each passing fall term. In contrast, the number of students completing assessment tests has increased and decreased proportionally to the college population over time. Additionally, both the number and percentage of students participating in counseling and advising appointments has increased. This may help explain why more students are choosing to complete abbreviated educational plans as opposed to comprehensive plans.

Matriculation data

<table>
<thead>
<tr>
<th>Matriculation</th>
<th>Fall 2014 n</th>
<th>Fall 2014 %</th>
<th>Fall 2015 n</th>
<th>Fall 2015 %</th>
<th>Fall 2016 n</th>
<th>Fall 2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Orientation</td>
<td>2,655</td>
<td>16.5%</td>
<td>2,599</td>
<td>15.7%</td>
<td>2,274</td>
<td>14.0%</td>
</tr>
<tr>
<td>Completed Abbreviated Student Education Plan</td>
<td>1,764</td>
<td>10.9%</td>
<td>2,037</td>
<td>12.3%</td>
<td>2,202</td>
<td>13.6%</td>
</tr>
<tr>
<td>Completed Comprehensive Student Education Plan</td>
<td>2,129</td>
<td>13.2%</td>
<td>1,524</td>
<td>9.2%</td>
<td>1,306</td>
<td>8.0%</td>
</tr>
<tr>
<td>Completed an Assessment Test</td>
<td>1,461</td>
<td>9.1%</td>
<td>1,650</td>
<td>10.0%</td>
<td>1,540</td>
<td>9.5%</td>
</tr>
<tr>
<td>Participated in a Counseling/Advising Appointment</td>
<td>7,977</td>
<td>49.5%</td>
<td>8,849</td>
<td>53.4%</td>
<td>9,189</td>
<td>56.6%</td>
</tr>
<tr>
<td>Completed in a follow-up Probation Appointment</td>
<td>128</td>
<td>0.8%</td>
<td>73</td>
<td>0.4%</td>
<td>123</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Total Students in Term</strong></td>
<td><strong>16,124</strong></td>
<td><strong>0.8%</strong></td>
<td><strong>16,556</strong></td>
<td><strong>0.4%</strong></td>
<td><strong>16,247</strong></td>
<td><strong>0.8%</strong></td>
</tr>
</tbody>
</table>

*Note. Matriculation data was not collected prior to fall 2014; data presented is unduplicated. Source. Cypress College Data Systems STR0001 Report – Student Success Services Detail by Term*

Critical milestones include several momentum points from the California Community Colleges Chancellor’s Office (CCCCO) Student Success Scorecard related to persistence and 30-unit completion. When examining persistence, rates have slightly increased overall for both prepared and unprepared students. However, persistence rates for prepared students increased over 10 percentage points for the time period examined, compared to a five point increase for unprepared students.

Similarly, overall 30-unit completion rates have also been steadily increasing for both prepared and unprepared students over the five cohorts examined. Prepared students’ 30-unit completion rates increased by 13 percentage points, while rates for unprepared students only increased by
approximately four percentage points. Thus, prepared students had slightly greater increases in both persistence and 30-unit completion rates

### Momentum Points

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition</th>
<th>Standard</th>
<th>2006-07 Cohort</th>
<th>2007-08 Cohort</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence - Overall</td>
<td>Percentage of degree, certificate and/or transfer-seeking students starting first time from 2006 - 2011 tracked for six years through 2015-16 who enrolled in the first three consecutive terms.</td>
<td>-</td>
<td>77.8%</td>
<td>78.5%</td>
<td>82.3%</td>
<td>81.3%</td>
<td>84.2%</td>
<td>81.1%</td>
</tr>
<tr>
<td>Persistence - Prepared</td>
<td>Percentage of degree, certificate and/or transfer-seeking students starting first time, that did not attempt a basic skills course, from 2006 - 2011 tracked for six years through 2015-16 who enrolled in the first three consecutive terms.</td>
<td>-</td>
<td>78.9%</td>
<td>78.9%</td>
<td>85.8%</td>
<td>85.7%</td>
<td>89.0%</td>
<td>84.1%</td>
</tr>
<tr>
<td>Persistence - Unprepared</td>
<td>Percentage of degree, certificate and/or transfer-seeking students starting first time, that attempted a basic skills course, from 2006 - 2011 tracked for six years through 2015-16 who enrolled in the first three consecutive terms.</td>
<td>-</td>
<td>77.4%</td>
<td>78.4%</td>
<td>81.2%</td>
<td>80.1%</td>
<td>82.9%</td>
<td>80.3%</td>
</tr>
<tr>
<td>30 units - Overall</td>
<td>Percentage of degree, certificate and/or transfer-seeking students starting first time from 2006 - 2011 tracked for six years through 2015-16 who achieved at least 30 units.</td>
<td>-</td>
<td>69.4%</td>
<td>70.4%</td>
<td>71.6%</td>
<td>73.8%</td>
<td>75.4%</td>
<td>72.4%</td>
</tr>
<tr>
<td>30 units - Prepared</td>
<td>Percentage of degree, certificate and/or transfer-seeking students that did not attempt a basic skills course, starting first time in 2006 - 2011 tracked for six years through 2015-16 who achieved at least 30 units.</td>
<td>-</td>
<td>71.8%</td>
<td>75.8%</td>
<td>77.9%</td>
<td>80.6%</td>
<td>84.9%</td>
<td>78.7%</td>
</tr>
<tr>
<td>30 units - Unprepared</td>
<td>Percentage of degree, certificate and/or transfer-seeking students that attempted a basic skills course, starting first time in 2006 - 2011 tracked for six years through 2015-16 who achieved at least 30 units.</td>
<td>-</td>
<td>68.6%</td>
<td>68.8%</td>
<td>69.6%</td>
<td>72.1%</td>
<td>72.8%</td>
<td>70.7%</td>
</tr>
</tbody>
</table>

Source. California Community Colleges Chancellor’s Office Student Success Scorecard
Strategic Plan Goal A.2 refers to providing increased access to mathematics and English courses for all incoming freshmen. Upon entering Cypress College as first-time students, the Assessment Center serves as a primary first point of contact with the college for most students. The College has been utilizing the College Test for English Placement (CTEP), the Mathematics Diagnostic Testing Project tests (MDTP) for mathematics placement, and the Combined English Language Skills Assessment (CELSA) for ESL placement.

Approximately 1,400 incoming students participate in an English placement test while 1,250 typically participate in a math placement test each year. Although the number of students taking the English placement test has remained fairly consistent, the number of students completing a math placement test first increased through Fall 2015 to then decrease in Fall 2016, in line with the trends of the college population. Placement data is expected to change at Cypress College with the adoption of the statewide Multiple Measures Model for Placement (MMAP) and the Common Assessment Initiative (CAI) in future academic years as additional students are expected to place into transfer level English and math courses as a result of these initiatives. Thus, course offerings have shifted to allow for increased access to the core English and math courses that students need for completion.

For traditional English placement utilizing the CTEP, most students continued to place two levels below transfer level English. No large variance was observed between semesters. Approximately 18% of incoming directly-matriculating students place into transfer level English. This percentage has remained consistent throughout the time period examined.

<table>
<thead>
<tr>
<th>Placement</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Transfer Level</td>
<td>257</td>
<td>18.6%</td>
<td>295</td>
<td>19.7%</td>
<td>244</td>
</tr>
<tr>
<td>1 Level Below</td>
<td>384</td>
<td>27.8%</td>
<td>415</td>
<td>27.7%</td>
<td>395</td>
</tr>
<tr>
<td>2 Levels Below</td>
<td>556</td>
<td>40.3%</td>
<td>576</td>
<td>38.4%</td>
<td>528</td>
</tr>
<tr>
<td>3 Levels Below</td>
<td>156</td>
<td>11.3%</td>
<td>177</td>
<td>11.8%</td>
<td>175</td>
</tr>
<tr>
<td>Refer to Counselor</td>
<td>28</td>
<td>2.0%</td>
<td>36</td>
<td>2.4%</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>1,381</td>
<td>100.0%</td>
<td>1,499</td>
<td>100.0%</td>
<td>1,382</td>
</tr>
</tbody>
</table>

Note. Students with no placement test on record are not included in the table. Source. Cypress College Data Systems, SOATEST Report

While students’ English placements have not shown much variation over five years, trends in math placement have shifted. New assessment criteria brought about the implementation of Student Success and Support Programs (SSSP) and initiatives related to changing assessment processes. In Spring 2014, in order to facilitate the placement of students who tested at other colleges, the Cypress College Assessment Center began using an alternative assessment form to accept their course placements.

For math placement, most students used to place two levels below transfer level math in Fall 2012; however, after Fall 2012, the percentage of students placing two-levels below decreased while the percentage of students placing three-levels below transfer level math increased at a proportional rate. More specifically, approximately 22% of students placed into the course three-
levels below transfer level math in Fall 2012; however, this percentage increased to 40.7%, representing over a third of math placements in Fall 2016. A more minor observed trend included an increase in the percentage of four-levels below transfer level math placements from Fall 2012 through Fall 2016 by nearly 10 percentage points.

As noted earlier, Spring 2014 brought about the alternative assessment form where the Cypress College Assessment Center began accepting “Assessment Alternative Forms” for students who tested at other colleges. This may help account for the decrease in students placing in the course two-levels below transfer level math, starting in Fall 2014, as students began to bring in assessment scores from other colleges. Assessment Center protocols also changed throughout this time. Thus, if students did not remember their last math course taken, had a large gap in their math coursework, or if they only enrolled in lower levels of math in high school, then they were often directed to the algebra readiness portion of the MDTP for placement into two, three, or four-levels below transfer-level math.

### Math Placement of Incoming Directly-Matriculating Students: Fall 2012 to Fall 2016

<table>
<thead>
<tr>
<th>Placement</th>
<th>Fall 2012</th>
<th></th>
<th>Fall 2013</th>
<th></th>
<th>Fall 2014</th>
<th></th>
<th>Fall 2015</th>
<th></th>
<th>Fall 2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Calculus</td>
<td>42</td>
<td>3.5%</td>
<td>54</td>
<td>4.1%</td>
<td>53</td>
<td>4.4%</td>
<td>42</td>
<td>3.2%</td>
<td>39</td>
<td>3.3%</td>
</tr>
<tr>
<td>Transfer Level</td>
<td>233</td>
<td>19.4%</td>
<td>281</td>
<td>21.3%</td>
<td>282</td>
<td>23.3%</td>
<td>256</td>
<td>19.4%</td>
<td>255</td>
<td>21.3%</td>
</tr>
<tr>
<td>1 Level Below</td>
<td>209</td>
<td>17.4%</td>
<td>239</td>
<td>18.1%</td>
<td>211</td>
<td>17.5%</td>
<td>236</td>
<td>17.9%</td>
<td>198</td>
<td>16.6%</td>
</tr>
<tr>
<td>2 Levels Below</td>
<td>443</td>
<td>36.9%</td>
<td>383</td>
<td>29.0%</td>
<td>114</td>
<td>9.4%</td>
<td>101</td>
<td>7.6%</td>
<td>90</td>
<td>7.5%</td>
</tr>
<tr>
<td>3 Levels Below</td>
<td>259</td>
<td>21.6%</td>
<td>331</td>
<td>25.1%</td>
<td>461</td>
<td>38.2%</td>
<td>565</td>
<td>42.8%</td>
<td>486</td>
<td>40.7%</td>
</tr>
<tr>
<td>4 Levels Below</td>
<td>15</td>
<td>1.2%</td>
<td>32</td>
<td>2.4%</td>
<td>87</td>
<td>7.2%</td>
<td>121</td>
<td>9.2%</td>
<td>127</td>
<td>10.6%</td>
</tr>
<tr>
<td>Total</td>
<td>1,201</td>
<td>100.0%</td>
<td>1,320</td>
<td>100.0%</td>
<td>1,208</td>
<td>100.0%</td>
<td>1,321</td>
<td>100.0%</td>
<td>1,195</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Note.* Students with no placement test on record are not included in the table.

*Source.* Cypress College Data Systems, SOATEST Report
Strategic Plan Goal A.3 refers to developing and implementing programs and services aimed at helping at-risk students succeed in basic skills and college-level courses. When examining course based success and retention rates for Fall 2016, the college did not meet its institutional-set standard (ISS) for successful course completion. However, when disaggregating this course completion data, students aged 19 or less and 25 or older; Asian, Pacific Islander, and white students; alongside students who did not receive need based financial aid all met or exceeded the 71.2% ISS for successful course completion.

### Fall 2016 Success Rate Data - Disaggregated

<table>
<thead>
<tr>
<th>Group</th>
<th># Enrolled</th>
<th># Successful</th>
<th>Success Rate</th>
<th>Reference Rate</th>
<th>% Pt. Success Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>23,717</td>
<td>16,871</td>
<td>71.1%</td>
<td>98.7%</td>
<td>-0.9</td>
</tr>
<tr>
<td>Male</td>
<td>18,908</td>
<td>13,252</td>
<td>70.1%</td>
<td>97.3%</td>
<td>-2.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>762</td>
<td>549</td>
<td>72.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or less</td>
<td>13,137</td>
<td>9,396</td>
<td>71.5%</td>
<td>97.1%</td>
<td>-2.1</td>
</tr>
<tr>
<td>20-24</td>
<td>18,713</td>
<td>12,855</td>
<td>68.7%</td>
<td>93.3%</td>
<td>-5.0</td>
</tr>
<tr>
<td>25-49</td>
<td>10,641</td>
<td>7,761</td>
<td>72.9%</td>
<td>99.0%</td>
<td>-0.7</td>
</tr>
<tr>
<td>50+</td>
<td>888</td>
<td>654</td>
<td>73.6%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am. Indian</td>
<td>270</td>
<td>168</td>
<td>62.2%</td>
<td>80.9%</td>
<td>-14.7</td>
</tr>
<tr>
<td>Asian or PI</td>
<td>11,753</td>
<td>9,042</td>
<td>76.9%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td>Black</td>
<td>2,345</td>
<td>1,383</td>
<td>59.0%</td>
<td>76.7%</td>
<td>-18.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>20,733</td>
<td>13,961</td>
<td>67.3%</td>
<td>87.5%</td>
<td>-9.6</td>
</tr>
<tr>
<td>White</td>
<td>7865</td>
<td>5798</td>
<td>73.7%</td>
<td>95.8%</td>
<td>-3.2</td>
</tr>
<tr>
<td>Unreported</td>
<td>421</td>
<td>317</td>
<td>75.3%</td>
<td>97.9%</td>
<td>-1.6</td>
</tr>
<tr>
<td><strong>Disability Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>41,609</td>
<td>29,410</td>
<td>70.7%</td>
<td>99.6%</td>
<td>-0.3</td>
</tr>
<tr>
<td>Yes</td>
<td>1,778</td>
<td>1,262</td>
<td>71.0%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td><strong>Veteran Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>42,515</td>
<td>30,071</td>
<td>70.7%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td>Yes</td>
<td>872</td>
<td>601</td>
<td>68.9%</td>
<td>97.4%</td>
<td>-1.8</td>
</tr>
<tr>
<td><strong>Foster Youth Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>43,356</td>
<td>30,652</td>
<td>70.7%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td>Yes</td>
<td>31</td>
<td>20</td>
<td>64.5%</td>
<td>91.3%</td>
<td>-6.2</td>
</tr>
<tr>
<td><strong>Financial Aid Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>14028</td>
<td>9,998</td>
<td>71.3%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td>Yes</td>
<td>29,359</td>
<td>20,674</td>
<td>70.4%</td>
<td>98.8%</td>
<td>-0.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>43,387</td>
<td>30,672</td>
<td>70.7%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: Reference groups in blue; disproportionate impact (<80% success rate of reference group) in red

Source: Cypress College Data Systems, Academic History for Fall 2016, all courses

Disproportionate impact was calculated by utilizing the 80% rule and examined by comparing the performance of various demographic sub-groups based on gender, age, ethnicity, disability status, veteran status, foster youth status, and financial aid status in relation to student success and retention. The population group which displayed the highest success or retention rate within each demographic sub-group was noted as a reference group, and the outcomes of the other related population groups were compared to the rate of the highest performing group. If that resulting rate was less than 80% of the performance of the reference group, then a population
African American or Black students. These students performed at 76.7% of the success rate of the highest performing group, Asian or Pacific Islander students, thus exceeding the threshold for disproportionate impact. However, no disproportionate impact was found when examining and comparing retention rates by subpopulations of students, as all sub-groups performed within 80% of the rates of the highest retained groups.

### Fall 2016 Retention Rate Data – Disaggregated

<table>
<thead>
<tr>
<th>Group</th>
<th># Enrolled</th>
<th># Retained</th>
<th>Retention Rate</th>
<th>Reference Rate</th>
<th>% Pt. Retention Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>23,717</td>
<td>20,159</td>
<td>85.0%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td>Male</td>
<td>18,908</td>
<td>16,025</td>
<td>84.8%</td>
<td>99.7%</td>
<td>-0.2</td>
</tr>
<tr>
<td>Unknown</td>
<td>762</td>
<td>645</td>
<td>84.6%</td>
<td>99.6%</td>
<td>-0.4</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or less</td>
<td>13,137</td>
<td>11,552</td>
<td>87.9%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td>20-24</td>
<td>18,713</td>
<td>15,632</td>
<td>83.5%</td>
<td>95.0%</td>
<td>-4.4</td>
</tr>
<tr>
<td>25-49</td>
<td>10,641</td>
<td>8,912</td>
<td>83.8%</td>
<td>95.2%</td>
<td>-4.2</td>
</tr>
<tr>
<td>50+</td>
<td>888</td>
<td>725</td>
<td>81.6%</td>
<td>92.8%</td>
<td>-6.3</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am. Indian</td>
<td>270</td>
<td>204</td>
<td>75.6%</td>
<td>86.0%</td>
<td>-12.3</td>
</tr>
<tr>
<td>Asian or PI</td>
<td>11,753</td>
<td>10,233</td>
<td>87.1%</td>
<td>99.1%</td>
<td>-0.8</td>
</tr>
<tr>
<td>Black</td>
<td>2,345</td>
<td>1,843</td>
<td>78.6%</td>
<td>89.4%</td>
<td>-9.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>20,733</td>
<td>17,436</td>
<td>84.1%</td>
<td>95.7%</td>
<td>-3.8</td>
</tr>
<tr>
<td>White</td>
<td>7,865</td>
<td>6,743</td>
<td>85.7%</td>
<td>97.6%</td>
<td>-2.2</td>
</tr>
<tr>
<td>Unreported</td>
<td>421</td>
<td>370</td>
<td>87.9%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td><strong>Disability Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>41,609</td>
<td>35,293</td>
<td>84.8%</td>
<td>98.2%</td>
<td>-1.6</td>
</tr>
<tr>
<td>Yes</td>
<td>1,778</td>
<td>1,536</td>
<td>86.4%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td><strong>Veteran Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>42,515</td>
<td>36,053</td>
<td>84.8%</td>
<td>95.3%</td>
<td>-4.2</td>
</tr>
<tr>
<td>Yes</td>
<td>872</td>
<td>776</td>
<td>89.0%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td><strong>Foster Youth Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>43,356</td>
<td>36,801</td>
<td>84.9%</td>
<td>94.0%</td>
<td>-5.4</td>
</tr>
<tr>
<td>Yes</td>
<td>31</td>
<td>28</td>
<td>90.3%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td><strong>Financial Aid Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>14,028</td>
<td>12,019</td>
<td>85.7%</td>
<td>100.0%</td>
<td>Reference</td>
</tr>
<tr>
<td>Yes</td>
<td>29,359</td>
<td>24,810</td>
<td>84.5%</td>
<td>98.6%</td>
<td>-1.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>43,387</td>
<td>36,829</td>
<td>84.9%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Note.** Reference groups highlighted in blue; no disproportionate impact was found.

**Source:** Cypress College Data Systems, Academic History for Fall 2016, all courses

### Data on Success and Retention by Teaching Methodology for Credit Courses

When comparing face-to-face (F2F) instruction with distance education (DE), some minor differences emerged in success and retention rates for the five years examined. The overall, distance education and face to face retention rates remained consistently near 85% through the five-year period. Retention rates for face to face courses were slightly higher, by approximately seven percentage points, than the retention rates for distance education courses as of Fall 2016.
When examining overall success rates, a similar trend emerged. Overall success rates fell from a high of 73.4% in Fall 2012 to a low of 70.9% in Fall 2016. Success rates for DE courses remained consistent and only decreased by 1.2 percentage points while success rates for face-to-face courses decreased by 2.6 percentage points. Additionally, the success rates in face to face courses have consistently met the ISS for successful course completion while the rates for DE courses did not meet the standard for the terms examined.

**Success and Retention Rate Data – Disaggregated by Delivery Method**

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition</th>
<th>Standard</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rate – Overall</td>
<td>The percentage of enrollments from students who did not withdraw from a credit course and received a valid grade.</td>
<td>-</td>
<td>86.1%</td>
<td>85.6%</td>
<td>85.2%</td>
<td>85.3%</td>
<td>85.1%</td>
<td>85.5%</td>
</tr>
<tr>
<td>Retention Rate – DE</td>
<td>The percentage of enrollments from students who did not withdraw from a distance education credit course and received a valid grade.</td>
<td>-</td>
<td>79.2%</td>
<td>79.1%</td>
<td>80.1%</td>
<td>78.2%</td>
<td>79.3%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Retention Rate - F2F</td>
<td>The percentage of enrollments from students who did not withdraw from face to face credit courses and received a valid grade.</td>
<td>-</td>
<td>87.1%</td>
<td>86.5%</td>
<td>85.9%</td>
<td>86.3%</td>
<td>86.0%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Success Rate – Overall</td>
<td>The percentage of grades of C or better in credit courses, over the number of enrollments when the general enrollment period ends.</td>
<td>71.2%</td>
<td>73.4%</td>
<td>72.6%</td>
<td>71.1%</td>
<td>71.2%</td>
<td>70.9%</td>
<td>71.9%</td>
</tr>
<tr>
<td>Success Rate - DE</td>
<td>The percentage of grades of C or better in credit courses with distance education instruction, over the number of enrollments when the general enrollment period ends</td>
<td>71.2%</td>
<td>65.0%</td>
<td>65.6%</td>
<td>65.2%</td>
<td>63.5%</td>
<td>63.8%</td>
<td>64.6%</td>
</tr>
<tr>
<td>Success Rate – F2F</td>
<td>The percentage of grades of C or better in credit courses with face to face instruction, over the number of enrollments when the general enrollment period ends</td>
<td>71.2%</td>
<td>74.6%</td>
<td>73.5%</td>
<td>71.9%</td>
<td>72.4%</td>
<td>72.0%</td>
<td>72.9%</td>
</tr>
</tbody>
</table>

*Source. California Community Colleges Chancellor’s Office Data Mart, Credit Course Retention/Success Rate Summary Report*
**Basic Skills Metrics**

The college has placed a heavy emphasis on improving progression through basic skills courses. Accelerated math and English courses, along with more direct pathways, have been developed to help students progress through their course sequences. Thus, basic skills progress rates for English, ESL, and math have all increased for the time period examined. Historically, basic skills English students have maintained the highest progress rates while basic skills math students have had the lowest progression rates. Studies have been conducted comparing the effectiveness of a directed pre-statistics pathway to transfer level math, an accelerated English course from one level below transfer level to transfer level in one semester, a combined algebra course to prepare students more intensely for transfer level math, and specialized advising and counseling for ESL students. These interventions may have contributed to the slight rise in basic skills progress rates and transfer level achievement in all areas.

**Basic Skills Progress Rates by Subject**

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Basic Skills Progress Rate</td>
<td>Percentage of credit students tracked for six years through 2015-16 who first enrolled in a course below transfer level in English during 2006-07 through 2010-11 and completed a college-level course in English.</td>
<td>66.4%</td>
</tr>
<tr>
<td>ESL Basic Skills Progress Rate</td>
<td>Percentage of credit students tracked for six years through 2015-16 who first enrolled in a course below transfer level in ESL during 2006-07 through 2010-11 and completed a college-level course in ESL.</td>
<td>58.5%</td>
</tr>
<tr>
<td>Math Basic Skills Progress Rate</td>
<td>Percentage of credit students tracked for six years through 2015-16 who first enrolled in a course below transfer level in math during 2006-07 through 2010-11 and completed a college-level course in math.</td>
<td>35.3%</td>
</tr>
</tbody>
</table>

Source. California Community Colleges Chancellor's Office Student Success Scorecard
Students had a tendency to progress faster within the basic skills English sequence compared to the basic skills math sequence. A higher percentage of first-time students went on to complete transfer-level English in one year and two years, in comparison to the completion of transfer-level math. This may be due to higher percentages of students placing into lower levels basic skills math compared to basic skills English. Additionally, the longer mathematics sequence in relation to the slightly shorter length of the English sequence may also help explain why students may take longer to achieve transfer level in mathematics. Otherwise, the percentage of students that achieved transfer-level English outcomes increased considerably for each cohort examined for both one-year and two-year completion rates. However, this effect of improvement by cohort year was not observed when examining the percentage of students that completed transfer-level math outcomes as these percentages remained consistent.

**Transfer-Level Achievement by Subject**

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition</th>
<th>Standard</th>
<th>2010-11 Cohort</th>
<th>2011-12 Cohort</th>
<th>2012-13 Cohort</th>
<th>2013-14 Cohort</th>
<th>2014-15 Cohort</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Level Achievement in English – one year</td>
<td>The percentage of first-time students in 2011-12 through 2014-15 who completed six units and attempted any math or English in their first-year, who went on to complete a transfer-level course in English in their first year.</td>
<td>-</td>
<td>26.6%</td>
<td>23.1%</td>
<td>27.2%</td>
<td>33.1%</td>
<td>38.0%</td>
<td>29.8%</td>
</tr>
<tr>
<td>Transfer Level Achievement in English – two year</td>
<td>The percentage of first-time students in 2011-12 through 2014-15 who completed six units and attempted any math or English in their first-year, who went on to complete a transfer-level course in English in their first or second year.</td>
<td>-</td>
<td>61.2%</td>
<td>60.4%</td>
<td>65.3%</td>
<td>66.3%</td>
<td>69.1%</td>
<td>64.5%</td>
</tr>
<tr>
<td>Transfer Level Achievement in Math – one year</td>
<td>The percentage of first-time students in 2011-12 through 2014-15 who completed six units and attempted any math or English in their first-year, who went on to complete a transfer-level course in math in their first year.</td>
<td>-</td>
<td>23.2%</td>
<td>23.4%</td>
<td>21.2%</td>
<td>18.7%</td>
<td>24.7%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Transfer level Achievement in Math – two year</td>
<td>The percentage of first-time students in 2011-12 through 2014-15 who completed six units and attempted any math or English in their first-year, who went on to complete a transfer-level course in math in their first or second year.</td>
<td>-</td>
<td>35.9%</td>
<td>37.9%</td>
<td>36.0%</td>
<td>36.0%</td>
<td>40.3%</td>
<td>37.3%</td>
</tr>
</tbody>
</table>

*Source. California Community Colleges Chancellor’s Office Student Success Scorecard*
**Strategic Plan Goal A.4** dedicates the campus community to student success. Success is examined holistically by considering completion, awards, transfers, licensure pass rates, and employment rates. While the college set goals (ISS) for the number of unduplicated awards, degrees, and certificates annually conferred, an overall completion goal was not established through the ISS process. Instead, the college, through the Institutional Effectiveness Partnership Initiative (IEPI) set an overall completion goal of 49.9%, a prepared completion goal of 71.8%, and an unprepared completion goal of 43.8%. The college successfully met all of these completion goals for the 2010-11 cohort.

Overall completion rates have remained consistent around 50%; however, Cypress College has a higher proportion of unprepared students compared to prepared students; thus, overall completion rates are more similar to completion rates for unprepared students. Unprepared student completion rates have remained fairly consistent, increasing by five percentage points through the five cohorts examined. In contrast, prepared student completion rates increased by 8.4 percentage points; thus both cohorts are increasing at fairly similar rates. The 2010-11 cohort had the highest unprepared completion rate compared to the other unprepared student cohorts, indicating that completion rates for all students have been slightly rising since the 2007-2008 cohort.

### Completion Rates

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition</th>
<th>Standard</th>
<th>2006-07 Cohort</th>
<th>2007-08 Cohort</th>
<th>2008-09 Cohort</th>
<th>2009-10 Cohort</th>
<th>2010-11 Cohort</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>Percentage of degree, certificate and/or transfer-seeking students starting first time in 2006-07 through 2010-11 tracked for six years through 2015-16 who completed a degree, certificate, or transfer-related outcomes.</td>
<td>49.9%</td>
<td>48.0%</td>
<td>47.4%</td>
<td>51.0%</td>
<td>50.7%</td>
<td>53.1%</td>
<td>50.3%</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion</td>
<td>Percentage of degree, certificate and/or transfer-seeking students starting first time that did not attempt a basic skills course in 2006-07 through 2010-11 tracked for six years through 2015-16 who completed a degree, certificate, or transfer-related outcomes.</td>
<td>71.8%</td>
<td>69.1%</td>
<td>71.2%</td>
<td>72.9%</td>
<td>71.1%</td>
<td>77.5%</td>
<td>72.6%</td>
</tr>
<tr>
<td>Prepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion</td>
<td>Percentage of degree, certificate and/or transfer-seeking students starting first time that attempted a basic skills course in 2006-07 through 2010-11 tracked for six years through 2015-16 who completed a degree, certificate, or transfer-related outcomes.</td>
<td>43.8%</td>
<td>41.4%</td>
<td>40.4%</td>
<td>44.4%</td>
<td>45.4%</td>
<td>46.4%</td>
<td>44.0%</td>
</tr>
<tr>
<td>Unprepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion</td>
<td>Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in 2006-07 through 2010-11 tracked for six years through 2015-16 who completed a degree, certificate, apprenticeship or transfer-related outcomes.</td>
<td>-</td>
<td>59.4%</td>
<td>56.6%</td>
<td>58.7%</td>
<td>56.8%</td>
<td>60.4%</td>
<td>58.3%</td>
</tr>
<tr>
<td>CTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: California Community Colleges Chancellor’s Office Student Success Scorecard*
When examining completion data, long term metrics include awards (degrees and certificates) and transfers (to CSU, UC, ISP, and OOS). The number of degrees and certificates awarded to students increased throughout the five-year period, indicating that students are earning additional awards. However, this increase in awards was primarily due to an increase of degree awards, as opposed to certificate awards. The number of certificates awarded to students decreased by 18.1% for the time period examined; however, this decrease was isolated to the 2015-16 school year where deadlines for submitting degrees and certificate applications were prior the start of the semester in spring 2016. Thus, students had difficulty applying for certificates while the spring semester was in session which resulted in fewer certificates awarded in 2015-16. In contrast, the number of degrees awarded to students increased by 59.5%. This is primarily due to the approval and adoption of the various transfer degree programs that the college began to offer.

The number of students transferring to four-year colleges and universities increased by 5.7% from the 2011-12 academic year to the 2015-16 academic year, displaying some variation between each academic year. Most students continue to transfer to the California State University (CSU) system. Thus, the college has been exceeding its institution-set standard for transfer volume. Transfers to the CSU system increased by 14.7% for the time period examined. In contrast, transfers to the UC system decreased for the time period examined; however, this decrease was specific to the 2015-16 school year. The number of transfers to in-state-private universities also recently decreased while transfers to out-of-state universities slightly increased. Similar numbers of students elect to transfer to the UC system, in-state-private, and out-of-state institutions when compared to the number of transfers to the CSU system on an annual basis. Thus, transfer patterns have been changing in recent years. Less students are seeking to transfer to private institutions while more of these students are looking to transfer to the CSU system.

### Long Term Metrics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Number of degrees and certificates awarded to students within an academic year.</td>
<td>-</td>
<td>1,580</td>
<td>1,588</td>
<td>1,902</td>
<td>1,770</td>
<td>1,878</td>
<td>1,744</td>
</tr>
<tr>
<td>Certificates&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Number of certificates awarded to students within an academic year.</td>
<td>-</td>
<td>827</td>
<td>754</td>
<td>928</td>
<td>819</td>
<td>677</td>
<td>801</td>
</tr>
<tr>
<td>Degrees&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Number of degrees awarded to students within an academic year.</td>
<td>-</td>
<td>753</td>
<td>834</td>
<td>974</td>
<td>951</td>
<td>1,201</td>
<td>943</td>
</tr>
<tr>
<td>Transfers - Overall</td>
<td>Number of students from Cypress College transferring to universities within an academic year.</td>
<td>863</td>
<td>1,099</td>
<td>1,037</td>
<td>1,257</td>
<td>1,238</td>
<td>1,162</td>
<td>1,159</td>
</tr>
</tbody>
</table>
Licensure pass rates have nearly all remained consistently above the institution-set standards for the five years examined. These rates are expected to remain consistent in future years. In 2013-14, the pass rate on the psychiatric technology state exam decreased by over 10 percentage points; however, pass rates rebounded during 2014-15. In recent years, pass rates for the law and ethics dental assisting exam have decreased to below the institution-set standard; however, this was the only program that did not meet the institution-set standard for licensure exam pass rates throughout all five years examined. Programs with the highest pass rates consistently included dental hygiene, diagnostic medical sonography, mortuary science, and radiologic technology.

### Licensure exam pass rates

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</tr>
</thead>
<tbody>
<tr>
<td>Dental Assisting (Written)</td>
<td>64.0%</td>
<td>100.0%</td>
<td>92.0%</td>
<td>89.0%</td>
<td>71.0%</td>
<td>89.0%</td>
</tr>
<tr>
<td>Dental Assisting (Law &amp; Ethics)</td>
<td>72.0%</td>
<td>100.0%</td>
<td>92.0%</td>
<td>89.0%</td>
<td>73.0%</td>
<td>67.0%</td>
</tr>
<tr>
<td>Dental Hygiene (Western Regional)</td>
<td>90.0%</td>
<td>-</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Dental Hygiene (National)</td>
<td>90.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Job placement rates have historically varied by program. Eight programs, including automotive technology, culinary arts, dental assisting and dental hygiene, diagnostic medical sonography, mortuary science, and restaurant and food Services and management consistently met the institution-set standards for job placement rates for the five years examined. Other programs had job placement rates increase, including applied photography, psychiatric technology, and dental assisting. In contrast, some programs had decreases in their job placement rates including computer programming and health information technology.

### Job Placement Rates

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</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>68.0%</td>
<td>74.2%</td>
<td>55.8%</td>
<td>69.4%</td>
<td>63.6%</td>
<td>85.2%</td>
</tr>
<tr>
<td>Alcohol and Controlled Substances</td>
<td>68.0%</td>
<td>71.4%</td>
<td>61.0%</td>
<td>46.5%</td>
<td>77.3%</td>
<td>67.7%</td>
</tr>
<tr>
<td>Applied Photography</td>
<td>68.0%</td>
<td>48.1%</td>
<td>58.3%</td>
<td>78.3%</td>
<td>67.9%</td>
<td>69.6%</td>
</tr>
<tr>
<td>Automotive Collision Repair</td>
<td>68.0%</td>
<td>73.3%</td>
<td>58.8%</td>
<td>70.0%</td>
<td>78.8%</td>
<td>85.7%</td>
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<tr>
<td>Automotive Technology</td>
<td>68.0%</td>
<td>71.5%</td>
<td>69.1%</td>
<td>72.0%</td>
<td>80.8%</td>
<td>87.4%</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
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</tr>
<tr>
<td>Business Administration</td>
<td>68.0%</td>
<td>n/a</td>
<td>100.0%</td>
<td>55.8%</td>
<td>60.0%</td>
<td>80.5%</td>
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<tr>
<td>Commercial Music</td>
<td>68.0%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>75.0%</td>
<td>84.6%</td>
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<tr>
<td>Computer Networking</td>
<td>68.0%</td>
<td>75.8%</td>
<td>45.5%</td>
<td>75.9%</td>
<td>77.1%</td>
<td>83.3%</td>
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<tr>
<td>Computer Programming</td>
<td>68.0%</td>
<td>75.0%</td>
<td>61.1%</td>
<td>54.5%</td>
<td>52.6%</td>
<td>60.0%</td>
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<td>Court Reporting</td>
<td>68.0%</td>
<td>n/a</td>
<td>81.8%</td>
<td>75.0%</td>
<td>57.9%</td>
<td>58.8%</td>
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<tr>
<td>Culinary Arts</td>
<td>68.0%</td>
<td>75.4%</td>
<td>64.8%</td>
<td>76.4%</td>
<td>77.4%</td>
<td>75.9%</td>
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<tr>
<td>Dental Assistant</td>
<td>68.0%</td>
<td>68.2%</td>
<td>73.5%</td>
<td>90.5%</td>
<td>76.2%</td>
<td>96.6%</td>
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<tr>
<td>Dental Hygienist</td>
<td>68.0%</td>
<td>90.3%</td>
<td>81.3%</td>
<td>70.8%</td>
<td>88.9%</td>
<td>96.3%</td>
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<tr>
<td>Diagnostic Medical Sonography</td>
<td>68.0%</td>
<td>95.8%</td>
<td>100.0%</td>
<td>81.3%</td>
<td>94.1%</td>
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<tr>
<td>Environmental Control Technology</td>
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<td>87.1%</td>
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<tr>
<td>Flight Attendant</td>
<td>68.0%</td>
<td>72.2%</td>
<td>69.8%</td>
<td>59.0%</td>
<td>71.8%</td>
<td>71.9%</td>
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<tr>
<td>Health Information Technology</td>
<td>68.0%</td>
<td>86.1%</td>
<td>69.7%</td>
<td>43.9%</td>
<td>70.0%</td>
<td>76.7%</td>
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<tr>
<td>Health Occupations, General</td>
<td>68.0%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>63.6%</td>
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<tr>
<td>Human Services</td>
<td>68.0%</td>
<td>66.7%</td>
<td>48.9%</td>
<td>66.7%</td>
<td>57.1%</td>
<td>68.9%</td>
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<tr>
<td>MicroBiology</td>
<td>68.0%</td>
<td>60.6%</td>
<td>73.6%</td>
<td>60.3%</td>
<td>72.3%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Mortuary Science</td>
<td>68.0%</td>
<td>80.0%</td>
<td>90.9%</td>
<td>75.0%</td>
<td>92.1%</td>
<td>80.0%</td>
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<tr>
<td>Piloting</td>
<td>68.0%</td>
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<td>50.0%</td>
<td>54.6%</td>
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<td>66.7%</td>
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<tr>
<td>Psychiatric Technician</td>
<td>68.0%</td>
<td>79.0%</td>
<td>63.8%</td>
<td>74.5%</td>
<td>83.7%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>68.0%</td>
<td>75.0%</td>
<td>65.4%</td>
<td>52.9%</td>
<td>59.6%</td>
<td>83.0%</td>
</tr>
<tr>
<td>Registered Nursing</td>
<td>68.0%</td>
<td>86.8%</td>
<td>67.9%</td>
<td>64.1%</td>
<td>80.8%</td>
<td>87.1%</td>
</tr>
<tr>
<td>Restaurant and Food Services and Management</td>
<td>68.0%</td>
<td>85.0%</td>
<td>73.7%</td>
<td>75.0%</td>
<td>69.6%</td>
<td>89.5%</td>
</tr>
<tr>
<td>Technical Theater</td>
<td>68.0%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>91.7%</td>
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</table>

Source. California Community Colleges Chancellor’s Office, Career Technical Education Perkins IV Report
## 5-year Tracking of Institution-Set Standards

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</thead>
<tbody>
<tr>
<td>Course Completion Rate&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Applies to all students: number of grades C or better if graded, over the number of enrollments</td>
<td>71.2%</td>
<td>N/A</td>
<td>72.7% Fall 2011</td>
<td>71.8% Fall 2012</td>
<td>71.1% Fall 2013</td>
<td>70.2% Fall 2014</td>
<td>70.5% Fall 2015</td>
<td>71.3%</td>
</tr>
<tr>
<td>Completion of Degrees and Certificates&lt;sup&gt;2&lt;/sup&gt;</td>
<td>The number of students who earned a degree or certificate (unduplicated) annually</td>
<td>1,293</td>
<td>N/A</td>
<td>1,189</td>
<td>1,211</td>
<td>1,353</td>
<td>1,290</td>
<td>1,439</td>
<td>1,296</td>
</tr>
<tr>
<td>Completion of Degrees&lt;sup&gt;2&lt;/sup&gt;</td>
<td>The number of students who earned a degree (unduplicated) annually</td>
<td>845</td>
<td>N/A</td>
<td>714</td>
<td>765</td>
<td>873</td>
<td>859</td>
<td>1,046</td>
<td>851</td>
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<tr>
<td>Completion of Certificates&lt;sup&gt;2&lt;/sup&gt;</td>
<td>The number of students who earned a certificate (unduplicated) annually</td>
<td>546</td>
<td>N/A</td>
<td>561</td>
<td>535</td>
<td>595</td>
<td>520</td>
<td>491</td>
<td>540</td>
</tr>
<tr>
<td>Transfer Volume&lt;sup&gt;3&lt;/sup&gt;</td>
<td>The number of students who transferred to UC and CSU systems annually.</td>
<td>863</td>
<td>N/A</td>
<td>828</td>
<td>722</td>
<td>926</td>
<td>889</td>
<td>894</td>
<td>852</td>
</tr>
</tbody>
</table>

### Sources
1. Cypress College Data Systems, Student Academic History Report
2. Cypress College Data Systems, Degrees and Certificates Report
3. California State University Analytic Studies & University of California Infocenter

## 5-year Tracking of Programmatic Student Achievement

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Job Placement Rate&lt;sup&gt;1&lt;/sup&gt;</td>
<td>For every CTE program: The number of students who are employed in the year following completion of a certificate program or degree, over all certificate program or degree completers</td>
<td>68.0%</td>
<td>N/A</td>
<td>74.8%</td>
<td>69.1%</td>
<td>67.1%</td>
<td>73.6%</td>
<td>80.1%</td>
<td>72.9%</td>
</tr>
<tr>
<td>Licensure Exam Passage Rate&lt;sup&gt;2&lt;/sup&gt;</td>
<td>For every CTE program in which students must pass a licensure examination in order to work in their field of study: The number of students who passed the licensure examination over all who took the examination</td>
<td>Varies by Program&lt;sup&gt;3&lt;/sup&gt;</td>
<td>N/A</td>
<td>95.2%</td>
<td>95.4%</td>
<td>94.6%</td>
<td>91.4%</td>
<td>92.6%</td>
<td>93.8%</td>
</tr>
</tbody>
</table>

### Sources
1. California Community Colleges Chancellor’s Office, Career Technical Education Perkins IV Reports
2. ACCJC Annual Reports 2012 – 2016
3. see Student Achievement Data section for more information.
Organization of the Self-Evaluation Process

From the very beginning, Cypress College approached the Accreditation Self-Evaluation process as an opportunity. Accreditation provided the College with the opportunity to confirm what we did well and discover what we could do to improve. With the understanding that careful and honest introspection is an inherent element of growth and development, the College used the Accreditation process as the vehicle to evaluate Cypress College as a whole. This Self-Evaluation was organized around three fundamental themes, Involvement, Discovery, and Communication.

Involvement
As accreditation of an educational institution is critical to its ongoing success, the College was committed to facilitating the involvement and commitment of all areas of the campus. It was important that all constituency groups were not only aware of the process but an integral part of it. Faculty participation began in the spring of 2015 with the selection of the Faculty Chair to work with the College Accreditation Liaison Officer (ALO) Philip Dykstra. College leadership put out a call for interested parties, interviewed candidates, and selected Dr. Liana Koeppel, from the Communication Studies Department, as Chair in the late spring. In order to fully integrate faculty leadership into the process, the College decided the four Standard Chairs should be faculty members. During the summer of 2015, the Faculty Chair and ALO recruited faculty members who agreed to volunteer. These Standard Chairs along with the Chair, ALO, President, Vice-Presidents, a Confidential Employee, Academic Senate Representatives, a Classified Employee (CSEA) representative, and a Student representative comprised the Accreditation Steering Committee. Next, a balance of Sub-Committee Chairs from administration and faculty were selected to lead the coordination of the 14 individual sub-standards.

The Chair and ALO made their first Accreditation presentation at the Opening Day meeting in the fall of 2015 when they described the upcoming opportunity and announced the Call for Accreditation Volunteers. The Opening Day announcement, coupled with email announcements, resulted in over 100 members of the campus community from all areas and constituency groups answering the call to participate. In order to maximize a variety of perspectives, the volunteers were then distributed into sub-committees across the various sub-standards. While participants were able to indicate an area of interest, the goal of the sub-committee placement was to have balanced representation of each of the groups (Faculty, Classified, Management and Adjunct) on each of the sub-committees. In this way, ownership of the analysis and ultimately the self-evaluation as a whole would be shared by all.

Discovery
Once the team members had been placed, the process of discovery began. It was important to both the College Leadership and the entire Accreditation Team that the Self-Evaluation be an honest assessment of the policies, processes, and practices of the College. The endeavor was not simply to be a celebration of accomplishments but also a critical look at where the College might be falling short and have room for improvement. The process of discovery began with the
identification of the critical resources who would be able to provide the Team members with the information and evidence necessary to adequately answer the Standards. Utilizing the questions provided in the *2015 ACCJC Guide to Evaluating and Improving Institutions*, the Chair and ALO identified who the appropriate Campus or District resource would be, notified the resource of the standard to be addressed, and connected the Team member with the appropriate resource(s). It was at this time that members from Cypress College, Fullerton College, North Orange Continuing Education (NOCE), and NOCCCD met to discuss the division of responsibilities of key functions that related to the Accreditation Standards. After multiple meetings the NOCCCD Functional Map was created and agreed upon by relevant parties. Over the next several months, Team members researched their standards, collected the appropriate evidence and wrote their initial drafts. In the early spring of 2016, Sub-committee Chairs collected and edited these submissions before sending the completed sub-standard drafts to the Standard Chairs for their evaluation and feedback. As part of the feedback process, Sub-Committee Chairs or Standard Chairs would return submissions to Team members for revisions/additions as needed. In the late spring of 2016, Standard Chairs submitted their drafts to the Chair and ALO who began the gap analysis in the summer of 2016.

Of course, in answering the Standards, several issues were discovered along the way. When issues were identified, the Chair and ALO were informed and then brought the identified issues to the regular Steering Committee Meetings that began in Fall 2015. Generally, issues were categorized into either quick fixes or potential QFEs. Quick fixes were those that could be addressed and completed before the Accreditation visit scheduled for Fall 2017. Other issues that were most directly linked to ongoing student success, as well as considered more complex and needing long-term solutions, were identified as potential Quality Focus Essay (QFE) projects. After careful consideration, the Steering Committee identified three areas that needed attention in order to better facilitate student learning and success, Student Learning Outcomes (SLOs), Distance Education, and the Extended Day Funding Model utilized by the District.

---

Danila Mendez graduated high school with a dream of attending UCI. Little did she know at the time that becoming a single mother of two children would serve as the impetus. With kids just 4 and 2 years old, Danila saw only two options for her future: "get ahead, or get ahead."

She enrolled at Cypress College and discovered faculty who believed in her more than she did in herself.

"When I first enrolled I just wanted to get an accounting certificate to hopefully better my pay as a basic accounts receivable clerk. Professors like Samreen Manjra, Parvinder Sidhu, and Kathleen Pinckard — who I admire, and aspire to emulate — are people who genuinely care about their students and the quality of education they provide. They have all unknowingly inspired me to be a better version of myself."
Communication
The final component of the Self-Evaluation process was communicating the progress and findings of the ongoing analysis. The Chair and ALO communicated these results through multiple venues. First, as previously mentioned, results were brought to the regular Steering Committee meetings for analysis and discussion. The Chair and ALO also made regular presentations to College leaders and the entire campus community each semester, at the Leadership Team and Opening Day meetings, respectively. In addition, the Accreditation Chair was made an Academic Senate Liaison who regularly reports at Academic Senate meetings. The ALO, as a sitting member of President’s Advisory Cabinet (PAC) and the Planning and Budget Committee (PBC), would also bring issues to those regular meetings for discussion and resolution.

In addition to the regular updates at various campus meetings, the results of the Self-Evaluation were communicated to the campus through an on-line feedback web page and campus Open Forums. Beginning in the Fall of 2016, as the first drafts of the Standards were completed, the Chair and ALO made the drafts available to the campus community for comments and feedback. When each Standard was completed, it was posted to the campus feedback web page. The web page included both the individual drafts as well as a feedback survey tool that readers could use to make comments and ask questions regarding the report. In addition, several Open Forums were held in late Fall 2016 and early Spring 2017 to facilitate discussion of the report and its findings. Feedback received was evaluated by the Steering Committee and adjustments to the first draft were made as deemed appropriate.

The first draft of the Self-Evaluation was presented to the NOCCCD Board of Trustees on February 14, 2017. The first draft was designed to focus on the four Standards and the analysis that had been conducted thus far. The Steering Committee discussed the feedback from the Board and made adjustments as deemed appropriate. The second draft was then posted to the campus feedback web page as well as the College Accreditation web page for campus and public feedback. The final campus Open Forum was held in March to provide an opportunity for any additional feedback. The second draft, including the revised Standard analysis as well as the other required elements of the Self-Evaluation, was presented to the Board on April 11, 2017. After consideration of additional Board feedback, the final draft was submitted to the NOCCCD Board of Trustees for approval on May 23, 2017. In the early summer the final stage of the process, the creation of the evidence links and files, was completed before mailing the completed Self-Evaluation to ACCJC and the visiting team members in July.
## Cypress College Accreditation Self-Evaluation/Visit Timeline

<table>
<thead>
<tr>
<th>Semester</th>
<th>Accreditation Self-Evaluation</th>
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</table>
| Spring 15 | • ALO and President attend ACCJC Conference  
• Call for Self-Evaluation Chair  
• Applications due  
• Self-Evaluation Chair appointed by President’s Advisory Cabinet |
| Summer 15 | • Steering Committee selected by Self-Evaluation Chair & ALO |
| Fall 15   | • Self-Evaluation Chair & ALO kick-off Accreditation at Opening Day and call for participants.  
• College-wide call for participants on committees  
• Faculty presented to Academic Senate  
• Committees finalized  
• Committees establish schedules  
• Joint meetings (3) with Cypress College and Fullerton College Accreditation teams, and district representatives to establish process and Functional Map  
• Self-Evaluation Chair & ALO present timeline, process, and goals at Leadership Team Meeting  
• Resources gather evidence |
| Spring 16 | • Self-Evaluation Chair & ALO present process to be followed to the Board of Trustees  
• Self-Evaluation Chair & ALO presents process at Opening Day  
• Self-Evaluation Chair & ALO present timeline and initial findings, and conduct Mission Statement review at Leadership Team Meeting  
• Committees gather info & write initial first draft reports  
  o Reports due to Subcommittee Chairs (FEB/MAR)  
  o Reports due to Standard Chairs (MAR/APR)  
  o Reports due to Self-Evaluation Chair & ALO (MAY/JUNE) |
| Summer 16 | • Self-Evaluation Chair & ALO conduct Self-Evaluation gap analysis |
| Fall 16   | • Self-Evaluation Chair & ALO present update at Opening Day  
• Committee Chairs prepare first drafts  
• Self-Evaluation Chair & ALO present timeline, feedback process, QFE and Visit expectations at Leadership Team Meeting  
• Self-Evaluation Chair & ALO finalize first draft & post to the website for feedback  
• Campus (First Draft) Feedback Open Forums held (NOV 29) |
| Spring 17 | • Campus (First Draft) Feedback Open Forums held (JAN 5, FEB 1)  
• Self-Evaluation Chair & ALO present update at Opening Day  
• First draft distributed to Board of Trustees (FEB 14)  
• Review revisions & prepare second draft  
• Campus provides feedback on second draft  
• Campus (Second Draft) Feedback Open Forum held (MAR 21) |
<table>
<thead>
<tr>
<th>Semester</th>
<th>Accreditation Self-Evaluation</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Self-Evaluation Chair &amp; ALO finalize Second draft &amp; presents to the Board (APR 11)</td>
</tr>
<tr>
<td></td>
<td>• Final document presented to the Board (MAY 23)</td>
</tr>
<tr>
<td></td>
<td>• Final document posted to College website.</td>
</tr>
<tr>
<td></td>
<td>• Final document sent to the printer</td>
</tr>
<tr>
<td>Summer 17</td>
<td>• Self-Evaluation Chair &amp; ALO create website with evidence links</td>
</tr>
<tr>
<td></td>
<td>• Self-Evaluation sent to ACCJC (JUL 15)</td>
</tr>
<tr>
<td>Fall 17</td>
<td>• Prepare for site visit</td>
</tr>
<tr>
<td></td>
<td>• Site visit by ACCJC (OCT 9-12)</td>
</tr>
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</table>
Organization for the Self-Evaluation – 2017
Accreditation Self-Evaluation Committees
Liana Koeppel (Faculty) – Accreditation Self-Evaluation Faculty Chair
Philip Dykstra (Director, Institutional Research and Planning) – Accreditation Liaison Officer

Steering Committee
Accreditation Self-Evaluation Faculty Chair……………………………………………….Liana Koeppel
Accreditation Liaison Officer ………………………………………………………… Philip Dykstra
Standard I Chair ………………………………………………………………………….Adel Rajab – Faculty
Standard II Chair …………………………………………………………………………Susan Klein – Faculty
Standard III Chair …………………………………………………………………………..Parwinder Sidhu – Faculty
Standard IV Chair ………………………………………………………………………….Lynn Mitts – Faculty
Cypress College President ………………………………………………………………… Robert Simpson
Academic Senate President ……………………………………………………………….. Bryan Seiling
Academic Senate Past President ………………………………………………………….. Jolena Grande
Executive Vice President ……………………………………………………………….. Santanu Bandyopadhyay
Vice President ………………………………………………………………………………… Karen Cant
Student Representative ………………………………………………………………… Tanya Washington
Classified Representative ……………………………………………………………….. Rod Lusch
Confidential Representative ……………………………………………………………….Ty Volcy

Standard I Mission, Academic Quality and Institutional Effectiveness, and Integrity
Adel Rajab Chair Faculty Science, Engineering & Math

A. Mission

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Department</th>
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<tbody>
<tr>
<td>John Sciacca</td>
<td>Chair</td>
<td>Manager</td>
</tr>
<tr>
<td>Nichole Ary</td>
<td>Adjunct</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Ashley Griffith</td>
<td>Manager</td>
<td>Spec Proj Dir. Student Equity</td>
</tr>
<tr>
<td>Karen Joy</td>
<td>Classified</td>
<td>Student Support Services</td>
</tr>
<tr>
<td>Keith Vescial</td>
<td>Faculty</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

B. Assuring Academic Quality and Institutional Effectiveness

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Fee</td>
<td>Chair</td>
<td>Manager</td>
</tr>
<tr>
<td>Temperence Dowdle</td>
<td>Classified</td>
<td>Assessment</td>
</tr>
<tr>
<td>Carolee Freer</td>
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<tr>
<td>Armando Garcia</td>
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</tr>
<tr>
<td>Eileen Haddad</td>
<td>Classified</td>
<td>Research and Planning</td>
</tr>
<tr>
<td>Kristina Oganesian</td>
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<td>Research and Planning</td>
</tr>
<tr>
<td>Stephanie Spooner</td>
<td>Faculty</td>
<td>Science, Engineering &amp; Math</td>
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</tbody>
</table>
### C. Institutional Integrity

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treisa Cassens</td>
<td>Chair</td>
<td>Library</td>
</tr>
<tr>
<td>Tonya Cobb</td>
<td>Adjunct</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Craig Goralski</td>
<td>Faculty</td>
<td>Social Science</td>
</tr>
<tr>
<td>Donna Landis</td>
<td>Classified</td>
<td>Catalogue and Schedule</td>
</tr>
<tr>
<td>Wes McCurtis</td>
<td>Classified</td>
<td>Sports Information</td>
</tr>
<tr>
<td>Matthew Vincent</td>
<td>Adjunct</td>
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</tr>
<tr>
<td>Martin Young</td>
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</tr>
<tr>
<td>Marc Posner</td>
<td>Manager</td>
<td>Director, Campus Commun.</td>
</tr>
<tr>
<td>Eileen Haddad</td>
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<td>Research and Planning</td>
</tr>
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</table>

### Standard II Student Learning Programs and Support Services

**Susan Klein**

#### A. Instructional Programs

<table>
<thead>
<tr>
<th>Name</th>
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<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Wada</td>
<td>Chair</td>
<td>Faculty, Language Arts</td>
</tr>
<tr>
<td>Santanu Bandyopadhyay</td>
<td>Manager</td>
<td>EVP</td>
</tr>
<tr>
<td>Ashley Berry</td>
<td>Classified</td>
<td>EOPS/CARE</td>
</tr>
<tr>
<td>Monica Jackson</td>
<td>Manager</td>
<td>Distance Ed</td>
</tr>
<tr>
<td>Sarah Jones</td>
<td>Faculty</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Leilani Matanguihan</td>
<td>Classified</td>
<td>EOPS/CARE</td>
</tr>
<tr>
<td>Fumio Ogoshi</td>
<td>Faculty</td>
<td>Science, Eng. &amp; Math</td>
</tr>
<tr>
<td>Stuart Rosenberg</td>
<td>Faculty</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Chelsea Troung</td>
<td>Classified</td>
<td>Student Support Services</td>
</tr>
<tr>
<td>Esmeralda Vazquez de Diriye</td>
<td>Adjunct</td>
<td>Language Arts</td>
</tr>
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</table>

#### B. Library and Learning Support Services

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joyce Peacock</td>
<td>Chair</td>
<td>Faculty, Library</td>
</tr>
<tr>
<td>Michael Brydges</td>
<td>Faculty</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Will Hare</td>
<td>Adjunct</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Elaine Lipiz Gonzales</td>
<td>Manager</td>
<td>EOPS/CARE, Manager</td>
</tr>
<tr>
<td>Kristina Oganesian</td>
<td>Classified</td>
<td>Research and Planning</td>
</tr>
</tbody>
</table>
C. Student Support Services

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
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<tbody>
<tr>
<td>Paul DeDios</td>
<td>Chair</td>
<td>Counseling</td>
</tr>
<tr>
<td>David Booze</td>
<td>Manager</td>
<td>A&amp;R - Registrar</td>
</tr>
<tr>
<td>DeAnn Burch</td>
<td>Classified</td>
<td>Career Center</td>
</tr>
<tr>
<td>Sarah Coburn</td>
<td>Faculty</td>
<td>Counseling - Career Center</td>
</tr>
<tr>
<td>Juan Garcia</td>
<td>Adjunct</td>
<td>Counseling - Veteran's Resource Center</td>
</tr>
<tr>
<td>Anna Marie Novisoff</td>
<td>Classified</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Richard Rams</td>
<td>Manager</td>
<td>Student Support Services</td>
</tr>
<tr>
<td>Tom To</td>
<td>Manager</td>
<td>Counseling</td>
</tr>
</tbody>
</table>

Standard III Resources

Parwinder Sidhu Chair Faculty Social Science

A. Human Resources

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joyce Carrigan</td>
<td>Co-Chair</td>
<td>Manager</td>
</tr>
<tr>
<td>Phil Dykstra</td>
<td>Co-Chair</td>
<td>Manager</td>
</tr>
<tr>
<td>Arleen Acosta</td>
<td>Adjunct</td>
<td>Faculty</td>
</tr>
<tr>
<td>Sujata Chiplunker</td>
<td>Faculty</td>
<td>Science, Engineering and Math</td>
</tr>
<tr>
<td>Michelle Esquivel</td>
<td>Adjunct</td>
<td>PE</td>
</tr>
<tr>
<td>Cynthia Hernandez-Saul</td>
<td>Adjunct</td>
<td>Science, Engineering and Math</td>
</tr>
<tr>
<td>Michelle Isturis</td>
<td>Manager</td>
<td>A&amp;R</td>
</tr>
<tr>
<td>Barbara Kashi</td>
<td>Faculty</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Marisa Lehmeier</td>
<td>Faculty</td>
<td>Counseling – DSS</td>
</tr>
<tr>
<td>Kevin Nguyen</td>
<td>Classified</td>
<td>EOPS/CARE</td>
</tr>
<tr>
<td>Barbara Woolner</td>
<td>Classified</td>
<td>Personnel Services Specialist</td>
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B. Physical Resources

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Bob Riffle</td>
<td>Chair</td>
<td>Manager</td>
</tr>
<tr>
<td>Ruth Gutierrez</td>
<td>Faculty</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Marcia Jeffredo</td>
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<td>Facilities</td>
</tr>
<tr>
<td>Albert Miranda</td>
<td>Manager</td>
<td>Physical Plant Manager</td>
</tr>
<tr>
<td>Joseph Vasquez</td>
<td>Classified</td>
<td>Facilities</td>
</tr>
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</table>

Introduction
### C. Technology Resources

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Mike Kavanaugh</td>
<td>Chair</td>
<td>Academic Computing</td>
</tr>
<tr>
<td>Tracy Bassett</td>
<td>Classified</td>
<td>Campus Communications</td>
</tr>
<tr>
<td>Cherie Dickey</td>
<td>Faculty</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Samreen Manjra</td>
<td>Adjunct</td>
<td>Business</td>
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### D. Financial Resources

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
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<tbody>
<tr>
<td>Karen Cant</td>
<td>Chair</td>
<td>Vice President</td>
</tr>
<tr>
<td>Dao Do</td>
<td>Manager</td>
<td>Bursar</td>
</tr>
<tr>
<td>Becky Floyd</td>
<td>Faculty</td>
<td>Social Science</td>
</tr>
<tr>
<td>Vivian Gaytan</td>
<td>Classified</td>
<td>Business Office</td>
</tr>
<tr>
<td>Michael Jackson</td>
<td>Adjunct</td>
<td>PE</td>
</tr>
<tr>
<td>Michelle Palmisano</td>
<td>Faculty</td>
<td>Science, Engineering and Math</td>
</tr>
<tr>
<td>Jennifer Schroeder</td>
<td>Adjunct</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Kathryn Sonne</td>
<td>Faculty</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Hao-Nhien Vu</td>
<td>Adjunct</td>
<td>Science, Engineering and Math</td>
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### Standard IV Leadership and Governance

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Lynn Mitts</td>
<td>Chair</td>
<td>Health Science - Rad. Tech</td>
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</table>

### A. Decision-making Roles and Processes

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Mark Majarian</td>
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<tr>
<td>Steven Auger</td>
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<td>Disability Support Services</td>
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<tr>
<td>Pat Ganer</td>
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<td>Language Arts</td>
</tr>
<tr>
<td>Ana Nakano-Sanchez</td>
<td>Adjunct</td>
<td>Counseling</td>
</tr>
<tr>
<td>Celeste Phelps</td>
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### B. Chief Executive Officer

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Deidre Porter</td>
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</tr>
<tr>
<td>Charmaine Kaimikaua</td>
<td>Adjunct</td>
<td>Career Tech. Ed./Language Arts</td>
</tr>
<tr>
<td>Kathleen Reiland</td>
<td>Faculty</td>
<td>Career Technical Education</td>
</tr>
<tr>
<td>Robert Simpson</td>
<td>Manager</td>
<td>President</td>
</tr>
<tr>
<td>Ty Volcy</td>
<td>Confidential</td>
<td>Executive Assistant - President</td>
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</table>
# C. Governing Board

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
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<tbody>
<tr>
<td>Eldon Young</td>
<td>Chair</td>
<td>Manager</td>
</tr>
<tr>
<td>Larry Beidler</td>
<td>Faculty</td>
<td>PE</td>
</tr>
<tr>
<td>Darlene Fishman</td>
<td>Manager</td>
<td>Health Science - Dir. of Nursing</td>
</tr>
<tr>
<td>Michael Flores</td>
<td>Faculty</td>
<td>Social Science</td>
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<tr>
<td>Clifford Lester</td>
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<td>Fine Arts</td>
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<tr>
<td>Nishad Marathe</td>
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<tr>
<td>Marc Titel</td>
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<td>Business</td>
</tr>
<tr>
<td>Lynette Young</td>
<td>Classified</td>
<td>Fine Arts</td>
</tr>
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</table>

# D. Multi-College Districts or Systems

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Clark</td>
<td>Chair</td>
<td>Faculty - Career Technical Education</td>
</tr>
<tr>
<td>Wayne Chang</td>
<td>Adjunct</td>
<td>Science, Engineering and Math</td>
</tr>
<tr>
<td>Yongmi Han</td>
<td>Manager</td>
<td>International Students</td>
</tr>
<tr>
<td>Stephanie Rosati</td>
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<td>Career Technical Education</td>
</tr>
<tr>
<td>Grace Suphamark</td>
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<td>Fine Arts</td>
</tr>
<tr>
<td>Jane Walker</td>
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</tr>
<tr>
<td>Christopher West</td>
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<td>Financial Aid</td>
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## Quality Focus Essay

### QFE #1 — Student Learning Outcomes

<table>
<thead>
<tr>
<th>Name</th>
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<th>Department</th>
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<tbody>
<tr>
<td>Kathleen Reiland</td>
<td>Chair</td>
<td>Faculty - Career Technical Education</td>
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### QFE #2 — Distance Education

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Treisa Cassens</td>
<td>Chair</td>
<td>Manager - Library</td>
</tr>
<tr>
<td>Kathleen McAlister</td>
<td>Chair</td>
<td>Faculty - Language Arts</td>
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### QFE #3 — Extended Day Funding

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Karen Cant</td>
<td>Chair</td>
<td>Manager - Vice President</td>
</tr>
<tr>
<td>Santanu Bandyopadhyay</td>
<td>Chair</td>
<td>Manager - Executive Vice President</td>
</tr>
</tbody>
</table>
Organizational Information

North Orange County Community College District and Cypress College President’s Staff
2016-2017

Barbara Dunsheath
Board Member
Trustee Area 1

Ed Lopez
Board Member
Trustee Area 2

Stephen Blount
Board Member
Trustee Area 3

MoBy McClanahan
Board Member
Trustee Area 4

Jacqueline Rodarte
Board Member
Trustee Area 5

Jeffrey Brown
Board Member
Trustee Area 6

Ryan Bent
Board Member
Trustee Area 7

Cheryl A. Marshall
Chancellor

Robert Simpson
President

Ty Volcy
Executive Assistant III
(Confidential)

Karen Cant
Vice President,
Administrative Services

Santanu Bandyopadhyay
Executive Vice President,
Educational Programs & Student Services

Raúl Alvarez
Executive Director,
Foundation & Community Relations

Philip Dykstra
Director,
Institutional Research & Planning/ ALO

Marc Posner
Director,
Campus Communications
Cypress College Administrative Services
2016-2017

Karen Cant
Vice President, Administrative Services

AeYoung Kim
Executive Assistant

Michael Kavanaugh
Manager, Systems Technology Services

Shirley Smith
Director, Campus Safety

Dao Do
Manager, Campus Accounting (Bursar)

Susan Rittel
Manager, Campus Capital Projects

Vacant
Assistant Project Manager, Campus Capital Projects

Vivian Gaytan
Interim Manager, Accounting

Albert Miranda
Director, Physical Plant & Facilities

Swap Meet

Follett Bookstore

YBH Food Services

Business & Auxiliary Services

Robert Riffe
Manager, Maintenance & Operations

Mario Gaspar
Manager, Custodial Services

Barbara Woolner
Personnel Services

Betty Germano
Facilities, Use & Rentals

Yadira Cazales
Faculty & Staff Service Center Coordination

Cheryl Redfearn
Extended Day Office

Miguel Miranda
Mailroom
North Orange County Community College and Cypress College
Functional Map

KEY:

P = Primary Responsibility – Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement

S = Secondary Responsibility – Support of a given function, including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility

SH = Shared Responsibility – The District and the college are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – district and college mission statements

<table>
<thead>
<tr>
<th>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</th>
<th>College</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Mission</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IA1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>IA2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>IA3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>IA4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)</td>
<td>P</td>
<td>S</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. Assuring Academic Quality and Institutional Effectiveness</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Quality</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IB1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>IB2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</td>
<td>College</td>
<td>District</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>IB3.</strong> The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td><strong>IB4.</strong> The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.</td>
<td>P</td>
<td></td>
</tr>
</tbody>
</table>

**Institutional Effectiveness**

| **IB5.** The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. | P | |
| **IB6.** The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. | P | |
| **IB7.** The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. | P | S |
| **IB8.** The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. | P | |
| **IB9.** The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19) | P | S |

**C. Institutional Integrity**

| **IC1.** The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20) | P | |
| **IC2.** The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20) | P | |
| **IC3.** The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19) | P | |

Introduction
<table>
<thead>
<tr>
<th>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</th>
<th>College</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IC4.</strong> The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td><strong>IC5.</strong> The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td><strong>IC6.</strong> The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td><strong>IC7.</strong> In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)</td>
<td>P</td>
<td>S</td>
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<tr>
<td><strong>IC8.</strong> The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.</td>
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<tr>
<td><strong>IC9.</strong> Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</td>
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<tr>
<td><strong>IC10.</strong> Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>IC11.</strong> Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>IC12.</strong> The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)</td>
<td>P</td>
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<tr>
<td><strong>IC13.</strong> The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td><strong>IC14.</strong> The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</td>
<td>NA</td>
<td>NA</td>
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</tbody>
</table>
### Standard II: Student Learning Programs and Support Services

#### A. Instructional Programs

| II A1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11) | P |
| II A2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. | P |
| II A3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline. | P |
| II A4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. | P |
| II A5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12) | P |
| II A6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9) | P |
| II A7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. | P |
| II A8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability. | P |
| II A9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10) | P S |
## Standard II: Student Learning Programs and Support Services

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<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>College</th>
<th>District</th>
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<tbody>
<tr>
<td>IIA10</td>
<td>The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)</td>
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<tr>
<td>IIA11</td>
<td>The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.</td>
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<tr>
<td>IIA12</td>
<td>The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)</td>
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<tr>
<td>IIA13</td>
<td>All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.</td>
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<tr>
<td>IIA14</td>
<td>Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.</td>
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<tr>
<td>IIA15</td>
<td>When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</td>
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<tr>
<td>IIA16</td>
<td>The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.</td>
<td>P</td>
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</table>
**Standard II: Student Learning Programs and Support Services**

### B. Library and Learning Support Services

**IIB1.** The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

**IIB2.** Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

**IIB3.** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**IIB4.** When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

### C. Student Support Services

**IIC1.** The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

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

**IIC3.** The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)
### Standard II: Student Learning Programs and Support Services

<table>
<thead>
<tr>
<th>IIC4</th>
<th>Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</th>
<th>College</th>
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<tr>
<th>IIC5</th>
<th>The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.</th>
<th>College</th>
<th>District</th>
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<thead>
<tr>
<th>IIC6</th>
<th>The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)</th>
<th>College</th>
<th>District</th>
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<tr>
<th>IIC7</th>
<th>The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</th>
<th>College</th>
<th>District</th>
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<tr>
<th>IIC8</th>
<th>The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</th>
<th>College</th>
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### Standard III: Resources

#### A. Human Resources

<table>
<thead>
<tr>
<th>IIA1</th>
<th>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.</th>
<th>College</th>
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<tr>
<th>IIA2</th>
<th>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)</th>
<th>College</th>
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</table>
## Standard III: Resources

<table>
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<tr>
<th>Standard IIIA3.</th>
<th>Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.</th>
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<th>District</th>
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<thead>
<tr>
<th>Standard IIIA4.</th>
<th>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.</th>
<th>College</th>
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<tr>
<th>Standard IIIA5.</th>
<th>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.</th>
<th>College</th>
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<tr>
<th>Standard IIIA6.</th>
<th>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.</th>
<th>College</th>
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<thead>
<tr>
<th>Standard IIIA7.</th>
<th>The institution maintains a 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. (ER 14)</th>
<th>College</th>
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<tr>
<th>Standard IIIA8.</th>
<th>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.</th>
<th>College</th>
<th>District</th>
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<tr>
<th>Standard IIIA9.</th>
<th>The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)</th>
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<tr>
<th>Standard IIIA10.</th>
<th>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)</th>
<th>College</th>
<th>District</th>
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<tr>
<th>Standard IIIA11.</th>
<th>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.</th>
<th>College</th>
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<tr>
<th>Standard IIIA12.</th>
<th>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.</th>
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<tr>
<th>Standard IIIA13.</th>
<th>The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.</th>
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</table>
### Standard III: Resources

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<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>College</th>
<th>District</th>
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<tbody>
<tr>
<td>IIIA14.</td>
<td>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.</td>
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<tr>
<td>IIIA15.</td>
<td>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.</td>
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</table>

### B. Physical Resources

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>College</th>
<th>District</th>
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<tbody>
<tr>
<td>IIIB1.</td>
<td>The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>IIIB2.</td>
<td>The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>IIIB3.</td>
<td>To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.</td>
<td>P</td>
<td>S</td>
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<tr>
<td>IIIB4.</td>
<td>Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</td>
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</table>

### C. Technology Resources

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<th>Standard</th>
<th>Description</th>
<th>College</th>
<th>District</th>
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<tbody>
<tr>
<td>IIIC1.</td>
<td>Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.</td>
<td>P</td>
<td>S</td>
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<tr>
<td>IIIC2.</td>
<td>The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.</td>
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<tr>
<td>IIIC3.</td>
<td>The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.</td>
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<tr>
<td>IIIC4.</td>
<td>The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.</td>
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<tr>
<td>IIIC5.</td>
<td>The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.</td>
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</table>
### D. Financial Resources

#### Planning

| IID1 | Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18) | SH | SH |
| IID2 | The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. | P | S |
| IID3 | The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. | P | S |

#### Fiscal Responsibility and Stability

| IID4 | Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. | P | S |
| IID5 | To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems. | SH | SH |
| IID6 | Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. | SH | SH |
| IID7 | Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. | SH | SH |
| IID8 | The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. | SH | SH |
| IID9 | The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. | S | P |
| IID10 | The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. | SH | SH |
### Standard III: Resources

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>College</th>
<th>District</th>
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<tr>
<td><strong>IIID11.</strong> The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.</td>
<td>S</td>
<td>P</td>
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<tr>
<td><strong>IIID12.</strong> The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.</td>
<td>S</td>
<td>P</td>
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<tr>
<td><strong>IIID13.</strong> On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.</td>
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<tr>
<td><strong>IIID14.</strong> All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.</td>
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<tr>
<td><strong>IIID15.</strong> The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.</td>
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### Contractual Agreements

| **IIID16.** Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. | SH      | SH       |

### Standard IV: Leadership and Governance

### A. Decision-Making Roles and Processes

<p>| IVA1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation. | P       | S        |</p>
<table>
<thead>
<tr>
<th><strong>Standard IV: Leadership and Governance</strong></th>
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<td><strong>IVA2.</strong> The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.</td>
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<td><strong>IVA3.</strong> Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.</td>
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<td><strong>IVA4.</strong> Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.</td>
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<tr>
<td><strong>IVA5.</strong> Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.</td>
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<td><strong>IVA6.</strong> The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.</td>
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<td><strong>IVA7.</strong> Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
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**B. Chief Executive Officer**

| **IVB1.** The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. | P | S |
| **IVB2.** The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate. | P | S |
| **IVB3.** Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. | P | S |
### Standard IV: Leadership and Governance

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<tr>
<td>IVB4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.</td>
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<tr>
<td>IVB5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.</td>
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<tr>
<td>IVB6. The CEO works and communicates effectively with the communities served by the institution.</td>
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#### C. Governing Board

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<tr>
<td>IVC1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)</td>
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<tr>
<td>IVC2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.</td>
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<tr>
<td>IVC3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.</td>
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<tr>
<td>IVC4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)</td>
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<tr>
<td>IVC5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.</td>
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<tr>
<td>IVC6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.</td>
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<tr>
<td>IVC7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.</td>
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<tr>
<td>IVC8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.</td>
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<tr>
<td>IVC9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</td>
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Standard IV: Leadership and Governance

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<td>IVC10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.</td>
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<td>IVC11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 11)</td>
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<td>IVC12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.</td>
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<td>IVC13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.</td>
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D. Multi-College Districts or Systems

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<tr>
<td>IVD1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.</td>
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<td>IVD2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.</td>
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<td>IVD3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.</td>
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<td><strong>IVD4.</strong> The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.</td>
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<td><strong>IVD5.</strong> District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</td>
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<td><strong>IVD6.</strong> Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.</td>
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<td><strong>IVD7.</strong> The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
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Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority
Cypress College is a two-year community college operating under the authority of the State of California Education Code, Division 7, which establishes the California community college system under the leadership and direction of the Board of Governors (ER.1-Ed Code). The Orange County Community College District (NOCCCD) Board of Trustees recognizes Cypress College as one of the two credit colleges operating in the District (ER.2-Our Campuses screenshot). The Accrediting Commission of Community and Junior Colleges and the Western Association of Schools and Colleges have accredited the College since it received initial accreditation in 1968. Cypress College had its last visit in 2011 and is currently accredited through 2017 (ER.3-ACCJC Directory, p. 10).

In October 2015, Cypress College was selected and approved by the Board of Governors of the California Community Colleges to offer a bachelor’s degree in Funeral Service/Mortuary Science (ER4-Chancellor’s Letter).

2. Operational Status
Cypress College is operational, with students actively pursuing its degree and certificate programs. The College was established in 1968 and has operated continuously since then. Student enrollment has averaged just over 16,000 students for the past five years, with 16,214 students enrolled in Fall 2016. In 2015-16, the College awarded 1,201 degrees and 677 certificates (ER.5-IER, pp. 25, 37).

3. Degrees
The College offers 73 associate degree programs including 20 Associate Degrees for Transfer (ADTs), 56 transfer majors and 176 certificates (ER.6-Catalog-Programs of Study, p. 48-68). The majority of the College’s courses are degree applicable; others provide opportunities in basic skills education. 68% percent of students officially state their goal is to transfer to a four-year college or university and 14% plan to obtain a degree or certificate only. (ER.5-IER, p. 29). Beginning in 2017–2018, the College will offer a Bachelor of Science in Funeral Service as part of the California Community Colleges Chancellor’s Office (CCCCO) Baccalaureate Degree Pilot Program (ER.4-Chancellor Letter).

4. Chief Executive Officer
Dr. Robert Simpson was appointed the 11th President of Cypress College by the governing board of NOCCCD at its June 26, 2012 (ER.7-BOT Minutes, June 2012, p. 39) meeting and began serving on July 2, 2012. NOCCCD Administrative Procedure 2430 authorizes the President to operate the College,
The Chancellor delegates full responsibility and authority to the College Presidents and the Provost to implement and administer delegated policies and holds them accountable for the operation of their respective institution (ER.8-AP 2430).

Dr. Simpson is a full-time administrator and as per NOCCCD Board Policy does not serve on the governing board of the District (ER.9-BP 2010). NOCCCD is aware of its responsibility to immediately notify the Accrediting Commission when there is a change in the chief executive officer appointment and has done so at each leadership change.

Dr. Simpson announced his retirement in the spring of 2017 and completed his term on June 30, 2017. Dr. JoAnna Shilling was selected to be the 12th President of Cypress College and began her service on July 1, 2017 (ER 10-BOT Minutes, April 2017).

5. Financial Accountability
The NOCCCD is audited on an annual basis by an external certified public accountant. Cypress College is included as part of the district audit. The Board of Trustees reviews these audit reports annually, and the results of the audits are made public (ER.11a-Audit 2015-16; ER.11b-Audits web page screenshot). Information regarding Cypress’s compliance with Title IV federal regulations can be found in the College’s response to the Policy on Institutional Compliance with Title IV.

Eligibility Requirements #6 – 21 are to be addressed in the relevant sections of the Accreditation standards

Evidence Sources
ER.1 – California Ed Code 70900-70902
ER.2 – NOCCCD “Our Campuses” web page screenshot
ER.3 – ACCJC Directory of Accredited Institutions
ER.4 – California Community Colleges Chancellor’s Office Baccalaureate Degree Letter
ER.6 – Cypress College Catalog 2016 – 2017
ER.7 – NOCCCD Board of Trustees Meeting Minutes, June 26, 2012
ER.8 – NOCCCD Administrative Procedure 2430 - Delegation of Authority to Chancellor
ER.9 – NOCCCD Board Policy 2010 - Board Membership
ER.10 – NOCCCD Board of Trustees Meeting Minutes, April 11, 2017
ER.10b – NOCCCD Audit Reports web page screenshot
Certification of Continued Institutional Compliance with Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation Citation: 602.23(b)

_The institution has made appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit._

First drafts of the 2017 Cypress College Self-Evaluation Report were posted to a College website for campus review beginning in November 2016. The campus community was directed to the website via an all-users campus email and asked to provide feedback (CP1-Feedback email). The First Draft of the primary analysis of the four standards was presented to the NOCCCD Board of Trustees on February 14, 2017 for initial feedback and comments (CP2-BOT Minutes).

The second draft of the Self-Evaluation Report was posted on the Cypress College Accreditation web page beginning on April 4, 2017 for campus and public review and presented to the Board on April 11, 2017 (CP3-BOT Minutes, April 2017). The College posted an announcement on the campus website indicating that the Accreditation self-evaluation process included an opportunity for third-parties to submit comments (CP4-Accred. web page). Additionally, an email was sent to the campus soliciting feedback on the Second Draft (CP5-Feedback email 2). The Steering Committee reviewed the comments and incorporated changes as appropriate.

On May 23, 2017 the Board of Trustees approved the final version of the Self-Evaluation, which was also posted to the Accreditation webpage. Emails were sent to the campus community. The College President also notified the campus community and the public of the opportunity to submit third-party comments (CP6- BOT Minutes, May 2017).

_The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment._

The College has long been committed to the Accreditation process as evidenced by compliance with previous ACCJC recommendations and requirements. The College will address any follow up required by the external evaluation visiting team regarding third party comments.

_The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment._

Cypress College provided the public multiple opportunities to provide comments on the drafts of the Self-Evaluation Report via the feedback web page established. In addition, two initial drafts were presented to the Board of Trustees and agendized in advance to allow for public commentary (CP2 –BOT Minutes, February 2017; CP3-BOT Minutes, April 2017). The Final Draft was presented to the Board on May 23, 2017 for approval and College President Robert Simpson solicited third party comments to be addressed to ACCJC on the Final Report (CP6-BOT Minutes, May 2017).
Standards and Performance with Respect to Student Achievement

Regulation Citation: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.

Cypress College has established Institution Set Standards (ISS) for student achievement and annually assesses how well it is achieving those standards in an effort to continuously improve. The ISS for the College are grounded in the mission and were created utilizing data from the ACCJC Annual Report (CP7), and from the 2016 – 2017 Institutional Effectiveness Partnership Initiative Framework Indicators (IEPI) (CP8). Based on this data, the College set ISS benchmarks for course completion, degrees, certificates, and transfers.

In 2016, the Course completion goal was set at the highest level for the past three years in order to build on the successes achieved in the most recent year. The Degree, Certificate, and Transfer completion targets were set based on the weighted average of the last three years. Due to the increased uncertainty in the variables related to completion of degrees, certificates and transfers (e.g. economy, employment fluctuations, etc.) the College felt that the weighted average of the last three years was a more accurate representation of success. The College believes that the goals set are reasonable, attainable, and promote continuous improvement.

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

As indicated above, student achievement in all academic programs are used to determine whether the established ISS targets have been met. In addition to the ISS, the College sets forth other targets for programs in the Career Technical Education (CTE) and Health Science (HS) Divisions. These programs utilize job placement and licensure exam pass rates to set standards of student achievement. Individual CTE programs set job placement rates based on the Federal Perkins Core Indicator Reports. Licensure Examination pass rates are locally developed by each individual program. Both job placement rates and licensure examination pass rates along with the targets set for both are reported in the ACCJC Annual Report (CP7).

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
Cypress College ISS are used in three primary ways, Instructional Program Review, the *Institutional Effectiveness Report (IER)* and the *ACCJC Annual Report*. Standards for successful course completion are used within the Departmental Planning and Instructional Program Review process where departments and programs compare their success rates to the ISS for the two most recent fall and spring semesters. Additionally, Program Review also includes the ISS for degrees, certificates, and transfers. In this way, programs have the opportunity to compare how they are contributing to student success through these measures in relation to overall college results. ISS are also part of the College’s overall assessment of institutional effectiveness and are included in both the *IER* and the required *ACCJC Annual Report*.

Given the fact that Cypress College has outperformed the statewide CCCCO Student Success Scorecard averages for the past several years, the College believes that the targets set for the ISS are reasonable and appropriate performance levels within higher education.

In an effort to promote continued success, Cypress College publishes both the ISS as well as the annual results in a variety of ways. The standards and results can be found on the Cypress College website or published in the *Strategic Plan Annual Reports* (CP9a-SP Year 1; CP9b-SP Year 2; CP9c-SP Year 3) and the *IER* (CP10). The standards and results are also discussed at the annual Opening Day Meeting (CP11-Fall 2016 Opening Day Slides, p. 125-130) as well as included in the Program Review data (CP12-AC-R PR) so that faculty and staff are able to incorporate the information into their departmental planning.

*The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.*

Cypress College is committed to the continuous improvement of student success rates and to achieving the standards the institution has set. To that end, the College has established several vehicles to be utilized by departments across campus for improvement. The *Strategic Plan (SP)* Fund was established in 2013 to provide resources to promote student success. In 2016, in an effort to focus attention on meeting the ISS, the fund was expanded to facilitate that specific goal and renamed the SP/ISS Fund (CP13-PBC Minutes, September2016). In addition to this fund, other resource allocation opportunities are available to faculty and staff to promote student success. Language Arts and Mathematics faculty propose funding requests through the Basic Skills Coordinating Committee (CP14-BSCC Minutes) to target improvement for underprepared students. Faculty and staff across disciplines can submit One-time Funding requests to address specific one-time needs in their areas (CP15-One-time template). These funds provide additional resources so that the College can meet targets and achieve the desired outcomes more effectively.
Credits, Program Length, and Tuition

Regulation Citation: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

In accordance with NOCCCD Board Policy and Administrative Procedures, the College follows applicable federal regulations to ensure that curricula comply with the definitions of “credit hour” or “clock hour” where applicable. (CP16a-BP4020; CP21b-AP 4020). Credit hours are calculated by using the units-to-hours worksheet provided by the Chancellor’s Office (CP17-Carnegie Units). Full-time equivalent student (FTES) is calculated following the guidelines provided in the Student Attendance Accounting Manual (CP18-SAAM).

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

In addition to the formulas utilized described above, there are additional internal checks and balances to ensure accuracy of hours-to-units conversion for all courses regardless of delivery mode. The Curriculum Committee in collaboration with the Instruction Office ensures the relationship between hours and units are accurately computed (CP19-Bandyopadhyay email). The Cypress College Curriculum Training Guide outlines the required instructional hours for lecture and lab (including clinical) units consistent with the Program and Course Approval Handbook (CP20-Curriculum Training Guide) for both on-line and face-to-face classes. In addition, the DE handbook includes a table which provides a range for unit values (CP21-DE Handbook). The campus scheduling process then ensures the classes are held for the appropriate number of hours (CP22-Schedule).

Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).

Cypress College publishes current and in depth information about the total cost of attendance on the College website. A list and explanation of Enrollment Fees are covered in the Cypress College Catalog (CP23, p. 8-9). The Schedule of Classes provides a Fee Calculation Worksheet (CP22, p. 12) as well as information regarding any additional material fees specific to a particular course (CP22-Schedule).

The enrollment fee of $46/223 per unit for residents and non-residents is consistent with California State Legislature actions (CP23-Catalog, p. 8). Additional fees, including health, material and other fees are in accordance with the Ed Code.

The Cypress College Mortuary Science program was selected as one of the participants in the Baccalaureate Degree Pilot Program which requires additional fees. Beginning in Fall 2017, the College will comply with the baccalaureate degree programs fees set by the State Legislature.
Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.

As dictated by NOCCCD Board Policy 4020, credit hours are consistent with federal regulations applicable to federal financial aid eligibility. The District assesses and designates each of its programs as either a “credit hour” program or a “clock hour” program. Further, the Vice Chancellor, Educational Services & Technology, establishes procedures, which prescribe the definition of “credit hour” consistent with applicable federal regulations, as they apply to community college districts. Additionally, the Vice Chancellor establishes procedures to assure that curricula in the District complies with the definition of “credit hour” or “clock hour,” where applicable (CP16a-BP4020).

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Cypress College ensures appropriate breadth and depth by requiring that associate degree programs have a minimum of 60 units of credit (consistent with Title 5 Section 55063); at least 18 units in general education; at least 18 units in a major listed in the community college’s taxonomy of programs; at least 12 units of study in residence with exception for undue hardship; a 2.0 or higher grade point average in courses completed; and demonstrated competence in reading, written expression, and mathematics (CP24a-BP4100; CP24b-AP 4100). In addition, the newly established baccalaureate degree in Funeral Service requires successful completion of 120-131 units of approved coursework (CP25-BS Funeral Service).

The units of credit are consistent with generally accepted norms in higher education as dictated by the Program and Course Approval Handbook (CP26-PCAH) and are part of the Curriculum Review Process (CP20-Curriculum Training Guide). Credits are awarded according to the Carnegie classifications and are consistent with Federal Norms (CP26-PCAH p. 80-83).
Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)

Transfer policies are appropriately disclosed to students and to the public.

Articulation information is widely available in several different forms. The articulation statement is published in the College Catalog, which can be found on the website (CP23-Catalog, p. 32). Articulation agreements with public universities are published and available on assist.org (CP27-Assist.org). Articulation agreements (current and historical) with independent institutions are available on a shared drive for all part time and full time counselors to access (CP 28-Pass Along Manual) and are available in the Transfer Center. Cypress has an internal Articulation Request Log, which allows the Articulation staff to keep track of current and pending articulation and request further articulation as needed (CP 29-Articulation Log).

Students are able to find instructions for transferring units from prior institutions on the Cypress College website under Students Services -Counseling, FAQs (CP30-Counseling FAQs).

Policies contain information about the criteria the institution uses to accept credits for transfer.

Cypress College accepts credits from other educational institutions as deemed acceptable by the campus Articulation Officer. The process and criteria is identified in the Catalog (CP23-Catalog, p. 69). When receiving course credit from other institutions, students submit a “Pass Along” request (CP31-Pass Along Request Form) to Admissions and Records for their transfer credit to be evaluated. A link to a Pass Along form is available to students and counselors via the Admissions and Records website, which allows General Education courses to be evaluated by the counselors with regard to articulation and course content/learning outcomes to be reviewed by Admissions and Records evaluators (CP31-Pass Along Form). The specific criteria used to evaluate requests are delineated in the Cypress College Pass Along Manual (CP28). Moreover, students can submit a Course Substitution form for major-specific course evaluation by faculty, counselors, and Admissions and Records (CP 32-Course Substitution Form).

The institution complies with the Commission Policy on Transfer of Credit.

Cypress College, through NOCCCD Board Policy and Administrative Procedure 4050, as well as its own procedures ensures the transfer of coursework in order to facilitate mobility of students without penalty. These policies are regularly reviewed to minimize student difficulties in moving between institutions while assuring a high quality education. The Cypress College Articulation Officer coordinates the careful evaluation of credits of students who wish to transfer. The campus acts to initiate and maintain articulation efforts between the College and universities, including UC and CSU campuses, as well as with independent colleges and universities. Articulation information is published in the College Catalog (CP23-Catalog p. 32, 56-69), can be found on the website and is also available on assist.org (CP27-Assist.org).
Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

The Cypress College Distance Education Plan, in conjunction with NOCCCD Administrative Procedure 4105-Distance Education, provides appropriate guidelines for teaching and learning. AP 4105 governs course approvals, certification, and duration of approvals (CP33-AP 4105). The DE Plan provides guidelines for online, hybrid, and web enhanced courses regarding accessibility, copyright, course guidelines, evaluation of faculty, electronic mail, faculty home-pages, student authentication and fraud prevention, syllabus requirements, and training (CP 34-DE Plan).

In accordance with the Board procedure, course quality standards and determinations for Distance Education (DE) are assessed by the Curriculum Committee and are the same as all courses adopted by the College (CP 35-SLO Handbook; CP 33-AP 4105). Course outlines used in DE courses are approved in the same manner as traditional face-to-face courses by the Cypress College Curriculum Committee.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

Cypress College only offers Distance Education (DE) courses, both on-line and hybrid, and does not offer any Correspondence Education (CE) courses. As such, the DE courses must all adhere to the appropriate standards of regular and substantive, instructor initiated interaction and graded online activities. According to AP 4105 each proposed or existing course offered by Distance Education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education. Further, the review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020-Program and Curriculum Development (CP16b). DE courses shall be approved under the same conditions as all other courses and funded according to established campus procedures. However, courses offered in the DE mode shall be subject to an additional, independent review process and evaluated according to the criteria and standards outlined in the DE Addendum (approved Spring 2017).

The College DE Plan provides regular and substantive contact guidelines and definitions consistent with Title V including type and frequency of contact, requirements for instructor initiated contact, and syllabus requirements. All DE instructors must complete the Faculty Basics
course in order to be eligible to teach DE courses. The course is equivalent to a three-unit college class (CP34-DE Plan).

DE courses utilize various methodologies, including orientations, lecture, discussion, collaborative group learning, multimedia presentations, internet research, group projects, role playing, review sessions, telephone contact, correspondence, supplemental study sessions, chat rooms, on-campus examinations, virtual office hours, threaded discussions, conferencing, and other course management system activities (CP36-DE Faculty Basics). The methods used are selected by the faculty originator and department faculty within the discipline and then approved by the DE Coordinator during the Curriculum approval process (CP37-DE Curriculum Approval Process).

*The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.*

In order to ensure honesty, responsibility and academic integrity for students enrolled in DE courses, DE students need to verify their ID and password through the log-on process on the campus MyGateway Portal and Blackboard Login (CP38-MyGateway Login; CP39-Blackboard Login). Additionally, hybrid courses have an orientation or in-class sessions to confirm the identity of those students in attendance. Several courses (particularly Math) have in-person tests to address student verification (CP40-Cassens email). Some students enrolled in DE online courses can take their exams on campus in a proctored setting in the LLRC. It is at this time that students are required to show ID in order to take this test (CP41-Make-up Instructions).

There are provisions for reliability, disaster recovery, privacy, and security to ensure that the technology platform for DE courses and programs is reliable and sustainable (CP42-BB Managed Hosting Schedule p. 4-6). All users in the District (faculty, students, and administrators) are issued a unique user ID and control their password to assure privacy and security (CP34-DE Plan, p. 22-33). The primary application for ensuring network privacy on campus is Active Directory (AD), which manages the use of unique user IDs and passwords for every user in the Cypress College domain (CP43-Technology Plan p. 8-9).

*The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.*

Cypress College ensures that its technology needs are identified and supported through the Technology Plan, Technology Consultation Council, Campus Technology Committee (CTC) documents, regular meetings held between the Academic Computing Technology (ACT) Office and its vendors, email requests received by Academic Computing for technology needs and changes, and the Annual One-Time Funding Request process that provides an opportunity to faculty and staff to purchase items outside annual budget allowances. Training and support of all campus technology systems, training, and resources are maintained by the Academic Computing staff to include maintenance and support contracts with various vendors and contractors to ensure maximum and optimal up-time for all systems and services. Cypress College regularly assesses whether the campus technology appropriately and adequately meets the broad range of
needs of both students and staff. ACT evaluates technology services, facilities, hardware, and software through many sources.

For technology provided directly by the institution or through contractual arrangements, Cypress College has provisions to ensure reliability, disaster recovery, privacy, and security (CP 44a-Security Notification; CP44b-Wireless Access Notice; CP44c-Wireless Authentication). Reliability is achieved through redundant hardware and software. The College employs industry standard practices using High Availability VMware software combined with redundant hardware across its server farms and also utilizes redundant switches and redundant appliances for critical LAN services. Daily backups of critical server data using Veeam Enterprise software are performed, and data retention is a minimum of 14 days and usually longer. Backups of network switch and router configurations are routinely performed using network management product solar winds, which will allow recovery from a catastrophic switch failure. Security and Privacy at the edge of the campus LAN is achieved through the use of multiple appliances such as Cisco Firewall, Bluecoat Packet Shaper, and Infoblox DNS appliance (CP45a-CENIC Status, CP45b-MyGateway Status; CP45c-Website Status).

*The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.*

Cypress College makes every attempt to ensure that all learning opportunities provided have equivalent quality, accountability and focus on student outcomes, regardless of delivery mode. The College develops, implements, and evaluates all courses; has clearly defined student learning outcomes; the necessary resources provided to achieve these outcomes and a student verification process for all courses offered through DE. The College is currently completing a substantive change report identifying all degrees and certificates in which 50% or more of the courses can be taken via DE.
Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

Cypress College has clearly defined policies and procedures for students with complaints or grievances to be resolved that are articulated in the College Catalog available in print and online (CP23-Catalog; CP46-Student Handbook).

The College’s Title IX and Civil Rights grievance policies and procedures are outlined in the College Catalog (CP23, p. 46) and Student Handbook (CP46, p. 85) which are also available on the College website. NOCCCD Board Policies and Administrative Procedures 3410, 3430, and 3540 delineate the policies and procedures associated with discrimination, harassment and sexual assault (CP47a-BP3410; CP47b-AP3410; CP48-BP3430; CP49a-BP3540; CP49b-AP3540). The Vice Chancellor of Human Resources has been designated by NOCCCD as the responsible officer for receiving and coordinating the investigation of all unlawful discrimination complaints (CP23-Catalog, p.46).

For other types of complaints or grievances, the Catalog describes the appeals procedure students may utilize to resolve disagreements with instructors or other personnel (CP23-Catalog, p. 21-22). Petitions for extenuating circumstances and general appeals that relate to policies on admissions, readmission after academic dismissal, graduation, degree and certificate requirements, grades and credit, repetition of courses, academic renewal, withdrawals, etc., are directed to the Admissions and Records Office. If a student has a disagreement with an instructor, the Academic Appeals process is described in the Catalog. If unsatisfied with the resolution through communication with the instructor, department coordinator or division dean, students may appeal to the Campus Petitions Committee by completing a Student Grievances petition available in the Office of Instruction. The committee has the power to make decisions and recommendations unless superceded by contract, district policy, regulations, Ed. Code, or State Statute (CP50-Student Grievances).

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

Student complaint files involving discrimination, harassment, and sexual assault where a party to the complaint includes District employees or visitors are held for a minimum of ten years in NOCCCD’s Office of Human Resources. All complaint files are listed on an excel spreadsheet that describe the parties to the complaint, nature of complaint, date of complaint, current status, and resolution. The spreadsheet is maintained by the District Director for Diversity and Compliance. Each file contains an investigative report that demonstrates accurate implementation of the complaint policies and procedures. Each investigative report specifies the board policy relevant to the investigation, and states in detail the investigation’s timelines, methodology, findings and conclusions. Each file also contains all notices and communications required under the relevant Board Policy (CP51-Ocampo email). In addition, Human Resources
follows a checklist for all complaints to ensure policies and procedures are followed (CP52-Discrimination Checklist).

Student on student complaints and complaints that do not involve discrimination, harassment, or sexual assault are handled and maintained by the college’s Dean of Counseling and Student Development. The dean meets with students to determine who the complaint concerns. Student on student complaints are investigated and if Student Code of Conduct standards have been violated a Student Discipline Form is completed and maintained in the Counseling office indefinitely, unless a request is made to expunge the incident from the file after one calendar year (CP53-DeDios email). The Campus Title IX Coordinator provides Human Resources with the details of Student on Student complaints that involve discrimination, harassment, or sexual assault as a courtesy so that HR is aware of the types and number of complaints they are receiving (CP51-Ocampo email).

Student complaints against instructors that fall outside of the aforementioned Title IX and Discrimination procedures fall under the purview of the Executive Vice President (EVP) of Educational Programs and Student Services. Complaints against faculty or staff are referred to the employee’s immediate management supervisor and first handled at the Division level. The immediate management supervisor investigates the complaint and makes efforts to come to resolution. When a student complaint is unresolved at the Division level, the Dean forwards such complaint to the EVP. The EVP explains the available options to the student, including appeals to the Petitions Committee up to the Board of Trustees. While most of the complaints are resolved at the EVP level, some students want to appeal to the Petitions Committee. Prior to Spring 2017 semester, the Petitions Committee was headed by the Dean of Business/CIS. In the last four years, very few of students appealed their complaint to the Petitions Committee. Due to the large number of retirements in Spring 2017, the EVP has taken up the responsibility of chairing the Petitions Committee for the semester. Although there is no specific guideline for maintenance of records, managers maintain records of the complaint at their own discretion but usually are kept for at least three years (CP54-Bandyopadhyay email). As a result of the Self-Evaluation, the College plans to improve the Student Complaint process by formalizing the record-keeping process to adhere to the standard and communicating the process more effectively through inclusion in the Student Handbook and posting on the College website.

The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.

This will be determined by the External Evaluation Team.

The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

Cypress College demonstrates honesty and integrity to ACCJC and communicates its accreditation status to the Commission, students, and the public via the Accreditation link on the campus web page. The Accreditation page includes all accreditation documents such as the accreditation reports, mid-term reports, self-studies, ACCJC’s response, and follow-up response
NOCCCD Board Policy 3200-Accreditation also ensures appropriate compliance and support of the accreditation process (CP56).

Several Career Technical Education (CTE) and Health Science programs have outside State and National Accrediting bodies including:

- **Auto Collision Repair**: National Automotive Technology Education Foundation (National)
- **Auto Technology**: National Automotive Technology Education Foundation (National)
- **Dental Assisting**: Commission on Dental Accreditation (National)
- **Dental Hygiene**: Commission on Dental Accreditation (National)
- **Diagnostic Medical Sonography**: Commission on Accreditation of Allied Health Education Programs (National)
- **Health Information Technology**: Commission on Accreditation for Health Informatics and Information Management Education (National)
- **Mortuary Science**: American Board of Funeral Service Education, Committee on Accreditation (National)
- **Nursing**: Accrediting Commission for Education in Nursing (National) and California Board of Registered Nursing (State Program Approval)
- **Psychiatric Technology**: Board of Vocational Nursing and Psychiatric Technicians (State)
- **Radiologic Technology**: Joint Review Committee on Education in Radiologic Technology (National)

The accrediting status and contact information for all programs can be found on the College Accreditation web page (CP57-External Accreditation).

*The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.*

Cypress College complies with the Policy on Representation of Accredited Status by posting public notifications of all accreditation statuses on the campus website. The College also complies with the Policy on Student and Public Complaints Against Institutions. The College has clear discrimination and sexual harassment policies and procedures outlined in the College Catalog which is available on the College website. In addition, the College has a clearly explicated procedure for Academic and Admissions and Records appeals. Finally, as described above, both the College and District have plans to or currently maintain records for at least the prescribed six years as required.
Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1)(vii); 668.6

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

Cypress College provides an annual precise, accurate, and current catalog in print and on the College website (CP23-Catalog). Printed copies may be obtained through the College Bookstore and are also distributed when registering for the COUN 140 C (Educational Planning) course.

Depending on the publication, there are varying members of the campus responsible for ensuring the accuracy of publicly disseminated information. The Office of Instruction is responsible for ensuring the accuracy of the Schedule of Classes and the College Catalog. To ensure that the catalog and schedule accurately reflect the courses and programs offered by the College, drafts are disseminated to Deans, Division Office Managers, and Department Coordinators prior to publication (CP58-Spec. Interests Memo). Non-course and program information, such as Student Support Services, Special Programs, Instructional Support Services, Distance Education and NOCCCD Administrative Procedures, is obtained from responsible parties and adhere to NOCCCD Board Policy 4020-Program and Curriculum Development guidelines (CP16a).

The Director of Campus Communications is delegated authority to review all print publications and also oversees the newly established Web Content Specialist position who is responsible for the accuracy of materials posted.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

Cypress College exhibits integrity and responsibility in advertising, student recruitment and the representation of its accredited status through continual review of materials posted to printed publications such as the Catalog and Schedule of classes.

The Cypress College Catalog is the primary means of disseminating official information regarding campus policies and procedures. The Catalog is available in print and on the website and accurately depicts the required elements including, name, address(es), telephone number(s), and website address of Cypress College (CP23, p. 1); the mission statement, purposes, and objectives (p.4); entrance requirements and procedures (p. 6); basic information on programs and courses with required sequences (p. 48-300); degree, certificate, and program completion requirements, including length of time required to obtain a degree or certificate (p. 4-300); faculty with degrees held and the conferring institution (p. 309-315); instructional support services (p. 26-27); student rights and responsibilities (p. 45), as well as discipline procedures (p.42); the institution’s academic freedom statement (pp. 9, 45); tuition, fees, and other program costs (p. 8); opportunities and requirements for financial aid (p. 35); refund policies and procedures (p. 9); transfer policies (pp. 56, 69, 73); nondiscrimination statement (p. 46); members of the Governing Board (p. inside cover); the accredited status of the institution (p. 1), and specialized program accreditation required for licensure or employment in particular fields (pp. 91, 97, 154, 161, 188, 237, 248, 279, 284).

Introduction
Student recruitment is conducted by well-qualified admissions officers and trained representatives such as counselors, student ambassadors, and other college personnel. Representatives clearly communicate their credentials, purposes, and position or affiliation with Cypress College when representing the institution. College personnel are trained to avoid assuring employment; misrepresenting job placement and employment opportunities for graduates; misrepresenting program costs; misrepresenting abilities required to complete intended program; offering to agencies or individual persons money or inducements other than educational services of the institution in exchange for student enrollment.

As described above, Cypress College communicates its accreditation status on the College website as required, and on page one of the College Catalog.

Cypress College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, (10 Commercial Blvd., Ste. 204, Novato, CA 94949, 1-415-506-0234, Fax 1-415-506-0238, http://www.acscwasc.org/index.htm), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

The College also posts on its website, the names of all regional bodies that accredit various programs on campus (CP57-External Accreditation).
Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

Cypress College responds to audit findings in a timely manner. In the 2011 annual audit there was one finding for Cypress College regarding Return to Title IV (CP59-2011 Audit). It was noted that in some instances the College’s portion of the Return to Title IV funds was not returned within required timeframe. While the funds were returned, it was not within the 45-day requirement. Due to staff turnover within the Cypress College Financial Aid Office, there was a lack of oversight to ensure that transmittal of funds to the Department of Education occurred within the 45-day requirement. A procedural change was implemented to require a monthly review of calculations and submittals that will prevent this finding from recurring in the future (CP59-2011 Audit, p. 72).

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

Cypress College has not had any issues raised by the USDE as to financial responsibility beyond the resolved Title IV issue discussed above. At the College, effective oversight of finances relies on procedures such as monitoring of major budgets for projected deficits, monthly reviews of auxiliary financial statements and of financial updates for grants budgets, internal auditing throughout the year, and the District annual external audit. There is a consistent layering of review and approval levels between the College and District. Purchase requisitions route electronically from the originator through appropriate management channels reaching the District Director of Purchasing for final approval. Routing does not proceed without the review and electronic signature of staff at specific checkpoints (CP60-Sample Approval queue). Any reallocations between major expenditures are approved by the Board (CP61-BOT Minutes, May 2015). Financial information is easily accessible with the College’s Banner enterprise business system so that individuals are able to monitor their own budget unit's allocations and financial transactions (CP62-Health Center Banner screenshot).

The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

The campus Financial Aid Office (FAO) handles all financial aid and student loans packaged through the Federal Direct Loan Program (CP63a-Fed. Direct Loan Program; CP63b-FAO PPM). At the end of Fiscal Year 2016, Cypress College administered a total of $18,362,144 in Pell grants and $1,648,317 in loans (CP 64-Pell Grant and Loan Distributions).
The FAO is responsible for implementing controls to minimize financial aid fraud and therefore monitors student loan default rates. Published 3-year student loan default rates are as follows:

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Default Rates</td>
<td>12.8%</td>
<td>20.3%</td>
<td>18.4%</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

(CP65-School Default Rates).

An institution with a 3-year default rate of 30% or more for any year must establish a default prevention taskforce to develop and implement a default prevention plan to reduce the rate. This default prevention plan must be submitted and approved by the Department of Education (CP66-Regulation 34). Cypress College’s default rate is currently well below that threshold – 2013 Cohort Rate at 17.5%. Since the current default rate is below this threshold, Cypress College is not required to have a default prevention plan in place. However, in an effort to engage in continuous improvement, the FAO has developed a Default Prevention Plan to further reduce the rate (CP67-FAO Default Prevention Plan).

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

In accordance with established NOCCCD Board Policies, BP 6340-Bids and Contracts (CP68), BP 6600-Capital Construction (CP69) BP 6330-Purchasing (CP70) and BP 6150-Designation of Authorized Signatures (CP71), contractual agreements with external entities including professional services, independent contractors, Bookstore and Swap meet operations, and other vendors are consistent with the mission and goals of the District and Cypress College. Further, the District Contract Processing Guidelines have established institutional policies and procedures that contain appropriate provisions to maintain the integrity of the District and College. These provisions work to minimize risks, obtain the best value, and maintain the component of control including the right to termination if necessary, as appropriate legal counsel and final approval by the Board is sought when required by established dollar limits.

The District Purchasing Department abides by the standards required under CFR 200.318-General Procurement Standards. It has its own detailed procurement procedures, follows the conflict of interest guidelines, and practices competitive bidding choosing the best value at the lowest cost whenever possible.

In accordance with the requirements set forth by ACCJC, substantive changes regarding educational, library, and support contracts have not been required.

The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

The College provides evidence on the Title IV program including any audit findings; addresses any issues raised by the USDE regarding financial responsibility requirements and program
record keeping to maintain compliance with Title IV requirements; has default rates within the acceptable range of less than 30% and maintains appropriate contractual relationships to offer or receive educational, library and support services that meet the accreditation standards.

**Evidence Sources**

CP1 – Liana Koeppel, Accreditation Co-Chair, First Draft Feedback email
CP2 – NOCCCD Board of Trustees Meeting Minutes, February 14, 2017
CP3 – NOCCCD Board of Trustees Meeting Minutes, April 11, 2017
CP4 – Cypress College Accreditation Feedback Announcement web page screenshot
CP5 – Liana Koeppel, Accreditation Co-Chair, Second Draft Feedback email
CP6 – NOCCCD Board of Trustees Meeting Minutes, May 23, 2017
CP7 – ACCJC Annual Report 2016
CP8 – Institutional Effectiveness Partnership Initiative Framework Indicators
CP9a – Strategic Plan 2014 – 2017 at Cypress College, Year 1 Report, Progress and Evaluation June 2015
CP9c – Strategic Plan 2014 – 2017 at Cypress College, Year 3 Report, Progress and Evaluation June 2017
CP11 – Opening Day Slides Fall 2016
CP12 – Air Conditioning and Refrigeration Department Program Review 2016
CP13 – Planning and Budget Committee Minutes, September 15, 2016
CP14 – Basic Skills Coordinating Committee Minutes, March 18, 2016
CP15 – One-time Funding Template 2016 – 2017
CP16a – NOCCCD Board Policy 4020 - Program and Curriculum Development
CP16b – NOCCCD Administrative Procedure 4020 - Program and Curriculum Development
CP17 – Carnegie Units Worksheet
CP18 – Student Attendance Accounting Manual
CP 19 – Santanu Bandyopadhyay, Executive Vice President, Educational Programs and Student Services, Units of Credit email
CP20 – Curriculum Training Guide
CP21 – Cypress College Distance Education Faculty Handbook 2015 – 2016
CP22 – Cypress College Schedule of Classes Spring 2017
CP23 – Cypress College Catalog, 2016 – 2017
CP24a – NOCCCD Board Policy 4100 - Graduation Requirements for Degrees and Certificates
CP24b – NOCCCD Administrative Procedure 4100 - Graduation Requirements for Degrees and Certificates
CP25 – Cypress College Bachelor in Science, Funeral Service Program of Study
CP26 – Program and Course Approval Handbook
CP27 – ASSIST.org Prompt page
CP29 – Articulation Log Summer 2016
CP30 – Counseling FAQs
CP31 – Pass-Along Request Form
Introduction
CP69 – NOCCCD Board Policy 6600 - Capital Construction  
CP70 – NOCCCD Board Policy 6330 - Purchasing  
CP71 – NOCCCD Board Policy 6150 - Designation of Authorized Signatures

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

<table>
<thead>
<tr>
<th>Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formalize and communicate the Student Complaint process</td>
<td>Commission Policy</td>
<td>EVP, Dean, Counseling</td>
<td>Fall 2017</td>
<td>The EVP and Dean of Counseling will formalize the Student complaint process to include maintaining records for a minimum of six years. The Student Complaint Process will be included in the Student Handbook and posted on the College website</td>
</tr>
</tbody>
</table>
Gateway Plaza was designed to host celebrations, such as commencement, and other student-centered events.

**Standard I**

*Mission, Academic Quality and Institutional Effectiveness, and Integrity*
Structure of the Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard IA: Mission

IA1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The Cypress College mission was approved by the Board of Trustees on December 13, 2016 and is published in appropriate College materials (IA1.1-College Catalog, p.4; IA1.2-Schedule of Classes; IA1.3-CC Mission Vision web page). It reads:

Cypress College enriches students’ lives by providing premier educational opportunities including transfer to four-year institutions, associate degrees, certificates and a baccalaureate degree. The college offers comprehensive career technical education programs, basic skills and lifelong learning. Multiple educational-delivery methods meet the varied needs of our students. The College is dedicated to supporting the success of our students, fostering diversity, enriching society, and contributing to the economic development of our community and beyond.

The mission describes

| the institution’s broad educational purposes | . . . enriches students’ lives by providing premier educational opportunities . . . |
| its intended student population | . . . of our community and beyond. |
| the types of degrees and other credentials it offers | . . . transfer to four-year institutions, associate degrees, certificates and a baccalaureate degree. |
| its commitment to student learning and student achievement | The College offers comprehensive career technical education programs, basic skills and lifelong learning. . . The College is dedicated to supporting the success of our students, . . . |

The revision to the Cypress College mission statement to meet ACCJC requirements began in April 2016 and continued through October 2016. In April, the College’s Leadership Team engaged in an exercise to develop a revised mission statement that included the new baccalaureate degree program (IA1.4-LT Meeting Agenda). In May, President’s Staff reviewed
all of the options developed at the Leadership Team meeting and selected three options for the campus to review. An online survey was then sent to all employees at the College, and nearly half of the respondents selected the mission stated above.

This revised mission statement was presented as a recommendation to President’s Advisory Council (PAC), a shared governance body on campus, at the November 17, 2016 meeting (IA1.5 PAC Minutes, November 2016). Final approval by PAC occurred on December 1, 2016 (IA1.6-PAC Minutes, December 2016). The revised mission statement was then approved by the Board of Trustees on December 13, 2016 (IA1.7-BOT Minutes, December 2016, p. 166).

The revision to the mission also addressed the intended student population, specifically the students who take courses in the DE mode. The intended students at Cypress College are those from the surrounding communities, including recent high school graduates, returning students, and life-long learners. Among these students are many Distance Education students who tend to have busy work and personal lives that preclude them from enrolling in traditional on-campus courses (IA1.8– CC DE Plan, p. 6). The students who pursue DE course work are very similar to those who take traditional on-campus courses. Regarding gender, ethnicity, age and educational goals, the DE population does not differ from the on-campus population by more than several percentage points in each category (IA1.9 Fall 2015 Student Comparison).

Cypress College has modified its mission to include the baccalaureate degree among other educational pathways that previously included only associate degrees and certificates (IA1.3-Mission). The students served historically by the Mortuary Science Department were limited to occupational certificates and associate in science degrees in Mortuary Science (IA1.1-Catalog 16-17, p. 237). As one of only 59 Funeral Service programs in the country, and only 14 offering a Bachelor of Science, the demand for a baccalaureate degree in this field was quite high (IA1.10-ABFSE Directory). With the ability granted to begin offering upper division courses in Funeral Service, Cypress College students and those in the surrounding area will now be better able to continue their educational pathway to completion of their four-year bachelor degree.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 6. Cypress College’s mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The Mission is fully in-line with the purposes and mission of an accredited institution of higher education.

Evidence Sources

IA1.1 – Cypress College Catalog 2016 – 2017
IA1.2 – Schedule of Classes Spring 2017
IA1.3 – Cypress College Mission Vision web page
IA1.4 – Leadership Team Meeting Agenda, Spring 2016
IA1.5 – President’s Advisory Cabinet Minutes, November 17, 2016
IA1.6 – President’s Advisory Cabinet Minutes, December 1, 2016
IA1.7 – NOCCCD Board of Trustees Meeting Minutes, December 13, 2016
IA1.8 – Cypress College Distance Education Plan 2011 – 2014
IA1.9 – Comparison of Cypress College Students Fall 2015
IA1.10 – American Board of Funeral Service Education Member Directory 2016

IA2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The Cypress College Strategic Plan articulates institutional priorities and is the primary instrument the college uses to accomplish its mission (IA2.1-Cypress College Strategic Plan). It is a road-map that guides the institutional priorities and all decision-making. Utilizing data, such as the CCCCO Student Success Scorecard, program review analyses, transfer rates, institutional learning outcomes and other such data the efficacy of the Strategic Plan is assessed annually through the Strategic Plan Progress Report (IA2.2-SP Year 1 Report).

The three-year Cypress College Strategic Plan 2014 – 2017 has three major components:

- Direction A. Student Success
- Direction B. Organizational Effectiveness and Excellence
- Direction C. Strong Community Connections (IA2.1-Strategic Plan).

These components align with the Cypress College Mission to support the success of our students, foster diversity, enrich society, and contribute to the economic development of our community and beyond. As the diagram below illustrates, the College Mission guides the Strategic Plan, which reflects the College’s priorities. Data is then used to assess whether the priorities of College’s Strategic Plan and Mission were achieved.
The Strategic Plan Progress Report is an ongoing self-evaluation that measures the effectiveness and success of improvements to the college through the use of Institutional Effectiveness Measures, Quality Review, Curriculum Review, and SLO Assessment. Data-driven and updated annually, it is a current and clear snapshot of mission-directed goals, objectives, and outcomes. Based on these results, improvements can be made to programs and services that did not deliver the expected outcomes in support of the mission, and best practices can be developed from the successful achievement of goals and objectives.

This regular evaluation process determines the extent to which the 30 Strategic Plan objectives are being met and the extent to which the college’s goals and mission are accomplished. When the workgroup determines that progress is lacking, the responsible person is made aware and asked to facilitate changes to improve success on that particular measure. An example is Direction A.1.4 on improving the success rate of students progressing through specified crucial course sequences in math and English (IA2.2-SP Year I Report). The results of the evaluation were given to the Basic Skills Initiative (BSI) Committee, and subsequently the committee created materials to inform students about the importance of taking the next course in the basic skills sequence immediately rather than waiting (IA2.3a-Stop Out Flyer; IA2.3b-Stop Out email). In addition, the appropriate counselors were made aware of the problem encountered when
students “stop out,” and they have since been instructed to advise students about the perils of this action (IA2.4-Carter email).

The 2014-2017 Strategic Plan articulates

- four goals and ten specific, measurable objectives closely related to Student Success;
- six goals and thirteen specific, measurable objectives related to Organizational Effectiveness and Excellence; and
- four goals and seven specific, measurable objectives closely related to Strong Community Connections (IA2.1 Strategic Plan).

The Strategic Plan Progress Report uses several different data driven tools for assessment, including the CCCCQ Student Success Scorecard, Institutional-Set Standards for Student Achievement, Institutional Learning Outcomes, and other measures including success and retention rates, degrees and certificates awarded, transfer rates, FTES generated and efficiency measures such as Weekly Student Contact Hours per Full Time Equivalent Faculty (IA2.2-SP Year 1). In addition, the District-Wide Institutional Effectiveness Partnership Initiative compiles data to rate whether or not Cypress College is meeting the Mission Statement’s promise to
provide high-quality education. Data are collected to rate student performance and outcomes in the following areas: completion rate, retention rate, career technical education success rate, successful course completion, completion of degrees, completion of certificates and number of 4-year institution transfer students (IA2.5-IEPI Report, p. 1).

The Student Success Scorecard tracks student success as well, but it includes specific data to determine whether Cypress College is meeting the Mission Statement promise to provide premier educational opportunities to its diverse students. Since the cohorts are tracked for six years, true success can be measured and trends uncovered especially as it relates to students who are unprepared to succeed in college. Armed with the data, the College works to meet the mission to support the success of all students through support services such as tutoring, counseling, financial aid, and other support mechanisms. The data reveals which student cohort groups are successfully able to navigate the pathway from basic skills, to certificate coursework, to an associate’s degree and beyond to transfer to a 4-year institution (IA2.6-Student Success Scorecard p. 2-7).

Finally, Cypress College establishes benchmark institutional standards from the Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report (IA2.7 pp. 2, 4, and 6). The standards are determined by comparing data from local, state, and national institutions and establishing a norm. The benchmark data are used for a relative comparison between the self-established goals and the annual data to determine progress and success. Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), Student Learning Outcomes (SLOs), and Student Services Learning Outcomes (SSSLOs) are input into our TracDat software to develop SLO Assessment Reports. The reports are used to determine the success of the College in meeting the mission-directed promise of premier educational opportunities.

The Strategic Plan is used to direct institutional priorities in meeting the educational needs of students through resource allocation. Specifically, the Budget Request and Action Plan for Funding Requests (One-time Funding Requests) requires those seeking funds to indicate how their request supports the Cypress College Mission (IA2.8-One-Time Funding Template). In addition, Special and Emergency Funding Requests from Divisions/Departments also include requirements to explain how the funding request supports the College’s goals and mission. Responses contribute to funding prioritization (IA2.9-Special and Emergency Funding Request Form).

In Fall 2017, when instruction begins for the baccalaureate degree in Funeral Service, relevant data will be utilized to assess the effectiveness of the program. This data shall be differentiated from the assessment of the overall institutional outcomes. The Mortuary Science Department uses a variety of assessment data to measure the effectiveness of the program including both outside accrediting agencies as well as local College measures (IA2.10-MS Program Review). The American Board of Funeral Service Education (ABFSE) accredits Funeral Service and Mortuary Science education programs across the United States at the certificate/diploma, associate, and bachelor degree level. Within their standards, programs are annually assessed on licensure board passing rates, employment in the industry, and graduation rates. These outcomes will continue to be used at the associate degree level and now...
must be collected separately for the baccalaureate completion program. For programs falling below the accreditation standard of 60% (board passing rate, employment rate, and graduation rate), disciplinary actions, up to and including revocation of accreditation, are instituted (IA2.11 ABSFE Standards). In addition, the department has developed Student Learning Outcomes (SLOs) and assessments appropriate to the upper division coursework necessary for the baccalaureate degree (IA2.12-MORT CORs). Further, the College plans to conduct a separate and distinct baccalaureate degree Instructional Program Review, complete with baccalaureate degree data and outcomes, in addition to the department’s regular Instructional Program Review.

**Analysis and Evaluation**

**The College meets the Standard.** Cypress College uses data such as the CCCCO Student Success Scorecard, Institutional-Set Standards for Student Achievement, and Institutional Learning Outcomes to determine how effectively it is accomplishing its Mission. When established benchmarks are not met, the College adapts as necessary. The Cypress College Mission and *Strategic Plan* work together to guide institutional priorities of the College. The Mission shapes the *Strategic Plan*, which outlines the goals and is used to guide institutional priorities (resource allocation) in meeting the educational needs of students. The College then uses data to see whether the goals have been met. This information then feeds back into revising the *Strategic Plan*, which may necessitate changing the Mission. This cycle leads to a living, evolving Mission.

**Evidence Sources**

IA2.1 – Cypress College Strategic Plan 2014 – 2017.
IA2.2 – Strategic Plan 2014 – 2017 at Cypress College, Year 1 Report, Progress and Evaluation June 2015
IA2.3a – No Stop Out Flyer
IA2.3b – No Stop Out email
IA2.4 – Kelly Carter, Department Coordinator, Counseling, Stop Out email
IA2.5 – Institutional Effectiveness Partnership Initiative (IEPI)
IA2.6 – California Community Colleges Chancellor’s Office Student Success Scorecard
IA2.7 – Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report
IA2.8 – One Time Budget Form
IA2.9 – Special and Emergency Funding Request Criteria.
IA2.10 – Mortuary Science Department Program Review 2014-15
IA2.11 – American Board of Funeral Service Education Accreditation Standards
IA2.12 – Mortuary Science Course Outlines of Record
IA3. The Institution’s programs and services are aligned with its mission. The mission guides instructional decision-making, planning, and resource allocation and informs institutional goals for student learning achievement.

Evidence of Meeting the Standard

Cypress College’s Mission Statement, its Vision and its Core Values form the foundation for all institutional planning. Together these function as an integrated set of documents to guide all College programs and services. The way in which these three key documents are integrated is through the College’s Strategic Plan. The Strategic Plan document is revised through the shared governance process every three years, and it is directly linked to the mission of the college (IA3.1-Strategic Plan). Currently, the 2014 – 2017 Strategic Plan is the primary planning document for the college used in all of the college’s primary decision making processes. Its impact includes curriculum development, student services, professional development, faculty hiring, and college construction and remodeling activities.

An illustration of this process can be seen in curriculum development. All existing and proposed programs and courses must demonstrate that they are aligned with the College’s Mission as part of the curriculum approval process. Program and course authors are required to provide a justification in which the program or course must be tied to the College’s Mission. The purpose of the Curriculum Committee is to approve new and revised curriculum and academic policies prior to submission to the District Governing Board for final approval (IA3.2-Curriculum Training Guide, p. 10).

The College’s Strategic Plan provides direction for the College’s short term (1-3 year) planning. For long-term planning (10 years) the College utilizes the Cypress College Educational Master Plan (EMP) (IA3.3). Adopted by the Board of Trustees on May 23, 2017 (IA3.4-BOT Minutes, May 2017), the 2016 – 2026 EMP also uses the Cypress College Mission and Vision statements as guides to set long term goals. The EMP lists the institutional goals and integrated planning across all areas of the College – instructional programs and services, student support programs and services, administrative programs and services, technology services, and facilities – by directly identifying and connecting the area goals with the institutional goals. The EMP maps out objectives that the college will focus attention on to achieve its Mission (IA3.3-EMP).

The process of identifying whether the College is meeting its mission begins at the level of individual programs and departments. The Department Planning and Program Review report, required of all Cypress College programs, begins with the statement of the College’s Mission and requires each department to provide its mission statement and describe how the department mission statement supports the College’s (IA3.5-PR Review Form). This work is performed at the level of individual faculty and staff under the direction of academic department coordinators and managers. Next, the deans of each division or program area determine if their departments have mission statements that support the College's. Formal feedback is given by the College’s Program Review Committee to each department concerning the Department Planning and Program Review report, and alignment of programs and services with the College’s mission is a factor considered in the Committee’s response to each department (IA3.6-PR Review Annual Report).
Distance Education at Cypress College is integrated in most of our educational offerings. The Educational Technology Steering Team charter provides the structure and purpose of program planning for Distance Education (IA3.7-DRM, p. 25-26). This Steering Team has been established to contribute to the planning process for courses and curriculum offered through Distance Education. Key constituents of this group include faculty, staff and management personnel.

The College mission is written in general terms to cover a broad spectrum of instructional and lifelong learning opportunities. As such, it does not specifically include a statement about DE, although DE is a mode of instructional delivery that contributes significantly to the fulfillment of the mission of the college. The institutional goals articulated in the Mission apply equally to traditional and DE modes of instructional delivery. Alignment of DE with the College Mission is ensured by a shared-governance process that involves Academic Senate, the Curriculum Committee, DE Committee, Planning & Budget Committee, President's Advisory Council, and other venues that collaboratively assess the nature, efficacy and other characteristics of DE instruction. (IA3.8 Distance Ed Plan)

In April 2016, Cypress College began the process to revise the mission to include the newly approved baccalaureate degree program (IA3.9-Mission Report). The inclusion of the baccalaureate degree reflects the College’s commitment to provide “premier educational opportunities,” and specifically identifies the baccalaureate degree. The program has clearly identified goals for student learning and achievement as dictated by national standards (IA3.10-ABSFE Standards).

The Baccalaureate Degree Advisory Committee and workgroup was formed in 2015 to aid in the development of a comprehensive plan for implementing the baccalaureate degree completion program and was instrumental in developing the process for ensuring curriculum and graduation requirements were aligned with nationally recognized standards for bachelor degree programs in terms of level of rigor in courses and outcome measures for graduates (IA3.9-ABSFE Standards; IA3.11-BDPP Handbook). The institutional learning outcomes guided these discussions and were integral in the development of the graduation requirements for general education and major coursework (IA3.12 Catalog, p. 70). In addition, the baccalaureate degree Instructional Program Review will include information related to how the program contributes to the College’s own Institution-Set Standards.

The baccalaureate degree was also included in planning discussions at the Strategic Plan Colloquium held in April of 2017. Colloquium participants addressed the degree specifically to ensure its inclusion in both planning and decision-making. Further, the Strategic Plan discussions addressed how to develop, sustain and enhance the baccalaureate degree after the conclusion of the Pilot Program (IA3.13-SP).
Analysis and Evaluation

The College meets the Standard. Cypress College’s programs and services are aligned with its mission. The utilization of the Strategic Plan, EMP, and Department Planning and Program Review process guide instructional decision-making (both traditional and DE), planning, and resource allocation, and it informs institutional goals for student learning achievement.

Evidence Sources

IA3.1 – Cypress College Strategic Plan 2014 – 2017
IA3.2 – Cypress College Curriculum Committee Training Guide
IA3.3 – Cypress College Educational Master Plan 2016 – 2026
IA3.4 – NOCCCD Board of Trustees Meeting Minutes, May 23, 2017
IA3.5 – Cypress College Program Review Form.
IA3.6 – Cypress College Program Review 2015 – 2016 Annual Report
IA3.8 – Cypress College Distance Education Plan 2011 – 2014
IA3.9 – Cypress College Mission Review Leadership Team and Survey Findings
IA3.10 – American Board of Funeral Service Education Accreditation Standards
IA3.11 – Baccalaureate Degree Pilot Program Handbook
IA3.12 – Cypress College Catalog 2016 – 2017
IA3.13 – Cypress College Strategic Plan 2017 – 2020

IA4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard

The Cypress College Mission statement is widely and consistently published in

- Each annual Cypress College Catalog (along with the Cypress College Vision Statement, Core Values, and Strategic Plan directions) (IA4.1-Catalog p. 4)
- Each annual Cypress College student handbook (along with the Cypress College Vision Statement and Core Values) (IA4.2-Student Handbook, p. 3)
- The Cypress College website (IA4.3)
- The College’s 2014-2017 Strategic Plan (IA4.4-Strategic Plan, p. 2)
- The College’s 2016-2026 Educational Master Plan (IA4.5-EMP, p. 2)
The Cypress College Mission Statement is reviewed every three years as part of the strategic planning process and as necessary due to significant institutional changes. For example, the Mission was reviewed via shared governance in April 2011 and 2014 at the Strategic Plan Colloquiums. As a result, in 2015 the Mission underwent a major revision that included six changes. The Mission was reviewed and discussed in open forums comprised of College stakeholder groups. Once completed, surveys conducted in 2016 by the Office of Institutional Research and Planning showed that 96.5% of respondents agreed that the new Mission Statement was accurate in capturing the fundamental purposes of Cypress College as a whole (IA4.6-Mission Vision Report, 2015).

Then, in 2016, when ACCJC revised its standards, issues were identified in the existing Cypress College Mission statement. The Mission needed to better reflect the College’s commitment to Distance Education, participation in the California Community College Pilot Baccalaureate Degree Program as well as more clearly specify the College’s target student population. After the previously discussed revision process (Standard IA1) the NOCCCD Board of Trustees approved the new Mission Statement on December 13, 2016 (IA4.7-BOT Minutes, December 2016).

Analysis and Evaluation

The College and District meet the Standard. Cypress College articulates its Mission in several widely published documents. The latest version of the Mission was approved by the Governing Board on December 13, 2016. The mission statement is periodically reviewed and updated as necessary.

Evidence Sources

IA4.1 – Cypress College Catalog 2016 – 2017
IA4.2 – Cypress College Student Handbook 2016 – 2017
IA4.3 – Cypress College Mission Vision web page
IA4.4 – Cypress College Strategic Plan 2014 – 2017
IA4.5 – Cypress College Educational Master Plan 2016 – 2026
IA4.6 – Mission Vision Core Values Findings and Recommendations Report, May 2015
IA4.7 – NOCCCD Board of Trustees Meeting Minutes, December 13, 2016

Changes Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>College mission statement revised</td>
<td>I.A.1</td>
<td>IRP Leadership team</td>
<td>Fall 2016</td>
<td>Revised College mission statement to include new baccalaureate degree and our intended student population incorporating distance education.</td>
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</tbody>
</table>
## Plans Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Planned Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
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<tr>
<td>Create a distinct and separate Program Review for new baccalaureate program</td>
<td>IA2 IIB3</td>
<td>Program Review Chair</td>
<td>Fall 2017</td>
<td>The Program Review Committee will create a distinct and separate Instructional Program Review process for the baccalaureate degree in Funeral Service.</td>
</tr>
</tbody>
</table>
Standard IB: Assuring Academic Quality and Institutional Effectiveness

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

### Evidence of Meeting the Standard

Cypress College is committed to the continuous improvement of student learning and achievement. In fulfilling our mission, the College engages in continuous substantive discourse regarding outcomes, equity and institutional effectiveness in order to improve student outcomes for all students, regardless of background. The College has several regular and ongoing meetings such as Opening Day, Leadership Team Meeting, Division Meetings, Shared Governance Committee Meetings, and other department meetings that include members of all constituency groups. In addition, several campus committees and programs are dedicated to the success of students from diverse underrepresented backgrounds including the Diversity Committee, STEM\(^2\), Legacy and Puente.

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

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

Academic Divisions on campus meet regularly to discuss issues specific to that division, the College, and the District. These meetings are run by the Division Dean and are attended by all full-time faculty (and some adjunct faculty) and staff within that division. The topics of these meetings include subjects such as student success rates, changes in curriculum, newly implemented teaching and learning strategies, reports from all campus committee
representatives, points of concern from faculty that may be addressed by representatives on
campus committees, reports from department heads on issues relating to that department, and
reports from faculty involved in activities outside of the campus. Information discussed at
Division meetings is then relayed back and utilized by groups such as the Academic Senate, the
Curriculum Committee, United Faculty, the Program Review Committee, the SLO Committee,
and shared governance committees, including the Planning and Budget Committee and the
President’s Advisory Council (IB1.4a SS Division Meeting Agendas; IB1.4b LA Division
Meeting Agenda; IB1.4c CTE Division Meeting Agenda).

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

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

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

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

Student learning is discussed and assessed through the ongoing development of Student Learning
Outcomes (SLOs) and assessments. The development of SLOs began in 2004 (IB1.12-SLO
History, p. 10) and are re-assessed by departments every four years (IB1.13-SLO FAQs). The
discussions regarding SLO results occur within campus departments where they are developed
and analyzed. The results of the data collection and analysis are stored in TracDat (IB1.14-
COMM Studies Results) for Departments to utilize in their planning and program reviews. SLOs
have been generated and regularly analyzed for instructional programs and student services. Administrative Services AUOs (Administrative Unit Outcomes) will be in TracDat in Summer of 2017.

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

The Student Equity Committee was established in 2004 to address the needs of at-risk and underperforming students (IB1.17-SEP, 2004). Through their Student Equity Plan (IB1.18-SEP, 2015), disseminated to the campus, the Committee proposes programs designed to increase the success rates of struggling students. The Student Equity Plan is generated each year to identify the goals, objectives and activities needed to help these students succeed. The Committee consists of Deans from Science, Engineering and Mathematics; Language Arts; Counseling and Student Support Services; several faculty members; the Office of Institutional Research and Planning; counselors; student representatives; and several program directors and managers. The Student Equity Committee utilizes data from the Student Success Scorecard (IB1.9), IER (IB1.10), as well as the Equity Study (IB1.19) to guide dialog on the success of students on campus. These reports clarify which demographic groups are underperforming and are thus in need. The type of help needed is then discussed during department and division meetings, either formally or informally, and during Student Equity Committee meetings. Resulting action plans include the creation of the Student Ambassador and the Pilot Summer Boost Programs among others (IB1.18-SEP, 2015, p.7).

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

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

Distance Education

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

Analysis and Evaluation

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

Evidence Sources

IB1.1 – Opening Day Agenda Fall 2012
IB1.2a – Opening Day Agenda Fall 2014
IB1.2b – Opening Day Agenda Spring 2016
IB1.2c – Opening Day Agenda Spring 2015
IB1.3a – Leadership Team Meeting Agenda, March 28, 2014
IB1.3b – Leadership Team Meeting Agenda, November 21, 2014
IB1.3c – Leadership Team Meeting Agenda, April 17, 2015
IB1.3d – Leadership Team Meeting Agenda, November 20, 2015
IB1.3e – Leadership Team Meeting Agenda, April 15, 2016
IB1.4a – Social Science Division Meeting Agenda
IB1.4b – Language Arts Division Meeting Agenda
IB1.4c – Career Technical Education Division Meeting Agenda
IB1.5 – Cypress College Strategic Plan 2014 – 2017
IB1.6 – Planning and Budget Committee Guidelines
IB1.7 – President’s Advisory Council Guidelines
IB1.8 – NOCCCD Board of Trustees Meeting Minutes, September 22, 2015
IB1.9 – California Community Colleges Chancellor’s Office Student Success Scorecard
IB1.11 – NOCCCD Board of Trustees Meeting Minutes, November 10, 2015
IB1.12 – History of SLOs Document
IB1.13 – SLO FAQs
IB1.14 – Communication Studies SLO Assessment Results in TracDat screenshot
IB1.15 – Cypress College Department Planning and Program Review Handbook 2017
IB1.17 – Cypress College Student Equity Plan 2004
IB1.18 – Cypress College Student Equity Plan 2015
IB1.19 – Equity in the Completion Pathway Report
IB1.20 – Cypress College Student Success and Support Program Plan 2015 – 2016
IB1.21 – Health Science CTE outcomes 2015 – 2016
IB1.22 – ACCESS Report Spring 2016
IB1.23 – Distance Education Quality Review Fall 2011
IB1.24 – Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA 2016-2019

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

Evidence of Meeting the Standard

Cypress College has established SLOs for each course offered, which are found in the Course Outlines of Record on CurricUNET (IB2.1-COMM 100 CurricUNET screenshot), the SLO webpage (IB2.2) and all course syllabi. SLO assessments and analysis are stored in TracDat (IB2.3-COMM 100 TracDat screenshot). Program Learning Outcomes (PLOs) are also established for programs at Cypress College and are published in the Cypress College Catalog (IB2.4). As a result of the current Self-Evaluation, the Associate Degree and Certificate Assessment Plan (ADCAP) was developed to evaluate the College PLOs and ILOs (IB2.5-ADCAP Report). Student Learning and Support services also establish and assess SLOs in order to facilitate ongoing improvement; the SLO assessment occurs bi-annually and focuses on a predetermined area.

The Program Review process is the mechanism primarily used to assess and discuss Student Learning Outcomes (SLOs) for instructional programs, student and learning support services, and related courses, certificates, and degrees (IB2.6-PR Handbook; IB2.7-PR Annual Report). Instructional programs and Student and Learning Support Services are reviewed on four and three year cycles respectively (IB2.8-PR Cycle and Schedule) using the Program Review Forms (IB2.9a-PR Form; IB2.9b-SSQR Form). These templates include the department or program mission and how it relates to the college mission, a summary of disaggregated student achievement data (instruction) or student satisfaction results (student services), SLOs, and department goals and objectives, as well as identification of needed resources and budget implications. As an important part of the program review process, departments engage in dialogue and analysis of their SLO assessments and highlight results, action plans, best practices and changes to be made on the Program Review Form (IB2.9a-PR Form).

The NOCCCD/United Faculty Contract indicates that course SLOs and their assessments are a component of program and curriculum development and evaluation (IB2.10-UF Contract). In 2007, a three-year SLO assessment cycle was established by the Academic Senate which was revised in 2017 in conjunction with the Senate's decision to move to a four-year cycle for Program Review. All courses are to be assessed and analyzed within a four-year cycle, though assessments may be conducted more often (IB2.11a-Senate Minutes, May 2016; IB2.11b-PR
The SLO Committee created the SLO Handbook that outlines the SLO requirements, cycle and process (IB2.12-SLO Handbook). In addition, the committee assists and supports faculty as they develop and evaluate course and program learning outcomes and provides an SLO course-level summary worksheet to guide faculty through the SLO analysis process (IB2.13-SLO FAQ, IB2.14-SLO Worksheet).

In order to assess PLOS and ILOs, the College recently developed the ADCAP. Recent graduates are sent a survey requesting feedback regarding their educational experiences at Cypress College. Graduates are asked to assess how well their program of study prepared them for 1) the knowledge, skills and competencies, 2) the communication skills, and 3) critical analysis and information competency skills needed to achieve their goals, as well as how well their program prepared them for personal, academic, and professional development (IB2.15-ADCAP Survey).

Student Services regularly assess their SLOs based on an established focus area. For example, SLO Cycle VIII assessed how well Student Learning and Support services addressed Student Equity and the Achievement Gap (IB2.16a-Bursar; IB2.16b-Library; IB2.16c-LRC), while Cycle IX focuses on the most recent Student Services Quality Review (SSQR) findings (IB2.17-SSSLO 16-18). The Student Learning and Support Services SLO assessment identifies goals, intended outcomes, means of assessment, summary of data and how the results will be used to improve student learning and success. In addition, the SLOs are linked to campus ILOs (IB2.16a-Bursar).

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

- Enlarge the background and knowledge of students about the funeral service profession;
- Educate students in every phase of funeral service and help enable them to develop proficiency and skills necessary for the profession, as defined in the Preamble at the beginning of this chapter;
- Educate students concerning the responsibilities of the funeral service profession to the community at large;
- Emphasize high standards of ethical conduct;
- Provide a curriculum at the post-secondary level of instruction; and
- Encourage student and faculty research in the field of funeral service (IB2.18-ABFSE Standard 3).

Currently, associate degree students graduate from the program and become licensed embalmers and funeral directors. Those finishing the baccalaureate degree will leave the program with additional skills to serve as licensed cemetery managers, licensed crematory managers, supervising embalmers, and mortuary managers. Baccalaureate degree course SLOs and assessments reflect the appropriate rigor and depth of content of upper division coursework (IB2.19-MORT CORs).
Analysis and Evaluation

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

Evidence Sources

IB2.1 – Communication 100 CurricUNET SLO screenshot
IB2.2 – Cypress College Student Learning Outcomes web page screenshot
IB2.3 – Communication 100 TracDat SLO screenshot
IB2.4 – Cypress College Catalog 2016 – 2017
IB2.5 – Associate Degree and Certificate Assessment Plan (ADCAP) Report 2017
IB2.6 – Cypress College Department Planning and Program Review Handbook 2017
IB2.7 – Program Review Annual Report 2016 – 2017
IB2.8 – Program Review Cycle and Comprehensive Schedule 2016 – 2020
IB2.9a – Instructional Program Review Form
IB2.9b – Student Services Quality Review Form
IB2.10 – Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA 2016-2019
IB2.11a – Cypress College Academic Senate Meeting Minutes, May 26, 2016
IB2.11b – Program Review Senate Proposal
IB2.12 – Cypress College Student Learning Outcomes Handbook 2017
IB2.13 – SLO FAQ page
IB2.14 – SLO Summary Worksheet
IB2.15 – Associate Degree and Certificate Assessment Plan (ADCAP) Survey
IB2.16a – Bursar SLO Assessment Report
IB2.16b – Library SLO Assessment Report
IB2.16c – Learning Resource Center Assessment Report
IB2.17 – Student Services Student Learning Outcomes (SSSLO) Cycle IX – Template
IB2.18 – American Board of Funeral Service Education Standards
IB2.19 – Mortuary Science Course Outlines of Record
IB3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Cypress College establishes standards for student achievement and success in a number of different ways. Furthermore, the College assesses how well it is achieving those standards in an effort to continuously improve. The results are published on the Institutional Research and Planning page on the College website (IB3.1a-IRP web page; IB3.1b-ISS Report).

The Planning and Budget Committee (PBC) reviews data from the ACCJC Annual Report (IB3.2), and from the 2016 – 2017 Institutional Effectiveness Partnership Initiative Framework Indicators (IEPI) (IB3.3). Based on this data, PBC (IB3.4-PBC Minutes, March 2016) the College sets Institution-Set Standards (ISS) for

- Course completion
- Degrees
- Certificates
- Transfers

In 2016, the Course completion goal was set at the highest level for the past three years in order to build on the successes achieved in the most recent year. The Degree, Certificate, and Transfer completion targets were set based on the weighted average of the last three years. Due to the increased uncertainty in the variables related to completion of degrees, certificates and transfers (e.g. economy, employment fluctuations, etc.) the College felt that the weighted average of the last three years was a more accurate representation of success. The College believes that the new goals set for 2017 are reasonable, attainable, and promote continuous improvement.

In addition to the ISS, the College sets forth other targets for programs in the Career Technical Education (CTE) and Health Science (HS) Divisions. These programs utilize job placement and licensure exam pass rates to set standards of student achievement. Individual CTE programs set job placement rates based on the Federal Perkins Core Indicator Reports. Licensure Examination pass rates are locally developed by each individual program. Both job placement rates and licensure examination pass rates along with the targets set for both are reported in the ACCJC Annual Report (IB3.2).

The college reviews data from the ACCJC Annual Report (IB3.2) and the IEPI (IB3.3) as part of its regular shared governance process to develop targets and identify areas of concern (IB3.4-PBC Minutes, March 2016). In 2016 the College met the ACCJC Institution Set Standards for degrees and transfers; however, the College did not meet the standard it set for successful course completion and certificates (IB3.5-SP Year 2 Report).

Cypress College is committed to the continuous improvement of student success rates and to achieving the standards the institution has set. To that end, the College has established several
vehicles to be utilized by departments across campus for improvement. The Strategic Plan (SP) Fund was established in 2013 to provide resources to promote student success. In 2016, in an effort to focus attention on meeting the Institution Set Standards, the fund was expanded to facilitate that specific goal and renamed the SP/ISS Fund (IB3.6-PBC Minutes, September 2016). In addition to this fund, other resource allocation opportunities are available to faculty and staff to promote student success. Language Arts and Mathematics faculty propose funding requests through the Basic Skills Coordinating Committee (IB3.7-BSCC Minutes, March 2016) to target improvement for underprepared students. Faculty and staff across disciplines can submit One-time Funding requests (IB3.8) to address specific one-time needs in their areas (IB3.9). These funds provide additional resources so that the College can meet targets and achieve the desired outcomes more effectively.

In an effort to promote continued success, Cypress College publishes both the ISS as well as the annual results in a variety of ways. The standards and results can be found on the Cypress College website or published in the Strategic Plan Annual Reports (IB3.5) and the Institutional Effectiveness Report (IER) (IB3.10). The standards and results are also discussed at the annual Opening Day Meeting (IB3.11-Fall 2016 Opening Day Slides, p. 125-130) as well as included in the Program Review data (IB3.12-PR Form) so that faculty and staff are able to incorporate the information into their departmental planning.

The Distance Education Program establishes goals and objectives through the actions of the Distance Education Committee as described in the Distance Education Plan 2011–2014 (IB3.13). Cypress College considers the various modes of delivery available for instruction as tools to achieve instructional goals. Therefore, DE courses are expected to meet exactly the same standards of excellence as those taught with a traditional modality. Expectations for course and award completion at the college are the same regardless of the mode of instruction used to deliver course content. To achieve this goal, Institutional Research and Planning disaggregates success data based on delivery method and includes this analysis in the annual IER (IB3.10).

Cypress College will utilize external accrediting agency metrics, as well as the established ISS to assess student achievement in the newly created baccalaureate degree. The American Board of Funeral Service Education (ABFSE) requires that each degree program, associate and bachelor, be reported separately in terms of student outcomes in graduation, employment, and licensure examination passing rates (IB3.14-ABFSE Standard 11). Baccalaureate degree ISS results will be reported separately consistent with established College practices as referenced above and results will be used to set future goals for improvement and student success.
Analysis and Evaluation

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

Evidence Sources

IB3.1a – Cypress College Accreditation web page screenshot
IB3.2 – ACCJC Annual Report 2016
IB3.3 – Institutional Effectiveness Partnership Initiative Framework Indicators 2016 – 2017
IB3.4 – Planning and Budget Committee Minutes, March 17, 2016
IB3.5 – Strategic Plan 2014 – 2017 at Cypress College, Year 2 Report, Progress and Evaluation June 2016
IB3.6 – Planning and Budget Committee Minutes, September 15, 2016
IB3.7 – Basic Skills Coordinating Committee Minutes, March 18, 2016
IB3.8 – One-Time Funding Template 2016 – 2017
IB3.9 – Planning and Budget Committee Budget Process 2016 – 2017
IB3.10 – Institutional Effectiveness Report
IB3.11 – Opening Day PowerPoint Fall 2016
IB3.12 – Program Review Form
IB3.13 – Cypress College Distance Education Plan 2011 – 2014
IB3.14 – American Board of Funeral Service Education Standards

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

Evidence of Meeting the Standard

Each year, Institutional Research and Planning (IRP) at Cypress College produces an Institutional Effectiveness Report (IER) that incorporates assessment data from multiple sources including the CCCCO Student Success Scorecard and internal measures of student success such as course success rates, degree and certificate completion, transfer status, and job placement data for our CTE Programs. This data is disaggregated based on a number of factors such as age, gender, ethnicity, socioeconomic status, method of delivery (distance education vs traditional), and stated educational goal. This macroscale overview of measured parameters also separates data into the three broad areas identified by the state as our primary focus, Career Technical Education, Transfer, and Basic Skills (IB4.1 IER).
The *IER* also includes data derived from individual department Program Reviews. Institutional Research and Planning (IRP) provides each department conducting Program Review with course based success rates for the previous two years as well as disaggregated student equity data to facilitate discussion regarding instructional effectiveness (IB4.2-PR Form). Departments use this data along with the analysis of SLO evaluations to determine what, if any, changes to the curriculum or instructional practices are warranted based on this analysis (IB4.3a-AC-R PR; IB4.3b-COMM PR).

Since both SLO development and analysis as well as the Program Review process are conducted by the faculty, the purview of these processes falls within the auspices of the Academic Senate. The Senate was originally responsible for establishing the assessment cycle (IB4.4-SLO Handbook) and is responsible for defining and filling the role of the SLO Coordinator who reports at Senate meetings (IB4.5-Senate Agenda). Completed Program Reviews are submitted to both the Program Review Committee and Executive VP of Instruction and Student Services. In addition, the PR Coordinator submits an annual report that is incorporated into the *IER* to substantiate student achievement (IB4.6-PR Handbook). Therefore, data flows bi-directionally from administration to faculty and vice versa to facilitate an ongoing dialogue regarding how to meet the goals and objectives expressed through the College’s strategic planning process (IB4.7-PR Annual Report; IB4.1-IER).

Student Support Services and Campus Support Services also undergo regular and ongoing assessments of their effectiveness through the Student Services Quality Review (SSQR) and Campus Services Quality Review (CSQR) processes (IB4.8-SSQR Form; IB4.9-CSQR Form). Both reviews utilize assessment data in the form of student/staff satisfaction surveys and use these data to assess whether they have met student learning outcomes and to inform long term planning. Another tool the College utilizes for assessment in these areas is the Campus Climate Survey (CCS)(IB4.10) that is administered to students, faculty and staff. The CCS is designed to provide a general assessment of the overall success of campus processes.

All institutional decision-making processes are subject to review by the Planning and Budget Committee (PBC) (IB4.11-PBC Guidelines). When proposals require allocation of resources, in addition to justifying how the request fulfills the College Mission and supports the *Strategic Plan*, the results of Program Review, SSQR and/or CSQR are required when submitting the request (IB4.12-One-Time Funding Template). PBC takes all of these elements into account when making recommendations to the President’s Advisory Cabinet (PAC) for final decision (IB4.13-PAC Guidelines).

**Analysis and Evaluation**

**The College meets the Standard.** Cypress College uses external assessment data such as the CCCCO Student Success Scorecard and internal data such as course success rates, degree and certificate completion, transfer status, and job placement data for our CTE Programs to assess the efficacy of all programs. Through the review processes of Instruction Programs, Student Support and Campus services, the College is able to utilize data in its decision-making and resource allocation processes to ultimately support student learning and student achievement.
Evidence Sources

IB4.2 – Program Review Form
IB4.3a – Air Conditioning and Refrigeration Department Program Review 2016
IB4.3b – Communication Studies Department Program Review 2015
IB4.4 – Cypress College Student Learning Outcomes Handbook 2017
IB4.5 – Cypress College Academic Senate Meeting Minutes, May 12, 2016
IB4.6 – Cypress College Department Planning and Program Review Handbook 2017
IB4.7 – Program Review Annual Report 2016 – 2017
IB4.8 – Student Services Quality Review (SSQR) Form
IB4.9 – Campus Services Quality Review (CSQR) Form
IB4.10 – Cypress College Campus Climate Survey Report 2015
IB4.11 – Planning and Budget Committee Guidelines
IB4.12 – One-Time Funding Template 2016 – 2017
IB4.13 – President’s Advisory Cabinet Guidelines

IB5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Cypress College assesses the accomplishment of its mission through the Program Review process. Instructional programs are reviewed on a four-year cycle (IB5.1) using the Department Planning and Program Review form (IB5.2). The Department Planning and Program Review form includes the department mission and how it relates to the college mission, a summary of student achievement data, student learning outcomes, and department goals and objectives, as well as identification of needed resources and budget implications. The Program Review process heavily informs planning and decision-making, including those affecting resource allocation, faculty hiring, and internal grant opportunities. As part of the process, Departments identify goals and objectives and are required to link their proposed plans to the College Strategic Plan. Recent evidence of decisions made based on Program Review are summarized in the Program Review Annual Reports (IB5.3a-15-16; IB5.3b-16-17). The Program Review process is outlined in detail in the Department Planning and Program Review Handbook (IB5.4).

Institutional data and evidence are prepopulated into a department’s Program Review Form for use in the review process. The Department Planning and Program Review Form includes quantitative data such as five-year trend data related to enrollments, efficiency measures (i.e., fill rates) (IB5.5 AC-R Program Review), course success rates, degrees and certificates awarded (IB5.6-Award Report), which are used by departments in their analysis. Additionally, data related to student learning outcomes (SLOs) are assessed by faculty for each department as part of the program review process. Other sources of disaggregated data that are drawn from during
program review are the annual *Institutional Effectiveness Report (IER)* (IB5.7), *Student Equity Plan* (IB5.8), and CCCCO Student Success Scorecard (IB5.9). Data provided to instructional programs has been disaggregated for each individual Department as well as by Division and College to be utilized by departments in their analysis. Beginning in Fall 2016, data for Program Review is further disaggregated by age, gender, ethnicity, disability status, veteran status, foster youth status, financial aid status, and delivery mode (IB5.5).

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

Distance Education

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

**Analysis and Evaluation**

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

**Evidence Sources**

IB5.1 – Program Review Schedule  
IB5.2 – Program Review Form  
IB5.3a – Program Review Annual Report 2015 – 2016  
IB5.3b – Program Review Annual Report 2016 – 2017  
IB5.4 – Cypress College Department Planning and Program Review Handbook 2017
IB6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Cypress College utilizes disaggregated data in the assessment of learning outcomes. The College distinguishes between learning outcomes (LOs) and student learning outcomes (SLOs) in that LOs are broad based markers of overall student success such as course completion rates, transfers, and degrees/certificates awarded. SLOs, on the other hand, are department-specific benchmarks utilized by faculty to assess student achievement at the course level to improve learning. LOs are assessed in multiple ways, for example the CCCCCO Student Success Scorecard (IB6.1-1) provides a basis for comparison with various momentum points, degree and transfer outcomes, and career and technical education metrics. This tool is used to compare Cypress College students to the statewide average for all community colleges and was outlined within the 2015 Institutional Effectiveness Report (IER)(IB6.2). Through comparing Cypress College data with statewide data, it was revealed that Cypress College students perform at better rates than the statewide average for all scorecard metrics. More specifically, this trend existed when tracking basic skills math, English, and ESL students from below transfer level to transfer level from 2008-09 to 2013-14. This trend also continued when comparing statewide persistence, 30-unit completion, degree and transfer outcomes, and CTE completion percentages to Cypress College data for both prepared and unprepared students. This data illustrates Cypress College’s satisfactory performance when comparing these metrics to the statewide metrics. However, achievement gaps for completion were observed when comparing students’ success in transitioning from basic skills courses to college-level coursework, especially in math. Thus, while Cypress College students scored higher for most measures when compared to statewide data, achievement gaps did still exist when examining local data (IB6.1 Student Success Scorecard).
In addition, the Office of Institutional Research and Planning (IRP) collects student achievement data in the form of course completion rates and degree/certificate attainment, annually. The data are disaggregated by population: age, gender, ethnicity, disability status, veteran status, foster youth status, financial aid status and delivery mode (IB6.3-ACCT PR). IRP examines several different areas when measuring student achievement: Access, Course Completion, ESL & Basic Skills completion, Degree and Certificate completion, and Transfer outcomes. In each area the College further identifies the three target populations with the largest achievement gaps (IB6.4-SEP p. 11).

**ESL and Basic Skills Completion**

### ESL Completion

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Methodology</th>
<th>Current gap*, year</th>
<th>Goal</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>80%</td>
<td>-7.3%, 2008-2009 cohort</td>
<td>Gap no &gt; than -3%</td>
<td>2017</td>
</tr>
<tr>
<td>No financial aid</td>
<td>80%</td>
<td>-7.2%, 2008-2009 cohort</td>
<td>Gap no &gt; than -3%</td>
<td>2017</td>
</tr>
<tr>
<td>25-29 years old</td>
<td>80%</td>
<td>-4.5%, 2008-2009 cohort</td>
<td>Gap no &gt; than -3%</td>
<td>2017</td>
</tr>
</tbody>
</table>

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

### English Basic Skills Completion

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Methodology</th>
<th>Current gap*, year</th>
<th>Goal</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-49 year old</td>
<td>80%</td>
<td>-14.1%, 2008-2009 cohort</td>
<td>Gap no &gt; than -7%</td>
<td>2020</td>
</tr>
<tr>
<td>Hispanic students</td>
<td>80%</td>
<td>-3.4%, 2008-2009 cohort</td>
<td>Gap no &gt; than -2%</td>
<td>2017</td>
</tr>
<tr>
<td>20-24 years old</td>
<td>80%</td>
<td>-3.3%, 2008-2009 cohort</td>
<td>Gap no &gt; than -2%</td>
<td>2017</td>
</tr>
</tbody>
</table>

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

### Mathematics Basic Skills Completion

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Methodology</th>
<th>Current gap*, year</th>
<th>Goal</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American students</td>
<td>80%</td>
<td>-8.7%, 2008-2009 cohort</td>
<td>Gap no &gt; than -6%</td>
<td>2018</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>80%</td>
<td>-6.1%, 2008-2009 cohort</td>
<td>Gap no &gt; than -3%</td>
<td>2018</td>
</tr>
<tr>
<td>25-49 years old</td>
<td>80%</td>
<td>-5.4%, 2008-2009 cohort</td>
<td>Gap no &gt; than -3%</td>
<td>2018</td>
</tr>
</tbody>
</table>

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

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

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

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

Instructional departments are also actively engaged in closing the Achievement Gap. In Fall 2016, the IRP Office began to provide disaggregated data as part of the pre-population of the Department Program Review forms. As of the 2016 – 2017 Program Review cycle, departments must now review student equity data, identify any achievement gaps in student success and develop strategies to address the gaps identified (IB6.3-ACCT PR). For example, as part of their Program Review, the Accounting Department added tutoring to address the achievement gaps among American Indian, Black and Hispanic students (IB6.7-PR Report).

Analysis and Evaluation

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

Evidence Sources

IB6.1 – California Community Colleges Chancellor’s Office Student Success Scorecard
IB6.3 – Accounting Department Program Review Form
IB6.4 – Cypress College Student Equity Plan 2015
IB6.5 – Achieving Cypress College Educational Student Success (A.C.C.E.S.S.) Report Spring 2016
IB6.6 – Basic Skills Initiative Committee Minutes, October 23, 2015
IB6.7 – Cypress College Program Review Annual Report 2016 – 2017
IB7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College utilizes two primary documents to inform planning: the *Cypress College Educational Master Plan* (IB7.1) and the *Cypress College Strategic Plan* (IB7.2). Both of these documents are heavily influenced by and consistent with the NOCCCD’s primary planning documents: The *NOCCCD Comprehensive Master Plan 2011* (IB7.3-CMP) and the *District-Wide Strategic Plan 2014 – 2017* (IB7.4). Long term planning at Cypress College is guided by the *Educational Master Plan* (IB7.1 EMP), which serves as a foundational document to inform and shape other campus plans (IB7.5-Integrated Planning Model). The *EMP* lays out the goals and plans over a ten-year period for all areas of the institution, including instructional divisions and instructional support services.

The guiding document for all Cypress College policies and procedures is the *Strategic Plan* (IB7.2). Developed every three years, the Plan is the road-map the College uses for planning, assessment, and evaluation of its programs and practices across all areas of the institution. The 2014 – 2017 *Strategic Plan* consists of three Directions and 14 Goals, which are evaluated annually by the Strategic Direction Workgroup (SDW) in terms of the progress made toward meeting the goal (IB7.6a-SP Year 1 Report; IB7.6b-SP Year 2 Report; IB7.6c-SP Year 3 Report).

When drafting the initial 2014 – 2017 *Cypress College Strategic Plan* in order to align with the District’s plan, five Direction Chairs were assigned to monitor progress in the identified goals and objectives based on the five directions identified in the District’s plan. Noting that there was significant overlap in the three directions associated with student success, the College decided to combine them and include only three strategic directions: Student Success, Organizational Excellence, and Strong Community Connections. The College then created the Strategic Planning Workgroup, which consisted of the Direction Chairs and the Institutional Research and Planning staff. Each year the Workgroup evaluates overall progress toward the planning goals and provides the campus with an executive summary of the current status (IB7.6a-SP Year 1 Report). To further ensure that the college maintains its focus on achieving the stated goals and objectives, the Strategic Direction Workgroup (SDW) meets throughout the semester to review the college planning processes (IB7.7-SDW Agendas). At the end of the first year of the current strategic plan, the Strategic Plan Workgroup decided to include more benchmark data for the objectives in the plan to make it easier for reviewers to assign progress ratings in 2015-16 (IB7.6a-SP Year 1 Report).

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

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

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

Review processes for other funding mechanisms such as One-Time Funding and the Strategic Plan Fund are regular and ongoing. The One-Time Funding evaluation process begins with Direction committee members evaluating submitted proposals utilizing the One-Time Funding Rubric (IB7.13-One-time funding rubric). The ratings are discussed within each committee and final rankings are forwarded to PBC where they are reprioritized before being submitted as recommendations to PAC (IB7.14-PAC Minutes, April 2016). The Strategic Plan/Institution Set Standards Fund is an additional resource programs can utilize for projects and proposals identified by programs across campus in their program reviews. In order to provide additional resources to meet the specific goals of the Strategic Plan, Cypress College began setting aside $100,000 per year in 2013 to fund projects and activities that fall outside of the traditional One-time Funding cycle (IB7.6a-SP Year 1 Report, p.3). Funding requests are evaluated by the Strategic Plan Direction committees based on whether they align closely with the Strategic Plan and the goals and objectives of the campus community (IB7.15-Strategic Plan Request Form).
The recommendations are forwarded to President’s Staff who then make the final determinations (IB7.6b-SP Year 2 Report, p. 6).

Each year, PBC evaluates the previous year’s decision-making process and makes changes as necessary. For example, in 2014-15 PBC discussed One-Time Funding requests that had safety concerns. When funding requests are identified as a safety concern, the request is referred to the Safety Committee for a risk assessment rating from 0-5. The rated requests are then returned to PBC for consideration along with all other submitted requests. PBC recognized the need to take highly rated (5) safety requests out of the general discussion and fund those immediately and revised the future funding procedures to reflect this process change (IB7.16-PBC Minutes, November 2014).

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

As a result of this Self-Evaluation, both PBC and PAC engaged in the first of a proposed annual assessment of college decision-making processes. The results indicated overall satisfaction with the functions of both bodies, however issues were identified in the Classified Needs Assessment and One-time Funding processes. Plans for recommendations to improve the processes will be discussed in Fall 2017 (IB7.17a-PBC Evaluation; IB7.17b-PAC Evaluation).

Essential decisions affecting the College are made by the Planning and Budget Committee and President’s Advisory Council, which consist of representatives from all constituencies (IB7.18-PBC Guidelines; IB7.19-PAC Guidelines). Furthermore, in an effort to more closely integrate decision-making with the Strategic Plan, in 2015 the Strategic Plan Workgroup Direction Chairs were included as resource members in PBC. The inclusion of the Workgroup members was a direct result of the ongoing evaluation of the College decision-making processes (IB7.20-PBC Minutes, February 2014).

The College also evaluates the decision-making process through the Campus Climate Survey (CCS). The CCS is conducted every two years in an effort to obtain feedback from the campus community regarding a number of factors that include Decision-Making, Team Spirit, and General Job Satisfaction. The solicitation of this feedback is a tool designed to help assess the efficacy of the decision-making and governance process in the effort to support academic quality and the accomplishment of the College’s mission. Recent results from the CCS indicate that while 47.1% of employees reported that communications regarding decision-making processes were widely available and accessible, 77.3% of employees agreed that they had adequate opportunities to participate in shared-governance (IB7.6b-SP Year 2 Report, p.21).

The Strategic Plan Annual Reports are the primary means of assessing the efficacy of the Strategic Plan. The yearly reports include a summary of the actions taken by the College in the
effort to meet the goals set as well as a rating of those actions. Each goal is assessed by the SDW in terms of overall progress with designations of Zero, Minimal, Moderate, Substantial, and Major (IB7.6c- SP Year 3 Report). The College utilizes these assessments and takes action accordingly.
Year Three Workgroup Assessment of Overall Progress on Strategic Directions

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

OVERALL RANKING OF STRATEGIC PLAN: MODERATE
In anticipation of the baccalaureate degree the District and College have initiated changes in Board Policy and Instructional Program Review respectively. The District is planning to revise *Board Policy and Administrative Procedure 4100-Graduation Requirements for Degrees and Certificates* to include the units required for the baccalaureate degree. In addition, the College has added a separate Funeral Service Bachelor Degree review to the Program Review cycle schedule (IB7.21-PR Cycle). The baccalaureate degree program has also established controls to monitor resource management. The California Community Colleges Chancellor’s Office provided each pilot college with $350,000 to initiate the baccalaureate degree in their respective districts and enacted upper division enrollment fees to offset the increased cost of offering bachelor-level courses. It is anticipated that the increased enrollment fees will partially offset the costs of delivering instruction, and after the pilot programs’ report to the legislature in 2018, additional budgetary concessions will provide more funding to allow for expansion (IB7.22-BDPP Press Release).

**Analysis and Evaluation**

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

**Evidence Sources**

IB7.1 – Cypress College Educational Master Plan 2016-2026  
IB7.2 – Cypress College Strategic Plan 2014 – 2017  
IB7.3 – NOCCCD Comprehensive Master Plan 2011  
IB7.4 – NOCCCD District-wide Strategic Plan 2014 – 2017  
IB7.5 – Cypress College Integrated Planning Model from EMP 2016 – 2026  
IB7.6a – Strategic Plan 2014 – 2017 at Cypress College, Year 1 Report, Progress and Evaluation June 2015  
IB7.6b – Strategic Plan 2014 – 2017 at Cypress College, Year 2 Report, Progress and Evaluation June 2016  
IB7.6c – Strategic Plan 2014 – 2017 at Cypress College, Year 3 Report, Progress and Evaluation June 2017  
IB7.7 – Strategic Direction Workgroup Agendas  
IB7.8 – Department Planning and Program Review Form  
IB7.9 – Program Review Revised Process Spring 2012  
IB7.10 – Student Services Quality Review Form  
IB7.11 – Campus Support Services Quality Review
IB8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

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

- The *Strategic Plan Yearly Reports*, which assess the progress made toward the goals of the *Strategic Plan* (IB8.1a- SP Year 1 Report; IB8.1b- SP Year 2 Report);
- The *Institutional Effectiveness Report*, which provides outcomes information, an environmental scan, and Instructional, Student, and Campus Services reviews (IB8.2-IER);
- The Program Review Annual Report, which summarizes the results of the Instructional programs reviews conducted that year (IB8.3 PR Report);
- The Campus Climate Survey Report, which reports the results of the biennial feedback of all campus employees and students (IB8.4 CCS).
These reports and others are made available to the public and campus community through the IRP page on the College website (IB8.5-IRP Reports web page) or to the campus staff through the internal J-Drive (IB8.6a-b-J-Drive).

The College also engages in systematic assessments of other programs and disseminates the results to the campus as a whole. For example, the Basic Skills Initiative (BSI) Committee regularly assesses the efficacy of the programs and services they provide (IB8.7-BSI Report). Through additional research conducted on the effectiveness of the English Success Center (ESC) and Math Learning Center (MLC), the BSC examined the relationship between Directed Learning Activities (DLAs) and persistence and success in basic skills math and English courses (IB8.8a-2015 Title V Annual Report; IB8.8b-2015 Title V Annual Report-Executive Summary). These results were disseminated to the various constituency groups on campus through their representatives on the BSC. Other campus programs and services such as the Summer Boost, Tutoring, and Supplemental Instruction (SI) Programs also conduct analyses to better understand strengths and weaknesses in order to make improvements as necessary (IB8.9-Summer Boost Program; IB8.10a-Tutor.and SI Findings S15; IB8.10b-Tutor.and SI Findings F16). These groups and programs make their results available to the campus through presentations at Division meetings and shared governance groups such as Planning and Budget Committee (PBC), President’s Advisory Cabinet (PAC), and Academic Senate. In addition, results are made public through posting the reports on the J-Drive (IB8.6a-b-J-Drive).

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

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

Analysis and Evaluation

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

**Evidence Sources**

IB8.1a – Strategic Plan 2014 – 2017 at Cypress College, Year 1 Report, Progress and Evaluation June 2015
IB8.2 – Cypress College Institutional Effectiveness Report 2015 – 2016
IB8.4 – Cypress College Campus Climate Survey Report 2015
IB8.5 – Institutional Research and Planning Reports web page screenshot
IB8.6a – J-Drive Screen screenshot Top
IB8.6b – J-Drive Screen screenshot Bottom
IB8.7 – Basic Skills Initiative Report 2014 – 2015
IB8.8a – Title V Annual Report 2015 - Data Inputted Fall 2014 to Spring 2015
IB8.8b – Title V Annual Report 2015 - Executive Summary
IB8.9 – Summer Boost Program Report
IB8.10a – Supplemental Instruction and Tutoring Report Spring 2015
IB8.10b – Supplemental Instruction and Tutoring Report Fall 2016
IB8.11a – Opening Day Flyer Fall 2012
IB8.11b – Opening Day Fall 2014
IB8.11c – Opening Day Agenda Spring 2015
IB8.12a – Leadership Team Agenda March 28, 2014
IB8.12b – Leadership Team Agenda November 21, 2014
IB8.12c – Leadership Team Agenda April 17, 2015
IB8.12d – Leadership Team Agenda November 20, 2015
IB8.12e – Leadership Team Agenda April 15, 2016

**IB9.** The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short and long-range needs for educational programs and services and for human, physical, technological and financial resources.
Evidence of Meeting the Standard

Cypress College engages in a systematic review of all programs and services through three basic program review processes: Program Review (for Instructional Programs) and Quality Reviews (for Student or Campus Services). These reviews serve as the primary means of assessing the effectiveness of Cypress College programs and services. Each program/department on campus conducts a comprehensive review of their services every three or four years (IB9.1-PR Cycle). This review includes several variables including instructional success rates, service satisfaction rates, supplies and infrastructure analysis, program deficiencies and proposed action plans to address them. The program review documents are then utilized by the Planning and Budget Committee (PBC) to allocate One-time Funding, available each year (IB9.2-One-Time Funding Template). PBC uses the Mission, the Educational Master Plan (EMP), current Strategic Plan and the most recent Program/Quality review documents as the main sources of information for determining the allocation of funds for student success (IB9.3-EMP; IB9.4-Strategic Plan; IB9.5-PR Form; IB9.6-SSQR; IB9.7-CSSQR).

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

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

The College conducted a Program Review of Distance Education in 2011-12 (IB9.11). This study examined student satisfaction with online instruction as well as faculty
satisfaction with the DE Program and training. This DE review focused primarily on student and faculty satisfaction rather than outcomes as is the case with traditional program reviews. It is time for the DE Program to conduct another review; however, the campus is in the midst of a reorganization of the DE Program management and is therefore waiting for the process to conclude before conducting the review. Given the complexities of Distance Education, the College determined that a bifurcation of responsibilities between pedagogy and operations was necessary. Through the shared governance process, the College has decided to divide management responsibilities between a faculty member responsible for pedagogical concerns and a manager responsible for day to day operations (IB9.12-Senate Minutes, September 2016).

The DE Program has grown tremendously and a more thorough review, including student success in DE courses, is warranted. The Instructional Program Review Committee requested a modification to the course completion data provided to departments to include delineation by delivery mode. The 2016/2017 Program Review Form is now prepopulated with this data (IB9.13-ACCT Form). As the College moves forward, the DE Program will be reviewed both at the department level during the Instructional Program Review cycle as well as through an overall review of the services the Program provides.

**Analysis and Evaluation**

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

**Evidence Sources**

IB9.1 – Program Review Cycle and Comprehensive Schedule 2016 – 2020  
IB9.2 – One-Time Funding Template 2016 – 2017  
IB9.3 – Cypress College Educational Master Plan 2016 – 2026  
IB9.4 – Cypress College Strategic Plan 2014 – 2017  
IB9.5 – Department Planning and Program Review Form  
IB9.6 – Student Services Quality Review (SSQR) Form  
IB9.7 – Campus Services Quality Review (CSQR) Form  
IB9.8 – Photography Directed Learning Activity (DLA)  
IB9.9 – Directed Learning Activity (DLA) in Photography 101 Report Fall 2014  
IB9.10 – Microbiology Success Data Report  
IB9.11 – Distance Education Quality Review 2011 – 2012  
IB9.12 – Cypress College Academic Senate Meeting Minutes, September 8, 2016  
IB9.13 – Accounting Department Program Review Form, Fall 2016
## Changes Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand Strategic Plan Fund to include Institution-set Standards</td>
<td>IB3</td>
<td>PBC</td>
<td>Fall 2016</td>
<td>Revised eligibility for funds in the Strategic Plan Fund to include any project that improves the College’s institution-set standards as well.</td>
</tr>
<tr>
<td>Included disaggregated data into Instructional Program Review</td>
<td>IB5</td>
<td>IRP</td>
<td>Fall 2016</td>
<td>Enhanced disaggregation of data for instructional program review by delivery mode for each course and by age, gender, ethnicity and other variables by program.</td>
</tr>
<tr>
<td>Added Funeral Service Bachelor Degree to Program Review schedule</td>
<td>IB7</td>
<td>Program Review Chair</td>
<td>Spring 2017</td>
<td>Added a separate Program Review for the Funeral Service bachelor degree to distinguish the degree from the associates degree program.</td>
</tr>
<tr>
<td>Implemented evaluation of shared governance committee decision-making processes</td>
<td>IB7</td>
<td>IRP</td>
<td>Spring 2017</td>
<td>Conducted an evaluation of PBC and PAC as to the effectiveness of the decision-making processes utilized.</td>
</tr>
</tbody>
</table>
## Plans Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate all instructional budgets</td>
<td>IB7</td>
<td>Vice President, Administrative Services</td>
<td>Fall 2017</td>
<td>The Vice President of administrative Services will conduct an evaluation of all instructional supply budgets.</td>
</tr>
<tr>
<td>Develop a BP and AP to ensure 120 units for the pilot baccalaureate degree</td>
<td>IB7 IIA5</td>
<td>Vice Chancellor, Educational Services and Technology</td>
<td>Fall 2017</td>
<td>The District will prepare the necessary BP and AP to comply with the 120 minimum units degree requirement prescribed by Title V for the pilot baccalaureate degree.</td>
</tr>
<tr>
<td>Provide more uniform dissemination of College information</td>
<td>IB8</td>
<td>Director, Campus Communications</td>
<td>Fall 2017</td>
<td>To improve reliability and accuracy, the College will engage in a review to make better use of more systemic, public dissemination of college information.</td>
</tr>
</tbody>
</table>
Standard IC: Institutional Integrity

IC1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Depending on the publication, there are varying members of the campus responsible for ensuring the accuracy of publicly disseminated information. The Office of Instruction is responsible for two primary publications: the Schedule of Classes and the College Catalog. The information in each of these publications is shared for review broadly prior to publication (IC1. 1-Landis email). The Director of Campus Communication is delegated authority to review all print publications (IC1.2 Posner email). The print versions of documents such as the College Catalog, Schedule, Mission Statement etc. are then posted to the Cypress College website (IC1.3). The College website is the primary vehicle for informing the public and community about Cypress College’s educational programs, mission statement, and student support services. At this time, no systematic approval or review process exists for information posted to the campus website because the college employs a distributive model of content responsibility. The College currently has two Information Technology (IT) employees who facilitate posting of information to the website, if necessary, and in November 2016 filled a more-content focused position as well. Parties who share responsibility for content creation range across employment categories and roles. In some instances, content is created and posted at the program level without the need for approval or review. During the summer of 2016, the College initiated a transition of primary responsibility for website content from Academic Computing to Campus Communications. This process is ongoing (IC1.2-Posner email). Documents such as the Annual Report (IC1.4), College Catalog (IC1.5), Class Schedule (IC1.6), and various other reports and documents are housed on the website. In addition, there are links to student services (IC1.7).

All accreditation information is housed on the College website on an Accreditation page accessible directly from the college’s homepage in accordance with ACCJC’s “One-Click Policy.” Accreditation information includes current ACCJC accreditation status, any general communications with ACCJC, as well as the accreditation status and information from outside accrediting agencies for the Career Technical Education (CTE) programs such as Nursing, Dental Hygiene, and Automotive Technology (IC1.8-Accreditation Web Page).

Cypress College DE program courses appear in each publication of the College Catalog (IC1.5, p. 26) and Schedule of Classes (IC1.6-p. 123-124). The DE program communicates with the campus through email, Blackboard, and the College website. The Distance Education web page outlines policies, readiness guidelines, and tips for student success in Distance Education courses (IC1.9-DE web page). There are also listings to DE rubrics for
success, faculty training, and the *DE Plan* at the DE faculty website (IC1.10-DE faculty web page).

The College catalog currently reflects the American Board of Funeral Service Education (ABFSE) program objectives for the associate in science program which are required for all accredited programs regardless of level of degree, two-year or four-year (IC1.5-Catalog). The baccalaureate program requirements for graduation will be updated to include the following:

**Required upper division major courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>MORT 402 C</td>
<td>Funeral Service Standards of Practice</td>
<td>3</td>
</tr>
<tr>
<td>MORT 430 C</td>
<td>Cemetary and Crematory Operations</td>
<td>3</td>
</tr>
<tr>
<td>MORT 450 C</td>
<td>Issues and Trends in Funeral Service</td>
<td>3</td>
</tr>
<tr>
<td>MORT 482 C</td>
<td>Clinical Embalming Externship</td>
<td>4</td>
</tr>
<tr>
<td>MORT 492 C</td>
<td>Funeral Service Externship</td>
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<tr>
<td>MORT 495 C</td>
<td>Mortuary Jurisprudence</td>
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<tr>
<td>MORT 497 C</td>
<td>Funeral Service Practicum I</td>
<td></td>
</tr>
<tr>
<td>MORT 498 C</td>
<td>and Funeral Service Practicum II</td>
<td>12</td>
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</tbody>
</table>

12 units from MORT 497 C and MORT 498 C will be used to fulfill upper division major requirements (IC1.11-BS Funeral Service).

**Analysis and Evaluation**

The **College meets the Standard and Eligibility Requirement 20.** Cypress College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services through the use of the District Publication Approval Process. While meeting the Standard, the college continues to work on improving the local process that ensures the accuracy and integrity of information provided to students and the public on the website. In addition, the College is addressing review of the increasing number of projects printed outside the District print shop, currently not included in the approval process. The Cypress College Accreditation web page gives accurate information to students and the public about its accreditation status with all of its accreditors (ER 20).

**Evidence Sources**

IC1.1 – Donna Landis, Catalog and Schedule Coordinator, Publication email
IC1.2 – Marc Posner, Director, Campus Communications, Publications email
IC1.3 – Cypress College website screenshot
IC1.4 – Cypress College Annual Report 2015 – 2016
IC1.5 – Cypress College Catalog 2016 – 2017
IC1.6 – Cypress College Schedule of Classes Spring 2017
IC1.7 – Cypress College Student Services web page screenshot
IC1.8 – Cypress College Accreditation Web Page.
IC2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

Evidence of Meeting the Standard

Cypress College provides an annual precise, accurate, and current catalog in print and on the College website (IC2.1-Catalog). Printed copies may be obtained through the College Bookstore and are also distributed when registering for the COUN 140 C (Educational Planning) course.

To ensure that the catalog accurately reflects the courses and programs offered by the College, a draft of the catalog is disseminated to Deans, Division Office Managers, and Department Coordinators prior to publication to ensure accuracy (IC2.2-Spec. Interests Memo). Non-course and program information, such as Student Support Services, Special Programs, Instructional Support Services, Distance Education and NOCCCD Administrative Procedures, is obtained from responsible parties and adhere to NOCCCD Board Policy 4020-Program and Curriculum Development guidelines (IC2.3).

The Cypress College Catalog, in both print and electronic formats, clearly describes all Cypress College policies, services, and procedures. Traditional and DE students are both offered services in the same manner through interactions with counselors and other personnel. Students are expected to view online or in print all college policies and practices that relate to academic freedom, financial aid, and learning resources (IC2.1-Catalog).

The College Catalog clearly describes and defines the DE program at Cypress College. The Catalog specifies the minimum computational competencies expected of students enrolling in DE courses. To further assist DE students, the catalog directs them to visit the DE Program website, which provides more details and tips relating to DE courses and programs (IC2.1 Catalog, p. 26). The College Catalog lists all approved courses offered by Cypress College and identifies the various modes in which a course may potentially be offered. The Class Schedule specifically identifies the mode of delivery of a course by individual section. Additionally, the online Schedule of Classes provides a separate list of online and hybrid courses (IC2.4-Schedule, p.123-124). Finally, online and hybrid courses are listed in the Class Schedule under each specific academic department, and these DE courses are clearly marked with symbols that distinguish them from traditional courses (IC2.4-Schedule, p.61-62).
The College catalog will be updated in Fall 2017 to reflect the following information regarding the baccalaureate degree:

To earn the Bachelor in Science Degree in Funeral Service, students must complete: (1) requirements for Associate in Science Mortuary Science degree or equivalent (2) all upper division major course requirements with a minimum grade of “C”; (3) 37 units of IGETC lower division general education coursework or 39 units CSU GE Breadth lower division general education coursework, or previously awarded baccalaureate degree; (4) 9 units of Upper Division General Education Graduation Requirements; (5) the cultural diversity requirement; (6) any elective courses to complete a minimum of 120 units; and, (7) have a minimum GPA of 2.0 in all college level courses attempted and at least 24 units of upper division course work must be completed at Cypress College (residency requirement) (IC2.5-BS in Funeral Service).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 20. Cypress College provides a print and online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” The Catalog review process is rigorous and includes widespread participation from relevant personnel across the campus.

Evidence Sources

IC2.1 – Cypress College Catalog 2016 – 2017
IC2.2 – Specific Interests Memo
IC2.3 – NOCCCD Board Policy 4020 - Program and Curriculum Development
IC2.4 – Cypress College Schedule of Classes Spring 2017
IC2.5 – Cypress College Bachelor in Science, Funeral Service Program of Study

IC3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

As per NOCCCD Administrative Procedure 3225-Institutional Effectiveness, to ensure academic quality the Cypress College Institutional Research and Planning (IRP) office is responsible for collecting, analyzing, and publishing student achievement data (IC3.1). The IRP office collects student achievement data in the form of success and retention, persistence, transfer, basic skills completion, and degree and certificate completion rates from a variety of resources including...
Chidi Ewenike is a half-Nigerian, half-Finnish immigrant who came to Cypress College as a first step in completing an electrical engineering degree for a career in robotics and automated systems. The 2017 graduate is conducting research at UC San Diego this summer and transferring to Cal Poly Pomona in the fall to pursue his bachelor’s degree.

“I chose Cypress College because I was given the opportunity to play soccer for the Chargers. I chose to remain at Cypress due to the strength of the (STEM)2 program and the friends I have made at this school."

Ewenike discovered his passion for electronics while serving in the Finnish military. He changed his major, joined campus clubs and served as an active member in clubs such as STEM, Engineering and Physics, Leaders of Tomorrow, and Society of Women Engineers.

local College data, the CCCC0 Student Success Scorecard (IC3.2), and the Chancellor’s Office Datamart (IC3.3).

In addition, Cypress College is committed to the assessment of student learning through the use of SLOs. Each course offered is required to have SLOs assessed by the appropriate department faculty on a regular basis. These data are primarily maintained by the departments in the campus TracDat program. Analyses of SLO data are reported every four years by each academic department during their Instructional Program Review (IC3.4a-PR Annual Report 2016; IC3.4b-COMM PR). The Program Review Committee reviews the SLO progress of each department and monitors overall progress of the campus (IC3.4a-PR Annual Report 2016) and posts the reports on the Program Review web page (IC3.5-PR web page).

Cypress College publishes student achievement data annually in the College’s Institutional Effectiveness Report (IER) (IC3.6). The IER is disseminated to appropriate constituencies through a presentation to the NOCCCD Board of Trustees (IC3.7-BOT Minutes, November 2016) as well as posting to the College website. The College communicates student achievement in a number of other ways as well. Cypress College completion and transfer rates are published in the College Catalog (IC3.8-Catalog, p. 47). Cypress College highlights students’ academic and personal progress through its campus newsletter @Cypress, which is disseminated to the staff and students through email and to the public through its web page (IC3.9). The College also highlights compelling success stories through the CY Proud Campaign (IC3.10). Additional success data is made public through district publications such as inside/NOCCCD, Board of Trustee minutes, (IC3.11-April 2016), and the District website (IC1.12-Baccalaureate Summit).

The College analyzes student achievement rates delineated by method of instruction (DE/On Campus). Transfer, CTE, Basic Skills and ESL completion rates in both delivery modes are published annually in the IER (IC3.6, p. 15-24).
Beginning in Fall 2017, the assessment of SLOs and dissemination of results will model after the process in place for associate degree programs and will be used to communicate academic quality and achievement of ABFSE mandated outcomes on an annual basis as required for program continuation of accreditation.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 19. Through the Annual Institutional Effectiveness Report (IER), Cypress College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies. Current and prospective students, and the public have access to student achievement information through the College’s website.

The College continues to work on how best to utilize SLO data and analyses to assess and communicate student achievement and academic quality. The College plans to utilize the QFE for further exploration.

Evidence Sources

IC3.1 – NOCCCD Administrative Procedure 3225 - Institutional Effectiveness
IC3.2 – California Community Colleges Chancellor’s Office Student Success Scorecard
IC3.3 – Chancellor’s Office Datamart
IC3.4a – Cypress College Program Review Committee Annual Report 2016
IC3.4b – Communication Studies Department Program Review 2015
IC3.5 – Cypress College Program Review web page screenshot
IC3.6 – Cypress College Institutional Effectiveness Report 2015 – 2016
IC3.7 – NOCCCD Board of Trustees Meeting Minutes, November 8, 2016
IC3.8 – Cypress College Catalog 2016 – 2017
IC3.9 – @Cypress Newsletter screenshot
IC3.10 – CY Proud screenshot
IC3.11 – NOCCCD Board of Trustee Meeting Minutes, April 12, 2016
IC3.12 – NOCCCD reports – Cypress Baccalaureate Summit

IC4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The Cypress College Catalog provides information about educational courses, programs, and degrees and certificates (IC4.1 College Catalog 2016/17):
Programs of Study – pages 48-50.
Associate and Occupational Degrees – pages 51-53.
Associate Degrees for Transfer (AA-T) – pages 62-63

All students, regardless of delivery mode (DE or Traditional), have access to this information through the College website (IC4.2), referenced through the State website (IC4.3), or the College Catalog (IC4.1 p.49).

The purpose, content, course requirements, and Program Learning Outcome (PLOs) can be found in the departmental listings throughout the College Catalog. The specific course SLOs are required in all course syllabi (IC4.4-Syllabus Guidelines). To ensure students receive a course syllabus that includes student learning outcomes, each division requires the instructor of record to provide a copy of his/her syllabus to be kept on file in their division office (IC4.5-Deans’emails SLOs). According to the 2015 Cypress College Campus Climate Survey conducted by the IRP, 96% of faculty surveyed reported that “students receive a course syllabus which includes SLOs.” (IC4.6-CCS).

Baccalaureate Degree

With classes approved to begin in Fall 2017, the 2017/18 College Catalog (including updates to relevant websites) will have all necessary information regarding the new Baccalaureate degree in Funeral Service/Mortuary Science. All courses offered within the baccalaureate degree completion program contain appropriate content and include clearly described student learning outcomes commensurate with upper division courses (IC4.7-MORT CORs).

Analysis and Evaluation

The College meets the Standard. Cypress College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes in a variety of sources including the College Catalog, website, and other department resources.

Evidence Sources

IC4.1 – Cypress College Catalog 2016 – 2017
IC4.2 – Cypress College website screenshot
IC4.3 – California Community College Curriculum Inventory screenshot
IC4.4 – Syllabus Guidelines
IC4.5 – Deans’ emails, SLOs
IC4.6 – Cypress College Campus Climate Survey Report 2015
IC4.7 – Mortuary Science Course Outlines of Record
IC5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Cypress College adheres to the policies and procedures set by the NOCCCD Board of Trustees. These District Board Policies (BPs) and Administrative Procedures (APs) guide the procedures used by the College. Through the recently established six-year review cycle (see Standard IVC7), the District engages in regular review of Board policies and procedures (IC5.1-BP/AP Review Cycle). Chancellor’s Staff which includes, The Chancellor; Presidents of Cypress and Fullerton Colleges; Provost of SCE; Vice Chancellors of Educational Services and Technology, Finance and Facilities, and Human Resources; District Director, Information Services; District Director, Public & Governmental Affairs; and the Administrative Support Manager, Chancellor’s Office (IC5.2 DRM, p 21) plays an integral role in developing, setting, and reviewing these Board policies in order to assure integrity of the College’s mission, programs and services. The Chancellor’s Staff members engage in the following:

- Advise the Chancellor on matters of policy; instruction and student services; budget; the integration of planning and resource allocation; and other matters of the District;
- Implement and administer policies, procedures and day-to-day operations of the District;
- Review and discuss implementation of policy decisions made by the Board regarding the operations of the district (IC5.2-DRM, p 21).

Cypress College implements campus procedures based on the District Board Policies and in accordance with established NOCCCD Administrative Procedures. Campus departments establish working procedures specific to their area which are subject to review by the appropriate administrative manager. Historically, established campus procedures have been communicated to incoming personnel via informal discussion, dialogue, and/or training. Additionally, many departments and committees have written handbooks or guidelines such as President’s Advisory Cabinet (PAC), Planning and Budget Committee (PBC), and the Curriculum Committee (IC5.3-PAC Guidelines; IC5.4-PBC Guidelines; IC5.5-Curriculum Training Guide). These guidelines are subject to regular review as the need arises.

However, not all campus procedures have been codified into working documents. As a result of this Self-Evaluation, other committees, such as Program Review (PR), Student Learning Outcomes (SLO), and the Office of Financial Aid have recently created new handbooks (IC5.6-PR Handbook; IC5.7-SLO Handbook; IC5.8-FAO Manual) and departments across campus are following suit. As the handbooks and procedure manuals evolve, a regular, periodic review process will be included.

Cypress College publications are subject to regular review before dissemination. The Catalog and Schedule Coordinator of the Executive Vice President's Office is responsible for regularly reviewing the content of the Catalog and Class Schedule. The Coordinator distributes the policies and procedures that are in the current catalog and schedule publications and requests the appropriate responsible person to review and make any corrections/changes/additions to what is
currently there. The responsible person for the information may need to seek approval from a committee or even incorporate new information into the document before returning it to the coordinator. Once the updated information is received, it is typeset in the format used in the publication and sent back to the originator for final review (IC5.9a-Landis email; IC5.9b-Special Areas Memo).

**Analysis and Evaluation**

**The College and District meet the Standard.** The District has established a regular six-year review cycle (See Standard IVC7) of District policies, procedures, and publications. In addition, Cypress College regularly ensures the integrity of disseminated publications. While meeting the Standard, currently the College lacks official written procedure handbooks/manuals in all areas and has relied on "institutional memory" for many departments' practices and procedures. With the large volume of retirements, the College is losing the institutional memory rather quickly. Therefore, the College has begun the process of codifying practices utilized in departments across campus such as the new Program Review Handbook, SLO Handbook, and Financial Aid Policies and Procedures, which include a regular plan for ongoing review.

**Evidence Sources**

IC5.1 – BP/AP Review Cycle Tracking  
IC5.2 – NOCCCD Decision Making Resource-Manual: Structure Function and Alignment  
IC5.3 – President’s Advisory Cabinet Guidelines  
IC5.4 – Planning and Budget Guidelines  
IC5.5 – Cypress College Curriculum Training Guide  
IC5.6 – Program Review Handbook  
IC5.7 – Student Learning Outcomes Handbook  
IC5.9a – Donna Landis, Catalog and Schedule Coordinator, Publications email  
IC5.9b – Special Areas memo

**IC6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

**Evidence of Meeting the Standard**

Cypress College publishes current and in depth information about the total cost of attendance on the College website. A list and explanation of Enrollment Fees are covered in the Cypress College Catalog (IC6.1 p. 8-9). The Schedule of Classes provides a Fee Calculation Worksheet (p. 12) as well as information regarding any additional material fees specific to a particular course (IC6.2-Schedule). The Financial Aid Office provides a variety of resources to inform
students of the various costs and means available to assist them. The Student Financial Aid Cost of Attendance sheet is a detailed document outlining all discretionary costs (including textbooks) associated with college attendance (IC6.3-Cost of Attendance). In addition, other specific resources on the Financial Aid web page include Net Price Calculator (IC6.4); Loans (IC6.5); Financial Aid FAQ (IC6.6); and Scholarships (IC6.7).

Analysis and Evaluation

The College meets the Standard. Cypress College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials, through the information available in the College catalog, class schedule, and financial aid website.

Evidence Sources

IC6.1 – Cypress College Catalog 2016 – 2017
IC6.2 – Cypress College Schedule of Classes Spring 2017
IC6.3 – Cypress College Student Financial Aid Cost of Attendance 2016 – 2017
IC6.4 – Net Price Calculator screenshot
IC6.5 – Loans web page screenshot
IC6.6 – Financial Aid FAQ web page screenshot
IC6.7 – Scholarships web page screenshot

IC7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Cypress College is committed to Academic Freedom. The College’s faculty Academic Freedom policy (in accordance with NOCCCD Board Policy 4030-Academic Freedom (IC7.1) is clearly stated in the College Catalog (IC7.2 Catalog p. 9). “Student Rights and Responsibilities,” also located in the College Catalog, encourage students to exercise academic freedom by “studying any and all issues and problems” (IC7.2 Catalog p. 45). In order to ensure that an atmosphere of intellectual freedom exists, the College includes items related to academic freedom on the student evaluation forms used to assess instructors (IC7.3-Optional; IC7.4-Adj. Student; IC7.5-Adj. IMS; IC7.6-FT Student; IC7.7-FT TRC). Additionally, discussions pertaining to academic freedom are ongoing at both the division and department levels (IC7.8-Young Interview; IC7.9a-Engl. Mini-Conf. Agenda; IC7.9b-Eng. Conf. Presentation).
In Distance Education (DE) courses, Academic Freedom is upheld by the same mechanisms as in traditional classrooms (IC7.10-Donley email). The same Academic Policies and Board Policies apply to DE courses as to traditional face-to-face courses.

**Analysis and Evaluation**

**The College and District meet the Standard and Eligibility Requirement 13.** Cypress College uses and publishes Governing Board policies on academic freedom and responsibility in order to assure institutional and academic integrity on behalf of its faculty and students. The College is committed to the free pursuit and dissemination of knowledge through the study of “any and all issues and problems.”

**Evidence Sources**

IC7.1 – NOCCCD Board Policy 4030 - Academic Freedom  
IC7.2 – Cypress College Catalog 2016 – 2017  
IC7.3 – Optional student evaluations  
IC7.4 – Adjunct faculty, student evaluations  
IC7.5 – Adjunct faculty, IMS evaluations  
IC7.6 – Full-time faculty, student evaluations  
IC7.7 – Full-time tenure-track, Tenure Review Committee evaluations  
IC7.8 – Interview with Language Arts Dean Eldon Young  
IC7.9a – Mini Conference Agenda (English Dept.) January 2015  
IC7.9b – Mini Conference Presentation (English Dept.) January 2015  
IC7.10 – Steve Donley, Dean, Distance Education, DE interview email

**IC8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

**Evidence of Meeting the Standard**

Cypress College promotes honesty, responsibility and academic integrity through the use of various NOCCCD Board Policies (BP) and Administrative Procedures (AP). *NOCCCD Board Policy 3050-Institutional Code of Ethics* establishes a written code of professional ethics that applies to all personnel (IC8.1-BP 3050). *NOCCCD Administrative Procedure 3050-Institutional Code of Ethics* further states, “The North Orange County Community College District recognizes its responsibility and obligation to the public to conduct its business with honesty, integrity, professionalism, and quality…” (IC8.2-AP 3050) Employees of the District are “to always act
with integrity and in a manner that reflects the best interests of the District and its students.” Standards of conduct are established for employees in the following:

- **use of District resources** – District resources are not for personal use or to be used to obtain unfair advantage;

- **relationship with vendors** – employees of the District who have a financial interest in a firm under consideration for business transactions with the District must disclose such relationship, must recuse themselves from any such transactions, and further, can, under no circumstances, approve a relationship with, order, or authorize purchase from or approve or make payments to the aforementioned firm;

- **conflict of interest** – executive administrative personnel are prohibited from having a controlling financial interest in any contract made by the District or in any contract entered into in their official capacity; they also have a duty to disclose this conflict of interest and recuse themselves from the contract process;

- **gratuities** – no employee of the District shall receive or solicit anything of value in return for influencing or exercising his/her discretion in a particular way on a District matter.

_NOC CCD Board Policy-4220 Standards of Scholarship_ provides that the Chancellor, in consultation with the faculty, shall establish standards of scholarship and grading practice and symbols (IC8.3-BP 4220). It further stipulates that the Board will determine a uniform grading practice for the District, which shall be based on academic principles. The system is to be published in the college catalogs and made available to students. _NOC CCD Administrative Procedure 4220-Standards of Scholarship_ details this grading system with all of its attendant symbols from A to B to C to C to D to F to I to IP to RD to W to MW to P to NP to NG for both the credit and noncredit programs offered in the District (IC8.4-AP 4220).

_NOC CCD Board Policy 5500-Standards of Student Conduct and Discipline_ specifies that students enrolled in the programs and services of NOCCCD assume an obligation to conduct themselves with honesty and academic integrity (IC8.5-BP 5500). Specifically, students are prohibited from cheating and plagiarism in connection with an academic program; including plagiarism in a student publication and engagement in other academic dishonesty. Further, students are prohibited from dishonesty, forgery, alteration, or misuse of District documents, records, or identification, or knowingly furnishing false information to the District. Conversely, students are not to misrepresent themselves or an organization to be an agent of the District. Students who violate the standards of student conduct will be subject to disciplinary action up to and including expulsion. _NOC CCD Administrative Procedure 5500-Standards of Student Conduct and Discipline_ specifies the different levels and types of disciplinary actions depending on the nature of the violations including suspension, removal from class, removal from facility, disciplinary probation, loss of privileges, formal reprimand, and informal reprimand (IC8.6-AP 5500). The administrative procedure also details the process of suspending and expelling a student including providing for due process such as details on hearings and the procedure for consideration of expulsion by the Board of Trustees.
In addition, the College publishes an Academic Honesty Policy in the College Catalog, which states:

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty (IC8.7-Catalog, p. 10).

The Academic Honesty Policy is a required element of all class syllabi. The policy promotes academic integrity, defined as a student’s ethical obligation to complete his/her own work (IC8.7-Catalog, p. 10). The College monitors academic honesty through the use of various tools such as Turnitin.com software used to deter and detect plagiarism and through the instructor’s formal responsibility to report all incidents of academic dishonesty to the Division Dean who may choose to send the report to the Dean of Counseling and Student Development (IC8.8 Student Discipline Report Form).

Cypress College policies of honesty, responsibility and academic integrity apply to all constituencies within the college. Faculty and staff are bound by AP 3050 (IC8.2) which states that “Employees of the District share the fundamental responsibility to always act with integrity and in a manner that reflects the best interests of the District and its students."

Additionally, obligations to respect academic and other freedoms of constituents are set in the 2015-16 Cypress College Catalog under “Student Rights and Responsibilities” (IC8.7-Catalog, p. 40). Procedures for dealing with academic dishonesty and other misconduct are set forth in AP 5500 (IC8.6) and the Standards of Student Conduct and Discipline in the 2015-16 Cypress College Catalog (IC8.7, p. 10).

In order to ensure honesty, responsibility and academic integrity for students enrolled in DE courses, DE students need to verify their ID and password through the log-on process on the campus MyGateway Portal or the Blackboard login (IC8.9a-My Gateway screenshot; IC8.9b-Blackboard Login). Additionally, hybrid courses have an orientation or in-class sessions to confirm the identity of those students in attendance. Several courses (particularly Math) have in-person tests to address student verification (IC8.10-Cassens email). Some students enrolled in DE online courses can take their exams on campus in a proctored setting in the LLRC. It is at this time that students are required to show ID in order to take this test (IC8.11-Exam Instructions).

Analysis and Evaluation

**The College and District meet the Standard.** The institution establishes and publishes clear Academic Honesty and Code of Ethics policies and procedures that promote honesty, responsibility and academic integrity in the College Catalog and the NOCCCD website, respectively. These policies apply to all constituencies and include specifics relative to student behavior, academic honesty, and the consequences for dishonesty.
The Academic Honesty Policy applies to students enrolled in both DE and traditional face-to-face courses. The College is currently in the process of revising the DE Plan which will further detail procedures regarding academic honesty and test taking procedures to ensure the integrity of courses taught in the DE mode.

**Evidence Sources**

IC8.1 – NOCCCD Board Policy 3050 - Institutional Code of Ethics  
IC8.2 – NOCCCD Administrative Procedure 3050 - Institutional Code of Ethics  
IC8.3 – NOCCCD Board Policy 4220 - Standards of Scholarship  
IC8.4 – NOCCCD Administrative Procedure 4220 - Standards of Scholarship  
IC8.5 – NOCCCD Board Policy 5500 - Standards of Student Conduct and Discipline  
IC8.6 – NOCCCD Administrative Procedure 5500 - Standards of Student Conduct and Discipline  
IC8.7 – Cypress College Catalog 2016 – 2017  
IC8.8 – Student Discipline Incident Report Form Rev2015  
IC8.9a – MyGateway Login screenshot  
IC8.9b – Blackboard Login screenshot  
IC8.10 – Treisa Cassens, Dean, Distance Education, Verification email  
IC8.11 – Faculty Instructions for Makeup Exams in the LRC

**IC9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**Evidence of Meeting the Standard**

Several published guidelines specify instructor obligations to distinguish between personal conviction and professionally accepted views in a discipline. *NOCCCD Board Policy 4030-Academic Freedom* says that academic freedom exists to discuss “issues germane to [the] subject matter as measured by professional standards set by the community of scholars” (IC9.1-BP 4030). Therefore, academic freedom extends as far as the professionally accepted views of one’s discipline but limits the ability of instructors to teach personal views that do not conform to the norms of the discipline. The Student Rights and Responsibilities in the College Catalog also state that students have the right to “expect professional treatment of their views, beliefs, or political associations” (IC9.2-Catalog, p. 46). Additionally, the Code of Ethics for Faculty explicitly states that instructors should treat student views with equal respect and grade fairly and objectively (IC9.3-Faculty Code). According to the 2015 Cypress College Campus Climate Survey, 91% of instructors report that they make an effort to distinguish between personal conviction and professional views when teaching (IC9.4-CCS).

There are two ways in which Cypress College is able to determine how effectively the faculty distinguish between personal conviction and accepted views in a discipline. First, faculty
evaluations provide students the opportunity to identify when faculty fail to make such delineations. Specific questions regarding efficacy of instruction, interest and knowledge of subject matter, solicitation of input from students, and professionalism are elements of the Student Evaluation form for full-time and adjunct instructors (IC9.5-Instructor Evaluation). Second, student complaints/grievances are maintained at both the division and college levels (IC9.6-Dean Interviews)

Analysis and Evaluation

The College and District meet the Standard. As reported in the Campus Climate Survey, faculty make an effort to distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. Mechanisms to confirm such delineations are in place.

Evidence Sources

IC9.1 – NOCCCD Board Policy 4030 - Academic Freedom
IC9.2 – Cypress College Catalog 2016 – 2017
IC9.3 – Administrative Guide 3003 - Code of Ethics for Faculty
IC9.4 – Cypress College Campus Climate Survey Report 2015
IC9.5 – Cypress College Instructor Evaluation form.
IC9.6 – Nina DeMarkey, Dean, Social Science; Eldon Young, Dean, Language Arts; Santanu Bandyopadhyay, Executive Vice President, Educational Programs and Student Services, Interview emails

IC10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Beyond the previously discussed Code of Ethics, Cypress College does not require conformity to specific codes of conduct of faculty, staff, administrators, or students (IC10.1-EVP email). Additionally, the College does not seek to instill a specific belief or world view in our students. However, the college embraces a shared set of standards that include the vision, mission and core values that the District (IC10.2-Mission web page) and Cypress College (IC10.3-Core Values web page) promote, which includes diversity and inclusiveness. This is further supported through the Student Equity Plan, which supports and funds projects aimed at awareness and support of diversity and equity issues (IC10.4-SEP).
Analysis and Evaluation

The Standard is not applicable. Since Cypress College does not seek to instill specific codes of conduct or worldviews, the Standard does not apply.

Evidence Sources

IC10.1 – Santanu Bandyopadhyay, Executive Vice President, Educational Programs and Student Services, Conduct Codes email
IC10.2 – NOCCCD District – Mission, Vision and Values statements screenshot
IC10.3 – Cypress College – Core Values web page screenshot
IC10.4 – Cypress College Student Equity Plan 2015

IC11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Cypress College does not offer instruction to non-US students in foreign locations; it does not offer or promote its distance education program in foreign locations; and it does not enroll students who do not reside in the U.S. in programs (IC11.1-Bandyopadhyay email).

Analysis and Evaluation

The Standard is not applicable. Since Cypress College does not operate in foreign locations, the Standard does not apply.

Evidence Sources

IC11.1 – Santanu Bandyopadhyay, Executive Vice President, Educational Programs and Services, Foreign locations email

IC12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)
Evidence of Meeting the Standard

Cypress College is accredited by the ACCJC and complies with all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes (IC12.1). The College discloses all reports and actions taken by the Accrediting Commission on its website and complies with all actions directed by the Commission to meet requirements within time periods set by the Commission.

Cypress College has devoted its Accreditation website (IC12.2) to informing the public about its accredited status and all its work pertaining to accreditation. The site contains links to all reports by the College, reports from visiting evaluation teams, Commission action letters, and other relevant documents. Cypress provides visiting teams with all of the evidence that they require and takes action on ACCJC recommendations. The site also contains links to manuals and publications of the ACCJC as reference documents. Additionally, Cypress College personnel are engaged as active participants in the Accreditation process. All four members of President’s Staff along with numerous faculty and administrators have served on Accreditation Teams for comprehensive evaluation visits to other colleges.

During the most recent institutional self-evaluation (2011), the College was issued the sanction of Warning. Cypress College immediately addressed the recommendations of the ACCJC in order to meet the Standards of Accreditation. At the time of the first Follow-Up Report and Visit (2012), Cypress College had made significant progress, and the Commission found that the College had satisfactorily addressed all recommendations and that it provided evidence of meeting all Standards. The Commission then reaffirmed the College’s accreditation (2012).

Analysis and Evaluation

The College and District meet the Standard and Eligibility Requirement 21. Cypress College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, Cypress College has responded to meet requirements within the time period set by the Commission. It disclosed information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence Sources

IC12.1 – NOCCCD Board Policy 3200 - Accreditation
IC12.2 – Cypress College Accreditation web page screenshot
IC13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The institution advocates and demonstrates honesty and integrity in its relationship with various external agencies. Documented examples of this include the College's various programs that are accredited by external agencies. In Health Sciences, for example, there are eight major programs that are accredited by state or national accredited agencies (IC13.1-Health Science Division Annual Report. 4). To maintain program accreditation, self-study documents and reports are submitted to accrediting agencies at specified time periods, and accreditation team site visits occur for most programs. During these site visits, teams assess compliance with regulations and statutes, as well as verify the accuracy of reports submitted. In the Career Technical Education Division, the Perkins Grant and the Strong Workforce Grant are good examples of working with external agencies.

Additionally, the College demonstrates honesty and integrity to ACCJC and communicates its accreditation status to the Commission, students, and the public via the Accreditation link on the campus web page. The Accreditation page includes all accreditation documents such as the accreditation reports, mid-term reports, self-studies, ACCJC’s response, and follow-up response (IC13.2-Accreditation web page). NOCCCD Board Policy 3200-Accreditation also ensures appropriate compliance and support of the accreditation process (IC13.3).

In addition to maintaining effective communication with outside accrediting agencies, Cypress College’s relationship with US Department of Education (USDE) is evidenced by our participation in the National Postsecondary Student Aid Study (NPSAS), a mandated project for USDE through the National Center for Education Statistics (NCES) (IC13.4).

Analysis and Evaluation

The College and District meet the Standard and Eligibility Requirement 21. Cypress College advocates and demonstrates honesty and integrity in its relationships with external agencies such as the U.S. Department of Education and accrediting agencies such as Commission on Dental Accreditation; Commission on Accreditation of Allied Health Education Programs; Commission on Accreditation for Health Informatics and Information Management Education; American Board of Funeral Service Education Committee on Accreditation; Accrediting Commission on Nursing Education, California Board of Registered Nursing; Board of Vocational Nursing and Psychiatric Technicians; and the Joint Review Committee on Education in Radiologic Technology including compliance with regulations and statutes. Cypress College describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public on the College’s Accreditation website (ER 21).
Evidence Sources

IC13.1 – Health Science Division Annual Report
IC13.2 – Cypress College Accreditation web page screenshot
IC13.3 – NOCCCD Board Policy 3200 - Accreditation
IC13.4 – NPSAS Letter

IC14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Cypress College is a publicly funded, open-access, not-for profit institution that is part of the California Community College System (IC14.1-CCCCO web page). The College’s Mission, Vision, and Core Values reflect the institution’s commitment to quality education (IC14.2 - Mission, Vision and Core Values Review). As such, it does not generate returns for investors, contribute to related or parent organizations, or support external interests.

Analysis and Evaluation

The Standard is not applicable. Since Cypress College is a public institution, the College has no obligation to generate financial returns for investors, contribute to a related or parent organization, or support external interests and therefore the Standard does not apply.

Evidence Sources

IC14.1 – California Community College Chancellor’s Office- Cypress College web page screenshot
IC14.2 – Mission, Vision, and Core Values Review at Cypress College Findings and Recommendations

Changes Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documented procedures consistently across campus</td>
<td>IC5</td>
<td>EVP</td>
<td>Fall 2016</td>
<td>The College has prepared new SLO, Program Review and Financial Aid Guideline handbooks to document procedures and assure integrity.</td>
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</table>
### Plans Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Planned Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve local process of information provided to students and the public</td>
<td>IC1</td>
<td>Director, Campus Communications Catalog Schedule Coordinator</td>
<td>Fall 2017</td>
<td>The College will improve the process that ensures the integrity and accuracy of non-printed information and the increasing number of projects printed outside the District print shop process.</td>
</tr>
</tbody>
</table>
Journalism 101 students interview then President Dr. Bob Simpson as part of their exam for the course.
Standard II: Student Learning Programs and Support Services

Standard IIA: Instructional Programs

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

Evidence of Meeting the Standard

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

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

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

Per NOCCCD Board Policy 4025-Philosophy and Criteria for Associate Degree and General Education (IIA1.4), courses designated to fulfill general education and depth requirement “facilitate measurable student learning outcomes in vocational and liberal arts education.” SLO statements are listed on all course outlines of record and in each instructor’s syllabus and are input into TracDat. Faculty are required to regularly assess SLOs for courses in their departments (IIA1.5-UF Contract). SLO assessment results are summarized during the Program Review process, with faculty reporting on best practices, challenges, and changes they will make to curriculum, methodology, or the SLO assessment process as a result of their analysis (IIA1.3-PR Form; IIA1.6-Course SLO Summary Worksheet). Degrees and certificates, as well as Institutional Learning Outcomes (ILOs) are assessed by survey through the newly created Associate Degree and Certificate Assessment Plan (ADCAP). Surveys are sent to recent
graduates with specific questions regarding their educational experiences at Cypress College. The graduates are asked to assess how well their program of study prepared them for ILOs identified (Breadth of Knowledge, Communication, Critical Thinking and Information Competency) (IIA1.7-ADCAP Report).

In addition to utilizing SLO data to measure student learning, the College also utilizes student success data from a variety of other sources. The California Community Colleges Chancellor’s Office (CCCCO) Student Success Scorecard (IIA1.8) provides completion data on degrees, certificates, and transfers. The Scorecard also provides student success momentum points in areas such as progress through developmental education, persistence rates, and 30-unit completion rates (IIA1.8-Student Success Scorecard). The College also collects local data on Award completions (IIA1.9-CC Awards Report). The College reviews this degree, certificate, and transfer information as part of ongoing evaluation of the efforts of the College and incorporates the results into the annual Institutional Effectiveness Report (IER)(IIA1.10).

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

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

Student achievement for courses offered in the online or hybrid mode are assessed in the same manner as those offered in the traditional face-to-face format. The College further delineates student success by delivery mode in both the IER, for overall success rates (IIA1.10-IER), as well as individual departments for their Program Review (IIA1.3-Program Review Form). Departments are able to utilize the data to assess the efficacy of the delivery mode and to ensure that there are no deficiencies in achievement.
The baccalaureate degree completion program in Funeral Service is designed for students who wish to advance their career and employment opportunities as a funeral service practitioner and aligns with the Cypress College mission to enrich “student’s lives by providing premier educational opportunities” (IIA1.17-Mission). The American Board of Funeral Service Education (ABFSE), recognized by the Council for Higher Education Accreditation, has accredited 59 higher education programs or institutions in the field of funeral services. Of these, 8 offer baccalaureate degrees. The Cypress College baccalaureate program is especially unique since currently there are no other colleges or universities that offer this type of degree in the Western United States (IIA1.18 ABFSE Directory).

The baccalaureate degree in funeral services has appropriate higher education SLOs for all of the upper division courses approved (IIA1.19-SLOs BS Courses) and will be added to the Mortuary Science Department SLO assessment cycle when the program begins in Fall 2017. Those students graduating have both employment and additional higher education opportunities. According to ABFSE employment statistics, the bachelor’s degree program leads to high post-graduation employment rates (IIA1.18-ABFSE Directory).

Analysis and Evaluation

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

Evidence Sources

IIA1.1 – Cypress College Department Planning and Program Review Handbook 2017
IIA1.2a – NOCCCD Board Policy 4020 - Program and Curriculum Development
IIA1.2b – NOCCCD Administrative Procedure 4020 - Program and Curriculum Development.
IIA1.3 – Cypress College Department Planning and Program Review Form.
IIA1.4 – NOCCCD Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education
IIA1.5 – Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA 2016-2019
IIA1.6 – Course SLO Summary Worksheet
IIA1.7 – Associate Degree and Certificate Assessment Plan Report 2017
IIA1.8 – California Community Colleges Chancellor’s Office Student Success Scorecard
IIA1.9 – Awards Report 2016
IIA1.11 – Perkins Core Indicator Report 2016 – 2017
IIA1.12 – Career Technical Education (CTE) Employments Outcomes Survey 2016
IIA1.14 – NOCCCD Administrative Procedure 4105 - Distance Education
IIA1.15 – Cypress College Distance Education Plan 2011 – 2014
IIA1.16 – Distance Education Curriculum Instructions
IIA1.17 – Cypress College Mission Statement
IIA1.18 – American Board of Funeral Service Education Directory
IIA1.19 – SLOs for Bachelor of Science in Funeral Service

IIA2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

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

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

Faculty evaluation is a primary means of ensuring that content and method of instruction meet appropriate academic and professional standards and expectations in an effort to continuously improve instruction and promote student success. All faculty are evaluated on a regular and ongoing basis. In accordance with the NOCCCD/UF Agreement, probationary full-time faculty are evaluated by a Tenure Review Committee each year during the four-year probation period (twice in year one, and annually thereafter). Once tenured, full-time faculty are subject to evaluation by their immediate manager every three years (IIA2.4-UF Contract). Adjunct faculty are evaluated by appropriate discipline faculty or administrators every three years (IIA2.5-AdFac Contract).
The full-time faculty evaluation process is designed to “improve instruction and support services by providing a useful and substantive assessment of performance” (IIA2.4-UF Contract, p. 57). Evaluations include classroom observation by the immediate manager, student evaluations, and an optional assessment by a peer reviewer. Evaluation criteria include variables such as:

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

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

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

SLOs are a required element of a department’s Program Review (IIA2.6 -PR Form). The SLO Handbook outlines the SLO assessment process for each course and departments are encouraged to create their own course SLO reporting and assessment cycles (IIA2.7-SLO Handbook). The initial three-year assessment cycle for all courses, established by the Academic Senate in 2007, was recently revised to a four-year cycle to coincide with Program Review (IIA2.8a-Senate Minutes, May 2016; IIA2.8b-PR Proposal). Based on these assessments, discipline faculty analyze the outcomes, determine the influencing variables and make necessary adjustments to teaching methodologies to improve teaching and learning strategies, and promote student success. Department faculty can maintain their results in TracDat themselves or submit completed SLO Course-level Summary Worksheets to the SLO Coordinator (IIA2.7-SLO Handbook). Conclusions and subsequent action plans based on SLO assessment results are a required element of the department’s Program Review Report (IIA2.6-PR Form).
Per *NOCCCD Administrative Procedure 4105*, course quality standards and determinations for Distance Education (DE) are assessed by the Curriculum Committee and are the same as all courses adopted by the College (IIA.7-SLO Handbook; IIA.9-NOCCCD AP 4105). Course outlines used in DE courses are approved in the same manner as traditional face-to-face courses by the Cypress College Curriculum Committee. Additionally, DE SLO assessment occurs as part of the regular department’s established course level SLO assessment process (IIA.10-DE Plan).

DE courses utilize various methodologies, including orientations, lecture, discussion, collaborative group learning, multimedia presentations, Internet research, group projects, role playing, review sessions, telephone contact, correspondence, supplemental study sessions, chat rooms, on-campus examinations, virtual office hours, threaded discussions, conferencing, and other course management system activities (IIA.11-Faculty Basics Training Course). The methods used are selected by the faculty originator and department faculty within the discipline and then approved by the DE Coordinator during the Curriculum approval process (IIA.12-DE Curriculum Approval Process).

Satisfactory student progress is assessed at the course level by the faculty member teaching the course (IIA.13-DE Preparing Course Evaluation, p. 7). At the college level, success and retention rates of DE courses are assessed and reported by Institutional Research and Planning as with all courses (IIA.14-IER). When unusual success and retention outcomes are identified during the Program Review Process, discussions are conducted among faculty to determine the reasons and address any remediation necessary (IIA.15-PR Annual Report).

DE has an advisory committee that meets monthly during the academic year (IIA.16-DE Faculty web page). The committee membership includes full and part-time faculty who teach DE courses, administrators, student representatives, the DE Coordinator, and the DE Administrative Assistant. The entire campus is invited to attend (IIA.17-DEAC Minutes). The committee addresses new technologies, learning management system problems/issues/options, student log-on and authentication protocols, curriculum concerns, ADA compliance, faculty evaluation protocols, *DE Plan* development and revisions, DE and web-enhanced instructor training, and a variety of other matters relevant to the DE environment. Faculty and deans within a Division are responsible for ensuring that DE courses meet the same appropriate academic and professional standards as face-to-face courses (IIA.10-DE Plan, p. 16).

The Distance Education Program is currently undergoing a restructuring with responsibilities for instructional and technical oversight redefined to more clearly establish areas of responsibility for faculty and management. Two new positions have been created: DE Faculty Coordinator and DE Technology Coordinator (IIA.18-Senate Minutes, September 2016). Once permanent staffing is in place for these positions, the DE Coordinators will oversee revisions to the current *DE Plan* including any necessary updates to curriculum and/or the Curriculum Approval Process.
Analysis and Evaluation

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

While meeting the Standard, the College has recognized that the DE planning and process documents have not been updated since 2014. Once the newly reorganized DE personnel have been finalized, the College will continue to work on updating the current DE policies and procedures and the relevant documentation. The College’s Distance Education program has been identified as a focus area for the QFE #2-Distance Education.

Evidence Sources

IIA2.1a – NOCCCD Board Policy 4020 - Program and Curriculum Development
IIA2.1b – NOCCCD Administrative Procedure 4020 - Program and Curriculum Development
IIA2.2 – Cypress College Curriculum Training Guide
IIA2.3 – Program and Course Approval Handbook (PCAH)
IIA2.4 – Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA 2016-2019
IIA2.5 – Collective Bargaining Agreement Between NOCCCD and Adjunct Faculty United Local 6106 AFT/AFL/CIO 2013-2017
IIA2.6 – Cypress College Department Planning and Program Review Form
IIA2.7 – Cypress College SLO Handbook 2016
IIA2.8a – Cypress College Academic Senate Meeting Minutes, May 26, 2016
IIA2.8b – Program Review Senate Proposal
IIA2.9 – NOCCCD Administrative Procedure 4105 - Distance Education
IIA2.10 – Cypress College Distance Education Plan 2011 – 2014
IIA2.11 – Distance Education Faculty Basics Training Course
IIA2.12 – Distance Education Curriculum Approval Process
IIA2.13 – Cypress College Distance Education: Preparing for Course Evaluation
IIA2.15 – Program Review Annual Report 2016 – 2017
IIA2.16 – Distance Education Faculty web page
IIA2.17 – Distance Education Advisory Committee Minutes, October 21, 2015
IIA2.18 – Cypress College Academic Senate Meeting Minutes, September 8, 2016
IIA3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

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

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

As previously described (Standard I), departments undergo Instructional Program Review every four years (IIA3.8-PR Handbook, p.7). As part of this review, department faculty are required to report on their SLO assessment progress and results, identify potential curriculum additions and revisions, as well as discuss impacts of Distance Ed, Student Equity, Labor Market data (CTE) and Basic Skills on the department’s performance and future plans (IIA3.9-PR Form).

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

As a result of the Self-Evaluation, the College has established new ILO assessment measures to ensure ongoing improvement for programs, degrees, and certificates. Piloted in Spring 2017, the College has instituted an Associate Degree and Certificate Assessment Plan (ADCAP). Students who have completed their course of study at Cypress College and graduated with a degree or
Certificate complete the ADCAP Survey to solicit their insights on and satisfaction with their program of study (IIA3.11). The survey also allows for disaggregation of results based on the core subpopulations.

Initial findings indicated that for each ILO, students self-reported their level of achievement ranging from not well at all to extremely well on a five-point Likert scale. When students noted extremely well or very well preparation in a particular area, they were noted as successfully completing the corresponding ILO in the table below. Otherwise, students that noted that they achieved SLOs moderately well, slightly well, and not well at all were not included as successful ILO completers.

Over 75% of students assessed successfully achieved each ILO area. Students from all pathways achieved the ILO related to breadth of knowledge, experiences, and skills at similar rates. This trend continued when assessing communication skills in relation to students achieving their goals. Similar percentages of degree and/or transfer as well as CTE students met the ILOs for critical analysis skills and personal development. Thus, this pilot survey revealed that most students felt extremely well or very well prepared with regard to their achievement of the four specific ILO areas.

<table>
<thead>
<tr>
<th>ILO Areas</th>
<th>Associate Degree or CSU/IGETC and/or Transfer</th>
<th>Career and Technical Education Certification</th>
<th>Personal, Academic, &amp; Professional Development</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># assessed</td>
<td>% success</td>
<td># assessed</td>
<td>% success</td>
</tr>
<tr>
<td>Breadth of Knowledge</td>
<td>102</td>
<td>85.3%</td>
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<td>Communication Skills</td>
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<td>79.4%</td>
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<tr>
<td>Critical Analysis Skills</td>
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<td>79.4%</td>
<td>159</td>
<td>84.3%</td>
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<tr>
<td>Personal Development</td>
<td>102</td>
<td>80.4%</td>
<td>159</td>
<td>83.6%</td>
</tr>
</tbody>
</table>

Note. *ILO area not included in pathway; successfully achieving an ILO refers to having extremely well or very well preparation in each ILO area (IIA3.12 ADCAP Report)

**Baccalaureate Degree**

The Cypress College baccalaureate degree in Funeral Service utilizes learning outcome (LO) data consistent with all College courses and programs (success and retention, degrees, and transfer rates), and also complies with the national learning outcomes established by the American Board of Funeral Service Education (ABFSE). The ABFSE requires that all accredited programs have the following outcomes regardless of level of degree:

- Enlarge the background and knowledge of students about the funeral service profession;
- Educate students in every phase of funeral service and to help enable them to develop proficiency and skills necessary for the profession, as defined in the Preamble at the beginning of this chapter;
- Educate students concerning the responsibilities of the funeral service profession to the
Current, associate degree students graduate from the program and become licensed embalmers and funeral directors. Those finishing the baccalaureate degree will leave the program with additional skills to serve as licensed cemetery managers, licensed crematory managers, supervising embalmers, and mortuary managers (IIA3.14–Mort. Sci PR).

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

**Analysis and Evaluation**

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

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

While meeting the standard, the College has faced a challenge in the ongoing, regular assessment of the established SLOs for all courses. While the College has clearly established policies and procedures for SLO assessments, annual participation reports were not provided to the programs before 2014, nor were departments held accountable for the assessment process. In addition, the reporting structure and accountability for assessing Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs) were not clearly delineated or tracked. The College recognized the issues surrounding SLOs in 2014 when various departments on campus were not completing the prescribed assessment loop on an ongoing basis. At that time the College commissioned an outside consultant to conduct an analysis of the SLO process. The Gap Analysis Report (IIA3.16-SLO Gap Analysis Report) identified problems and provided recommendations to address the needs of the campus. Since that time the College has committed personnel and resources in an effort to attend to the recommendations made.
The Gap Analysis identified seven recommendations: improve campus climate, coordinate SLO efforts, improve documentation, conduct training, sustain outcomes cycle progress, integrate progress with planning and resource allocation, and increase communication and dialog. Progress has been made in a majority of the areas identified. The SLO Coordinator has focused efforts on improving campus climate through the reconceptualization of the SLO process as a whole in an effort to encourage a change in perception of and attitude toward the assessment process. Through campus presentations, department meetings, and ongoing dialogue, the SLO Coordinator has worked to “rebrand” SLO assessment as a “meaningful, manageable and measurable” process (IIA3.17-SLO Handbook). Additionally, through the creation of the SLO Handbook and other SLO worksheets, the Coordinator has made progress in improving documentation through ongoing department training sessions. While significant change in overall completions has been minimal, SLOs and assessment tools have been revised to improve their quality, thus adding to the change in the campus climate.

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

An additional challenge has been the ACCJC requirement of disaggregated data in the SLO assessment analysis. This added requirement has resulted in the need for the College to re-evaluate its ability to disaggregate SLO data. The need for disaggregation impacts the current technological infrastructure utilized for analysis and data storage. The TracDat system currently utilized was not capable of facilitating the disaggregation of data. As the College worked with TracDat personnel to adapt the program, the SLO Chair and ALO also researched other possibilities. In May 2017, the College decided to switch to the e-Lumen Learning Outcomes Management and Information System (LOMIS) for all future SLO data and analysis (IIA3.18-Senate Minutes, May 2017; IIA3.18b-PBC Minutes, May 2017). Due to be procured and implemented by Fall 2017, the College anticipates that e-Lumen may significantly impact the SLO assessment process and necessitate a fundamental change in how many departments currently participate in the process. Thus the College has identified SLO Assessment as QFE #1-SLOs.

**Evidence Sources**

IIA3.1 – Accounting Department Program Review 2016  
IIA3.2 – Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA 2016-2019  
IIA3.3a – Communication Studies CurricUNET- SLOs  
IIA3.3b – COMM 100 Course Outline of Record (COR)  
IIA3.4 – Cypress College SLO web page- Course SLOs  
IIA3.5a – Curriculum Committee Minutes, April 1, 2008  
IIA3.5b – Policy and Guidelines Concerning the Syllabus  
IIA3.6 – Dean’s emails  
IIA3.7 – COMM 100 TracDat- SLO Assessment Result
IIA4. If the institution offers pre-collegiate level 1 curriculum, it distinguishes that curriculum from college level 2 curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

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

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

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

As indicated above, faculty ultimately determine whether a course is appropriately offered in a DE mode based on the guidelines in the DE Plan and through guidelines related to the Curriculum Review process (IIA4.9-Distance Ed Plan, p. 26). The College offers online and hybrid pre-collegiate courses in English and Math as determined by the appropriate faculty and deans.

### Analysis and Evaluation

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

**Evidence Sources**

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

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

**Evidence of Meeting the Standard**

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

Per *NOCCCD Board Policy* and *Administrative Procedure 4100-Graduation Requirements for Degrees & Certificates*, an A.S. or A.A. degree requires a minimum of 60 degree-eligible units with a minimum GPA of 2.0 (IIA5.5a-BP 4100; IIA5.5b-AP 4100). *NOCCCD Administrative Procedure 4105-Distance Education* (IIA5.6) and the Cypress College Distance Education Plan (IIA5.7) ensure that the same process for establishing and evaluating traditional classroom courses and programs, as well as determining the appropriate credit type, is applied to courses offered in the DE mode.
The recently approved Baccalaureate degree in Funeral Service/Mortuary Science will also comply with the 120 minimum units degree requirement as prescribed by Title V. NOCCCD is in the process of approving the Board Policy and Administrative Procedure relevant to this new degree.

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

<table>
<thead>
<tr>
<th>Prerequisites (lower division major preparation)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORT 100 C Orientation to Funeral Service</td>
<td>3</td>
</tr>
<tr>
<td>MORT 163 C Embalming Anatomy/Pathology I</td>
<td>4</td>
</tr>
<tr>
<td>MORT 164 C Funeral Service Thanatology I</td>
<td>2</td>
</tr>
<tr>
<td>MORT 165 C Funeral Service Management I</td>
<td>3</td>
</tr>
<tr>
<td>MORT 170 C Funeral Service Ceremonies</td>
<td>2</td>
</tr>
<tr>
<td>MORT 261 C Restorative Art I</td>
<td>2</td>
</tr>
<tr>
<td>MORT 262 C Embalming I</td>
<td>2</td>
</tr>
<tr>
<td>MORT 263 C Embalming Anatomy/Pathology II</td>
<td>4</td>
</tr>
<tr>
<td>MORT 265 C Funeral Service Management II</td>
<td>3</td>
</tr>
<tr>
<td>MORT 271 C Restorative Art II</td>
<td>2</td>
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<tr>
<td>MORT 272 C Embalming II</td>
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</tr>
<tr>
<td>MORT 274 C Funeral Service Thanatology II</td>
<td>3</td>
</tr>
<tr>
<td>MORT 275 C Mortuary Law I</td>
<td>3</td>
</tr>
<tr>
<td>MORT 285 C Mortuary Law II</td>
<td>3</td>
</tr>
<tr>
<td>MORT 292 C Funeral Service Science</td>
<td>3</td>
</tr>
<tr>
<td>MORT 294 C Funeral Service Counseling</td>
<td>4</td>
</tr>
<tr>
<td>MORT 297 C Mortuary Computer Applications</td>
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</tbody>
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Acceptance into Baccalaureate degree pilot program and Embalmer License and Funeral Director License Or Funeral Service Practitioner certification

<table>
<thead>
<tr>
<th>Required upper division major courses</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MORT 402 C Funeral Service Standards of Practice</td>
<td>3</td>
</tr>
<tr>
<td>MORT 430 C Cemetery and Crematory Operations</td>
<td>3</td>
</tr>
<tr>
<td>MORT 450 C Issues and Trends in Funeral Service</td>
<td>3</td>
</tr>
<tr>
<td>MORT 482 C Clinical Embalming Externship</td>
<td>4</td>
</tr>
<tr>
<td>MORT 492 C Funeral Service Externship</td>
<td>4</td>
</tr>
</tbody>
</table>
MORT 495 C Mortuary Jurisprudence 3
MORT 497 C Funeral Service Practicum I
and MORT 498 C Funeral Service Practicum II 12
(12 units from MORT 497 C and MORT 498 C will be used to fulfill upper division major requirements.

Prerequisites (lower division general education preparation) Units
IGETC or CSU-GE Lower Division Breadth 37 - 39

Required upper division general education courses Units
Upper Division General Education courses 9
Total Units 128 - 130

(IIA5.8-BS Funeral Service Program)

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

Analysis and Evaluation

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

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

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

Evidence of Meeting the Standard

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

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

Baccalaureate Degree

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

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

Evidence Sources

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

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

Evidence of Meeting the Standard

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

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

The College also has multiple professional development opportunities for faculty and staff to improve teaching and learning methodologies as well as student support techniques to enhance student support and success. Through the Title V Grant, On Course and Frontline Workshops as well as the Active Collaborative Engagement Strategies (ACES) Film series were programs
offered that promoted effective learning and student interaction strategies. The On-Course Workshops were three-day workshops to train faculty in active, participatory learning strategies with the goal of students taking increased responsibility for their own learning and faculty effectively reaching students with diverse learning styles (IIA7.3a-On Course Flyer Jan; IIA7.3b-On Course Flyer Aug). Seventy-six faculty attended the 2014 workshops held on campus (IIA7.4a-On Course Participants, Jan; IIA7.4b-On course participants, August). The Frontline Workshop, with 45 staff participants, was a one-day On Course Workshop for staff to address the unique interaction between front line staff and students as an opportunity to enhance student responsibility and success (IIA7.5a-Frontline Flyer; IIA7.5b-Frontline participants).

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

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

The College engages in a variety of activities intended to bring awareness to and understanding of the value of diversity. A number of Cypress College programs promote appreciation of diverse perspectives, including the Extended Opportunity Programs and Services (EOPS) program designed to assist students with economic, linguistic and educational challenges; Puente and Legacy programs which serve Latino and African American students respectively; and the Ethnic Studies Department. The College also has a local GE requirement for the AA/AS degree designed to promote “diverse intellectual viewpoints and ideas of its culturally rich population,” (IIA7.9-Catalog p. 56). Students must complete three units (from an approved course list) in Cultural Diversity, specifically on issues such as race, gender, religion, national origin, sexual orientation, socio-economic background, physical and/or mental ability, and how they impact the struggles of people to achieve civil and human rights (p. 56).
Finally, the President of the College chairs the Diversity Committee, which is specifically charged with supporting and advancing the College Core Value of **Inclusiveness** (IIA7.10–Diversity Committee Purpose, p. 2)

In order to assess the impact of these efforts, the Office of Institutional Research and Planning (IRP) utilizes disaggregated data in analysis of College practices and outcomes that are published annually in the **Institutional Effectiveness Report (IER)**. The data provides the College and District completion rates by age, gender, ethnicity, educational goal, socioeconomic status, as well as instructional method (IIA7.11-IER, p. 28-34). In addition, the College reviews external information such as the CCCC Student Success Scorecard (SSS) to ensure it is meeting the needs of its students. The SSS provides disaggregated data for degree/transfer completion, persistence, completion of 30 units, performance of remedial students, and performance of CTE students (IIA7.12-Success Scorecard). For the “Remedial” English and ESL momentum points, the success rates of Cypress College are consistently among the top seven of all 113 colleges in the state (IIA7.13a-SS Scorecard-Remedial/ESL; IIA7.13b-Board Scorecard presentation). In addition, the **Student Equity Plan** disaggregates student learning data, identifies achievement gaps, and serves as the planning document which outlines how the College plans to address these achievement gaps (IIA7.1-SEP).

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

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

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

Commonly used teaching methods are lecture/discussion, demonstration, collaborative group learning, etc. (IIA7.16-Methods of Instruction Screen). The methodologies are first determined by the faculty originator and department faculty within the discipline and then comprehensively vetted by the Curriculum Committee for selection per **NOCCCD Board Policy** and **Administrative Procedure 4020-Program and Curriculum Development** (IIA7.17a; IIA7.17b).
SLOs and other assessments are additional tools used to identify whether the teaching modes and methodologies utilized are most appropriate to student success. As a required element of a department’s Program Review, SLOs indicate whether students are achieving the outcomes identified by faculty (IIA7.14-PR Form). Through the ensuing dialog, faculty discuss whether changes (if any) to teaching methodologies and/or delivery modes are warranted. As the College is able to more fully integrate the disaggregated data required in the SLO assessment process, faculty and staff will be able to determine whether additional changes due to student equity concerns are necessary.

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

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

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

In order to teach online or hybrid courses at the College, faculty are required to successfully complete a rigorous training course. The DE Faculty Basics is an intense, instructor-led, 8-week hybrid course with five (5) mandatory in-person meetings on Fridays with weekly deadlines. It is designed to help instructors explore how to teach online as effectively as in a campus-based classroom. The training, approximately 10 to 25 hours weekly, includes 20 competencies which must be completed during the 8-week timeframe (IIA7.22-Faculty Basics screenshot).
Cypress College reviews the DE Program cyclically through its own student services quality review. This review includes student satisfaction with the online classroom and faculty satisfaction with distance education training. The review also includes information about the course management system along with specific support functions such as orientation (IIA7.23-DE Program Review). As previously discussed, the College is finalizing a revised DE structure; the individuals involved in this process will have a critical role in helping to design an assessment that focuses on additional learning services available to students.

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

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

Analysis and Evaluation

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

While meeting the standard, the College still needs to make progress in the consistent and pervasive use of disaggregated data in various assessments of student success. The College continues its work in the assessment of these efforts. Currently the College does not utilize disaggregated data in the analysis of course SLOs, Student and Campus Services Quality Review, and individual DE courses. The College is in the midst of addressing these deficiencies in several ways. First, as discussed previously (IIA3 above), the College is working to improve the use of disaggregated data in SLO analysis and related Program Review, and these efforts will be articulated in the College’s QFE #1 -SLOs.
Second, efforts have already been made to include disaggregated data in both the Student Services Quality Review (SSQR) and the Campus Services Quality Review (CSQR) processes. The IRP Office has added requests for demographic information to the satisfaction survey portion of both the SSQR and CSQR, which will go into effect for the next review cycle. This additional data will allow for the assessment of satisfaction by different groups.

Finally, Cypress College is in the midst of a reorganization of the DE Program. Historically, the DE program had a single faculty coordinator who was responsible for overseeing the planning and procedures associated with DE courses. When the most recent DE Coordinator concluded her term, the position remained unfilled. Various campus staff and administrators stepped in to fill the void until a new coordinator was found. In that time the DE Coordinator responsibilities have evolved based on changing demands and requirements, and the College has responded by re-conceptualizing the leadership of the DE program. Through the shared governance process, the DE Program Coordinator has been split into two positions: a faculty DE Coordinator responsible for the pedagogical aspects of DE and a management DE Coordinator responsible for the technology/logistical elements. While the appropriate measures taken to fill these positions proceed, the College continues to develop the plans to address any issues. The College will address these needs and develop plans to be implemented over the next two to three years in QFE #2-Distance Ed.

**Evidence Sources**

IIA7.1 – Cypress College Student Equity Plan 2015
IIA7.2 – Student Equity Retreat Agenda
IIA7.3a – On Course Flyer January 2014
IIA7.3b – On Course Flyer August 2014
IIA7.4a – On Course Participants, January 2014
IIA7.4b – On Course participants, August 2014
IIA7.5a – Frontline Flyer January 2015
IIA7.5b – Frontline participants January 2015
IIA7.6a – Active Collaborative Engagement Strategies (ACES) Opening Day Presentation Fall 2015
IIA7.6b – Active Collaborative Engagement Strategies (ACES) web page screenshot
IIA7.7a – Professional Development Workshop Flyer – “Autism on the College Radar”.
IIA7.7b – Professional Development Newsletter, April 2016
IIA7.8a – Cypress College Adjunct Meeting Professional Development, Spring 2016
IIA7.8b – Cypress College Adjunct Meeting Professional Development, Fall 2016
IIA7.9 – Cypress College Catalog 2016 – 2017
IIA7.10 – Cypress College Diversity Committee Purpose
IIA7.11 – Cypress College Institutional Effectiveness Report 2014 – 2015
IIA7.12 – California Community Colleges Chancellor’s Office Student Success Scorecard
IIA7.13a – California Community Colleges Chancellor’s Office Student Success Scorecard-Remedial /ESL
IIA7.13b – NOCCCD Board of Trustees CCCCCO Student Success Scorecard presentation
IIA7.14 – Program Review Form
IIA7.15 – Cypress College Curriculum Committee Training Guide
IIA7.16 – CurricUNET Methods of Instruction screenshot
IIA7.17a – NOCCCD Board Policy 4020 - Program and Curriculum Development.
IIA7.17b – NOCCCD Administrative Procedure 4020 - Program and Curriculum Development
IIA7.18a – English Assessment Report.
IIA7.18b – Math Assessment Report.
IIA7.19 – Student Services Quality Review (SSQR) English Success Center (ESC) 2016
IIA7.20 – Sample Division Report -Social Science Grades: Online vs. Lecture Summer 2015
IIA7.21 – Cypress College Distance Education Plan 2011 – 2014.
IIA7.22 – Distance Education Faculty Basics screenshot
IIA7.23 – Distance Education Program Review
IIA7.24 – NOCCCD Administrative Procedure 4105 - Distance Education

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

**Evidence of Meeting the Standard**

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

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

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

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

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

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

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

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

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

**Analysis and Evaluation**

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

IIA8.2 – Cypress College Catalog 2016 – 2017
IIA8.3 – Carolee Freer, Department Coordinator, Court Reporting, Department exams email
IIA8.4 – Lenore Landis, Department Coordinator, Chemistry, Department exams email
IIA8.5 – Stephanie Spooner, Department Coordinator, Biology, Department exams email

IIA9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

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

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

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

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

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

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

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

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

**Analysis and Evaluation**

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

**Evidence Sources**

IIA9.1a – NOCCCD Board Policy 4100 - Graduation Requirements for Degrees & Certificates  
IIA9.1b – NOCCCD Administrative Procedure 4100 - Graduation Requirements for Degrees & Certificates  
IIA9.2 – California Community College’s Taxonomy of Programs (TOP) Manual  
IIA9.3 – Program Course Approval Handbook
IIA9.4 – Cypress College Curriculum Training Guide
IIA9.5a – NOCCCD Board Policy 4020 - Program and Curriculum Development
IIA9.5b – NOCCCD Administrative Procedure 4020 - Program and Curriculum Development
IIA9.6 – Carnegie Units
IIA9.7a – Student Attendance Accounting Manual (SAAM) Chapter 3
IIA9.7b – California Community Colleges Chancellor’s Office SAAM webpage
IIA9.8 – Santanu Bandyopadhyay, Executive Vice President, Educational Programs and Student Services, Credit Hours email
IIA9.9 – NOCCCD Administrative Procedure 4105 - Distance Education
IIA9.10a – NOCCCD Board Policy 4220 - Standards of Scholarship
IIA9.10b – NOCCCD Administrative Procedure 4220 - Standards of Scholarship
IIA9.11 – Cypress College Bachelor in Science, Funeral Service Program of Study
IIA9.12 – Cypress College Bachelor in Science, Funeral Service Course SLOs

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

Evidence of Meeting the Standard

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

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

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

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

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

Students are admitted to the baccalaureate degree program based on space availability and a separate application process that verifies completion of prerequisite courses and GE requirements. Transfer requirements, including articulation agreements, are consistent with established College policies and practices. In addition, acceptance into the baccalaureate degree pilot program requires an Embalmer License and a Funeral Director License or Funeral Service Practitioner certification. Students are admitted to the program in the spring and fall.
based on the date of their completed application. As an open access institution, students meeting all program prerequisites are admitted on a first-come, first-served basis (IIA10.17-FSBD web page).

Analysis and Evaluation

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

Evidence Sources

IIA10.1a – NOCCCD Board Policy 4050 - Articulation
IIA10.1b – NOCCCD Administrative Procedure 4050 Articulation
IIA10.2 – Cypress College Catalog 2016 – 2017
IIA10.3 – ASSIST Prompt web page
IIA10.4 – Counseling: FAQ, Counseling web page
IIA10.5 – Cypress College Articulation Request Fillable Form.
IIA10.6 – Jennie Hurley, Articulation Officer, Transfer email
IIA10.7 – Summer Articulation Request Log - Sample page.
IIA10.8 – Curriculum Changes Report
IIA10.9 – Cypress College Approved C-ID Courses
IIA10.10 – Brandman University exchange email
IIA10.11 – Private University Articulation Guide
IIA10.13 – General Education Pattern Pass Along Request.
IIA10.14 – Course Substitution form.
IIA10.15 – NOCCCD Administrative Procedure 4105 - Distance Education
IIA10.16 – Robert Grantham, Counselor, Work experience email
IIA10.17 – Cypress College Bachelor in Science, Funeral Service web page screenshot
IIA11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

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

Cypress College has identified General Education and Basic Skills Program Learning Outcomes (PLOs) for all programs. The PLOs support the Institutional Learning Outcomes (ILOs) in that they consist of four major areas or competencies that align with the ACCJC required competencies:

<table>
<thead>
<tr>
<th>ACCJC Standards</th>
<th>Cypress College Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Competency</td>
<td>Brentwood of Knowledge and Experiences</td>
</tr>
<tr>
<td>Analytic Inquiry Skills</td>
<td>Communication</td>
</tr>
<tr>
<td>Ability to Engage Diverse Perspectives</td>
<td>Critical Thinking and Information Competency</td>
</tr>
<tr>
<td>Communication Competency</td>
<td></td>
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<tr>
<td>Information Competency</td>
<td></td>
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<tr>
<td>Ethical Reasoning</td>
<td>Self-Development</td>
</tr>
</tbody>
</table>

(Cypress College, p. 70)

Cypress College also offers certificates in several Career Technical Education (CTE) departments. These certificate programs have identified both discipline PLOs that are appropriate to the specific program and the skills to enter the workforce (IIA11.3-Catalog p. 76, 91, 97 etc.).

Departments within the General Education and Basic Skills Program have identified their PLOs as the Institution’s Associate Degree and/or CSU/IGETC Transfer Curriculum ILOs and have mapped SLOs to those outcomes (IIA11.4-GE ILO Checklist). When appropriate, some departments have also mapped SLOs to ILO Pathway III: Personal, Academic and Professional Development. (IIA11.5-Lifelong Learning Mapping Checklist) These PLOs are published in the College Catalog (IIA11.3-Catalog, p. 70) and can also be found in the SLO Handbook (IIA11.6-SLO Handbook).
The Institutional Learning Outcomes (ILOs) are outlined in the College Catalog (IIA11.3-Catalog, p. 5-6). The College links SLOs to ILOs through TracDat (IIA11.7-Tracdat ILO Mapping Report). Faculty use the Course-level SLO Assessment Worksheet (IIA11.8-Course Level SLO Worksheet) to map SLOs to ILOs using the three ILO Pathways (Associate Degree and/or CSU/IGETC Transfer Curriculum, CTE Certification, and Personal, Academic and Professional Development) (IIA11.5-Lifelong Learning Checklist, IIA11.4-GE ILO Checklist).

The Student Learning Outcomes (SLOs) within the baccalaureate degree completion program align with those prescribed within the accreditation standards of the American Board of Funeral Service Education (ABFSE) and are consistent with generally accepted norms in upper division coursework. The terminology utilized in the SLOs is consistent with the advanced nature and the increased complexity of the course content and expectations (IIA11.9-Mort Sci SLOs). The assessments will evaluate the outcomes with this increased complexity in mind. The Program Learning Outcomes (PLOs) are also consistent with the prescribed requirements (IIA11.3-Catalog, p. 236).

Analysis and Evaluation

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

Evidence Sources

IIA11.1 – Cypress College Curriculum Committee Training Guide.
IIA11.2a – NOCCCD Board Policy 4020 - Program and Curriculum Development
IIA11.2b – NOCCCD Administrative Procedure 4020 - Program and Curriculum Development
IIA11.3 – Cypress College Catalog 2016 – 2017
IIA11.4 – GE-ILO Pathways Mapping Checklist.
IIA11.5 – Lifelong Learning Pathway Mapping Checklist
IIA11.6 – Cypress College Student Learning Outcomes Handbook
IIA11.7 – TracDat ILO Mapping Report English/Reading
IIA11.8 – Course-level SLO Assessment Worksheet.
IIA11.9 – Cypress College Bachelor in Science, Funeral Service Course SLOs
IIA12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Cypress College requires a General Education component for all of its degree programs, regardless of delivery mode, DE or Traditional (IIA12.1). The General Education requirements are designed to teach students common principles, concepts, and modes of inquiry appropriate to the academic discipline. As outlined in the Cypress College Curriculum Training Guide, the subject matter is generally broad and introductory rather than specialized, narrow, or advanced (IIA12.2 p. 19-23, 25). Cypress College adheres to NOCCCD Board Policy 4025-Philosophy and Criteria for Associate Degree and General Education which articulates the general education philosophy of a vocational and liberal arts education (IIA12.3). The Cypress College Catalog further identifies the broad educational goals as follows:

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

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

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

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

Prerequisites (lower division general education preparation) Units
IGETC or CSU-GE Lower Division Breadth 37 - 39

Required upper division general education courses Units
Upper Division General Education courses 9

Total Units
128 - 130

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

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 12. Cypress College’s faculty-developed general education program for both associate and baccalaureate degrees is based on an educational philosophy, as articulated in BP 4025, that is grounded in a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.
Evidence Sources
IIA12.1 – Cypress College Distance Education Plan 2011 – 2014.
IIA12.2 – Cypress College Curriculum Training Guide
IIA12.3 – NOCCCD Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education
IIA12.4 – Cypress College Catalog 2016 – 2017
IIA12.5 – GE SLO Committee Minutes, April 15, 2010
IIA12.6 – Cypress College Bachelor in Science, Funeral Service Program of Study

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

Evidence of Meeting the Standard

Cypress College complies with the degree requirements outlined in NOCCCD Board Policy and Administrative Procedure 4100-Graduation Requirements for Degrees & Certificates, which specify at least 18 semester units in general education and at least 18 semester units in a major listed in the Community Colleges “Taxonomy of Programs” (IIA13.1a-BP 4100; IIA13.1b-AP 4100). NOCCCD Board Policy and Administrative Procedure 4025-Philosophy and Criteria for Associate Degree and General Education identify four required GE course categories: Natural Sciences, Social (and Behavioral) Sciences, Humanities, and Language and Rationality (IIA13.2a-BP 4025; IIA13.2b-AP 4025).

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

Baccalaureate Degree

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

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

Evidence Sources

IIA13.1a – NOCCCD Board Policy 4100 - Graduation Requirements for Degrees & Certificates
IIA13.1b – NOCCCD Administrative Procedure 4100 - Graduation Requirements for Degrees & Certificates
IIA13.2a – NOCCCD Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education
IIA13.2b – NOCCCD Administrative Procedure 4025 - Philosophy and Criteria for Associate Degree and General Education
IIA13.3 – Cypress College Catalog 2016 – 2017
IIA13.4 – Curriculum Training Guide
IIA13.5 – Cypress College Bachelor in Science, Funeral Service Program of Study

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

Evidence of Meeting the Standard

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

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

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

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

Analysis and Evaluation

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

IIA14.1 – Air Conditioning and Refrigeration Advisory Committee Minutes, May 21, 2014
IIA14.2 – Los Angeles/Orange County Regional Consortium (LAORC) Program Approval Minutes, January 2017
IIA14.3 – LAORC Labor Market Information Demand for Los Angeles and Orange County
IIA14.4 – Auto Collision Repair 2-Year CTE Program Review 2014
IIA14.5 – Travel and Tourism Advisory Committee (TTAC) Minutes, July 6, 2015
IIA14.6 – Curriculum Committee Meeting Minutes, December 10, 2013
IIA14.7 – American Board of Funeral Service Education Directory
IIA14.8a – National Funeral Directors Association, Education-Resources
IIA14.8b – The International Conference of Funeral Service Examining Boards; Regulations in Funeral Service Licensing, Continuing Education and Pre-need. June 2015
IIA14.9 – California Funeral Board website

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

Evidence of Meeting the Standard

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

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

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

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

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

Evidence Sources
IIA15.1a – NOCCCD Board Policy 4021 Educational Program Discontinuance
IIA15.1b – NOCCCD Administrative Procedure 4021 Educational Program Discontinuance
IIA15.2 – Cypress College Catalog 2016 – 2017

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

Evidence of Meeting the Standard

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

Instructional Program Reviews are performed every four years with instructional departments regularly engaged in self-evaluation (IIA16.1-PR Cycle). The Program Review Committee reviews the reports submitted and offers both commendations and recommendations for improvement (IIA16.2-PR Handbook). The Program Review Coordinator summarizes the results of the departmental reviews in the annual Program Review Report (IIA16.3-PR Annual Report). In addition, Institutional Research and Planning (IRP) includes Program Review results in the Institutional Effectiveness Report (IIA16.4-IER).
Program Review is the systematized means of promoting ongoing efforts to improve the quality and currency of all instructional programs. In this effort, the IRP Office provides five-year trend data for sections, enrollments, seat counts, fill rates, FTES, FTEF and WSCH per FTEF (IIA16.5-ACCT PR). Also, degrees and certificates awarded for the last three years and course success rates for the last two years are included. The data are used by departments to assess their efficacy and achievement as well as set goals for improvement. Overall college course success rates along with division success rates are included in the Program Review process so that departments can compare their success rates to the college and division as a whole and make plans for improvement accordingly.

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

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

The College monitors the ongoing efforts at improvement in instructional programs in different ways. For example, over the past five years, the College has demonstrated overall improvement in course completion, award, and persistence rates; remedial achievement rates; and transfer level achievement rates as reported in the California Community Colleges Chancellor’s Office (CCCCO) Student Success Scorecard. The College has reported the highest scores in the past five years for these eight metrics (IIA16.10-Student Success Scorecard). The College also monitors the efficacy of various programs and projects funded through One-time and Categorical Funding. For example, the Supplemental Instruction and Tutoring programs are funded through One-time funding and assessed each semester. Recent results indicate improved success rates for those students who participate in each program (IIA16.11a-SI and Tutoring, Spring 2015; IIA16.11b-SI and Tutoring, Fall 2016). The Summer Boost Program, utilizing Categorical funding, provides students an opportunity to take a three-week course to “boost” their placement into a higher level English or Math course. Results indicated that students who participated in the program and had a boost, had higher success rates when compared to students who did not receive a boost (IIA16.12-Summer Boost Report).
At Cypress College, Distance Education is evaluated in two distinct ways. DE courses are evaluated during a department’s regular Program Review to assess the effectiveness of courses taught in the DE modality. In addition, the DE program is evaluated as part of the regular Campus Services Quality Review (CSQR) process. Each of these review processes is designed to promote ongoing improvement to enhance student achievement. The College conducted a CSQR of the Distance Education Program in 2011-12. The DE review focused primarily on student and faculty satisfaction with the overall program. Specifically, the study examined student satisfaction with the online classroom, faculty satisfaction with the DE program, and faculty satisfaction with DE training. Results indicated overall satisfaction with the services offered (IIA16.13-Distance Education Quality Review 2011-12). As previously discussed, the DE Program is currently in the midst of a structural reorganization. The College finalized these plans in the fall of 2016 and the new Coordinators can be an integral part of QFE #2-Distance Education and the review of the DE Plan. Regular reviews are intended to be part of the DE Plan and will resume once the new DE Program and personnel are in place.

Individual departments review the success and efficacy of courses taught in the DE mode as part of their regular Program Review. New to the 2016 – 2017 Program Review form is the inclusion of course success rates by delivery mode so that departments can further assess student success by mode and make plans for improvement. With this added data, Departments will be responsible for including DE course improvements as part of their planning in the Program Review Report (IIA16.5-ACCT PR, p. 4).

As a result of Quality Review results, the DE Program has made changes to increase student achievement. For example, the DE 2011-12 Quality Review was used in planning to modify the training used to determine if faculty were able to teach effectively in the distance education delivery method. Specific improvements included a focus on 508 compliance for disabilities, the authentication of students in the DE delivery method, and regular and effective communication between students and faculty (IIA16.14-Cypress College DE: Preparing for Course Evaluation Fall 2011).

Departments are to include evaluation of DE courses as part of their regular Program Review. Currently data is provided for student success rates by delivery mode and course on all Instruction Program Reviews (IIA16.15-AC-R PR).

**Analysis and Evaluation**

**The College meets the Standard.** Cypress College regularly evaluates and improves the quality and currency of all instructional programs, regardless of delivery mode or location, through the Instructional Program Review process which includes a review of trend data, outcomes data, and curriculum. The College continues to improve programs and courses to enhance learning outcomes and achievement for students by developing programs, allocating sufficient resources, and ensuring Program Review results play a significant role in decision-making. While the College meets the Standard, integrating a systematized evaluation of DE course success rates across the campus would be beneficial.
Evidence Sources
IIA16.1 – Program Review Cycle and Comprehensive Schedule 2016 – 2020
IIA16.2 – Cypress College Department Planning and Program Review Handbook 2017
IIA16.5 – Department Planning and Program Review Report: Accounting Sample
IIA16.6a – NOCCCD Board Policy 4020 - Program and Curriculum Development
IIA16.6b – NOCCCD Administrative Procedure 4020 - Program and Curriculum Development
IIA16.7 – Curriculum Training Guide
IIA16.8 – One-time Funding Template 2016 – 2017
IIA16.9 – One-time Funding Rubric
IIA16.10 – California Community Colleges Chancellor’s Office Student Success Scorecard 2017
IIA16.11a – Supplemental Instruction and Tutoring Report Spring 2015
IIA16.11b – Supplemental Instruction and Tutoring Report Fall 2016
IIA16.12 – Cypress College Summer Boost Report 2016
IIA16.14 – Cypress College Distance Education: Preparing for Course Evaluation Fall 2011.
IIA16.15 – Air Conditioning and Refrigeration Department Program Review 2016

Changes Arising out of the Self-Evaluation Process

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<th>College Lead</th>
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<tr>
<td>Evaluated PLOs, degrees and certificates</td>
<td>IIA3</td>
<td>IRP</td>
<td>Spring 2017</td>
<td>The College conducted a survey (ADCAP) of graduates to assess whether they felt their time at Cypress met the PLOs for their program and the ILOs for the College.</td>
</tr>
<tr>
<td>Selected e-Lumen as new Learning Outcomes Management and Information System (LOMIS)</td>
<td>IIA3</td>
<td>IRP</td>
<td>Spring 2017</td>
<td>PBC and Academic Senate approved the purchase of e-Lumen for all future SLO collection and storage.</td>
</tr>
<tr>
<td>Included disaggregated data into Instructional Program Review</td>
<td>IIA7</td>
<td>IRP</td>
<td>Fall 2016</td>
<td>Enhanced disaggregation of data for Instructional Program Review by delivery mode for each course and by age, gender, ethnicity and other variables by program.</td>
</tr>
</tbody>
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## Plans Arising out of the Self-Evaluation Process

<table>
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<tr>
<th>Planned Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
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<tbody>
<tr>
<td>Restructure the DE program personnel, policies, procedures and documentation</td>
<td>IIA2</td>
<td>DE Coordinator, Academic Senate</td>
<td>Fall 2017</td>
<td>The College will restructure the DE program with more clearly established areas of responsibility for faculty and management along with a review of relevant policies, procedures and documentation.</td>
</tr>
<tr>
<td>Develop a BP and AP to ensure 120 units for the pilot baccalaureate degree</td>
<td>IIA5</td>
<td>Vice Chancellor, Educational Services and Technology</td>
<td>Fall 2017</td>
<td>The District will prepare the necessary BP and AP to comply with the 120 minimum units degree requirement prescribed by Title V for the pilot baccalaureate degree.</td>
</tr>
<tr>
<td>Disaggregate data in the SSQR and CSQR process</td>
<td>IIA7</td>
<td>IRP</td>
<td>Fall 2017</td>
<td>The College will disaggregate data based on demographics in the next review cycle for the Student Services quality Review and Campus Services Quality Review.</td>
</tr>
<tr>
<td>Revise Mortuary Science PLOs</td>
<td>IIA12</td>
<td>Mortuary Science Department Coordinator</td>
<td>Fall 2017</td>
<td>The Mortuary Science Department will revise its PLO to include the baccalaureate degree in Funeral Service.</td>
</tr>
<tr>
<td>Evaluate DE course success rates across campus</td>
<td>IIA16</td>
<td>IRP, DE Coordinator, Program Review Coordinator</td>
<td>Fall 2017</td>
<td>The College will conduct a systematic evaluation of DE course success rates and implement any necessary changes.</td>
</tr>
</tbody>
</table>
Standard IIB: Library and Learning Support Services

IIB1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Cypress College provides numerous campus learning services to promote student achievement, including: the Library and Learning Resource Center (LRC), which includes tutoring and Supplemental Instruction (SI) as well as various computer labs, the English Success Center (ESC), and Math Learning Center (MLC). Housed in the same building (L/LRC), these programs are committed to providing learning materials and services that are sufficient in quality, currency, and variety in order to meet the needs of the students and promote success and achievement.

Library

The Cypress College Library provides comprehensive learning opportunities, both locally and remotely, that empower students to achieve their academic, professional and personal goals. The instructional faculty and staff provide library support to students by way of materials and service recommendations, as well as marketing of those services to students (IIB1a-Mouse pads; IIB1b-Finals Open Lab). Currently, the Library has a collection of 55,264 books, 8,356 e-books, and it provides access to over 8,000 full-text journal titles through online databases that can be reached using either the Library’s 26 in-house computers or 24/7 remote access via the Library website (IIB1.2 Annual Report 15/16, p. 3). In addition, to increase access to its resources the Library introduced laptops for student checkout in Fall 2016 (IIB1.3-Laptop policy).

In addition to providing resources and materials, the Library staff also engages in ongoing instruction at several points of service. Instruction ranges from the Introduction to Research (LIB 100) course (IIB1.4 -Catalog 2016 – 2017, p. 213) to classroom orientations, library tours, reference interviews, and workshops. Additionally, faculty are encouraged to bring students in for a Library orientation session to teach students how to use the Library’s resources. The Library also provides similar information to classes during Library tours. Reference interviews are likewise conducted every time a student requests research assistance at the Reference Desk. The librarians will provide one-on-one assistance on any point of the research process (IIB1.5-Librarian One on One). Workshops are offered occasionally to support ad hoc requests and provide extended help during finals (IIB1.6-Nursing Research).

In order to ensure sufficient quantity, currency, depth, and variety of the services and materials provided, the Library relies on various ongoing evaluations. The Library publishes an Annual
Report (IIB1.2-Library Annual Report) and makes it available to the campus and community at large on the Services tab of the Library website (IIB1.7-Library Services web page). The Annual Report data regarding student Library resource and service use, and additions to the Library collection, provide insight on the quantity, quality, depth, and variety of library resources. Librarians likewise assess student resource use when making selections for new additions to the collection. In order to ensure that new acquisitions are informed by student demand (IIB1.8-Collection Development Guidelines), librarians look at student feedback (to librarians and instructors), types of questions asked by students at the reference desk, and circulation usage statistics on individual items through the Voyager catalog system (IIB1.9-Circulation Statistics). The Library is also subject to ongoing quality reviews through the regular Student Services Quality Review (SSQR) process. Student satisfaction data regarding hours of operation, response times, clarity of procedures, quality of materials, staff helpfulness and knowledge, and overall quality of service ratings are an integral part of the review and are key indicators of efficacy (IIB1.10-Library SSQR). Finally, the College also utilizes results from the bi-annual Noel-Levitz survey, which assesses student satisfaction with and importance of various College services including those in the Library. The 2015 Noel-Levitz results identified the Library as a “strength” of the College (IIB1.11-Noel-Levitz, p. 3).

The College is committed to making Library and Learning Services as accessible to students as possible. In order to maximize accessibility of services to students, the Library is open Monday-Thursday from 7:30 am - 9:00 pm and Fridays from 7:30 am -1:00 pm (IIB1.7-Library Services web page). In addition, extended night hours are offered during final exam weeks in the LRC. These hours of operation are posted on the library website, and extended final exam hours are emailed to the campus community and appear in the @Cypress newsletter (IIB1.12-@ Cypress) to raise awareness of this service.

In order to meet the needs of students, faculty, and staff on the weekends when the Library is closed, the College offers reciprocal agreements with neighboring community colleges and universities, including Fullerton College, Orange Coast College, and California State University Long Beach (CSULB) (IIB1.13-Reciprocal Privileges). These privileges provide expanded access to check out materials outside of normal operating hours and materials not currently available in the College collection. Furthermore, interlibrary loan services provide students, faculty, and staff with the ability to request materials from other facilities (IIB1.14 -Inter-Library Loan website). Students are also able to access the on-line research databases and other learning materials 24/7 via the Library website (IIB1.7-Library web page).

In addition to the main campus Library, various departments have created their own Libraries available for student access, including Music Library and Listening Lab, Career and Transfer Center, Nursing, Ultrasound, Radiation/Technology, and Mortuary Science.

**Learning Resource Center**

Cypress College has several learning centers housed in the L/LRC building designed to provide appropriate services to enhance student learning and achievement. The LRC is home to two instructional support centers: the English Success Center (ESC) and Math Learning Center (MLC). In addition, the LRC provides instructional support with tutoring services, Supplemental
Instruction (SI), the Language Lab, Open Computer Lab, and additional instructional materials (IIB1.4 Catalog, 2016 – 2017, p. 27).

**English Success Center.** The ESC provides academic support with reading, writing, and study skills. Staffed by trained tutors as well as Cypress College English, Reading, and ESL faculty, the ESC offers Directed Learning Activities (DLAs), faculty-led workshops, and informal learning groups (IIB1.4-Catalog, 2016 – 2017, p. 27).

**Math Learning Center.** The MLC supports coursework in mathematics, chemistry, and physics. Resources include an array of math solutions manuals and computer applications. Students receive free tutorial assistance with DLAs and workshops from math faculty or peer tutors (IIB1.4-Catalog, 2016 – 2017, p. 27).

**Tutoring.** Tutoring is available to students in the LRC. A variety of subjects are arranged for one-on-one and small group tutoring. Schedules are kept and statistics maintained showing the types of tutors that are requested and how often the services are used (IIB1.15 –Cypress College LRC One-on-One Tutorial Services).

**Supplemental Instruction.** SI consists of voluntary study sessions led by students who have previously excelled in the course being supplemented (IIB1.4-Catalog, 2016 – 2017, p. 27). The program is scheduled and monitored through the LRC and is used primarily for science and math courses (IIB1.16-Cypress College Supplemental Instruction Spring 2016 Semester Summary).

The College determines the efficacy of these services provided and sufficiency of materials through multiple means. The LRC utilizes the Enterprise-Wide Positive Attendance Tracking System (EWPATAS) to track student use of LRC services in order to have information about demand and student needs (IIB1.17-EWPATAS Report). Additionally, in order to ascertain the sufficiency and efficacy of services provided, the LRC, ESC, and MLC undergo regular quality reviews. Like the review conducted on the Library, the SSQRs for the LRC, ESC, and MLC include student satisfaction survey results in categories such as hours of operation, quality of materials, staff helpfulness/courtesy, and an overall assessment of service quality. The Quality Reviews also require an examination of goals and changes made since their last review as well as action plans for future improvement (IIB1.18a-ESC SSQR; IIB1.18b-MLC SSQR; IIB1.18c-LRC SSQR). The College also relies on Noel-Levitz survey results which indicate that the learning resources and computer labs are also strengths of the College (IIB1.11-Noel-Levitz). Finally, specific evaluations of SI and tutoring services are conducted each semester to assess both the participation in these programs and the impact on student success and achievement (IIB1.19a-SI and Tutoring Report S15; IIB1.19b-SI and Tutoring Report F16).

**Computer Labs**

There are many access points for student computer usage around campus. The L/LRC houses the largest collection of computers for student use, all staffed by either faculty or instructional aides.

The Library has 26 computers available for open use and 35 computers used for class orientations and extended hours. The Library has also started a laptop checkout program with 30 laptops (IIB1.2-Library Annual Report). The LRC has an open lab with 92 computers; the Language Lab has 37 computers; the ESC has 15 computers; and the MLC has 15. The LRC has
both computers for open use and reserved instructional use, including 30 laptops for students (IIB1.20-Peacock-Peery-Rocha email).

There are also various computer labs across campus with varying degrees of access, availability, and instructional help. The labs for open student use are located in the Career and Transfer Center, Veterans Resource Center; and Student Activities. They are staffed by instructional aides or student workers (IIB1.21-DeDios email).

Other programs such as EOPS and DSS have computer labs available for students in those respective programs. In addition, some Divisions have computers available for students in specific courses. The Business/CIS division has a computer lab for those enrolled in CIS or Court Reporting classes (IIB1.22-Donley email). The Nursing program also has a small computer lab for its program’s students (IIB1.23-Sciacca email). Media Arts Design has a lab which is equipped with multimedia design software, and music mixing and editing computers for class-time digital music (IIB1.24-Realista email).

All students, faculty, and staff, including students in the Distance Education program, are provided access to library materials and resources 24/7 through the library’s electronic collection (IIB1.7-Library Services web page). DE students are also able to benefit from the Library’s reciprocal agreements with other colleges and universities that may be closer to their homes (IIB1.13-Reciprocal Privileges). In addition, the LRC offers Smarthinking, an online tutoring service that provides students with access to tutoring support seven days per week, 24 hours per day (IIB1.25-Smarthinking).

In anticipation of the need for upper division course resources, the Mortuary Science faculty worked closely with the library and learning resources personnel. The campus library collections are sufficient to support the baccalaureate degree program and have been expanded to include resource collections specific to the Funeral Service baccalaureate degree program such as LexisNexis (IIB1.26-Cassens email). Learning support services, including mentors, tutors and library counseling, will continue to be made available to baccalaureate degree students. The College plans to make adjustments to planning and budget allocations processes to account for four years of services to meet the needs of bachelor degree seeking students.

**Analysis and Evaluation**

**The College meets the Standard and Eligibility Requirement 17.** Cypress College supports student learning and achievement by providing library and other learning support services, including tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction. The Library collection, LRC services, ESC, MLC, tutoring, SI, and various computer labs in both the L/LRC and across campus are sufficient in quantity, currency, depth, and variety to support educational programs, both on campus and off as substantiated by the individual departments’ SSQR results.
Evidence Sources

IIB1.1a – Text a Librarian Mouse Pads
IIB1.1b – Finals Open Lab
IIB1.3 – Laptop Policy
IIB1.4 – Cypress College Catalog 2016 – 2017
IIB1.5 – Librarian One on One Spring 2015
IIB1.6 – Nursing Research Flyer
IIB1.7 – Library Services website
IIB1.8 – Collection Development Guidelines
IIB1.9 – Circulation Statistics
IIB1.10 – Student Services Quality Review (SSQR) Library 2016
IIB1.11 – Noel Levitz Report 2015
IIB1.12 – @Cypress Online Newsletter, December 5, 2015
IIB1.13 – Reciprocal Borrowing Privileges website
IIB1.14 – Interlibrary Loan website
IIB1.15 – Cypress College LRC One-on-One Tutorial Services
IIB1.16 – Cypress College Supplemental Instruction Spring 2016
IIB1.17 – Enterprise-Wide Positive Attendance Tracking System LLRC Facility Usage
IIB1.18a – Student Services Quality Review (SSQR) English Success Center (ESC) 2016
IIB1.18b – Student Services Quality Review (SSQR) Math Learning Center (MLC) 2016
IIB1.18c – Student Services Quality Review (SSQR) Learning Resource Center (LRC) 2016
IIB1.19a – Supplemental Instruction and Tutoring Report Spring 2015
IIB1.19b – Supplemental Instruction and Tutoring Report Fall 2016
IIB1.20 – Joyce Peacock- Kevin Peery- Fred Rocha Computer email
IIB1.21 – Paul DeDios, Dean of Counseling/Student Development, Computer Labs email
IIB1.22 – Steve Donley, Dean of Career Technical Education (CTE), Computer Labs email
IIB1.23 – John Sciacca, Dean of Health Science, Computer Labs email
IIB1.24 – Katy Realista, Dean of Fine Arts, Computer Labs email
IIB1.25 – Smarthinking Online Tutoring web page screenshot
IIB1.26 – Treisa Cassens, Dean of Library and Learning Resources, materials email

IIB2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Cypress College assesses the effectiveness of its library and learning support services through several means. Good communication is essential in establishing and maintaining equipment in the L/LRC. Contact between the instructors and the librarians drives the library equipment and materials selection. The Library's Collection Development Guidelines (CDG) ensure equal support to all instructional programs based on set policies that provide guidance on how library
faculty and instructional faculty should cooperate to fulfill the responsibility of collection development (IIB2.1-CDG, p. 1).

According to the CDG, collection development responsibilities are shared between instructional and library faculty (IIB2.1-CDG, p. 2). This document establishes prioritization guidelines that are utilized when making selections for library resource additions, which include regular communication with academic departments. In order to select appropriate resources that address student learning needs, the library staff have several systems in place to receive input from instructional faculty, including the Faculty Finds Newsletters (IIB2.2-FF Newsletter), faculty purchase requests, faculty book donations, and librarian consultation required in the Curriculum Review process (IIB2.3-Curriculum Training Guide, p. 17).

The Faculty Finds Newsletters provide faculty with updates on new additions to the library collection. These newsletters promote “New Titles” and are published on the library website (IIB2.4-Library Services web page) and emailed to faculty (IIB2.5.-Faculty Finds email). In order to encourage faculty participation in collection development, the Newsletters solicit instructor feedback on the new collection additions as well as input regarding future resource selections. In addition, the Library accepts donations from instructional faculty, as documented in the Library’s CDG (IIB2.1-CDG p. 4). Finally, as part of the regular Curriculum Review process, librarians must be consulted when courses are revised or proposed to ensure that adequate materials are available to support the course (IIB2.6-screenshot Library/Review CurricUNET).

Students have access to approximately 150 computers within the L/LRC (IIB2.7-LRC web page). In addition to the available computers, there are also audio/visual playback units, a color copier, and a scanner available within the L/LRC. Beginning in Fall 2016, a 3-D printer is available for use by Science, Engineering and Mathematics programs, with the hope of expanding the service to other divisions on campus (IIB2.8-3D Printer Policy).

The LRC’s equipment and material needs are determined by frequent consultation between library staff, LRC staff, and faculty members, especially for departments that require special learning support. For example, English as a Second Language (ESL), English, English/Reading, and Mathematics each have a need for special services provided by the LRC. In addition to Supplemental Instruction (SI) and one-on-one tutoring, the LRC continues to provide learning services with the implementation and continued achievement of the English Success Center (ESC), the Math Learning Center (MLC), and the Language Lab, which are all housed within the L/LRC. Each lab provides reading materials, Directed Learning Activities (DLAs), faculty assistance, and specialized software. Plus, in 2014 the LRC made the Smarthinking tutoring service available for expanded assistance for students off campus (IIB2.9-Smarthinking).

The librarians and L/LRC staff share campus responsibility by sitting on different committees to promote active communication. For example, the library video collection is updated and shared with the Diversity Committee on an annual basis (IIB2.10-Diversity Committee Minutes). Instructors are also provided the opportunity to make library material or equipment requests and recommendations through campus committees. The faculty is likewise encouraged to place textbooks and reserve materials in the library collection for student use (IIB2.11-Library Reserve Collection web page).
Cypress College has a DE program with a team of administrators and faculty working together to support web-enhanced, hybrid, and online courses (IIB2.12-DE web page). All DE courses are developed and maintained through the Curriculum Approval process and, as with all courses, require librarian consultation for final approval (IIB2.3 Curriculum Training Guide, p. 17).

The Library’s 14 databases can be accessed remotely via the Library website on the Find Articles page (IIB2.13-Find Articles). The Library has also incorporated a direct How Do I Ask for Help link (IIB2.14-Help Link) and the text-a-librarian service for chat, text or email questions (IIB2.15-@Cypress). Finally tutoring services are also available to DE students via Smarthinking on the LRC website (IIB2.9-Smarthinking).

**Analysis and Evaluation**

**The College meets the Standard.** Cypress College relies on appropriate expertise of faculty, librarians, and other learning support services professionals, through the Faculty Finds Newsletter, direct interaction, and committee participation, to select and maintain educational equipment and materials, including books, databases, computers and other equipment, to support student learning and enhance the achievement of the Mission.

**Evidence Sources**

IIB2.1 – Collection Development Guidelines  
IIB2.2 – Faculty Finds Newsletters  
IIB2.3 – Curriculum Committee Training Guide  
IIB2.4 – Library Services web page  
IIB2.5 – Faculty Finds email  
IIB2.6 – CurricUNET Library Review screenshot  
IIB2.7 – Learning Resource Center website  
IIB2.8 – 3D Printer Policy  
IIB2.9 – Smarthinking Online Tutoring website  
IIB2.10 – Diversity Committee Meeting Minutes, December 9, 2015  
IIB2.11 – Library Reserve Collection website  
IIB2.12 – Distance Education website  
IIB2.13 – Find Articles web page  
IIB2.14 – How Do I Ask for Help website  
IIB2.15 – @Cypress Newsletter, May 3, 2013
IIB3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Library and Learning Resource Center (LRC) evaluate their services by collecting data for annual reports and service reviews through the institution. Evaluation data include both survey and usage statistics. The Library conducts its own evaluation of materials, use, and services provided and publishes those results in the Library Annual Report (IIB3.1-Library Annual Report 15-16). Additionally, the Library and LRC programs are subject to regular and ongoing Student Services Quality Review (SSQR) to improve services and materials provided. The SSQRs includes satisfaction rates, ongoing changes, Student Learning Outcomes (SLOs), past goal and objective review, future goals and objectives, and resource need identification.

Library

The Library’s hours, personnel, budget, collections, and services are assessed and quantified through its annual reports. This quantitative evaluation indicated that the 201-2016 academic year was considered the Library’s busiest year with full-text database searches increasing 13 percent (IIB3.1-Library Annual Report 15-16). The number of registered hits on the databases has steadily risen over the past three years from 1,544,262 in 2012-2013 (IIB3.2-Library Annual Report 12-13), to 1,802,206 in 2013 – 2014 (IIB3.3-Library Annual Report 13-14), to 2,044,804 in 2014 – 2015 (IIB3.4-Library Annual Report 14-15, p. 3) to 2,321,505 in 2015 – 2016 (IIB3.1-Library Annual Report 15-16, p. 3). Reference librarians also answered 5,390 reference questions and had 436 consultations lasting over 10 minutes with students. In addition, 144 classes participated in orientations, with a total of 4,237 students participating in research instruction sessions (IIB3.1-Library Annual Report 15-16, p. 4). Finally, the library added 9,167 volumes and 8,061 titles to its collection bringing the total number of volumes owned to 62,723 and the total number of titles owned to 55,264 (IIB3.1, Library Annual Report 15-16, p. 3).

The Library also participates in the student support services program review process (SSQR) (IIB3.5-IER, p. 79). All Library faculty and staff members participate in the review, which is administered every three years (IIB3.6-Library SSQR). More specifically, the review process begins with developing a survey in consultation with a team of employees from the Library and LRC including faculty, staff, and the Dean. The College requires certain questions that are featured on all surveys: hours of operation, response time, clarity of procedures, quality of materials, knowledge and helpfulness of staff, and overall quality of service. Additionally, departments have an opportunity to ask additional operation-specific questions. The survey is administered to eligible students at the point of service. The 2015 – 2016 survey results indicate that students are very satisfied with the Library in general and specifically with staff knowledge (98.1%), staff helpfulness (97.4%), and the quality of the service (98.1%). Additionally, regarding the library’s influence on students' academic success nearly all students rate either “A lot” or “Some” degree of Library services' contribution to research assignment needs (94.0%),
ability to work on group projects (83.0%), and overall academic success (95.6%) (IIB3.6-Library SSQR).

The Cypress College Library functions on both an instructional level and as a learning support service. SLOs for the Library as an academic program are listed by course on TracDat and mapped out to the General Education and Lifelong Learning PLO/ILOs (IIB3.7-TracDat screenshot). The Library also serves as an academic support service and identifies separate Student Services Learning Outcomes (SSSLOs) for the Student Services review (SSQR). Data are collected and analyzed by the L/LRC faculty and staff and submitted to TracDat. SLO results are also included in the SSQR (IIB3.6-Library SSQR).

In addition to the aforementioned SSQR, in order to further ensure adequacy of services, the College has implemented a two year SSSLO review cycle that focuses on a new theme each cycle and includes Learning Services such as the Library and Learning Resource Center (IIB3.8-SSSLO Cycle 8; IIB3.9-SSSLO Cycle 9). The SSSLO review process requires each Student Services Unit to identify its mission, goals, intended outcomes, assessment criteria, summary of data and use of results to systematically assess and improve the services and programs provided (IIB3.9 –SSSLO Cycle 9). These reviews are data driven, utilizing student satisfaction data from both the SSQR and CSQR Cyclical Program Reviews and Noel-Levitz survey results (IIC3.10-Completed SSSLO-Library). SSSLOS, assessment analysis, and action plans are housed in TracDat, the password-protected archiving and reporting software used by the College. In addition, the SSSLO results are mapped to the Cypress College PLOs and ILOs (IIB3.7-TracDat).

For example, the L/LRC identified the following SSSLO:

Students will experience satisfaction with support received in the LLRC in terms of physical facilities, skilled and caring staff, services and tools that enhance academic advancement, and access to information required to meet their educational needs (IIB3.11-SSMP, p. 72).

SSSLO Assessments were conducted based on the 2012-2013 Library SSQR where library users responded to the satisfaction survey that measured satisfaction levels in 15 areas of assessment. The percent responding “Good/Excellent” or “Strongly Agree/Agree” ranged from a low of 81.6% (student computer stations) to a high of 98% (checkout meets needs). Satisfaction levels improved in all but four areas: sufficient databases, sufficient print collection, copy machine, and overall quality of service (IIB3.12-Library SSQR 2012). This SSSLO finding resulted in the implementation of an action plan to increase services to impact student satisfaction. In response to the declines in satisfaction with these areas, the Library added new databases, a new chat/text service, and a library app by Boopsie (IIB3.13-@Cypress). When reassessed in 2015-16, overall Library quality of service ratings increased from 91.3% to 98.1% (IIB3.6-Library SSQR 2016, pg 2).
Learning Resource Center

The LRC, ESC and MLC also undergo the same regular quality review as the Library. Satisfaction results for all three learning support service programs show high levels of satisfaction with scores consistently in the “Good” and “Excellent” range: LRC (80.0-95.7%); ESC (95.5-98.5%); and MLC (93.1-98.3%). As with the Library SSQR, the LRC, ESC, and MLC are required to include their SLO results in the review (IIB3.14-LRC SSQR; IIB3.15-ESC SSQR; IIB3.16-MLC SSQR).

In addition to the regular quality review evaluations, the ESC and MLC were required to provide additional evaluation data as part of their Title V Grant. The Title V Annual Report (IIB3.17–Title V Report) provides an in-depth analysis of learning resource activities provided by the ESC and the MLC. Within both the ESC and MLC, students have the choice of participating in different workshops or Directed Learning Activities (DLAs).

When comparing success and retention rates for students in basic skills English (IIB3.17-Title V Report p. 6-8, 17-31) and math (IIB3.17-Title V Report, p. 9-10, 32-41) classes participating in both DLA and workshops served as the best indicator for higher success and retention rates.

For example, in Spring 2015, English 058 students who participated in both DLA and workshops had a 94.5% success rate, as opposed to those who did not visit the ESC who had a 43.8% success rate (IIB3.17-Title V Report p. 17). Additionally, for cohort progression to the next course, participating in both workshops and DLAs consistently indicated progression through the English course sequence at higher rates (IIB3.17-Title V Report, p. 42-54). Not participating in DLA and workshop activities represented the lowest success rate for progression through all ESL, English, and math course sequences. Last, in cohort progression from one level below college to the next course, participating in either DLA or both DLA and workshops served as the best indicators for progression from one level below college to the next course in math, English, and ESL courses (IIB3.17-Title V Report, p. 55-58). After the Title V Grant concluded in 2015, Institutional Research and Planning (IRP) determined that ongoing assessment was warranted; and this data continues to be collected.

#CYProud

Alex Dolan Balin was used to struggle. He tested out of high school to focus on making money, only to wind up in low-wage jobs. He overcame drug addiction. He struggled with college coursework.

So, it bucks convention that he would end up serving as a math tutor in the Library/Learning Resource Center and a contributor to the College’s Honors Program.

After graduating in 2016, he transferred to Claremont McKenna College to study Politics, Economics, and Philosophy. Dolan Balin used his time at Cypress to focus on becoming the most competitive applicant to the largest number of quality universities.

"I will be the first person in my family to earn a bachelor’s degree."

Alex Dolan Balin
Class of 2016
Claremont McKenna Transfer Student
Smarthinking, One-on-One tutoring, and SI represent other academic resources available through the LRC. Students’ use of Smarthinking, the online tutoring program, was evaluated for the Fall 2014 session for both English and math use (IIB3.18-English Smarthinking Report; IIB3.19-Math Smarthinking Report). For math, 66 students utilized the service while 275 students utilized the service for English. Smarthinking use was found to positively and significantly affect students’ success rates. Students who used Smarthinking for their English courses did significantly better (16%, $p < .001$) than students who did not use Smarthinking (IIB3.18-English Smarthinking Report). However, for math, not enough students utilized the online tutoring to allow for meaningful comparisons.

According to Spring 2015 data on One-on-One tutoring services through the LRC, a total of 806 students participated in 2,338 cumulative tutoring sessions, which comprised 1,971.56 hours. Additionally, the average number of tutoring visits per student was 2.9 while the average hours of tutoring per student were 2.45 (IIB3.20-Tutor. and SI Report Spring 15, p. 9). In all courses selected, students who participated in tutoring had higher success rates than those who did not (IIB3.20-Tutor. And SI Report Spring 15, p. 12).

Analysis of SI and tutoring participation by subject also revealed that SI participation is strongest for biology and math, while students participated in tutoring primarily for English and math. This indicates that SEM and Language Arts represent the largest divisions where students need the most tutoring and SI. Thus in Fall 2015 (IIB3.21-SI Course Report Fall 15), additional tutoring and SI were implemented for additional SEM and SEM-related courses. Accounting 101, which requires extensive math skills, represented a course which initially did not have an SI component, but this was developed and implemented in Fall 2015. Students who took Accounting 101 in Fall 2015 and participated in SI had a success rate of 69.6%, while SI non-participants had a lower success rate of 44.1%. SI participation for trigonometry and Math 250A also positively and significantly affected students’ success rates for these courses (IIB3.21-SI Course Report Fall 15). A survey was also created as a collaboration between the Dean of the Library, the SI Coordinator, and IRP to help assess students’ use and satisfaction with SI services moving forward in Fall 2015 (IIB3.22-SI Survey Report Fall 2015).

**Analysis and Evaluation**

**The College meets the Standard.** Cypress College evaluates library and other learning support services to assure their adequacy in meeting identified student needs through the Student Services Quality Review (SSQR) process. All student services have SSSLOs which are articulated in the Student Services Master Plan (IIB3.11-SSMP) and housed in TracDat. Evaluation of these learning services includes evidence that they contribute to the attainment of the identified SLOs. The College uses the results of the SSQRs as well as internal evaluations conducted by individual programs such as the ESC and MLC as the basis for improvement.

**Evidence Sources**

IIB3.2 – Library Annual Report 2012 – 2013
IIB3.5 – Cypress College Institutional Effectiveness Report 2012 – 2013
IIB3.6 – Student Services Quality Review (SSQR) Library 2015
IIB3.7 – TracDat Library SLO Mapping screenshot
IIB3.8 – Student Services Student Learning Outcomes (SSSLO) Cycle VIII – Template
IIB3.9 – Student Services Student Learning Outcomes (SSSLO) Cycle IX – Template
IIB3.10 – Student Services Student Learning Outcomes (SSSLO) Cycle VIII – Library
IIB3.11 – Student Services Master Plan, 2007 – 2014
IIB3.12 – Student Services Quality Review (SSQR) Library 2012
IIB3.13 – @Cypress Newsletter, May 3, 2013
IIB3.15 – Student Services Quality Review (SSQR) English Success Center (ESC) 2016
IIB3.16 – Student Services Quality Review (SSQR) Math Learning Center (MLC) 2016
IIB3.17 – Title V Annual Report 2015
IIB3.18 – English Smarthinking Report Fall 2014
IIB3.19 – Math Smarthinking Report Fall 2014
IIB3.20 – Tutoring and SI Findings Spring 2015
IIB3.21 – Supplemental Instruction (SI) Survey Report Fall 2015
IIB3.22 – Supplemental Instruction (SI) Course Report Fall 2015

IIB4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

To ensure that students have access to necessary materials and services when they need them, the Library and Learning Resource Center (L/LRC) maintains contracts for various databases, consortia, and services. The Library must provide a viable catalog to facilitate library searches. Along with borrowing privileges, the CalWest Consortium affords the purchase and maintenance of such a catalog system through Ex Libris Voyager. The contract links Cypress College, Fullerton College, Golden West College, and Orange Coast College joint usage of the Voyager services purchased through the NOCCCD and maintained at the District offices (IIB4.1-Endeavor Information Systems).

Interlibrary loan (ILL) services are also established through the CalWest Consortium, but in concordance with a contract to Online Computer Library Center, Inc. (OCLC) (IIB4.2-OCLC Subscription). OCLC provides ILL and cataloging services that are accounted for by the Library staff and recorded in the annual report (IIB4.3-Library Annual Report 14-15). Reciprocal
borrowing privilege contracts are maintained with the CalWest Consortium (IIB4.4-CalWest Consortium) and with CSULB (IIB4.5-CSULB Reciprocal). Students use their Cypress College student ID to check out materials at these other institutions, and the services are mutually reciprocated.

Cypress College also purchases research databases through another consortium. The Community College Library Consortium has cooperatively made contracts with many vendors to support the specific needs of the community college students, faculty, and staff. The library purchases 14 databases through the Community College League (IIB4.6-CC Library Consortium). Database usage is monitored by librarians through the individual platforms and registered on the annual report. The database usage is very high at 2,044,804 database searches during the 2014 – 2015 academic year (IIB4.3 p. 3). The Library will be adding more databases in the future to accommodate baccalaureate students in the fall of 2017.

The LRC supports student learning by retaining contracts with TutorTrac, Plato Edmentum, and Smarthinking. Each service has a specific purpose and enhances additional services and learning software available in the ESC, the MLC, and the Language Lab.

TutorTrac, by Red Rock Software, is used by the LRC staff to schedule tutor and room appointments. Student hours, participation and success rates can be tracked through TutorTrac as well, because the system links with Banner and can tap the students’ schedules. The contract is kept at the District (IIB4.7 -TutorTrac License Agreement). L/LRC staff evaluates these services by reviewing the agreements in terms of the needs and then the availability of the best product. This involves searching various listservs and presenters at conferences for vendors who offer software that best meet the LRC’s needs. Previously, the LRC utilized Google calendar and forms for processing and scheduling in the tutoring center. However, there was a concern about the confidential nature of the information and control of data. Thus a purchase was initiated and contract approved during the 2013 – 2014 academic year for the TutorTrac software package. The data is provided through the Academic Computing Department in conjunction with District IT and thus the current legal mandates and rules are closely followed. The LRC staff schedules both the tutors and students and regularly utilizes the software to run internally used reports of usage (IIB4.8-Cassens LRC Contracts email).

Plato Edmentum is a learning module software that assists students with reading and writing in English. The students benefit from learning modules they can complete at their own pace. The LRC has a three-year contract for 35 licenses, which limits the usage to on-campus (IIB4.9-Plato Contract). Plato was chosen through the English/Reading Department as a curriculum tool for their courses. The LRC supports the computer/software and use by students (through trainings) based on the Department’s recommendations (IIB4.8-Cassens LRC Contracts email).

Smarthinking is an online tutoring service that Cypress College uses to reach DE students or those who need off-campus tutoring assistance 24/7. Math and English tutors are available at all times while specialized tutors have particular hours of availability. Smarthinking is renewed through an annual contract (IIB4.10-Smarthinking Contract). In order to evaluate the program’s effectiveness, LRC staff runs reports in Smarthinking to see which students are asking for assistance online (IIB4.11-English Smarthinking Report; IIB4.12-Math Smarthinking Report). Additionally, the LRC uses faculty feedback: the English and English/Reading faculty report that they are extremely impressed with the feedback students receive within the essay center. Finally,
student feedback is generated through a brief survey provided through the software that asks students several questions. Recent results from 2013-2015 indicate that students would recommend Smarthinking to a friend 90.1% for the live drop-in service and 98.1% for the online writing lab (IIB4.8-Cassens LRC Contracts email).

Analysis and Evaluation

The College and District meet the Standard and Eligibility Requirement 17. Cypress College collaborates with Golden West College, Fullerton College, Orange Coast College, CSULB, and other consortiums for library and other learning support services for its instructional programs. The College has formal agreements in the form of contracts held at both the campus and District. Through regular review, the College ensures that these resources and services are adequate, easily accessible, and utilized. Cypress College takes responsibility for and assures the security, maintenance, and reliability of services provided and regularly evaluates these services to ensure their effectiveness (ER 17).

Evidence Sources

IIB4.1 – Endeavor Information Systems
IIB4.2 – Online Computer Library Center Subscription Renewal Notice 2016
IIB4.4 – Cal-West Consortium Universal Borrowing Privileges Policies
IIB4.5 – California State University, Long Beach Agreement for Mutual Lending Privileges of Library Materials
IIB4.6 – Community College Library Consortium website
IIB4.7 – TutorTrac License Agreement
IIB4.8 – Treisa Cassens, Dean of Library-LRC Contracts email
IIB4.9 – Plato Edmentum contract
IIB4.10 – Smarthinking contract
IIB4.11 – English Smarthinking Report
IIB4.12 – Math Smarthinking Report

Changes Arising out of the Self-Evaluation Process

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<td>Expanded databases to include materials to accommodate baccalaureate degree students</td>
<td>IIB4</td>
<td>Dean, LLRC</td>
<td>Spring 2017</td>
<td>The College expanded electronic databases to meet the needs of our new baccalaureate degree students in the Funeral Service program.</td>
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Standard IIC: Student Support Services

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

Evidence of Meeting the Standard

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

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

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

Cypress College uses a variety of measures to review and assure the quality of its student services. The College engages in regular evaluation of the effectiveness and quality of student services through cyclical program reviews. Support Services Quality Review (SSQR) and Campus Support Services Quality Review (CSQR) are conducted every three years to evaluate
and improve the student support programs and services offered at the College (IIC1.3-PR Schedule). A required element of the quality review is the inclusion of the area’s own mission statement and how it is in alignment with the overall Cypress College Mission, Vision, and Core Values Statement (IIC1.4 –A&R SSQR). Additionally, the Noel-Levitz Student Satisfaction Survey is used in conjunction with satisfaction data collected by Institutional Research and Planning (IRP) as part of the cyclical quality review process (IIC1.5-Noel-Levitz SSI Report, IIC1.4-A&R SSQR).

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

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

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

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

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

- (STEM)² Program
- Honors / Service Learning
- International Students
- Learning Communities
- Legacy Program
- Paraprofessional in Education
• Puente Project
• Study Abroad
• Teacher Preparation & Education Programs
• Tech Prep

These programs are funded through various means including One-time/Advanced Funding and grants. Special Programs also undergo regular evaluation to ensure that they support student learning and enhance the accomplishment of the College mission. Programs are reviewed every three years and utilize the Special Programs Quality Review (SPQR) form (IIC1.3-PR Review Schedule). Special Programs are required to include their mission and Program Student Learning outcomes. Additionally, data for several core measures of student success are analyzed and utilized in future planning. Special Programs are also expected to review previous goals and objectives as well as evaluate their strengths and challenges. Finally, the evaluation includes long-range plans and objectives and the associated fiscal impacts (IIC1.11 SPQR-Puente).

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

Analysis and Evaluation

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

Evidence Sources

IIC1.1 – Cypress College Mission Statement
IIC1.2 – Student Services Council Meeting Minutes, March 17, 2016
IIC1.3 – Program Review Schedule
IIC1.4 – Student Services Quality Review (SSQR) Admissions and Records 2015
IIC1.5 – Noel-Levitz Student Satisfaction Inventory Report 2015
IIC1.6 – Career Planning Center Online Workshops
IIC1.7 – Site Counter Admin Site and Counter Log
IIC1.8 – Extended Opportunities Programs and Services (EOPS) Field Trip Report
IIC1.9 – EOPS Early Scheduling Appointment Evaluation – Questionnaire
IIC1.10 – EOPS Academic Success Workshop Survey – Questionnaire
IIC1.11 – Special Programs Quality Review (SPQR) Puente 2016
IIC1.12 – Campus Services Quality Review (CSQR) Distance Education 2011

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

Evidence of Meeting the Standard

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

- Admissions & Records
- Associated Students
- Bursar - Campus Support Program
- California Work Opportunity & Responsibility to Kids (CalWORKs)
- Cooperative Agencies Resources for Education (CARE)
- Career Planning Center
- Counseling
- Disability Support Services (DSS)
- Extended Opportunity Programs & Services (EOPS)
- Financial Aid
- Foster Youth (Guardian Scholars)
- Health Services
- International Students
- Library & Learning Resources Center - Library and Learning Support Services
- Outreach
- Public Safety - Campus Support Program
- Student Success and Support Program (SSSP)
- Student Activities
- Transfer Center
- Veterans Affairs
- Student Equity
The SSC utilizes a two-year cycle of review and assessment of services provided by the College. The Student Services Student Learning Outcomes (SSSLO) review process requires each Student Services Unit to identify its mission, goals, intended outcomes, assessment criteria, summary of data and use of results to systematically assess and improve the services and programs provided (IIC2.2-SSSLO 2016-18). These reviews utilize student satisfaction data from both the SSQR, CSQR, and Noel-Levitz survey results (IIC2.3-SSSLO-Bursar).

Ongoing dialogue concerning the assessment findings and their links to the Campus Planning documents (e.g., EMP and SP) occurs in division-level and SSC meetings (IIC2.4-EMP; IIC2.5-SP). Each SSSLO cycle incorporates a designated focus area such as Student Equity or Accreditation standards or Non-stop Student Services that is linked to one or more areas in the EMP or SP (IIC2.3-SSSLO Bursar). In this way, ongoing planning and program development in the student services area are grounded in quality review assessments. For example, when the SSSLO assessment results for the LRC indicated that only about 50% of students felt that the ESC, MLC, and tutoring services helped them to complete coursework successfully, the LRC worked to improve training sessions. Additionally, the LRC plans to increase tutors to cover a broader range of subjects (IIB2.6-SSSLO-LRC). Through this assessment and planning cycle, the College continuously works to meet student needs and promote student success.

**Analysis and Evaluation**

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

**Evidence Sources**

IIC2.1 – NOCCCD Board Policy 5050 - Student Success and Support Program
IIC2.2 – Student Services Student Learning Outcomes (SSSLO) Cycle IX – Template
IIC2.3 – Student Services Student Learning Outcomes (SSSLO) Cycle VIII – Bursars Office
IIC2.4 – Cypress College Educational Master Plan 2016 – 2026
IIC2.5 – Cypress College Strategic Plan 2014 – 2017
IIC2.6 – Student Services Student Learning Outcomes (SSSLO) Cycle VIII – Learning Resource Center
IIC3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of services location or delivery method.

Evidence of Meeting the Standard

The vast majority of students who attend Cypress College come to the physical campus located in Cypress, CA. According to a recent study conducted by Institutional Research and Planning (IPR) of online students, only 5% of the student population takes online courses, only. The other 95% take a combination of online and/or on-campus classes (IIC3.1-On-line Student Study). In addition, some students take classes on the NOCCCD Anaheim Campus, an off-site facility that houses the College’s Hotel, Restaurant and Culinary Arts (HRC) Program. The HRC program has approximately 350 students, most of whom simultaneously take a combination of HRC classes on the Anaheim campus and GE classes at the Cypress College site. The HRC Department also offers a Student Resource Area with counseling, transfer information, updated career board, study areas and student computers adjacent to their classrooms and kitchen. HRC students indicate that they receive adequate student services (IIC3.2a-HRC PR; IIC3.2b-Clark email). Cypress College provides equitable access to all students (on-campus, off-site and DE) by providing comprehensive services both on campus and online via the College website, phone and email access, and department web pages.

Cypress College provides many on campus services to help students meet their educational and employment goals such as Admissions & Records, Counseling, Financial Aid, Career Planning Center (CPC), and the Transfer Center (IIC3.3-Catalog, p. 32-37). To meet the counseling needs of students at the Anaheim Campus, a CTE counselor is available 23 hours per week (IIC3.4-Anaheim Campus DeDios email). Other on-campus services provided are associated with particular student groups, such as Associated Students, CalWORKs, CARE, EOPS, Disability Support Services (DSS), Foster Youth, International Students (ISP), and Veterans Resource Center (VRC) (IIC3.3-Catalog, p.32-37). Students taking DE or off-site classes have comparable access to the majority of services available to students on-site.

First, the College maintains a DE Program web page that provides information to support general student success in the online environment including a DE Readiness Quiz, DE Policies, and a Cypress College DE Video (IIC3.5-DE web page). All pertinent publications such as the Schedule of Classes and the College Catalog are also available via the College website (IIC3.6-Homepage-Schedule and Catalog Tab).

Second, DE and Anaheim Campus students also have access to many student services through both the College website and individual program web pages. Admissions and Records and Financial Aid provide self-services through MyGateway (accessed via the College website), such as transcript ordering, online orientation, add/drop classes, and financial aid submissions, for students with remote access (IIC3.3-Catalog p. 8). Information about Academics and Special Programs can be accessed online for each department through the Academics tab on the main College website (IIC3.6-Homepage -Academics Tab).

In addition, students have off-site access via phone or email to specific student services from campus departments such as Counseling, Transfer Center, DSS, and EOPS. For example, DSS
provides services and accommodations to students with documented disabilities, whether they are on campus or distant learners. Services are provided in compliance with state and federal legislation to support students with disabilities in meeting their educational and vocational goals (IIC3.3-Catalog, p. 34; IIC3.7-Phelps email). Students enrolled in DE courses must contact DSS to inform that they will need services. Once the disability documentation is received via email, counselors forward all DSS paperwork to the DE student. The counselor and the student will then schedule future phone appointments to discuss student and DSS responsibilities as well as how to request accommodations, etc. (IIC3.8-DSS Student Handbook).

The EOPS/CARE and CalWORKs programs have also implemented phone counseling appointments in order to accommodate students who are not physically able to attend their appointments in person for a variety of reasons (i.e. health, study abroad status, etc.) (IIC3.9-EOPS Implementing Guidelines, p. 34). When needed, these phone appointments make it possible for students to satisfy their minimum three required EOPS counseling appointments each semester (IIC3.10-EOPS/CARE MRC).

Students in the ISP (F-1 visa international students) are limited to three DE units out of the 12 units required by Federal immigration regulations. The remaining 9 units, must be either hybrid or classes that require physical attendance (IIC3.11-NAFSA Advisor’s Manual). Since students taking DE courses are also present on campus, support services are delivered through both physical meetings and electronic communication.

Third, various student service centers also have a strong online presence. The Veterans Resource Center (VRC) provides services to active duty, reservists, dependents, and veterans, including veterans’ information dissemination, academic counseling, mental health counseling, benefit certification, and tutoring, both in-person and online (IIC3.3-Catalog, p. 38-39).

The Career Planning Center (CPC) has a comprehensive website which provides students with online access to site-licensed career programs, resources and links, procedural information for utilizing the Center’s services, online workshops, and answers to questions (IIC3.12-CPC web page; IIC3.13-CPC Site Licensed Programs User Guide). For example, Online Career and Student Success Workshops are available. The CPC monitors the needs of students related to Online Workshops based on the evaluations completed at the end of each session and on the frequency of use (IIC3.14-CPC Online Workshops page; IIC3.15-Website Counter; IIC3.13-CPC Site Licensed Programs User Guide; IIC3.16-CPC Online Workshop Admin). Career Counseling adheres to the National Career Development Association (NCDA) Code of Ethics and understands the additional concerns related to providing career services online and using technology and/or social media, and makes every attempt to protect confidentiality and data security, ensure transparency and equitable treatment of clients, and meet any legal and ethical requirements for the use of such resources (IIC3.17-NCDA Code of Ethics).

Fourth, the implementation of the Student Success and Support Program (SSSP) in Fall 2014 mandated that all non-exempt new and returning students must complete the following requirements in order to be eligible for priority registration: Orientation, Assessment, and Educational Planning (IIC3.3-Catalog, p. 7). For those students who are not physically on campus, information on how to complete these three requirements is accessible via the College website (IIC3.18-Admissions Getting Started). While students can satisfy the orientation requirement online, the current assessment process is not readily available online as students
need to come to campus to complete the test. However, Cypress College does accept assessment scores posted within two years from other California community colleges. DE students have the option of taking the test at another local college where web based versions of those tests are available. Students can then scan those assessment test scores along with the Alternative Assessment Petition to the Director of SSSP for processing (IIC3.19a-Assessment web page; IIC3.19b-Assessment Petition Form). DE students can complete the last requirement of Educational Planning through the online counselor (IIC3.20-Online Counseling web page).

Additionally, online counseling services are being increased. ConexED is an online counseling/advising software program that was purchased to serve the needs of students in a virtual environment. Currently, online counseling is available via email exchange between the online counselor and students. By using ConexED, students will be able to log into MyGateway using the Single Sign-On modality to validate their identity and begin a counseling session using a smartphone, tablet, laptop, or computer. The use of cameras, microphones, and speakers on these devices will maximize the virtual counseling and advising experience between the student and the online counselor. ConexED will be launched in Spring 2017 and will be part of the Counseling Department SSQR during the next scheduled cycle in 2018 (IIC3.21-DeDios email).

Finally, the follow up services component for students who have not met “Satisfactory Academic Progress” is also a requirement under the Student Success and Support Program (IIC3.3-Catalog, p. 37). The online probation workshop is currently being reviewed for content update. Probation students are contacted within the first three weeks of the semester regarding probation workshops as well as how to contact Student Success Counselors. A designated mailbox has been set up to connect or refer all probation students to either online counseling services or to schedule a counseling appointment (IIC3.22-DeDios email).

Analysis and Evaluation

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

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

The College is also improving the assessment of student needs by designing student surveys that focus on student satisfaction of our online support resources, which will better inform decisions about expanding and implementing DE services (IIC3. 21- DeDios, Equitable Access email).

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

Evidence Sources

IIC3.1 – Online Students Report Fall 2015
IIC3.2a – Hotel, Restaurant and Culinary Arts - Short Form Program Review 2016
IIC3.2b – Lisa Clark, Department Coordinator, Hotel, Restaurant and Culinary Arts, Services email
IIC3.3 – Cypress College Catalog 2016 – 2017
IIC3.4 – Paul DeDios, Dean of Counseling and Student Development, Anaheim Campus email
IIC3.5 – Distance Education web page screenshot
IIC3.6 – Homepage-Academics Tab
IIC3.7 – Celeste Phelps, Director of Disability Support Services, DSS Services email
IIC3.8 – Disability Support Services (DSS) Student Handbook
IIC3.9 – Extended Opportunities Programs and Services (EOPS) Implementing Guidelines
IIC3.10 – EOPS/CARE Mutual Responsibility Contract Fall 2011
IIC3.12 – Career Planning Center (CPC) web page screenshot
IIC3.13 – Career Planning Center (CPC) Site Licensed Career Programs User Guides
IIC3.14 – Career Planning Center (CPC) Online Workshops
IIC3.15 – Career Planning Center (CPC) Site Counter Admin Site and Counter Log
IIC3.16 – Career Planning Center (CPC) Online Workshop Admin Site
IIC3.17 – NCDAA Ethics Standards Section F Online Services
IIC3.18 – Getting Started web page
IIC3.19a – Assessment web page
IIC3.19b – Cypress College Assessment Exemption Petition
IIC3.20 – Online Counseling web page
IIC3.21 – Paul DeDios, Dean, Counseling, Equitable access email
IIC3.22 – Paul DeDios, Dean, Counseling, Probation email
IIC4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

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

Co-curricular Programs

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

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

The Associated Students of Cypress College program is in accordance with NOCCCD Board Policy and Administrative Procedure 5400-Associated Students Organization that recognizes the right of students to organize student body associations (IIC4.2a-BP 5400; IIC4.2b-AP 5400). The operational guidelines for the Associated Students of Cypress are regulated in two ways. At the Board level AP 5400 identifies operational guidelines and second, the Associated Student Constitution and By-Laws specifies details regarding organizational structure as well as various aspects of the Associated Students procedures (IIC4.2b-AP 5400; IIC4.3-Associated Student Constitution; IIC4.4-AS By-Laws).

In order to ensure educational integrity, the Associated Students of Cypress College Program is evaluated using hours of participation through the Counseling 299C Independent Study course. AS Council members are required to take this course, and attendance and participation reports are kept each semester (IIC4.5a-Attendance and Participation Report Fall 2015; IIC4.5b-Spring 2016). For every .5 unit, a student commits to nine hours of participation (maximum 2 units/36 hours) in order to pass the course. Participation includes attending AS meetings, events, or internal or campus committee meetings. The AS Program also utilizes the bi-annual SSSLO Report to evaluate its operations. The SSSLO includes set goals and an evaluation of achievement. In the most recent review cycle, the AS program was able to achieve the previously set goal of encouraging students to participate in campus life through campus clubs. Results showed an increase in active clubs from approximately 20 to 30 (IIC4.6-SSSLO Report). The AS Program engages in ongoing improvements to maximize operational and leadership opportunities for its student council members. Plans include developing an organizational business plan, leadership training workshops, and increasing local community volunteer opportunities.
In addition to being their own organization, the Associated Students is also responsible for overseeing the various student clubs and organizations on campus. These campus clubs contribute to the social and cultural dimensions of a student’s educational experience. The College supports 20-25 clubs, which are governed by the Inter-Club Council of Cypress College (ICC). Falling under the umbrella of the Associated Students, the ICC follows various guidelines described in the A.S. By-laws (IIC4.4-AS By-Laws), as well as the ICC Constitution (IIC4.7-ICC Constitution).

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

The College also offers co-curricular programs that operate outside the AS structure such as the Forensics Team, Teacher Prep Program, California Student Nurses Association and Radiology Club. These programs are overseen by faculty and division deans in the associated academic area. Many receive funding through Campus Related Programs and Activities (CRPA) funds, grants, and other funding sources as well as their own fundraising efforts and are subject to oversight by the designated manager (IIC4.8-Deans emails).

Cypress College maintains financial control of all co-curricular organizations. The AS of Cypress College is funded by the sales of the Associated Students Sticker, Student Representation Fee, fundraising, and miscellaneous income and interest from a CD account. An annual budget is presented at the beginning of the year. The budget is based on estimated amount of the aforementioned funding categories (IIC4.9-AS Sticker Budget). AS expenditures are approved by the AS council and are noted on the business meeting agenda and the approval of funds is noted in the business meeting minutes in accordance with Brown Act guidelines (IIC4.10-AS Agenda; IIC4.11-AS Minutes).

The AS By-Laws outline the responsibilities of the ICC and clubs regarding fiscal matters (IIC4.4-AS By-Laws Article 4, Section 2). Clubs in ICC are funded in two different ways. First, clubs are able to request Club Grant funds from Associated Students (IIC4.4-AS By-Laws Article VII). In order to receive a Grant, a formal funding request must be completed, which describes the need for funds as well as how the funds will be utilized. The club makes a formal request at an AS Business meeting and must receive 2/3 approval. The Grant request must be signed by the club advisor and the division dean under which the club falls. Second, clubs and other organizations obtain funds through their own fundraising events. The Bursar’s Office sets policies for fundraisers and is also responsible for maintaining credit and debits for club accounts and other co-curricular organizations (IIC4.12a-Bursar Fundraising Guidelines; IIC4.12b-Bursar Account Guidelines). Additional guidelines for financial control are stated in the ICC Constitution (IIC4.7-ICC Constitution Article XI Student Association Funds).
Athletics

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

The Department of Kinesiology and Athletics is focused on the development of a whole person by enhancing one’s physical, intellectual, and mental well-being. In order to meet each students’ lifelong interests, abilities and goals, we offer comprehensive and inclusive curriculum and are dedicated to delivering high quality education and vocational career preparation in a positive environment (IIC4.13-EMP, p. 119-120).

In order to ensure the highest standards, Athletic programs are evaluated as part of the Orange Empire Program review process. Cypress College had a Cycle II program evaluation conducted, and the results as reported back by the Orange Empire Conference (OEC) Commissioner were exemplary (IIC4.14-OEC Cycle II PR; IIC4.15-OEC PR Commissioner Report). As part of the peer review process, Cypress College Athletics remains a model program in terms of administration and student success and has not had a single sanction or corrective action since 2013. Both the Athletics Director and Division Dean regularly meet with and train coaches and appropriate staff.

Minds. Motivated.

Chargers Softball Team Becomes California's First Undefeated Champions

The Cypress College Softball team capped off a perfect 48-0 season, becoming the first-ever undefeated softball team in California history. Sophomore Emma Walker scored the game-winning — and only — run in the bottom of the final inning in wild fashion, when she scored from second base on an infield groundout.

“I saw no one covering home, and I just went,” Walker said, illustrating a coaching philosophy that empowers players. “The catcher was up the line, the pitcher wasn’t paying attention to me, and I just saw the opportunity and took it.”

The victory marks the ninth state championship for the Cypress College Softball Program, the most in CCCAA history, all coming under Head Coach Brad Pickler, who took over the program in 1987. “No one else can claim this, they’re the first team to do it,” Pickler said.
The development of a Coach’s Handbook has improved the administration of the athletics program and complements the understanding of the CCCAA by-laws and constitution where appropriate (IIC4.16-Coaches Handbook). Further, a recent study conducted by the Institutional Research and Planning (IRP) Office demonstrates how student athletes perform better academically than the general population, with significant improvements in areas where traditional achievement gaps exist (IIC4.17-Athlete Success Plan). The faculty of the Kinesiology/Athletics division has prioritized student athlete success. In their Fall 2014 Program Review, the faculty stated that establishing a PE & Athletics student success task force was their top priority (IIC4.18-PE PR 2014, p. 10). The task force is in the process of drafting a framework for approval and securing funding toward implementing a Student Athlete Success Center in a physical location on campus (IIC4.17-Athlete Success plan). The metrics offered by the IRP Office in conjunction with the results of the Cycle II OEC athletics program review demonstrate the breadth and quality of the College athletic programs.

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

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

Each individual athletic program also has established CRPA (Classroom Related Program & Activity) funds that are housed in Bursar accounts under CRPA for explicit use for Athletic Programs (IIC4.12-Bursar Account Guidelines). Additionally, each program has the opportunity to raise funds and have funds housed in Bursar accounts for each sport (IIC4.22 Fundraising Account). In 2014-15, Cypress teams raised $244,640 of funds that were used for their programs in addition to general and CRPA funds (IIC4.23-Fundraising Account by Teams).
control procedures, purchasing and accounting guidelines and approved requests for facilities and fundraisers help ensure the integrity of athletics finances (IIC4.24-PE Golf Tournament Procedures; IIC4.12b-Bursar Account Guidelines). Additionally, multiple signatures for approval are required to initiate any transaction for CRPA and fundraised withdrawals. Fiscal oversight of Athletics finances is a shared responsibility of the Athletics Department, Bursar’s Office, and campus fiscal services (IIC4.25-Purchase Requisition Form).

Analysis and Evaluation

The College and District meet the Standard. Co-curricular and athletics programs are suited to the Cypress College Mission and contribute to the social and cultural dimensions of the educational experience of the students. In compliance with NOCCCD BP 5400, the co-curricular programs such as Associated Students and campus clubs/organizations have governing policies that ensure that they are conducted with sound educational policy and standards of integrity. The College athletic programs work with outside governing bodies to ensure the same. Through the Bursar’s Office, the College employs appropriate policies that control the finances of both co-curricular and athletic programs.

Evidence Sources

IIC4.1 – Associated Students Mission Statement
IIC4.2a – NOCCCD Board Policy 5400 - Associated Students Organization
IIC4.2b – NOCCCD Administrative Procedure 5400 - Associated Students Organization
IIC4.3 – Associated Students Constitution
IIC4.4 – Associated Students By-Laws
IIC4.5a – Attendance and Participation Report Fall 2015
IIC4.5b – Attendance and Participation Report Spring 2016
IIC4.6 – Student Services Student Learning Outcomes (SSSLO) Cycle VIII – Associated Students
IIC4.7 – Campus Club Standards and Procedures (Packet)
IIC4.8 – Deans emails- Nina DeMarkey, Social Science; John Sciacca, Health Science; Eldon Young, Language Arts, Co-Curricular Organization email
IIC4.9 – Associated Students Sticker Budget
IIC4.10 – Associated Students Agenda, June 27, 2016
IIC4.11 – Associated Students Minutes, June 27, 2016
IIC4.12a – Cypress College Bursar Fundraising Guidelines
IIC4.12b – Cypress College Bursar Accounts Guidelines
IIC4.13 – Educational Master Plan 2016 – 2026
IIC4.14 – Orange Empire Conference Cycle II Program Review 2016
IIC4.17 – Student Athlete Success Center Plan and Recommendation, September 1, 2016
IIC4.18 – Physical Education Department Program Review 2014
IIC4.19 – Statement of Compliance of Title IX Gender Equity R4 Form 2015
IIC4.20 – Sand Volleyball Plan January 29, 2015
IIC4.21 – General Funds Budget
IIC4.22 – Fundraising Account
IIC4.23 – Fundraising Account by Teams
IIC4.24 – Cypress College PE - Golf Tournament Procedures
IIC4.25 – Bursar Purchase Requisition Form

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

Evidence of Meeting the Standard

The Cypress College Counseling and Student Development (CSD) Department develops, implements, and evaluates counseling services for prospective and current students. The Department is committed to promoting student learning, equity, and success in two distinct ways: teaching counseling courses and providing support services in the form of one-on-one and group academic, career, and personal counseling to a diverse student population to maximize student potential for achieving educational and life success (IIC5.1-EMP, p. 178).

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

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

Full-time and adjunct counseling faculty are evaluated based on their performance with assisting in student development and success goals. Counseling faculty are expected to hold counseling office hours for scheduled and unscheduled interviews, participate in group counseling activities, teach counseling and student development classes, attend counseling committee and division meetings, and attend conferences with other faculty regarding students and related counseling and guidance matters (IIC5.4-UF Contract 6.3.1, p. 17).
Counseling faculty are assigned to specific major areas: Business, Health Science, Humanities, Fine Arts, Science Engineering and Math, Physical Education & Athletics as well as specialized Student Development programs such as Transfer, Honors, Career, EOPS, International, and Disability Support Services (IIC5.5-Counseling web page). Many of these specialized counselors are housed in the Academic Division buildings of their specific academic program. The close proximity of the counselors to their academic program’s teaching faculty and staff benefit the working relationship between counselors and faculty as well as benefit the students’ access to counselors in the building in which they take many of their major courses. The Department also has centralized counseling services in the Student Center where students can see a counselor on a walk-in basis for quick questions. This dual model allows students to be seen year round and meet the needs of students seeking general and major specific information (IIC5.1-EMP, p. 178). In addition to their one-on-one student counseling sessions, all members of the counseling faculty teach student development courses (COUN100, 110, 140, 150, 151, 160) that are designed to promote academic and life success. Additionally, these courses include topics of academic and transfer planning, career development and personal/life development (IIC5.6-Catalog, p. 138-139).

The Counseling and Student Development Department evaluates the counseling services of Cypress College through Student Learning Outcomes (both SLOS and SSOs) and Instructional Program Review. The department’s SLOs include the student’s ability to identify and utilize appropriate counseling resources and develop a Student Educational Plan (SEP), which demonstrates logical sequencing of courses in order to meet the student’s educational goal. A passing rate of 70% in each counseling course is considered a success (IIC5.1-EMP, p. 179). In Spring 2013 & 2014 the success rate for the Counseling Department courses fell slightly below 70% (IIC5.7-Counseling PR). In response, in Spring 2016, Counseling faculty participated in an in-service that addressed how to increase success rates for counseling courses (IIC5. 8–COUN 140 In-service agenda).

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

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

Online counseling services are available to all Cypress College students. Counselors can be reached by email during the semester at onlinecounselor@CypressCollege.edu, email addresses listed in the Programs and Course Descriptions section of the Cypress College Catalog under Counseling and Student Development (IIC5.6–Catalog, p. 34), and via the counselors' email addresses listed on the Counseling Department web page. Online students and students attending other locations can contact their major-specific counselor through email to address specific major-related concerns (IIC5.5-Counseling web page). There is a dedicated web page for online counseling questions to explain which counseling questions can be addressed by an online counselor and which require an in-person appointment. The following questions can be answered by an online counselor: general education, major, and transfer requirements, general college procedures, steps for new college students, procedures for prerequisite clearances, course prerequisites (although prerequisite clearance is only done if course was taken at Cypress College), and referrals to other programs/services (IIC5.10-Online Counseling web page). The Counseling and Student Development Division has dedicated a part-time counselor for online counseling services. Since Jan 1, 2016 the Division has increased counseling hours dedicated to online counseling, streamlined the guidelines found on the department website, and marketed online services to students via newsletter, social media, and emails. The Dean of Counseling and Student Development, the Director of Student Success and Support Programs, and the Online Counselor meet monthly to review progress and problem solve issues that arise. The group is currently working on how to track students in the Division’s scheduling system and creating policies and procedures to ensure confidentiality for students. The Division has plans to develop and implement live online counseling sessions for students within the next 6 months (IIC5.11-Herrera email). The Online Counselor position will need specific SLOs to address the needs of Distance Education/Continuing Education (DE/CE) students.

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

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

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

Analysis and Evaluation

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

Evidence Sources

IIC5.1 – Educational Master Plan 2016 – 2026
IIC5.2 – Kelly Carter, Department Coordinator, Counseling, Duties email
IIC5.3 – In-service Agenda, April 25, 2016
IIC5.4 – Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA 2016-2019
IIC5.5 – Counseling Department web page
IIC5.6 – Cypress College Catalog 2016 – 2017
IIC5.7 – Counseling Program Review 2014 – 2015
IIC5.8 – COUN 140 Success In-Service
IIC5.9 – Student Services Student Learning Outcomes (SSSLO) Cycle VIII – Counseling and Student Development
IIC5.10 – Online Counseling web page
IIC5.11 – Karrian Herrera, Online Counselor, Live On-line Counseling email
IIC5.12a – Monica Jackson former DE Special Projects Manager, Services email
IIC5.12b – Treisa Cassens Dean, Library and Distance Education, DE email
IIC5.13 – Distance Education web page
IIC5.14 – COMEVO Contract
IIC5.15 – COMEVO Orientation screenshot
IIC5.16 – Tom To, Student Success and Support Program Manager, Orientation email
IIC5.17 – Cypress College Distance Education Plan 2011 – 2014
IIC6. The institution has adopted and adheres to admission policies consistent with its mission that specifies the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals.

Evidence of Meeting the Standard

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

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

The 2016–2017 Cypress College Catalog outlines the pathways to complete degrees, certificates, and transfer goals under Programs of Study (IIC6.2–Catalog, p. 48). Clear pathways are defined through faculty collaboration with input from advisory committees consisting of industry partners, the Curriculum Committee, and in consultation with the articulation officer (IIC6.5-Hurley Pathways email). Also, degree and certificate requirements are covered in new student orientation, counseling classes, and counseling appointments. Counselors are assigned to majors and are experts in their respective fields. Counselors advise students of pathway options through classes (e.g. COUN 140) workshops, individual appointments and walk-ins (IIC6.6a-Carter email-Pathways; IIC6.6b-Counseling 140 syllabus).

NOCCCD Board Policy and Administrative Procedure AP 4100-Graduation Requirements for Degrees & Certificates describe policies and procedures for degrees and certificates (IIC6.7a-BP 4100; IIC6.7b-AP 4100). Transfer is addressed by Board Policy and Administrative Procedure AP 5120-Transfer Center (IIC6.8a-BP 5120; IIC6.8b-AP 5120). The Transfer Center offers state mandated services including appointments with university representatives, transfer fairs, workshops, individual counseling, and handouts on transfer topics. The Transfer Center also maintains a library of transfer information for student use. The services provided are published on the Transfer Center web page (IIC6.9-screenshot of TC web page), the Catalog (IIC6.2-Catalog p. 37), and in the Class Schedule (IIC6.10-Schedule of Classes, p. 126). Transfer Center activities and events are promoted on Facebook and Twitter (IIC6.11-Facebook page; IIC6.12-Twitter page).
Cypress College is committed to directing students toward appropriate pathways to achieve their individual educational goals. Since the passage of the Student Success Act of 2012 and per NOCCCD Board Policy and Administrative Procedure 5050-Student Success and Support Program (IIC6.13a-BP 5050; IIC6.13b-AP 5050), the implementation of the Cypress College Student Success and Support Program (SSSP) requires new and returning students to receive assessment, orientation, and educational planning services. The goal of the SSSP is to provide greater access, promote student success, and help students achieve their educational objectives in a timely manner. SSSP fosters shared responsibility between students and Cypress College for student success by requiring them to work with counselors to develop educational plans and to make progress toward achieving them (IIC6.14-SSSP Plan). Requirements for assessment, orientation, and educational planning are printed in the Catalog and Schedule of Classes under Registration (IIC6.2-Catalog, p. 7; IIC6.10-Schedule of classes pp. 3-15) and posted on the College website under the heading labeled “Getting Started,” which provides a link to the Admissions and Records web page (IIC6.15-Getting Started).

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

Baccalaureate degree students are provided with sufficient information and counseling appropriate to the bachelor degree. Program requirements and pre-requisites are clearly delineated in counseling materials. The Health Science Counseling Office provides students with the following information regarding the baccalaureate degree program when students meet with their academic counselor:

Program prerequisites:

1. Associate Degree in Mortuary Science from a ABFSE-Accredited program

2. CSU GE or IGETC Certification or a Bachelor's degree from a California State University

3. Embalmer and Funeral Director License

   or Funeral Service Practitioner Certification
### Program Curriculum

#### Upper Division Major Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORT 402 C</td>
<td>Funeral Service Standards of Practice</td>
<td>3</td>
</tr>
<tr>
<td>MORT 430 C</td>
<td>Cemetery and Crematory Operations</td>
<td>3</td>
</tr>
<tr>
<td>MORT 450 C</td>
<td>Issues and Trends in Funeral Service</td>
<td>3</td>
</tr>
<tr>
<td>MORT 482 C</td>
<td>Clinical Embalming Externship</td>
<td>4</td>
</tr>
<tr>
<td>MORT 492 C</td>
<td>Funeral Service Externship</td>
<td>4</td>
</tr>
<tr>
<td>MORT 495 C</td>
<td>Mortuary Jurisprudence</td>
<td>3</td>
</tr>
<tr>
<td>MORT 497 C</td>
<td>Funeral Service Practicum I &amp; II</td>
<td>12</td>
</tr>
<tr>
<td>MORT 498 C</td>
<td></td>
<td></td>
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</table>

#### Upper Division General Education Courses

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<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ANTH 308 C</td>
<td>Anthropology of Death for Mortuary Science</td>
<td>3</td>
</tr>
<tr>
<td>COMM 340 C</td>
<td>Communication for Mortuary Science</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 310 C</td>
<td>Advanced Writing in the Health Science</td>
<td>4</td>
</tr>
</tbody>
</table>

(IIC6.17a-FS Checklist; IIC6.17b-Villasenor email)

### Analysis and Evaluation

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

### Evidence Sources

- IIC6.1 – NOCCCD Board Policy 5010 - Admissions and Concurrent Enrollment
- IIC6.2 – Cypress College Catalog 2016 – 2017
- IIC6.3a – Dental Hygiene Brochure
- IIC6.3b – Dental Assisting Brochure
- IIC6.4a – Nursing Brochure
- IIC6.4b – Psychiatric Technician Brochure
- IIC6.4c – Health Information Technology Brochure
- IIC6.5 – Jennie Hurley, Articulation Counselor, Pathways email
- IIC6.6a – Kelly Carter, Department Coordinator, Counseling, Pathways email
- IIC6.6b – COUN 140 syllabus- Kelly Carter
- IIC6.7a – NOCCCD Board Policy 4100 - Graduation Requirements for Degrees & Certificates
- IIC6.7b – NOCCCD Administrative Policy 4100 - Graduation Requirements for Degrees & Certificates
- IIC6.8a – NOCCCD Board Policy 5120 - Transfer Center
- IIC6.8b – NOCCCD Administrative Policy 5120 - Transfer Center
- IIC6.9 – Transfer Center web page
IIC6.10 – Cypress College Schedule of Classes Spring 2017
IIC6.11 – Transfer Center Facebook Page
IIC6.12 – Transfer Center Twitter Page
IIC6.13a – NOCCCD Board Policy 5050 - Student Success and Support Program
IIC6.13b – NOCCCD Administrative Policy 5050 - Student Success and Support Program
IIC6.15 – Cypress College Getting Started web page
IIC6.16 – Multiple Measures Assessment Plan (MMAP) Student Letter
IIC6.17a – Cypress College Bachelor in Science, Funeral Service Prerequisite Checklist
IIC6.17b – Doreen Villasenor, Counselor, Health Science, Funeral Service Counseling email

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

Evidence of Meeting the Standard

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

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

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

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

Based on the existing programming structure of the College’s student information system, College personnel decided to implement Multiple Measures Assessment on a smaller scale with a targeted population between 100 – 300 students at three feeder high schools. In Fall 2016, a counseling class was offered at each site as part of the Special Admissions process (IIC7.11-To MMAP email). The Office of Institutional Research and Planning also began working with CalPASS Plus to request reported high school transcript data as predicting course success and appropriate course placements. Ultimately, the placements will be based on the decision rule sets on high school performance data validated by the statewide MMAP Team for English and Math (IIC7.12-CalPass).

Using this data, Cypress College will modify its placement recommendations by integrating students’ performance data from high schools as well as the college’s assessment test results for course placements. The SSSP staff coordinated Multiple Measures Assessment workshops and sessions for high school students on designated Saturdays. These workshops and sessions
covered student support services and placement results. Students were advised by counselors to enroll in the appropriate English and math courses. Cypress College will build on the initial evaluations of the Multiple Measures Assessment Project conducted in Spring 2017 to determine the effectiveness of its implementation and effect on student success moving forward.

**Analysis and Evaluation**

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

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

**Evidence Sources**

IIC7.1 – Student Success and Support Program Plan  
IIC7.2 – Assessment Center Walk-in web page screenshot  
IIC7.3 – Approved Instruments 2014  
IIC7.4 – CCCAssess New Timeline, Tech Edge; California Community Colleges, January 2017  
IIC7.5a – ENGL Assessment Categories Disproportionate Impact  
IIC7.5b – ESL Assessment Categories Disproportionate Impact  
IIC7.5c – Math Assessment Categories Disproportionate Impact  
IIC7.6a – Consequential Validity Combined English Language Skills Assessment (CELSA) 2012  
IIC7.6b – Consequential Validity College Test for English Placement (CTEP) 2012  
IIC7.7 – Common Assessment Initiative  
IIC7.8 – Multiple Measures Assessment Plan (MMAP) Agenda April 15, 2016  
IIC7.9 – Deans Meeting Minutes, March 10, 2016  
IIC7.10 – Banner SOA Test  
IIC7.11 – Tom To, Director, Student Success and Support Program, Multiple Measures Assessment Plan (MMAP) email  
IIC7.12 – CalPass Data Partnership web page
IIC8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

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

Analysis and Evaluation

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

Evidence Sources

IIC8.1a – NOCCCD Board Policy 5040 - Student Records, Directory Information, and Privacy
IIC8.1b – NOCCCD Administrative Procedure 5040 - Student Records, Directory Information, and Privacy
IIC8.2 – On Base Contract
IIC8.3 – On Base Change Order, November 18, 2015
### Changes Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>Increased online counseling services</td>
<td>IIC3</td>
<td>Dean, Counseling and Student Development</td>
<td>Spring 2017</td>
<td>ConexED allows a student to participate in a counseling session using a smartphone, tablet, laptop or computer.</td>
</tr>
<tr>
<td>Evaluated the effectiveness of an alternative placement model for assessment</td>
<td>IIC7</td>
<td>Manager, SSSP IRP</td>
<td>Spring 2017-Spring 2019</td>
<td>The College evaluated the effectiveness of the alternative placement model using the Multiple Measures Assessment Project incorporating high school transcript data along with placement test scores.</td>
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### Plans Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Planned Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance student services to DE and off-site students</td>
<td>IIC3</td>
<td>Dean, Counseling and Student Development</td>
<td>Fall 2017</td>
<td>The Financial Aid office, Veterans Resource Center and Transfer Center will expand online services to meet the needs of DE and off-site students.</td>
</tr>
</tbody>
</table>
The Library/Learning Resource Center was designed to provide a modern study and support environment for students.

Standard III
Resources
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, administrators, 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)
- BP 3004 Tenure-Track Faculty Hiring Policy (IIIA1.7)
- BP 3010 Adjunct Faculty Hiring Policy (IIIA1.8)
- BP 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 (IIIA.12-BP/AP Review Cycle Tracking, see Standard IV.C7).

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 (IIIA.1.5-AP 7120-3; IIIA.1.6-AP 7120-4; IIIA.1.7-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 ongoing “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 (IIIA.1.7-3004).

HR is responsible for the advertisement and distribution of job announcements for management and classified employees (IIIA.1.8-3010; IIIA.1.5-AP 7120-3; IIIA.1.6-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 (IIIA.1.13a-Accountant Job Announcement; IIIA.1.13b-Provost Job Announcement; IIIA.1.13c-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 (IIIA.1.14-Minimum Qualifications). The job descriptions for classified employees are located on the NOCCCD website to ensure transparency and access to job classification information (IIIA.1.15-NOCCCD Job Descriptions web page).

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 (IIIA.1.7-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).

For all faculty positions, HR advertises for knowledge of current teaching methods and facility with instructional technologies. 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 (IIIA1.18a-DE Equivalency Procedures; IIIA1.18b-Equivalency Procedure; IIIA1.18c-OL and HY Requirements). Faculty are also expected to continue to update their discipline-specific understanding regarding Distance Education (IIIA1.19-CC DE Plan).

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 (IIIA1.20-Mort Sci Job Announcement).

Analysis and Evaluation

The College and District meet 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

IIIA1.1 – NOCCCD Board Policy 7100 - Commitment to Equal Employment Opportunity and Diversity
IIIA1.2a – NOCCCD Board Policy 2431 - Chancellor Selection
IIIA1.2b – NOCCCD Administrative Procedure 2431 - Chancellor Selection
IIIA1.3a – NOCCCD Board Policy 3410 - Unlawful Discrimination
IIIA1.3b – NOCCCD Administrative Procedure 3410 - Unlawful Discrimination
IIIA1.4 – NOCCCD Board Policy 7120 - Recruitment and Hiring
IIIA1.5 – NOCCCD Board Policy 7120-3 - Classified Employee Hiring
IIIA1.6 – NOCCCD Board Policy 7120-4 - Management Employee Hiring
IIIA1.7 – NOCCCD Board Policy 3004 - Tenure Track Faculty Hiring Policy
IIIA1.8 – NOCCCD Board Policy 3010 - Adjunct Faculty Hiring Policy
IIIA1.9 – NOCCCD Board Policy 3010 - Adjunct Faculty Hiring Procedure
IIIA1.10 – NOCCCD Administrative Procedure 7120-11 - Verification of Eligibility of Employment
IIIA1.11 – Human Resources Mission Statement
IIIA1.12 – BP/AP Review Cycle Tracking
IIIA1.13a – Accountant Job Announcement
IIIA1.13b – Provost Job Announcement
IIIA1.13c – Communication Studies Instructor Job Announcement
IIIA1.14 – Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014
IIIA1.15 – NOCCCD Job Descriptions web page
IIIA1.16 – National Association of Credential Evaluation Services (NACES)
IIIA1.17 – NOCCCD Administrative Procedure 7210-1 - Equivalency
IIIA1.18a – Distance Education Equivalency Procedures, September 2015
IIIA1.18b – Equivalency Procedures, February 2016
IIIA1.18c – Online and Hybrid Candidate Requirements
IIIA1.19 – Cypress College Distance Education Plan 2011 – 2014
IIIA1.20 – People Admin Mortuary Science Instructor Job Description

IIIA2. 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-NOCCECD Job Opportunities web page; IIIA2.1b-NOCCECD Job Descriptions web page). 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 (IIIA2.3-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 (IIIA2.4-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 (IIIA2.3-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).

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 (IIIA2.13-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 (IIIA.11-DE Equivalency Procedures). Discussions regarding faculty expertise to teach online/hybrid have been made in the Distance Education Advisory Committee Meetings (IIIA.12a-DEAC Minutes, February 2015; IIIA.12b-DEAC Minutes, May 2015; IIIA.12c-DEAC September 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 (IIIA.13-DE Faculty Basics).

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) (IIIA.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 (IIIA.15-Mort Sci Job Announcement).
Analysis and Evaluation

The College and District meet 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 web page
IIIA2.2 – Instructional Positions
IIIA2.3a – Cypress College Mortuary Science Faculty Job Announcement
IIIA2.3b – Communication Studies Job Announcement
IIIA2.4a – Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014
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 Between NOCCCD and United Faculty CCA-CTA-NEA 2016-2019
IIIA2.8 – Collective Bargaining Agreement Between NOCCCD and Adjunct Faculty United Local 6106 AFT/AFL/CIO 2013 – 2017
IIIA2.9 – Cypress College Distance Education Plan 2011 – 2014
IIIA2.10 – Distance Education Basics web page
IIIA2.11 – Distance Education Equivalency Procedures, July 2015
IIIA2.12a – Cypress College Distance Education Advisory Minutes, February 18, 2015
IIIA2.12b – Cypress College Distance Education Advisory Minutes, May 13, 2015
IIIA2.12c – Cypress College Distance Education Advisory Minutes, September 16, 2015
IIIA2.13 – Distance Education Faculty Basics
IIIA2.14 – American Board of Funeral Service Education (ABFSE) Accreditation Standards
IIIA2.15 – People Admin Mortuary Science Instructor Job Description
III A3. 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 Procedure 7120-4 -Management Employee Hiring Procedures (III A3.1) and NOCCCD Administrative Procedure 7120-3-Classified Employee Hiring Procedures (III A3.2). 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 (III A3.3a-NOCCCD Job Descriptions web page; III A3.3b-People Admin Portal web page; III A3.3c-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, FSA, 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 (III A3.4-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 (III A3.5-Minimum Qualifications Handbook). Minimum requirements vary with each position. According to Title V, 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 (III A3.6-Title V). Some educational administrative positions require counseling or teaching at the post-secondary level as well (III A3.7-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 (III A3.1-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 (III A3.8-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 ongoing 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 administrators 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 web page).

Analysis and Evaluation

The College and District meet 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 V 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 ongoing 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 web page
IIIA3.3b – NOCCCD Applicant Portal web page People Admin
IIIA3.3c – California Community College Registry
IIIA3.4 – Provost Job Announcement
IIIA3.5 – Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014
IIIA3.6 – Title V Section 53420
IIIA3.7 – Dean- Job announcement template
IIIA3.8 – National Association of Credential Evaluation Services (NACES)
III A3.9 – Collective Bargaining Agreement Between NOCCCD and Chapter 167 California School Employees Association 2015-2018
III A3.10 – Classified Employee Performance Evaluation form
III A3.11 – Management Appraisal Instrument
III A3.12 – Cypress College Professional Growth & Advancement web page
III A3.13 – NOCCCD Annual Report: Commitment to Diversity

III A4. 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 (III A4.1-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 (III A4.2-State Minimum Quals). The District Human Resources staff is responsible for screening applications for minimum qualifications (III A4.3-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 (III A4.4-NOCCCD Minimum Quals; III A4.5-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 (III A4.6a -McPherson email; III A4.6b-ACE web page).

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 (III A4.1-Job Opportunities web page). 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 (III A4.7-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 (III A4.8-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.

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 District and College meet 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 web page
IIIA4.2 – Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014
IIIA4.3 – Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology, Screening email
IIIA4.4 – NOCCCD Minimum Qualifications
IIIA4.5 – NOCCCD Board Policy 3004 - Academic Personnel
IIIA4.6a – Vickie McPherson, Human Resources Specialist, Verification email
IIIA4.6b – 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, Career Technical Education, Distance Education Training email
IIIA4.10 – Cypress College Distance Education Plan 2011 – 2014
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 NOGCCD 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 (IIIA5.3-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 (III.5.3-UF Contract, p.60-61). Subsequent to the classroom/worksite observation, the immediate management supervisor prepares the written evaluation report form (III.A5.9-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 (III.5.3-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 (III.A5.10-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 (III.5.3-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 (III.A5.3-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) (III.5.3-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 PresidentProvost 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 and District meets the Standard. NOCCCD and Cypress College engage in regular and ongoing 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 ongoing 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

IIIA5.1 – NOCCCD Administrative Procedure 7240-7 Management Employees – Evaluation [under construction; no hard copy in file]
IIIA5.2 – NOCCCD Administrative Procedure 7230-7 - Confidential Employees – Evaluation
IIIA5.3 – Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA 2016 – 2019
IIIA5.4 – Collective Bargaining Agreement Between NOCCCD and Adjunct Faculty United Local 6106 AFT/AFL/CIO, Article 9 2013 – 2017
IIIA5.5 – Collective Bargaining Agreement Between NOCCCD and Chapter 167 California School Employees Association 2015-2018, Article 19 2015-2018
IIIA5.6 – Classified Evaluation Guidelines
IIIA5.7 – NOCCCD Board Policy 2002 - Management Personnel Procedures
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 (III A6.1).

In order to ensure the high quality of the educational experience of the students, Cypress College conducts regular and ongoing evaluation of all personnel directly responsible for student learning and 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) (III A6.2 UF Contract; III A6.3-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 (III A6.2-UF Contract, p. 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. Additionally, faculty evaluations (both probationary and tenured) include an assessment of participation in the SLO assessment cycle. Librarians and counselors have additional field specific items. Evaluation Report Forms for each group delineate the specific areas of evaluation (III A6.2-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 (III A6.3-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 and probationary 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 SLO assessment cycle. However, the Contract explicitly states that student performance on SLO assessments are not a component of a faculty member’s evaluation process (III A6.2-UF Contract p. 60). Currently, the adjunct review process does not specify the inclusion of SLO assessment participation.

Managers 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. In its current form, the Management Appraisal instrument does not specify consideration of how academic managers use the results of the assessment of learning outcomes (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). Some classified staff, such as instructional aides and laboratory technicians, are directly responsible for student learning and the associated learning outcomes are evaluated as part of the evaluation of the quality of work.

**Analysis and Evaluation**

**The College and District meet the Standard.** Cypress College engages in regular and thorough evaluation of all staff directly responsible for student learning including faculty and managers. Faculty evaluations include both LOs in the form of evaluated student performance as well as required participation in the SLO assessment process. While all faculty groups include LO assessment as part of an instructor’s evaluation, only the UF Contract specifies SLO process participation as part of the instructor’s evaluation. The College plans to initiate discussion regarding the inclusion of SLO participation in adjunct instructor evaluations as part of the next round of collective bargaining with AdFac.

The Management evaluation tool is currently under review by the District. Academic managers including instructional deans and managers of instruction support programs and services deal with student instruction. Learning outcomes pertain primarily to those in these Academic areas and should be included as an added element for academic manager evaluation.

Classified employees’ impact on student learning is evaluated as part of their regular assessment of job knowledge and work performance competence.
Evidence Sources

IIIA6.1 – NOCCCD Board Policy 1002 - Philosophy
IIIA6.3 – Collective Bargaining Agreement Between NOCCCD and Adjunct Faculty United Local 6106 AFT/AFL/CIO, Article 9 2013 – 2017
IIIA6.4 – Management Evaluation Procedure
IIIA6.5 – Management Appraisal Instrument
IIIA6.6 – Collective Bargaining Agreement Between NOCCCD and Chapter 167 California School Employees Association 2015-2018, Article 19 2015-2018

III A7. 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.
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).

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 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 and District meet 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-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 – NOCCCD Budget Allocation Handbook 2013
IIIA7.2 – Faculty Obligation Number (FON) 2016
IIIA7.3 – Faculty Hires 2016
IIIA7.4 – California Community Colleges Chancellor’s Office Faculty and Staff Demographics Report
IIIA7.5 – NOCCCD Board Policy 7210 - Faculty
IIIA7.6 – Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014
IIIA7.7 – California Community Colleges Chancellor’s Office Student Enrollment Status Summary Report
IIIA7.8 – Faculty Prioritization President’s Review, October 20, 2016
IIIA7.9 – Santanu Bandyopadhyay, Executive Vice President, Educational Programs and Student Services, Faculty prioritization process e-mail
IIIA7.10 – Extended Day Funding Model
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; IIIA8.4b-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 email) and are compensated for their service (IIIA8.5-AdFac Contract). Adjunct Instructors were also asked to participate in the accreditation process and 19 instructors volunteered to help with the Self-Evaluation Report.

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 and District meet 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 (adjunct)
IIIA8.2a – Adjunct Meeting Agenda Fall 2015
IIIA8.2b – Adjunct Meeting Agenda Spring 2016
IIIA8.3 – Faculty Reference Guide August 2016
IIIA8.4a – Deans’ email, Adjunct Orientation
IIIA8.4b – Health Science Adjunct Orientation Handbook
IIIA8.5 – Collective Bargaining Agreement Between NOCCCD and Adjunct Faculty United Local 6106 AFT/AFL/CIO 2013 – 2017
IIIA8.6 – Mary Foreman, former Staff Development Coordinator, Professional Development for adjunct faculty
IIIA8.7 – Distance Education 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-CCCCO MIS Referential) details the number of employees in each employment category for the past six years:

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<tr>
<th>Employee Count by Employment Class</th>
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<tbody>
<tr>
<td>Executive Officer</td>
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<td>Temp. Administrator</td>
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<tr>
<td>Confidential</td>
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<tr>
<td>Academic Managers</td>
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<tr>
<td>Classified Managers</td>
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<tr>
<td>FT Faculty</td>
</tr>
<tr>
<td>Classified</td>
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<td>TOTAL</td>
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</tbody>
</table>

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 (IIIA9.2a-AP 7120-3; IIIA9.2b-AP 7120-4). 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 web page to ensure transparency and access to job classification information (IIIA9.3-NOCDD 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) (IIIA9.4-EVP email).

The College regularly assesses the overall classified staffing needs through the Classified Needs Assessment process (IIIA9.5-PBC Minutes, January 2009; IIIA9.6-PBC Minutes, September
2013). 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, October 2016).

**Analysis and Evaluation**

**The College and District meet 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 – California Community Colleges Chancellor’s Office Management Information System (MIS) Referential Files
IIIA9.2a – NOCCCD Administrative Procedure 7120-3 Classified Employee Hiring
IIIA9.2b – NOCCCD Administrative Procedure 7120-4 Management Employee Hiring
IIIA9.3 – NOCCCD Job Descriptions web page
IIIA9.4 – Dr. Santanu Bandyopadhyay Executive Vice President, Educational Programs and Student Services, Manager Needs email
IIIA9.5 – Planning and Budget Committee Minutes, January 15, 2009
IIIA9.6 – Planning and Budget Committee Minutes, September 19, 2013
IIIA9.7 – President’s Staff Agenda October 17, 2016
III A10. 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. *NOC CCD 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-C CCCO MIS Referential). 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 (IIIA10.3a-Comm. Studies PR, p. 8; IIIA10.3b-District Services Review).

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. 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 (IIIA10.4-CS Agenda).

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 (IIIA10.5-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 (IIIA10.6-PAC Minutes, November 2006). 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 (IIIA10.7-Job Description).

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 (IIIA10.8-PAC Minutes, September 2012). 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 (IIIA10.9-PAC Minutes, February 2014) a position that was vacant since 2009.

Analysis and Evaluation

The College and District meet 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 Management Information System (MIS) Referential Files
IIIA10.3a – Communication Studies Department Program Review 2015
IIIA10.3b – NOCCCD Administrative Review, District Services
IIIA10.4 – Chancellor’s Staff Agenda, February 1, 2017
IIIA10.5 – California Community Colleges Chancellor’s Office FTE Employees by College Fall 2014
IIIA10.6 – President’s Advisory Cabinet Minutes, November 16, 2006
IIIA10.7 – Job Description, Director of Campus Communications
IIIA10.8 – President’s Advisory Cabinet Minutes, September 6, 2012
IIIA10.9 – President’s Advisory Cabinet Minutes, February 6, 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-NOC CCD Website Policies and Procedures). The District has established a process of regular policy review and updating (IIIA11.2-BP/AP 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 September 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, September 2016).

The DCC, 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 constituency groups and District leadership. Policy and procedure recommendations by the DCC to the Chancellor are approved by consensus (IIIA11.4-DCC Summary, September 2016, p.4). All District Board Policies are then forwarded to the Board of Trustees for its consideration and approval (IIIA11.6-BOT Minutes, October 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 ongoing education and training. The HR Office provides ongoing 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 and District meet 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 web page
IIIA11.2 – BP/AP Review Cycle
IIIA11.3 – Community College League of California (CCLC) Legal Update
IIIA11.4 – NOCCCD District Consultation Council Summary, September 26, 2016
IIIA11.5 – Chancellor’s Staff Agenda, September 14, 2016
IIIA11.6 – NOCCCD Board of Trustees 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 – Southern California Community College Districts Employment Relations Consortium (CCCDER C) Training
IIIA11.11 – Equal Employment Opportunity (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. 127).

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 web page).

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 web page).

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; IIIA12.14b-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-CCS). 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 and District meet 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 – 2017
IIIA12.4 – Cypress College Schedule of Classes Spring 2017
IIIA12.5 – Cypress College Diversity Committee Purpose
IIIA12.6 – NOCCCD Equity and Diversity web page
IIIA12.7 – NOCCCD Diversity Resources web page
IIIA12.8 – NOCCCD Commitment to Diversity Report
IIIA12.9 – NOCCCD- EEO Plan 2016 – 2019
IIIA12.10 – District Commitment to Equal Employment Opportunity (EEO)
IIIA12.11 – Diversity question to Applicant screenshot
IIIA12.12 – Equal Employment Opportunity (EEO) Hiring Committee Training
III.A13. 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 (III.A13.1 –BP 1001). The District 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 (III.A13.2 –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 (III.A13.3-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 (III.A13.4-HR web page).

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 (III.A13.3 –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 (III.A13.5 –AP 7240-9; III.A13.6 –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 web page; IIIA13.10b-Faculty Code of Ethics). In its current version, there are no identified consequences for violations of professional ethical conduct. The Academic Senate created a committee to renew the review of the Faculty Code of Ethics to update and include consequences for violation (IIIA13.11-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 and District meet 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

IIIA13.2 – NOCCCD Board Policy 3050 - Institutional Code of Ethics
IIIA13.3 – NOCCCD Administrative Procedure 3050 Institutional Code of Ethics
IIIA13.4 – NOCCCD Human Resources web page
IIIA13.5 – NOCCCD Administrative Procedure 7240-9 - Management Employees - Disciplinary Action
IIIA13.6 – NOCCCD Administrative Procedure 7230-9 - Confidential Employees - Disciplinary Action
IIIA13.7 – Collective Bargaining Agreement Between NOCCCD and Chapter 167 California School Employees Association 2015-2018
IIIA13.8 – Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA 2016-2019
IIIA13.9 – Collective Bargaining Agreement Between NOCCCD and Adjunct Faculty United Local 6106 AFT/AFL/CIO 2013-2017
IIIA13.10a – NOCCCD Policies and procedures web page
IIIA13.10b – NOCCCD Board Policy 3003- Faculty Code of Ethics
IIIA13.11 – Cypress College Academic Senate Meeting Minutes, March 30, 2017
IIIA13.12a – California Education Code Sections 87732, 87734
IIIA13.12b – California Education 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). Surveys 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 February 2016, the District also conducted a survey of all of its employees to assess training needs (IIIA14.12-Adjunct PD 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).

The College Distance Education 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 and District meet 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 – Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA 2016-2019
IIIA14.4 – Collective Bargaining Agreement Between NOCCCD and Chapter 167 California School Employees Association 2015-2018
IIIA14.5a – New Faculty Seminar, Student Support Services, Fall 2015
IIIA14.5b – Professional Development Newsletter 4
IIIA14.5c – Adjunct Meeting Spring 2016
IIIA14.6a – Collaborative sharing
IIIA14.6b – Professional Development Newsletter 9
IIIA14.6c – Professional Development Newsletter 10
IIIA14.7 – Strategic Plan 2014 – 2017 at Cypress College, Year 1 Report, Progress and Evaluation June 2015
IIIA14.8 – NOCCCD Academic Calendar 2017 – 2018
IIIA14.10a – Learning and the Brain – Janet Zadina - Evaluations
IIIA14.10b – New Faculty Seminar Evaluation - Session 2
IIIA14.10c – Cultural Intelligence Workshop Evaluation - Session 1
IIIA14.11 – Campus Services Quality Review (CSQR) Professional Development 2017
IIIA14.12 – NOCCCD Adjunct Professional Development Needs Survey, April 2016
III A15. 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 (III A15.1-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 (III A15.2-AP 7240-5; III A15.3-AP 7230-5; III A15.4-UF Collective Bargaining Agreement, p. 9; III A15.5-ADFAC Collective Bargaining Agreement, p. 9; III A15.6-CSEA Contract, 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 (III A15.2-AP 7240-5; III A15.3-AP 7230-5; III A15.4-UF Collective Bargaining Agreement, p. 9; III A15.5-ADFAC Collective Bargaining Agreement, p. 9; III A15.6-CSEA Contract, 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 (III A15.7-Audit emails).
Analysis and Evaluation

The District meets 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

III A15.1 – NOCCCD Personnel File Review Form
III A15.2 – NOCCCD Administrative Procedure 7240-5 Management Employees – Personnel Files
III A15.3 – NOCCCD Administrative Procedure 7230-5 Confidential Employees – Personnel Files
III A15.4 – Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA 2016-2019
III A15.5 – Collective Bargaining Agreement Between NOCCCD and Adjunct Faculty United Local 6106 AFT/AFL/CIO 2013 – 2017
III A15.6 – Collective Bargaining Agreement Between NOCCCD and Chapter 167 California School Employees Association 2015-2018
III A15.7 – Audit emails

Changes Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piloted a new full-time faculty evaluation process.</td>
<td>III A5</td>
<td>Vice Chancellor, Human Resources United Faculty</td>
<td>Fall 2016</td>
<td>The District and UF negotiated a pilot evaluation process to share student evaluations with the supervising Dean for use in evaluations.</td>
</tr>
<tr>
<td>Created a committee to renew the review of the Faculty Code of Ethics.</td>
<td>III A13</td>
<td>Academic Senate</td>
<td>Spring 2017</td>
<td>The Academic Senate created a committee to revise the Faculty Code of Ethics to include updates and consequences for violations.</td>
</tr>
</tbody>
</table>
# Plans Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Planned Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve DE faculty evaluation process</td>
<td>IIA5</td>
<td>Vice Chancellor, Human Resources, United Faculty</td>
<td>Fall 2017</td>
<td>The District and UF will work on revising the evaluation process to require DE faculty to be evaluated in DE courses taught.</td>
</tr>
<tr>
<td>Review and revise the Management Appraisal Instrument</td>
<td>IIA5, IIA6</td>
<td>Vice Chancellor, Human Resources, District Management Association (DMA)</td>
<td>Fall 2017</td>
<td>The District will work with the DMA to review and revise the Management Appraisal Instrument to assess the effectiveness in encouraging improvement through the use of Learning Outcomes.</td>
</tr>
<tr>
<td>Include SLO participation in the adjunct evaluation process</td>
<td>IIA6</td>
<td>Vice Chancellor, Human Resources, Adjunct Faculty United (AdFac)</td>
<td>Fall 2019</td>
<td>The District will initiate discussions with AdFac to include participation in the SLO assessment process in the evaluation of adjunct faculty.</td>
</tr>
<tr>
<td>Conduct a longitudinal analysis pertaining to the six EEO categories.</td>
<td>III.A.12</td>
<td>Vice Chancellor, Human Resources, District Management Association (DMA)</td>
<td>Fall 2017</td>
<td>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.</td>
</tr>
<tr>
<td>Develop a full-time faculty professional code of ethics with articulated consequences</td>
<td>IIA13</td>
<td>Vice Chancellor, Human Resources, United Faculty, Academic Senate</td>
<td>Fall 2017</td>
<td>The District will work with Academic Senate and UF to develop a professional code of ethics with articulated consequences for violations of professional ethics.</td>
</tr>
</tbody>
</table>
Standard IIIB: Physical Resources

IIIB1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Cypress College works to ensure that all physical resources are accessible, safe and secure, and provide a healthful learning and working environment. The College assures the safety and sufficiency of physical resources through ongoing assessment and planning. The Educational Master Plan (EMP) (IIIB1.1-EMP) in conjunction with the Five-year Construction Plan (IIIB1.2-Five-year Plan) and Facilities Master Plan (IIIB1.3-FMP) is the guiding force behind ongoing and long-term planning for the College and its physical resources. As the EMP changes, the physical needs of the programs change, and the College works to meet those needs. For example, when various programs in the Science, Engineering and Math (SEM) Division identified the need for growth and update of their facilities, the College determined that the current building was no longer sufficient to meet programmatic needs (IIIB1.1-EMP p. 99). In response, the College and District put forth Measure J, the $574 million bond to improve school facilities, which was approved by voters in 2014. The plans for the new SEM building are currently underway (IIIB1.4-BOT Minutes, November 2016). Also, as part of the ongoing assessment of the sufficiency of building facilities, the Campus Building Utilization Report is updated annually. The Utilization Report is housed online with copies certified on site in the office of the VP of Administrative Services and the Physical Plant (IIIB1.5-Building Utilization Report).

While the vast majority of services are provided on the Cypress campus, the College also utilizes some off-site facilities as well. For example, the Cypress College Culinary Arts Program is housed in the NOCCCD’s Anaheim Campus where the District Facilities Planning and Construction (FP&C) Department oversees the maintenance and operations (IIIB1.6-NOCCCD Facilities web page). The Health Science Division has programs that also utilize off-site facilities. The Health Science Division has an Agreement for Clinical Programs in Health Science (drawn up by legal counsel and the NOCCCD Vice Chancellor, Finance and Facilities) as well as Agreements between NOCCCD/Cypress College and specified health care facilities for a variety of purposes, including that of ensuring students’ quality and educational experience at offsite facilities (IIIB1.7-The Agreement for Clinical Programs in Health Science).

Cypress College continuously works to maintain safe and sufficient physical resources. The College regularly evaluates the condition of all equipment as well as the facility needs of programs and services through the Master Equipment Replacement Plan (IIIB1.8-Master Equipment Replacement Plan). Further, the College ensures the fire safety of all facilities. The Orange County Fire Authority completes an annual Fire and Life Safety Inspection, and the Maintenance and Operations Department makes corrections as required (IIIB1.9-OC Fire Authority Inspection 2016). The College has started phasing in a fire alarm upgrade including mass communications for all the buildings on campus. Currently the Humanities Building has an
upgraded fire alarm/mass communications system, and a new master control fire alarm/mass communications panel is in the Campus Safety Office (IIIB1.10-PEIR, p. 6). Finally, over the course of the next few years all the locks on in the College will be changed out to provide extra security in case of the need for an emergency lock down (IIIB1.10-PEIR, p. 2).

Custodial, maintenance, and campus safety personnel regularly survey the buildings and grounds for unsafe conditions or potential hazards. In addition, faculty and division office employees also monitor and inspect their areas and report any unsafe or access-related issues to the Physical Plant Office. Any physical hazards encountered during the daily activities are addressed immediately by either radioing staff to expedite repairs or by placing a work order in the online system, which is then assigned to the appropriate personnel for correction (IIIB1.11-Work Order Report).

The Campus Safety Committee meets monthly to discuss any hazards that have been reported either informally or formally. The Committee makes recommendations regarding severity of hazards and recommends a course of action (IIIB1.12-Safety Committee Meeting minutes). The Committee also evaluates the One-Time Funding requests from the campus that have been identified as a safety issue by divisions. A sub-committee of the Safety Committee meets and reviews the safety identified One-Time Funding requests and reports their findings and recommendations (IIIB1.13-One-Time Funding Request Safety).

The College ensures access to its facilities by making information regarding hours of operation available to students and staff both in print and electronically. Students and staff can access information about hours of operations through the campus website (IIIB1.14-Cypress College website), as well as the Cypress College Class Schedule print edition (IIIB1.15-Cypress College Schedule of Classes p. 5, 8, 124-126). Furthermore, the District and College have an ongoing commitment to making all areas accessible by following and implementing the Americans with Disabilities Act (ADA) guidelines. The District utilizes an ADA consultant to survey the entire campus and provide an extensive report on areas that need to be upgraded. This process is ongoing, as the firm assists with prioritization of issues for correction and implementation of the ADA Transition Plan (IIIB1.16-CC ADA Transition Plan August).

The NOCCCD ensures the safety of employees and students through compliance with the mandated Injury and Illness Prevention Program (IIPP):

The District Manager of Environmental Health and Safety is responsible for implementing the District-wide safety program. Responsibilities include coordinating safety trainings for employees, participating in campus safety meetings, conducting site inspections, developing procedures to minimize toxic chemical exposure, and working with government agencies such as the Occupational Safety and Health Authority (OSHA). Information on trainings, programs and services are available via MyGateway, under the Employee tab, Risk Management folder, and the Environmental Health and Safety folder (IIIB1.17-NOCCCD Environmental Health and Safety web page).

Loss prevention and safety audits are driven by the insurance carrier, Alliance of Schools for Cooperative Insurance Programs (ASCP). Participants in this review are the Physical Plant Director or Manager of Maintenance and Operations, the District Environmental Health and Safety Specialist, and a representative from ASCP (IIIB1.18-ASCP Audit).
The College conducts bi-annual safety drills, once during the fall semester occurring on the same date and time as the Great California Shakeout drill and once during the spring semester with a date and time decided by administration. Drills are mandatory for all, and numerous informational emails are sent to all users explaining the drill format and directions (IIIB1.19-Cant emails; IIIB1.20-Shake out Drill). Drills are held as shelter in place, a duck and cover, or as a fire/evacuation drill (IIIB1.21-Emergency Preparation web page).

The Cypress College Campus Safety Department staffs the campus with Safety personnel 24 hours a day, 365 days a year. Campus safety officers patrol the College and parking lots at all times, and the Campus Safety Office monitors all cameras on-site. Currently the College has over 135 cameras throughout campus that monitor various bike racks, parking lots, open areas, and entrances/exits for buildings. The Campus Safety Department conducts an Annual Safety and Security report in compliance with the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act, which is made available to students and employees on the College and District websites (IIIB1.22-CC Security and Safety Report). Additional safety information can be found on the Cypress College Safety Department web page (IIIB1.23-Campus Safety web page).

Analysis and Evaluation

The College and District meet the Standard. Cypress College and NOCCCD assure safe and sufficient physical resources on the Cypress campus, Anaheim campus, and at other Health Science off-site clinical locations. Through planning documents such as the EMP, Five Year Construction Plan, Facilities Master Plan, and Campus Building Utilization Report, the College works to ensure the sufficiency of all facilities. Additionally, ongoing inspection of buildings, grounds and equipment through the Maintenance and Operations Department and other campus staff as well as emergency preparedness drills and a proactive Campus Safety Department ensure a safe, accessible, and healthful working environment for both students and staff.

Evidence Sources

IIIB.1 – Cypress College Educational Master Plan 2016 – 2026
IIIB.2 – Cypress College Five Year Construction Plan 2017 – 2021
IIIB.3 – Cypress College Facilities Master Plan Initial Study 2016
IIIB.4 – NOCCCD Board of Trustees Meeting Minutes, November 8, 2016
IIIB.5 – Cypress College Building Utilization Report 17 2016 – 2017
IIIB.6 – NOCCCD Facilities web page
IIIB.7 – Agreement for Clinical Programs in Health Science
IIIB.8 – Cypress College Equipment Replacement Plan 2014-2018
IIIB.9 – Orange County Fire Authority Inspection 2016
IIIB.10 – Cypress College Facilities Master Plan Program Environmental Impact Report 2016
IIIB.11 – Safety Completed Work Order Report
IIIB.12 – Safety Committee Meeting Minutes, September 14, 2016
IIIB.13 – One-time Funding Safety Item Request and Outcome
IIIB.14 – Cypress College website
IIIB.15 – Cypress College Schedule of Classes Spring 2017
IIIB.16 – Cypress College ADA Transition Plan August 2014
IIIB2. The institution acquires or builds, maintains and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Following a recommendation from ACCJC, in 2006 Cypress College created the 2006-2016 Educational Master Plan (EMP). This document serves as the foundation for all long-range planning at the College (IIIB2.1-2006-16 EMP). The 2016-2026 EMP was approved by the Board of Trustees in Spring 2017 (IIIB2.2-BOT Minutes). The EMP is the guiding document that departments utilize to assess the needs of their programs and services (IIIB2.3-2016-26 EMP). The facilities component serves as the primary means by which the College determines how best to maintain, upgrade, and replace its buildings and physical infrastructure. For example, in the 2006-2016 EMP for the Science, Engineering and Math Division, the Division identified limited laboratory spaces, securing more classrooms and laboratories along, with a renovation of the SEM building as needs to be fulfilled (IIIB2.1-2006-16 EMP, p. 99). These findings persuaded NOCCCD to put forth Measure J, a $574 million bond in November 2014. The bond, which was approved by the voters, will allow the College to meet the needs of its students with new construction and renovations over the
New Science, Engineering, Math Building Focuses STEM Students on the Future

Cypress College's future Science, Engineering, and Math building illustrates what happens when people ask "what if...". Original plans called for a complete renovation of the existing facility — a space that was designed before humans walked on the moon.

But, "what if" resulted in exploration of using Measure J bond money for a new building instead of expensive swing space. "What if" also resulted in an architectural concept that matches existing facilities, but eliminates interior corridors to reduce costs and maximize instructional space. This vision will culminate with a new building, adjacent to the current one, slated to open in 2020. Groundbreaking is anticipated for June 2018.

The existing SEM Building will be re-used as swing space for other Measure J projects.

next 20 years (IIIB2.8-NOCCCD Measure J web page). New construction plans include a new SEM building, Veterans Center, additions to the Library/Learning Resource Center, additional parking, a baseball clubhouse, and a cremation enclosure for the new baccalaureate degree program in Mortuary Science. In addition to Measure J projects, ongoing renovations are also expected for the Fine Arts Building, Humanities Lecture Halls, Gymnasium 1 and 2, Technical Education 1, 2, and 3, Business Education Building, the Aquatics Center, as well as mass communication/security upgrades (IIIB2.9-FMP, p. 7-8).

Analysis and Evaluation

The College and District meet the Standard. Cypress College uses the established planning processes and documentation to determine the facilities, equipment, and/or land needs of the College. Through the Educational Master Plan, Five-Year Construction Plan, Equipment Replacement Plan, Scheduled Maintenance Priorities List, and Distance Education Plan, the College builds, maintains, upgrades, or replaces its physical resources. The planning processes assure effective utilization and the continuing quality necessary to support the College’s programs and services and achieve the Cypress College Mission.
Evidence Sources

IIB2.1 – Cypress College Educational Master Plan 2006 – 2016
IIB2.2 – NOCCCD Board of Trustees Meeting Minutes, May 23, 2017
IIB2.3 – Cypress College Educational Master Plan 2016 – 2026
IIB2.4 – Cypress College Five Year Construction Plan 2017 – 2021
IIB2.5 – Cypress College Equipment Replacement Plan 2014 – 2018
IIB2.6 – Cypress College Scheduled Maintenance Priorities List 2015 – 2016
IIB2.7 – Cypress College Distance Education Plan 2011 – 2014
IIB2.8 – NOCCCD Measure J web page
IIB2.9 – Cypress College Facilities Master Plan Initial Study 2016

IIB3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

NOCCCD and Cypress College engage in long term planning to ensure that the facilities and equipment continue to support the College’s programs and services. The District Comprehensive Master Plan (CMP) is NOCCCD’s long-term planning document that outlines overall future plans through 2020 (IIB3.1-NOCCHD CMP).

The CMP delineates the “big picture guidelines for planning and decision-making throughout the District for a ten-year period.” The CMP includes

- An overall growth projection for the coming decade;
- Growth projections for instruction, student services, and support of learning areas;
- Identification of challenges;
- A plan for the addition or remodeling of facilities to support the District’s programs and services;
- District Strategic Directions that serve as the basis for both the District-wide and campus Strategic Plans (IIB3.2-NOCCHD Master Plan web page).

Guided by the Cypress College Strategic Plan (IIB3.3) and Educational Master Plan (EMP), the College also ensures the feasibility and effectiveness of its physical resources to meet the needs of the programs and services provided (IIB3.4a-EMP 2006-16; IIB3.4b-EMP 2016-26). Cypress College has developed a well-defined and aggressive internal program of facilities maintenance that takes into account its planning documents, program needs, maintenance cycles, and unexpected emergency requests. The Maintenance and Operations Department engages in ongoing and regular evaluation of current facilities and equipment to inform the short and long range planning. Through the Five Year Construction Plan (IIB3.5), Technology Plan (IIB3.6), Equipment Replacement Plan (IIB3.7), Scheduled Maintenance Priorities List (IIB3.8),
To ensure the effectiveness of the resources utilized by DE programs and services, the DE Plan and Technology Plan work in conjunction. Underpinning the Technology Plan is a campus-wide vision that information technology exists to facilitate our educational mission and nurture the success of our students. And, while student learning is the highest priority, a practical approach is taken in the plan to balance the development of information technology with the need for flexible anywhere, anytime technology access by students, staff, and faculty (IIIB3.6 p. 4).

The facilities needed for the baccalaureate completion program are those also utilized in the associate degree program and include the construction of a new incineration facility under the Measure J capital bond measure projects (IIIB3.13a-Measure J web page; IIIB3.13b-PEIR, p. 14-16). The design of the new Science Engineering and Math building includes facilities for training students in crematory operations and management specifically in support of the baccalaureate completion program (IIIB3.14-BOT PowerPoint). The Mortuary Science Department includes assessment and evaluation of their facilities and equipment as part of their regular Program Review. Plans for anticipated growth and/or need, including resource allocation, are included in the review (IIIB3.15-Mort Sci PR). In order to account for potential unique needs related to the bachelor degree, the Department plans to conduct a separate Program Review for the baccalaureate program.

The College and District meet the Standard. In order to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, Cypress College and NOCCCD engage in ongoing planning and evaluation of facilities and equipment on a regular basis. At the District level, the Comprehensive Master Plan (CMP) is the guiding document that facilitates long-term planning across the District. At the local level, Cypress College employs various planning documents such as the Educational Master Plan, Five Year Construction Plan, Technology Plan, Equipment Replacement Plan, Scheduled Maintenance Priorities List, DE Plan, as well as department Program Reviews. The College also uses the Space Inventory as well as the Environmental Impact Report to take utilization and other relevant data into account when determining both short and long range plans.
Evidence Sources

IIIB3.1 – NOCCCD Comprehensive Master Plan 2011
IIIB3.2 – NOCCCD Master Plan web page
IIIB3.3 – Cypress College Strategic Plan 2014 – 2017
IIIB3.4a – Cypress College Educational Master Plan 2006 – 2016
IIIB3.4b – Cypress College Educational Master Plan 2016 – 2026
IIIB3.5 – Cypress College Five Year Construction Plan 2017 – 2021
IIIB3.6 – Cypress College Technology Plan 2017 – 2020
IIIB3.7 – Cypress College Equipment Replacement Plan 2014 – 2018
IIIB3.8 – Cypress College Scheduled Maintenance Priorities List 2015 – 2016
IIIB3.9 – Cypress College Distance Education Plan 2011 – 2014
IIIB3.10 – Accounting Department Program Review 2016
IIIB3.11 – Cypress College Building Utilization Report 17 2016 – 2017
IIIB3.13a – NOCCCD Measure J website screenshot
IIIB3.14 – NOCCCD Board of Trustees Meeting, Schematic Design Presentation, March 28, 2017
IIIB3.15 – Mortuary Science Department Program Review 2014

IIIB4. Long-range capital plans support institutional goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

After a two-year period of dialogue, a constituency based group of Cypress College representatives concluded their development of the Cypress College portion of the ten-year NOCCCD Comprehensive Master Plan (CMP), covering both educational and facility plans for the period 2011 – 2021. The CMP recorded the agreed on direction for the College in meeting institutional goals and was widely distributed. The focus of the document was the goal of educational and support service needs of students, but this portion of the Master Plan also became the framework for the development of a Facilities Plan, which is included within the CMP document. The principles applied in the development of the Facility Master Plan (FMP) include the following: maximize functional space, eliminate non-functional space, improve efficiency/utilization of site and facilities, right-size the campus to address program needs, improve circulation and establish connections, enhance the campus environment, and simplify implementation (IIIB4.1-CMP, p.4-119). While originally the document was intended to be updated in 2021, with the passage of a local bond in November 2014, the educational program data and enrollment projections were updated, which resulted in some revisions to the 2011-2021 FMP (IIIB4.2-FMP Update, August 2015).
The *FMP* framework served as a guide for the College in prioritizing facility renovation and construction projects for the Bond Program, with the initial construction projects identified as a new Science, Engineering, & Math (SEM) Building and a Veteran’s Resource Center (VRC). The *FMP* also identified a need for expansion of our energy infrastructure to support current and future buildings. Funds were identified through State Scheduled Maintenance funding, Energy Grant funds, and energy incentives, allowing for the construction of a Thermal Energy Plant (aka Chiller Plant) which is currently underway and scheduled for completion in Summer 2017 (IIIB4.1-CMP, p. 4-143).

The decision to build a new SEM Building versus renovating the existing building was a significant decision made by the campus and recommended to the Board of Trustees in Fall 2015. Extensive analysis was done comparing the costs and the benefits to inform decision-makers. An outside firm was retained to assist with the financial analysis, which confirmed that renovation of the existing building would be a significant expense that would never result in a facility which met the instructional needs of the programs housed there. A renovation would neither meet the current burgeoning demand for lab classes nor future needs based on enrollment growth projections (IIIB4.3-SEM Feasibility Study). The result of the analysis led to the Board of Trustees supporting withdrawal of the existing building’s renovation from the State Capital Outlay program. Instead, the Board approved the use of local bond funds to build a new building in order to meet program needs (IIIB4.4-BOT Minutes, December 2015, Item 4.i.1). The new SEM Building will provide 13 additional labs/classrooms, which will generate FTES to make up for the increased investment (IIIB4.5-SEM FTES spreadsheet).

Capital projects are prioritized based on the planning that has occurred and identified by the College in the *CMP* as well as additional data proved from Student Enrollment Capacity Load Ratios (IIIB4.6-Five-year Construction Plan, p. 21-26), building conditions, and available funding. The *CMP* also informs the *District Five-Year Construction Plan* (IIIB4.6). This plan allowed the College’s Fine Arts Building to be included in the November 2016 State Bond, with funding for renovations anticipated in 2018-19 (IIIB4.7-Capital outlay worksheet). Smaller projects are funded by the College through the campus Planning and Budget Committee’s (PBC) One-Time Funding process. Examples of two current facilities projects funded in this manner are 1) the laser leveling of the competition soccer field, and 2) replacement of the orchestra pit cover in the campus theater (IIIB4.8a-PBC Minutes, February 2015; IIIB4.8b-PBC Minutes, May 2016).

When making long range capital plans, the College includes projections of the total cost of ownership of new facilities and equipment. To address the total cost of ownership, construction standards have been developed which identify materials and products which will provide the quality and maximum life expectancy for proposed facilities. This comprehensive list of standards was developed to also prevent any inferior substitutions being made (IIIB4.9-Building Design Standards). In addition, there are several agencies that establish standards, guidelines, and codes which must also be complied with: including the Environmental Protection Agency (EPA), the Air Quality Management District (AQMD), and the California Building Standards Commission which developed the California Green Building Standards Code, Title 24, part 11 (IIIB4.10a-EPA Standards; IIIB4.10b-AQMD Permits; IIIB4.10c-CEC Standards). These...
standards also contribute to the total cost of ownership. Also, with each major equipment purchase an analysis is done to assess the ability of College staff to maintain facilities, versus the cost of a maintenance contract, to determine the best solution (IIIB4.11-Miranda, email).

Analysis and Evaluation

The College and District meet the Standard. Cypress College engages in long-range capital planning in the form of planning documents including the College Comprehensive Master Plan (CMP), Facilities Master Plan (FMP), and Five Year Construction Plan that support institutional goals of providing educational support needs to facilitate student achievement. Facilities planning reflect projections of the total cost of ownership of new facilities and equipment by establishing appropriate standards for purchase of materials as well as utilizing campus staff when possible to manage maintenance costs. Cypress College’s long term facility plans have allowed the College to be prepared to immediately mobilize when funding becomes available, resulting in the College often being ahead of anticipated scheduling for facility construction, modernization, and maintenance.

Evidence Sources

IIIB4.1 – NOCCCD Comprehensive Master Plan 2011
IIIB4.2 – Facilities Master Plan Update 2015
IIIB4.3 – Science, Engineering and Math (SEM) Feasibility Study, September 2015
IIIB4.4 – NOCCCD Board of Trustees Meeting Minutes, December 8, 2015
IIIB4.5 – Science, Engineering and Math (SEM) - FTES spreadsheet
IIIB4.6 – Cypress College Five Year Construction Plan 2017 – 2021
IIIB4.7 – Capital outlay worksheet
IIIB4.8a – Planning and Budget Committee Meeting Minutes, February 5, 2015
IIIB4.8b – Planning and Budget Committee Meeting Minutes, May 19, 2016
IIIB4.9 – NOCCCD Building Design Standards, 2014
IIIB4.10a – Environmental Protection Agency, Green Building Standards
IIIB4.10b – South Coast Air Quality Management District Permits
IIIB4.11 – Albert Miranda, Director, Physical Plant, Maintenance email

Plans Arising out of the Self-Evaluation Process

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Improve security through replacement of campus locks</td>
<td>IIIB1</td>
<td>Vice President, Administrative Services Director, Physical Plant</td>
<td>2017-2018</td>
<td>The College will replace locks on campus with interior locking mechanisms to provide extra security in case of emergency lockdown.</td>
</tr>
</tbody>
</table>
Standard IIIC: Technology Resources

IIIC1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Cypress College ensures that its technology needs are identified and supported through the Technology Plan, Technology Coordinating Council (TCC), Campus Technology Committee (CTC) documents, regular meetings held between the Academic Computing Technology (ACT) Office and its vendors, email requests received by Academic Computing for technology needs and changes, and the Annual One-Time Funding Request process that provides an opportunity to faculty and staff to purchase items outside annual budget allowances. Training and support of all campus technology systems, training, and resources are maintained by the Academic Computing staff to include maintenance and support contracts with various vendors and contractors to ensure maximum and optimal up-time for all systems and services. Cypress College regularly assesses whether the campus technology appropriately and adequately meets the broad range of needs of both students and staff. ACT evaluates technology services, facilities, hardware, and software through many sources.

At the campus level, Cypress College makes decisions about use and distribution of its technology resources through requests for new technology from the campus community received in many forms. First, ACT conducts the annual Technology Quality Survey presented to full-time and part-time faculty, staff, and students to assess ongoing changes/needs (IIIC1.1-Tech Quality Survey). Another tool is Instructional Program Review, which is conducted every four years by academic departments who identify their technology needs. The Academic Computing Director and staff make the necessary adjustments as identified (IIIC1.2a-Photography PR; IIIC1.2b-AC-R PR; IIIC1.2c-Dental Hygiene PR). In addition, technology is requested and prioritized on an ad hoc basis directly from divisions, departments, committees, and individuals (IIIC1.3a email request 1; IIIC1.3b-email Request 2). Further, planning documents such as the Cypress College Technology Plan ensure hardware and software are refreshed on a 3-5 year plan (IIIC1.4 -Technology Plan), and Campus infrastructure usage is monitored by Academic Computing to ensure network usage is properly sized, maintained, and supported (IIIC1.5a - CENIC Status; IIIC1.5b-My Gateway Status; IIIC1.5c-Website Status). Finally, in order to assess the professional support provided by the department, ACT evaluates the effectiveness of the services provided through the Academic Computing Program Review conducted every three years (IIIC1.6-Academic Computing CSQR).

At the District level, ACT and District IT regularly engage faculty, staff, and students in defining technology changes and needs through various shared governance committees, including TCC (IIIC1.7-TCC Minutes), IS Steering (IIIC1.8-ISS Agenda), MyGateway (IIIC1.9-MyGateway agenda), and Student Team (IIIC1.10-Student Team Agenda). Additionally, the District Technology Survey is conducted every two years to identify technology needs of the College staff, faculty, and students. The results are broken down by campus and shared with Campus IT Directors and Executive Management in order to address deficiencies and for long range
planning activities (IIIC1.1-Tech Quality Survey). Finally, the District Technology Roundtable (DTR) meetings include assessment of core technology and software needs district-wide (e.g. Core Network Infrastructure Equipment and Microsoft Software) including purchase, maintenance, and support (IIIC1.11-DTR Minutes).

For technology provided directly by the institution or through contractual arrangements, Cypress College has provisions to ensure reliability, disaster recovery, privacy, and security (IIIC1.12a-Security Notification; IIIC1.12b-Wireless Access Notice; IIIC1.12c-Wireless Authentication). Reliability is achieved through redundant hardware and software. The College employs industry standard practices using High Availability VMware software combined with redundant hardware across its server farms and also utilizes redundant switches and redundant appliances for critical LAN services. Daily backups of critical server data using Veeam Enterprise software are performed, and data retention is a minimum of 14 days and usually longer. Backups of network switch and router configurations are routinely performed using network management product solar winds, which will allow recovery from a catastrophic switch failure. Security and Privacy at the edge of the campus LAN is achieved through the use of multiple appliances such as Cisco Firewall, Bluecoat Packet Shaper, and Infoblox DNS appliance (IIIC1.5a-CENIC Status; IIIC1.5b-MyGateway Status; IIIC1.5c-Website Status). The primary application for ensuring network privacy on campus is Active Directory (AD), which manages the use of unique user IDs and passwords for every user in the Cypress College domain (IIIC1.4-Technology Plan p. 8-9).

Faculty are an integral part of technology, services, hardware and software for Distance Education (DE). The Distance Education Program works with shared governance, Academic Senate, Academic Computing, and the District’s Information Services Department to gain consensus on technology that will meet faculty needs. Cypress College is a faculty-driven institution, where faculty drives the DE platform as noted in the Distance Education Plan (IIIC1.13- Distance Ed Plan).

Currently, with the majority of baccalaureate degree students being working adults, the need to offer classes in as flexible a format as possible necessitates the inclusion of online and hybrid courses. The reliance on an effective course management system (CMS) such as Blackboard and the related hardware needed to support the CMS is required. The current fiscal resources of the College and District provide the relevant technology services and support as well as cyclical hardware and software updates required by the baccalaureate program such as industry specific software, The Director’s Assistant and Wilbert Family Advisor (IIIC1.14-Cassens email).

**Analysis and Evaluation**

**The College and District meet the Standard.** Cypress College operates and maintains its systems to the highest degree of support through team work with Academic Computing and the offsite maintenance agreements that are in place. The College’s technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the
institution's management and operational functions. Cypress College’s physical and logical networks are secure, redundant, and operational 365 days a year. In order to ensure that technology meets the needs of academic programs, teaching and learning, and support services, decisions regarding current, new, and emerging technologies are openly discussed and shared among the campus community and across the District collectively in various Technology Committee meetings which also include Distance Education needs and technologies. This methodology has also become commonplace in Program Review and the annual District-wide Technology Quality Survey.

Evidence Sources

IIIC1.1 – NOCCCD Technology Quality Survey Report 2015
IIIC1.2a – Photography Department Program Review 2016
IIIC1.2b – Air Conditioning and Refrigeration Department Program Review 2016
IIIC1.2c – Dental Hygiene Department Program Review
IIIC1.3a – Email-REQ-1
IIIC1.3b – Email-REQ-2
IIIC1.4 – Cypress College Technology Plan 2017-2020
IIIC1.5a – CENIC Status
IIIC1.5b – MyGateway Status
IIIC1.5c – Website Status
IIIC1.6 – Campus Services Quality Review (CSQR) Survey Results Academic Computing and Technology 2016
IIIC1.7 – Technology Coordinating Council Meeting Minutes, June 14, 2016
IIIC1.8 – Information Services Steering Committee Agenda, February 10, 2016
IIIC1.9 – MyGateway Steering Meeting Agenda, February 24, 2016
IIIC1.10 – Student Team Meeting Agenda, October 5, 2016
IIIC1.11 – District Technology Roundtable (DTR) Minutes, February 16, 2016
IIIC1.12a – Security Notification
IIIC1.12b – Wireless Access Notice
IIIC1.12c – Wireless Authentication
IIIC1.13 – Cypress College Distance Education Plan 2011 – 2014
IIIC1.14 – Treisa Cassens, Dean, Library, LRC, and Distance Education, Resources email

IIIC2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

As a shared responsibility between Cypress College and NOCCCD, technology resources are used to support student learning, student services, and institutional effectiveness across the District. At the District level, the NOCCCD Information Services department supports these
goals by providing several essential technology services, including the wide area network infrastructure; an enterprise resource planning system for student information, finance, financial aid and human resources (Banner); an educational planning system (DegreeWorks); an enrollment management system (SPMS); a rooms schedule/event management system (EMS); a library system (Endeavor); and other related systems. Furthermore, NOCCCD Information Services assists with contract optimization, District wide technology standards, best practices, and data interface with campus specific systems such as distance education systems, security services, and District mandated reporting requirements (MIS, IPEDS, etc.).

The NOCCCD Information Services department provides systems and services to support the District Strategic Directions as outlined in the NOCCCD Information Services Technology Plan 2016-2018 (IIIC2.1). Campus Academic Computing staff assists with the delivery of NOCCCD Information Services department systems and services as well as support the classroom, computer labs, and local infrastructure to enhance the learning environment. The Cypress College Academic Computing Technology (ACT) department serves to monitor technology needs, provide staff support, and engage in regular and ongoing planning as detailed in the Cypress College Strategic Plan Direction B and the Campus Technology Plan (IIIC2.2-CC Strategic Plan; IIIC2.3-CC Technology Plan).

Policy, planning, and budget recommendations regarding the use of technology across the District is driven by the Technology Coordinating Council (TCC), a District-wide constituency based committee. The Information Services Steering Committee and Student Team focus on operational decisions and Information Services project prioritization. District Technology Roundtable and campus Academic Computing focus on day-to-day operations (IIIC2.4-Technology Coordinating Committee Charter). TCC has developed several standards that also ensure the technology is adequate to meet the college needs, including the NOCCCD Instructional Technology Standards for Classroom Multimedia Systems (IIIC2.5) to provide minimum classroom equipment standards, the Mobile Computing Device Guidelines (IIIC2.6) for use of mobile devices within the District, and the Computer Related Equipment Replacement Plan at the NOCCCD (IIIC2.7) which sets minimum equipment replacement standards for District technology assets. All of these standards/guidelines are reviewed annually by the TCC for currency, relevance, and completeness (IIIC2.4-TCC Charter, p. 6). The campus is responsible for implementation of these standards.

The College utilizes both the Campus Technology Plan in conjunction with the One-time Funding Request process to plan, update, and replace technology. Within the campus, the Technology Plan is a guide for technology replacement which includes computers, networking equipment, servers, and classroom projectors. Refreshing these items serves to keep current technology on the campus network, desktops, labs, and classrooms. It also serves to lower the overall Total Cost of Ownership (TCO) by reducing maintenance and support costs while adding all around functionality (IIIC2.3-CC Technology Plan). In addition, through the One-time Funding process faculty and staff are provided an opportunity to make technology requests and purchase items outside annual budget allowances. Planning and Budget members assess and rank the requested items based on the presented justification and needs (IIIC2.8a-PBC Minutes, October 2015; IIIC2.8b-Prioritization List). Network management appliances are also key in reporting trending network deficiencies that are addressed and rectified with funding from the
Academic Computing budget and One-Time Funding Request process if necessary (IIIC2.9-OTFR Wireless).

NOCCCD uses the wide area network connection from the Corporation for Education in California (CENIC) to deliver Internet connectivity to the campus and District. The campus provides on-campus wired and wireless network services based on the NOCCCD Cabling Infrastructure Guidelines (IIIC2.10). Using these guidelines ensures reliability, compatibility, and consistency of the network across the District by requiring 20-year warranted Sumitomo certified fiber connections and Systimax certified wired connectivity.

District Telecommunications Standards were updated one year ago. This document is used to govern all low voltage installations at all three campuses in the District. A consultant was hired to reevaluate and update the document content. Some of the changes made included telecommunications and electrical (IEEE) code changes, technology changes in fiber optic and copper cabling, and space utilization design standards (IIIC2.10-Infrastructure Guidelines). Cypress College recently enabled authentication policies for those wanting to access its wireless network (IIIC2.11-Wireless Authentication). The use of Active Directory Services across the campus adds another layer of security for our campus user community, which includes both staff and faculty systems (IIIC2.12-Active Directory Migration).

Planning at the District level is defined in the NOCCCD Integrated Planning Manual (IIIC2.13). This document outlines the comprehensive integrated planning process used across the District. As stated in the plan, District Services units, including District Information Services, complete an annual District Services Administrative Review (IIIC2.14a-c). From the analysis done during the Administrative Review the units request resources as needed to ensure that technology infrastructure, quality, and capacity are adequate to support the District mission, operations, programs, and services. During the planning process requests for funding from District Information Services identified in the Administrative Review, along with the needs of other District Services units, are prioritized by the District Services Committee (DSC) (IIIC2.15-DS Resource Requests). Recommendations from the DSC are forwarded to the Council on Budget and Facilities (CBF) (IIIC2.16-CBF Summary, May 2014) who recommends funding priorities to the District Consultation Council (DCC) (IIIC2.17). DCC makes recommendations to the Chancellor, who then makes recommendations to the Board regarding funding of identified District-wide technology projects/needs.

One example of a project funded through the District planning process is the Network Refresh project. The District has completed the assessment phase and is currently in the design phase of completing a refresh of the wired, wireless, video, and voice network. The purpose of the project is to determine the network requirements for the future and update the network to better serve the students and staff of the District into the future. This project was presented through the planning process and culminated in the Board of Trustees approving the assessment phase of the project and setting aside funding for execution (IIIC2.18-Board Agenda-Network Refresh).

At the campus level, technology planning begins with Program Review. Conducted every four years, departments identify technology needs which are shared with the Academic Computing Director and staff to make necessary adjustments to better serve our campus community (IIIC2.19a-Photography PR; IIIC2.19b-AC-R PR; IIIC19.c-Dental Hygiene PR). Based on their reviews, departments submit One-Time Funding Request proposals based on the previously
identified needs (IIIC.2.20-One-Time Funding Template). In addition, ACT and the District regularly engage faculty, staff, and students in defining technology changes and needs through shared governance committees such as the Technology Coordinating Council, Information Services Steering Committee, MyGateway Steering Committee, and Student Team, as well as in one-on-one requests from those in need (IIIC.3-Technology Plan, p. 13-14). Finally, a District Technology Quality Survey is conducted every two years that includes staff, faculty, and students. The results are broken down by campus and shared with Campus IT Directors and Executive Management. The questions in this survey are targeted to technology needs provided and available to all groups. Academic Computing uses the results to address deficiencies and for long range planning activities to address needs (IIIC.2.21-District Tech Survey).

Reliable, safe, and secure technology resources are the primary responsibility of the colleges and a shared responsibility with the District. The NOCCCD Information Services department has developed a Disaster Recovery/Business Continuity Plan, which includes local backup to disk, offsite encrypted backup to tape, and out of state encrypted backup (IIIC.2.22-District Continuity/Recovery Plan). The out of state backup has been implemented using facilities in Chandler, Arizona provided by the Orange County Department of Education (IIIC.2.23-OCDE Agreement). This project is another example of planning, funding and execution completed using the NOCCCD Integrated Planning process (IIIC.2.24-CBF Summary, May 2014; IIIC.2.17-DCC Summary, June 2014).

Support, including training, in the effective use of District-wide technology is a shared responsibility with the campuses. District Information Services conducts training in the use of the systems provided by the department along with security training (IIIC.2.25-District Training Calendar). Each semester, a memo is sent out to the campus community as a reminder of the support services provided and available from the Academic Computing Technologies (ACT) office. Department staffing consists of 9 members: 2 IT Coordinators responsible for network and server support and services, 2 IT Specialist's responsible for server database and web systems support, 2 IT Technicians responsible for desktop PC systems, multimedia, classroom technology and inventory control for all of these systems, and 1 User Support Analyst responsible for Helpdesk requests. However, in support of our campus community, the Department phone tree was altered enabling Helpdesk calls to be routed to all ACT staff phones in an effort to expedite solutions for the end user while on the phone (IIIC.2.26-Welcome Spring).

The College provides training for Learning Management System-Blackboard (LMS) utilized for Distance Education. Blackboard is the single official course delivery system administered and supported by the Distance Education Program. The Blackboard system has maintained at least 99% up-time. As a managed hosted site, the College receives web-based and phone support 24/7 from Blackboard to assure maximum reliability for students and staff. Technology and digital infrastructure is outlined in the Distance Education Plan (IIIC.2.27-DE Plan, p. 33). The College also maintains both a DE faculty and a DE student website to aid in student success. These sites are hosted by Cypress College ACT and are updated by both DE and ACT.
The DE Program Review assesses the efficacy and satisfaction with the DE technology provided. According to the DE Program’s last Program Review, 85% of those surveyed use Blackboard and expressed an overall satisfaction with the program, and more than half (55.7%) expressed no technical software problems. When problems were experienced, 37.2% of students were able to resolve the issue themselves or with the assistance of an instructor or peer. Students reported the overall quality of the DE CMS/LMS as 88% (IIIC2.28-DE CSQR p. 3-4).

Analysis and Evaluation

The College and District meet the Standard. NOCCCD and Cypress College work together to continuously ensure the technology utilized is appropriate. Through ongoing planning and assessment, the District and College evaluate technological infrastructure as well as the quality and capacity of technology services to ensure that they are adequate to support the mission, operations, programs, and services of both the District and College.

While the College meets the standard, issues regarding DE infrastructure remain. Blackboard continues to be a growing and popular program for students and instruction. In 2013, District Information Services hosted the LMS system for Cypress College and experienced problems. Blackboard hosting was then removed from District Information Services support and returned to Blackboard in late 2014. The College hired a Blackboard coordinator (non-faculty management position) and increased administrative support to a full-time position in an effort to provide better support for the system, students, and faculty. With the reorganization of the DE Program, faculty will again have a more direct impact on DE. Additionally, other issues with DE will be addressed in a new DE Plan written in 2017.

Evidence Sources

IIIC2.1 – NOCCCD Information Services Technology Plan 2016 – 2018
IIIC2.2 – Cypress College Strategic Plan 2014 – 2017
IIIC2.3 – Cypress College Campus Technology Plan 2017 – 2020
IIIC2.4 – Technology Coordinating Committee Charter
IIIC2.5 – NOCCCD Instructional Technology Standards for Classroom Multimedia Systems
IIIC2.6 – Mobile Computing Device Guidelines
IIIC2.7 – Computer Related Equipment Replacement Plan at the NOCCCD
IIIC2.8a – Planning and Budget Committee Minutes, October 15, 2015
IIIC2.8b – One-time Funding Prioritization List
IIIC2.9 – One-time Funding Request- Wireless Upgrade 2015-16
IIIC2.10 – NOCCCD Cabling Infrastructure Guidelines
IIIC2.11 – Wireless Authentication Recommendation
IIIC2.12 – Active Directory Migration
IIIC2.14a – NOCCCD Administrative Review, Information Services Fall 2013
IIIC2.14b – NOCCCD Administrative Review, Information Services Spring 2015
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IIIC2.16 – NOCCCD Council on Budget and Facilities Summary, May 12, 2014
IIIC2.17 – NOCCCD District Consultation Council Summary, June 23, 2014
IIIC2.18 – NOCCCD Board Agenda Item, Network Refresh, February 9, 2016
IIIC2.19a – Photography Department Program Review 2016
IIIC2.19b – Air Conditioning and Refrigeration Department Program Review 2016
IIIC2.19c – Dental Hygiene Department Program Review 2016
IIIC2.20 – One-Time Funding Template 2016 – 2017
IIIC2.21 – NOCCCD Technology Quality Survey Report 2015
IIIC2.22 – District Disaster Recovery/Business Continuity Plan (please contact Deborah Ludford for evidence)
IIIC2.23 – Agreement with Orange County Department of Education (OCDE) re: Out of State Disaster Recovery Site in Chandler, Arizona
IIIC2.24 – NOCCCD Council on Budget and Facilities Summary, May 12, 2014
IIIC2.25 – District Training Calendar screenshot
IIIC2.26 – Welcome - Spring 2014
IIIC2.27 – Cypress College Distance Education Plan 2011 – 2014
IIIC2.28 – Campus Services Quality Review (CSQR) Distance Education 2011

IIIC3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Cypress College Academic Computing is continually monitoring its core networking equipment and servers on campus and has settings enabled to alert senior staff 24 hours a day, 365 days a year through text and email messaging. Systems are set up to allow remote access for senior staff to address problems, and in many cases they are able to solve problems without having to physically come to campus. All core networking and server equipment are also supported by maintenance and support agreements (IIIC3.1-Cypress Support Contract Spreadsheet).

Cypress College maintains maintenance agreements with various vendors in support of its core networking equipment (IIIC3.1-Cypress Support Contract Spreadsheet). Switches, routers, and servers carry equipment life cycles and are replaced in accordance with vendor support contracts, recommendations, and the Cypress College Technology Plan specifications (IIIC3.2-CC Technology Plan). Core infrastructure components are redundant and provide maximum up-time to support the campus user community needs and functions. Academic Computing also uses network monitoring applications to ensure optimal network performance on a daily basis. In order to provide an appropriate system for reliability and emergency backup, all core networking equipment serving the campus is connected to a transfer switch and generator in case of power problems. This configuration allows for the core network hardware, phone system, and servers infrastructure to remain available in the event of power loss. All Cisco data switches in each campus building are connected to Uninterruptable Power Supply (UPS), providing only a small
window of up-time to the switching equipment. In the event of campus/building power loss, this lesser configuration does allow a small window of time for connected security cameras to record data as they are powered directly to these switches (IIIC1.3.2-CC Tech Plan, p. 10).

The generator serving the Main Distribution Frame (MDF) is serviced and tested once a semester and has a 48-hour run-time on a tank of fuel. To date, the generator has not been in continuous service for more than 8 hours, which was for planned electrical maintenance work performed by campus and the local power utility (IIIC1.3.2-CC Tech Plan, p. 10).

The Cypress College Hotel/Restaurant/Culinary Arts (HRC) Department is located offsite on the first floor of the NOCCCD Anaheim Campus. Network Access (Internet) Support is handled by and/or in collaboration with District IT while all other departmental support is the responsibility of Cypress College Academic Computing Staff. HRC receives the same level and attention in support for its programs and classroom spaces as any other department on campus (IIIC3.3-Kavanaugh email).

There are provisions for reliability, disaster recovery, privacy, and security to ensure that the technology platform for distance education courses and programs is reliable and sustainable (IIIC3.4-BB Managed Hosting Schedule p. 4-6). All users in the District (faculty, students, and administrators) are issued a unique user ID and control their password to assure privacy and security. Blackboard provides course backups. Faculty export their courses and maintain backups at the end of each semester (IIIC3.5-DE Plan, p. 22-33).

Analysis and Evaluation

The College and District meet the Standard. Cypress College assures that technology resources at all locations both on the Cypress Campus and the Anaheim Campus are appropriately maintained through the use of alert systems and ongoing maintenance contracts with appropriate vendors. Through the use of redundant infrastructure components emergency back-up systems, the College ensures reliable and safe access to technology. In addition, access, safety and security measures are in place to ensure privacy for DE students through District Information Services (IS).

Evidence Sources

IIIC3.1 – Cypress Support Contract Spreadsheet
IIIC3.2 – Cypress College Technology Plan 2017-2020
IIIC3.3 – Mike Kavanaugh, Manager, Academic Computing, Hotel, Restaurant and Culinary Arts (HRC) email
IIIC3.4 – Blackboard Managed Hosting Schedule
IIIC3.5 – Cypress College Distance Education Plan 2011 – 2014
IIIC4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Cypress College offers training and instruction for faculty, staff, administrators, and students in the effective use of technology in a wide variety of formats. Both the College and NOCCCD offer professional development opportunities in technology on the District-wide Staff Development calendar. Training is available to all employees at any site and includes subjects such as Video-making for Online Instruction, Canvas Gradebook, Online Pedagogy, Collaboration in the Online Classroom, and Digital Literacy (IIIC4.1-NOCCCD Staff Development Calendar).

Given the busy schedule of campus staff, formal training sessions are not always conducive to employees’ schedules. Therefore, Academic Computing Technology (ACT) has worked to provide training and instruction alternatives in the form of training at the desk and Email Tips. Over the last several years, training has also been conducted on a personal level within a target office. Academic Computing receives a request for assistance, and a date/time are set up to offer short (15-30 minute) sessions to individuals at their desks, and others in and around the office are invited to participate (IIIC4.2-ACT Service Memo).

A secondary form of faculty training is presented to the campus community in the form of "Email Tips." These messages are generated based on frequently asked questions of Academic Computing staff and Help-Desk calls. Topics and questions are discussed in ACT staff meetings. Three questions are chosen and steps for resolution are provided and sent to the campus community via email (IIIC4.3-Email Tips).

Both the District and Campus Staff Development programs offer technology training. Information Services and District Staff Development provide self-guided training materials on various technology systems used by employees, including Argos (data reporting tool), Banner (data warehouse), Blackboard (CMS), Microsoft Office, MyGateway (portal), and Qualtrics (online survey tool) (IIIC4.4-NOCCCD IS Training web page). Cypress College Professional Development offers new faculty orientation each semester for both full-time and adjunct faculty where they are trained on the technology systems utilized on the campus. Additionally, Professional Development is able to reimburse staff and faculty for outside training and conference activities directly related to their job functions and duties, including ongoing technology training. In addition, in order to determine what technology training is desired a Needs Assessment Survey is sent out regularly to the campus community (IIIC4.5a-PD Needs Assessment Survey; IIIC4.5b-PD Needs Assessment Report; IIIC4.5c-PD email).

Technology training for students comes in various forms. At the instructional level, students are trained to use field specific technology in their courses by their instructors. Various forms of technology are an intrinsic part of curriculum across campus (IIIC4.6-College Catalog). While ACT does not provide formal training opportunities for students, the Department does provide a Frequently Asked Questions (FAQ) section on its web page where anyone can find self-help
information for several systems accessed on campus. In addition, instructions for students using the District Portal, MyGateway, are published in the campus Class Schedule each semester (IIC4.7-Class Schedule). Within MyGateway are links to intuitive self-help guides in both electronic print and short video formats for faculty, staff, and students. Finally, staff monitoring campus computer labs answer individual questions, as do Academic Computing Staff members when approached (IIC4.8-Kavanaugh email).

ACT, in conjunction with District Information Services, also provide ongoing technology support through planned maintenance and service on key systems such as MyGateway, Internet, and Network (IIC4.9a-MyGateway Status; IIC4.9b-CENIC). Campus Service notices are sent out in advance and work-arounds to issues have been provided to limit actual downtime (IIC4.10a-Notification 4; IIC4.10b-Notification 5; IIC4.10c-Service Notifications). Further, technology support is available through the Academic Computing Helpdesk in the form of desktop PC systems, multimedia, and classroom assistance as well as telephone customer support (IIC4.11-Kavanaugh email-Faculty Training).

All faculty are required to complete the Faculty Basics training, or opt-for the equivalency process, before they can teach online and hybrid courses or access Blackboard, which is the standard learning management system. They must also complete web-enhanced
training to supplement face-to-face courses (IIIC4.12-DE Faculty Handbook p. 2). The training for DE faculty includes modules to assure substantive and regular student-faculty contact (IIIC4.12-DE Faculty Handbook, p. 10), support for online students, and student engagement so that technology is not a barrier for online learners but rather improves retention and academic success. Faculty training information is available on the faculty DE website (IIIC4.13-Faculty DE web page). Students receive training on Blackboard through an online orientation within their courses or on the DE Program web page. Before the start of the course, some instructors provide students with a quiz to test their understanding. Students can also complete a self-assessment online to determine if DE courses will meet their needs. The training is accessible via the Blackboard login page (IIIC4.14-Blackboard Login), and additional information is available on the student DE website (IIIC4.15-DE web page).

Analysis and Evaluation

The College and District meet the Standard. Cypress College provides appropriate instruction for faculty, staff, students, and administrators in the effective use of technology through formal workshops and training, self-guided training modules, email messages, personalized training opportunities, and occasional email “Tips & Tricks.” Professional Development continues to promote and encourage on-campus as well as off-site training and personal growth opportunities for all employee groups. Training for hybrid and Blackboard course offerings is administered through a structured web based system and is a requirement for faculty interested in pursuing course delivery via online means. The College provides support for technology systems through regular and ongoing maintenance and IS Helpdesk support in an effort to support the College’s programs, services, and institutional operations.

Evidence Sources

IIIC4.1 – NOCCCD Staff Development Calendar
IIIC4.2 – Academic Computing Technology (ACT) Services-memo
IIIC4.3 – Email-Tips
IIIC4.4 – NOCCCD Training and Training Materials web page
IIIC4.5a – Professional Development Needs Assessment Survey
IIIC4.5b – Professional Development Needs Assessment Report
IIIC4.5c – Professional Development email
IIIC4.6 – Cypress College Catalog 2016 – 2017
IIIC4.7 – Cypress College Class Schedule Spring 2017
IIIC4.8 – Mike Kavanaugh, Manager, Academic Computing, Student Training email
IIIC4.9a – MyGateway-Status
IIIC4.9b – CENIC-Status
IIIC4.10a – Scheduled Maintenance Notification (4)
IIIC4.10b – Wireless Authentication Notification (5)
IIIC4.10c – Service-Notifications 1-3
IIIC4.11 – Mike Kavanaugh, Manager, Academic Computing, Faculty Training email
IIIC4.12 – Cypress College Distance Education Faculty Handbook 2015 – 2016
IIIC4.13 – Cypress College Faculty Distance Education web page
IIIC4.14 – Cypress College Blackboard Login
IIIC.15 – Cypress College Distance Education web page

IIIC5. The institution has policies and procedures that guide the appropriate use of the technology in the teaching and learning process.

Evidence of Meeting the Standard

NOCCCD Board Policy and Administrative Procedure-3720-Computer and Electronic Communication Systems (IIIC5.1a; IIIC5.1b) are in place to guide the appropriate use of technology across the District. These guidelines on computer and electronic communication systems govern various aspects, including access to systems, use disclaimer, acceptable use, access and disclosure, and system agreements. The Technology Coordinating Council (TCC) reviews BP3720 and AP 3720 annually and recommended changes are forwarded to the District Consultation Council for consideration (IIIC5.2-TCC minutes). In addition, NOCCCD Administrative Procedure 3750-Use of Copyrighted Material regulates the use of copyrighted materials in online courses, including user permission guidelines (IIIC5.3-AP 3750).

The College Distance Education Plan, in conjunction with NOCCCD Administrative Procedure 4105-Distance Education, provides appropriate guidelines for teaching and learning. AP 4105 governs course approvals, certification, and duration of approvals (IIIC5.4-AP 4105). The DE Plan provides guidelines for online, hybrid, and web enhanced course regarding accessibility, copyright, course guidelines, evaluation of faculty, electronic mail, faculty home-pages, student authentication and fraud prevention, syllabus requirements, and training (IIIC5.5-DE Plan).

Analysis and Evaluation

The College and District meet the Standard. NOCCCD and Cypress College have policies and procedures in the form of BP/AP 3720 Computer and Electronic Communication Systems (reviewed annually), AP 3750 Use of Copyrighted Material, AP 4105 Distance Education and the Cypress College DE Plan that guide the appropriate use of the technology in the teaching and learning process.

Evidence Sources

IIIC5.1a – NOCCCD Board Policy 3720 - Computer and Electronic Communication Systems
IIIC5.1b – NOCCCD Administrative Procedure - 3720 Computer and Electronic Communication Systems
IIIC5.2 – Technology Coordinating Council (TCC) Meeting Minutes, October 18, 2016
IIIC5.3 – Administrative Procedure 3750 - Use of Copyrighted Materials
IIIC5.4 – Administrative Procedure 4105 - Distance Education
IIIC5.5 – Cypress College Distance Education Plan 2011 – 2014
### Plans Arising out of the Self-Evaluation Process

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<td>2017-2018</td>
<td>District Information Services will complete the refresh of the wired, wireless video, and voice network to better serve students and staff.</td>
</tr>
</tbody>
</table>
Standard IIID: Financial Resources

IIID1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

The NOCCCD’s financial resources are managed at the District Office, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE) by professional staff who adhere to Board Policies and Administrative Procedures and follow generally accepted accounting practices. NOCCCD Board Policies and Administrative Procedures 6100-Delegation of Authority, Business, and Fiscal Affairs (IIID1.1), BP 6200-Budget Preparation (IIID1.2), BP/AP 6250-Budget Management (IIID1.3a; IIID1.3b) and BP/AP 6300-Fiscal Management (IIID1.4a; IIID1.4b) serve as the primary policies that guide and regulate overall financial resources and allocation. Other policies and procedures, including BP/AP 6400-Financial Audits (IIID1.5a; IIID1.5b) BP 6500-Property Management (IIID1.6), and BP/AP 6740-Citizen’s Oversight Committee (IIID1.7a; IIID1.7b) among others, regulate specific aspects of District and College financial processes.

In order to determine the sufficient resources necessary to sustain student learning programs and services, each year the District Office, Cypress College, Fullerton College, and the NOCE

- conduct Program/Quality reviews to prioritize spending (IIID1.8a-F and F Admin. Review; IIID1.8b-AC-R Program Review),
- hold consultative meetings to review and approve budget assumptions (IIID1.9-DCC Summary, August 2016),
- develop detailed budgets utilizing the District’s integrated HR management software (Banner Position Control Module) and other non-position budgets (IIID1.10-Banner Report),
- allocate funds in accordance with the Budget Allocation Handbook (BAH) (IIID1.11), and finally

Once established, the budget is monitored and discussed at Budget Officers meetings (IIID1.13-Budget Officer Agenda), reported quarterly to the Board of Trustees (IIID1.14-BOT Minutes, November 2016), submitted to the State Chancellor’s Office (IIID1.15a-State Budget Report; IIID1.15b-Quarterly Report), and audited at year-end by an outside accounting firm (IIID1.16-Audit Report 2016).
Generally, the budget provides sufficient resources for courses (including DE courses), programs, and services. However, the Extended Day budget, used for adjunct faculty and full-time faculty reassigned time and overload classes, has not been sufficient to meet the College’s needs and has been supplemented with local, College-generated monies. The NOCCCD has traditionally managed resources efficiently such that the District has maintained a healthy carryover fund each year as illustrated in the matrix below.

**Unrestricted General Fund- Fund Balances**

<table>
<thead>
<tr>
<th>Year</th>
<th>Unrestricted</th>
<th>Total Expenditures</th>
<th>% of Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>$48,373,784</td>
<td>$194,864,258</td>
<td>25.11%</td>
</tr>
<tr>
<td>2014/15</td>
<td>$42,057,784</td>
<td>$170,774,281</td>
<td>24.63%</td>
</tr>
<tr>
<td>2013/14</td>
<td>$43,698,857</td>
<td>$160,353,104</td>
<td>27.25%</td>
</tr>
<tr>
<td>2012/13</td>
<td>$42,192,158</td>
<td>$156,512,817</td>
<td>26.96%</td>
</tr>
<tr>
<td>2011/12</td>
<td>$46,862,666</td>
<td>$153,081,500</td>
<td>30.61%</td>
</tr>
<tr>
<td>2010/11</td>
<td>$46,427,440</td>
<td>$162,015,799</td>
<td>28.66%</td>
</tr>
</tbody>
</table>

Note: Information from CCFS-311 reports submitted to the State Chancellor’s Office (IIID1.15a-CCFS-311; IIID1.15b-CCFS-311Q)

Financial resources are allocated to the two colleges and NOCE in accordance with the BAH which is regularly reviewed and updated (IIID1.11-BAH). Cypress College uses Program/Quality Review for departments to assess their needs and request funding for new projects. The District conducts an annual Administrative Review to ascertain whether new funding is needed to fulfill needs. A detailed Proposed Budget /Financial Report is published each year that specifies not only the allocation of financial resources for spending but also the designation of other funds to be used in future fiscal periods (IIID1.12-Proposed Budget 15/16). Additionally, in 2016 the District held about $152.9 million in other funds, $70.5 million for retiree health benefits, $26.9 million for self-insurance, and $55.5 million capital projects for (IIID1.17-GL220).

Another indication of the District’s commitment to future financial stability is the designation of all of the recent Base Augmentation funding for STRS and PERS rate increases over the next several years (IIID1.18-BOT Base Augmentation). By designating the entire augmentation, the District should have sufficient resources to cover the anticipated increases through FY2025. In fiscal year 2016, the District set up a GASB-compliant OPEB irrevocable trust to fund retiree health benefits and established a Retirement Board of Authority to oversee the investments in the trust (IIID1.19-OPEB Trust). An MOU was recently negotiated with the NOCCCD labor groups to move the $70 million in retiree health benefits into the irrevocable trust (IIID1.20-MOU).

Educational improvement and innovation are District priorities, and therefore it allocates sufficient resources for these. Specifically, the District encourages innovation and strategic planning through separate funds and project selection processes (IIID1.21-District Planning web page). Beyond these specific programs, educational improvements and innovation are undertaken as part of the overall program review process and budget allocation process. In addition, the District allocates $300,000 towards professional development as a means of encouraging staff to seek ways to improve efficiency (IIID1.22-Proposed Budget 16/17, p. 60).
In 2002 and again in 2014, District voters approved significant bond measures for the improvement and expansion of educational facilities. Additional controls have been implemented to monitor expenditures related to these bond funded programs (IIID1.23a-Measure X Oversight; IIID1.23b-Measure J Oversight).

Once resources are allocated to the colleges and NOCE, the institutions are responsible for the management of the funds. Cypress College is committed to the principle that financial planning and budget development is part of the institutional planning process. This process adheres to the vision, mission, core values, priorities, and goals of the College. The College adheres to state and federal mandated reporting and accounting procedures keeping with ensuring the financial stability and integrity of the College (IIID1.4a-BP 6300).

All campus categorical budgets are directly linked to the Directions outlined in the Strategic Plan (IIID1.24-One-Time Funding Request grid). The Planning and Budget Committee (PBC), which is a college-wide shared-governance committee, serves as the primary recommending body to the President’s Advisory Cabinet (PAC) on general planning and budget issues for the campus and conveys to PAC the positions of the campus constituencies on significant matters relevant to both planning and budget for the College (IIID1.25-PBC Guidelines). Financial decisions are discussed publicly in the above shared governance committees. Also, available resources for decision-making are reviewed each year at the Fall Opening Day College Update (IIID1.26-Opening Day Agenda).

The College manages the resources allocated by the District in four fundamental ways: personnel, operational needs, critical needs, or special opportunities. Personnel needs are determined in various ways. Management positions are filled on an ad hoc basis, usually in response to changes occurring at the College (IIID1.27-Simpson email). Classified and faculty positions utilize a prioritization decision-making process. Every three years a Classified Needs Assessment for prioritizing the college-wide need for classified staff is conducted (IIID1.28 Classified Assessment). This prioritization serves as a guide for hiring as ongoing funds become available. The process is overseen by PBC and then a recommended priority list is forwarded to PAC. Expenditures for full-time faculty have an established process as well. An annual faculty position prioritization is conducted by the Faculty Prioritization Committee that creates a list which is recommended to PBC and PAC. Adjunct faculty needs are determined at the department level and partially fulfilled through the District Extended-Day budget. Over the past three years, the College’s Extended Day budget has run at a deficit in excess of $1.5 million, a deficit that has been growing each year. The College has been responsible for ensuring that the necessary courses are offered by utilizing local funding to produce FTES (IIID1.12-Proposed Budget 15/16, p. 55-56).

There are several opportunities for requesting funds, which are set aside to meet critical needs of College programs and services. The most comprehensive budget allocation process involves an annual campus wide One-Time Funding Request process (IIID1.29-One-Time Funding Process). Criteria established to rank the requests include

- Supports College Mission, Educational Master Plan, Student Services Master Plan, and \textit{Strategic Plan}
- Growth of program and/or work area
• Quality of program and/or work area
• Demonstrated need within the Budget Unit
• Support of health/safety/security issues

Each spring the multiple requests for funding are prioritized, and funding is attached after consideration of all possible sources (categorical, grants, carryover funds). After several years of reduced State Budgets, when only the most critical items could be funded, the College was only able to fund high risk safety concerns or items with an immediate impact to instruction. For 2014/2015 and 2015/2016, with the restoration of many sources of state categorical funding, almost all the requests submitted were ultimately attached to funding. Aside from this process there are a number of program requests, which are considered by PBC to be ongoing high priorities and are funded as “Advance Funding Programs” ahead of the priority process (IIID1.12-Proposed Budget Report 15/16, p. 55). These programs include Professional Development, Diversity Program, Computer Replacement Plan, and SLO Development (IIID1.30-SLO Development Document). The College also sets aside $750,000 each year in contingency funds for unanticipated emergencies and opportunities. Examples of how these funds are used include emergency facility issues or opportunities for student advancement in athletic or academic competitions. Any campus department may submit a request for funding to PBC for emergencies via an emergency request form (IIID1.31-Emergency Funding Request).

Annual budgets include the funds necessary to support other expenses such as capital outlay, scheduled maintenance plans, and unfunded retiree health liabilities (District), as well as required college matches for grant, and categorical programs (College). All budget allocations align with the College and NOCCCD Mission Statements.

**Baccalaureate Degree**

The California Community Colleges Chancellor’s Office provided each pilot college with $350,000 to initiate the baccalaureate degree in their respective districts and enacted upper division enrollment fees to offset the increased cost of offering bachelor-level courses (IIID1.32-SDCC Press Release). It is anticipated that the increased enrollment fees will partially offset the costs of delivering instruction, and after the pilot programs’ report to the legislature in 2018, additional budgetary concessions will provide more funding to allow for expansion (IIID1.33-BDPP Projected Revenue).

**Analysis and Evaluation**

**The College and District meet the Standard and Eligibility Requirement 18.** Currently, NOCCCD and Cypress College financial resources are sufficient to support student learning programs and services and improve institutional effectiveness. The College sets student learning, services, and effectiveness as the highest priorities in funding decisions. In accordance with established District policies and procedures as well as College processes and practices the allocation of resources is appropriately balanced between new development, maintenance, allocation, reallocation, and the goal of making the greatest impact on the student experience as prescribed in the Strategic Plans and Missions. Both NOCCCD and Cypress College have
processes designed to plan and manage financial affairs with integrity and in a manner that ensures financial stability.

While meeting the standard, in the absence of future corrective action with respect to ongoing allocations, the College’s ability to sustain the learning programs and services would be at risk. For the past three years, the Extended Day (ED) budget allocation used to provide resources for adjunct faculty and faculty overload and reassigned time expenditures has been insufficient to cover the expenses of the courses offered and thus perpetuated significant annual deficits borne by the College.

<table>
<thead>
<tr>
<th>Extended Day Budget – Ending Balances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entity</td>
</tr>
<tr>
<td>All NOCCCD Entities</td>
</tr>
<tr>
<td>Cypress College Portion</td>
</tr>
</tbody>
</table>

To meet this deficit, Cypress College has relied on carry-over funds and local, College-generated revenues not allocated by the District to meet FTES goals and provide instruction. These carryover balances have seen dramatic decreases over the past three years.

<table>
<thead>
<tr>
<th>Cypress College Diminishing Carryover Balances</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

If left unchecked, these decreases have the potential to significantly impact the sustainability of funding extended day courses, reassigned time and full-time faculty overload which, in turn, impacts the sustainability of the College. Thus far, the College has taken steps to cover the deficits and continue to offer the necessary courses. First, the College utilizes locally generated revenue in the form of bookstore, food service and swap meet business partnerships to provide funds for various needs across campus (IIID1.35a-Cant Local Funding email; IIID1.35b- Swap Meet income). However, the sustainability problem is further exacerbated by the nature of the business relationships upon which the College relies for its locally generated revenue. These income sources are impacted by market and economy fluctuations and are thus a potentially unsustainable funding source. The College negotiates five-year contracts with the Swap Meet, Bookstore, and Food Services to share in their revenues. As consumer-based businesses, they are subject to economic instabilities and are thus not stable or reliable revenue streams for the College. Should any of these private businesses fail or decide to “close up shop,” the College would face catastrophic losses in income. The lack of stability and reliability of revenue further illustrates why the current funding model is not viable or sustainable into the future.

The Extended Day budget deficit, if left unaddressed, will have significant future implications on the financial stability of the College. Relying on local funding to ensure that the necessary
courses are offered has already affected the College’s ability to continue to improve student success. The response to the deficit has affected the College’s funding prioritization decisions which diminish the resources needed to support other necessary programs designed to promote student learning and achievement such as Distance Education, computer replacement, and the programs in the Learning Resource Center (IID1.12-Proposed Budget15/16, p. 56; IID1.36-Emergencies Spreadsheet). While not yet significantly impacting learning outcomes thus far, long-term sustainability is not possible. As the College depletes the carryover funds to cover the ED deficit, those monies are not available to fund other necessary learning programs and services, which will ultimately impact the College’s ability to engage in ongoing improvement.

As a result of this Self-Evaluation, the District is aware of the issue and has begun the process to address the deficit problems. The Extended Day budget deficit has been a significant topic of discussion at recent Vice Presidents’ Council meetings (IID1.37 –VPC Meeting Agenda, January 2017) and is a planned topic at Chancellor’s Staff and the District Enrollment Management Advisory Committee meetings in the future (IID1.38-Li-Bugg email). In addition, a special Accreditation Meeting between the Chancellor, several Cypress College Steering Committee members (President, VPs and Accreditation Chairs) as well as the Vice Chancellors of Finance, and Educational Services and Technology was held on March 28, 2017 to specifically discuss the concerns of the College (IID1.39-Chancellor’s Accreditation Meeting). The College has presented evidence of the significant impact the Extended Day deficit has had on its ability to serve students. The Chancellor and responsible Vice Chancellors are aware of the College’s concerns and are committed to re-evaluation of the budget model going forward. Based on the commitments articulated by the Chancellor, at the Accreditation Meeting, to maintaining the College’s typically more “expensive” Career Technical Education (CTE) programs and Cypress College’s general financial integrity, the Steering Committee representatives have increased confidence that the budget issues will be addressed. Both the Chancellor and Vice Chancellors expressed their commitment to Cypress College’s financial integrity and sustainability and the desire to work together to that end. As an example of the Chancellor’s commitment to finding solutions to the budget problem, she recently proposed exploring possible alternative funding models. Chancellor Marshall tasked Chancellor’s Staff to engage in a “critical thinking exercise,” to explore alternatives to the current budget model. Several versions of the analysis were shared with the Council on Budget and Facilities (CBF) with input sought. The Chancellor explained how exploring an alternative funding model such as a “Push Out” model was one way to assess how other alternatives might be better suited to the needs of the colleges. While not advocating that model in particular, the exercise exemplified her acknowledgment of the significance of the issues and her commitment to addressing them (IID1.39-Chancellor’s Accreditation Meeting). The Chancellor further articulated her attention to addressing budget issues and commitment to ongoing engagement with constituency groups in her April Chancellor’s memo (IID1.40-Chancellor’s Memo)

In addition, the Vice Chancellors identified other actions that were being taken to address the funding issues such as District advocacy at the State and Federal levels related to legislative actions under discussion by both State and Federal legislators, as well as the work being conducted by the District Enrollment Management Advisory Committee (DEMAC). State and Federal legislative advocacy includes the equalization of the Faculty Obligation Number (FON), the differential funding needed for CTE courses, and student loan default rate reduction assistance (IID1.41a –State Legislative Priorities; IID1.41b-Federal Legislative Priorities) The
DEMAC has been created to address a number of issues related to support of student enrollment and student success including:

- Revisions to the current funding model to provide adequate resources
- Potential increases in productivity
- Modification of the Faculty Obligation Number (FON)
- Best practices in scheduling
- Appropriate mix of academic and CTE classes
- Need for parity in salary and benefits (IIID1.42a-c-DEMAC Minutes)

While very encouraged by the recent conversations between the College and the District regarding the Extended Day deficits, the College is mindful of the time intensive nature of complex problem-solving and is concerned about the urgency of this matter. The College and District need to prioritize the solution to the Extended Day deficit before the College depletes its auxiliary funding sources completely. Therefore, in anticipation of these impacts and in an effort to proactively respond to these concerns, the College is attempting to address this issue through QFE #3-Extended Day Funding.

**Evidence Sources**

IIID1.1 – NOCCCD Board Policy 6100 - Delegation of Authority, Business, and Fiscal Affairs  
IIID1.2 – NOCCCD Board Policy 6200 - Budget Preparation  
IIID1.3a – NOCCCD Board Policy 6250 - Budget Management  
IIID1.3b – NOCCCD Administrative Procedure 6250 - Budget Management  
IIID1.4a – NOCCCD Board Policy 6300 - Fiscal Management  
IIID1.4b – NOCCCD Administrative Procedure 6300 - Fiscal Management  
IIID1.5a – NOCCCD Board Policy 6400 - Financial Audits  
IIID1.5b – NOCCCD Administrative Procedure 6400 - Financial Audits  
IIID1.6 – NOCCCD Board Policy 6500 - Property Management  
IIID1.7a – NOCCCD Board Policy 6740 - Citizen’s Oversight Committee  
IIID1.7b – NOCCCD Administrative Procedure 6740 - Citizen’s Oversight Committee  
IIID1.8a – NOCCCD Administrative Review, Finance and Facilities 2016  
IIID1.8b – Air Conditioning and Refrigeration Department Program Review 2016  
IIID1.9 – NOCCCD District Consultation Council Summary, August 22, 2016  
IIID1.10 – Banner Position Control report  
IIID1.11 – NOCCCD Budget Allocation Handbook 2013  
IIID1.13 – Budget Officers Meeting Agenda, September 27, 2016  
IIID1.14 – NOCCCD Board of Trustees Meeting Minutes, November 8, 2016  
IIID1.15a – California Community College Annual Financial and Budget Report, CCFS-311  
IIID1.15b – California Community Colleges Chancellor’s Office Quarterly Financial Status Report, CCFS-311Q  
IIID1.18 – NOCCCD Board of Trustees Meeting Minutes, May 10, 2016  
IIID1.19 – NOCCCD Retirement Board web page
IID1.20 – Memorandum of Understanding Between the NOCCCD, CSEA Chapter #167 and United Faculty/CCA/CTA/NEA
IID1.21 – NOCCCD Planning web page
IID1.23a – NOCCCD Measure X Oversight web page
IID1.23b – NOCCCD Measure J Oversight web page
IID1.24 – One-time Funding Requests grid
IID1.25 – Planning and Budget Committee Guidelines
IID1.26 – Opening Day Agenda Fall 2015
IID1.27 – Dr. Robert Simpson, President, Management Positions email
IID1.28 – Classified Needs Assessment
IID1.29 – One-Time Funding Request Process
IID1.30 – SLO Development document
IID1.31 – Emergency Funding Request Form
IID1.32 – San Diego Community College District Marty Block Press Release
IID1.33 – Projected Revenue and Instructional Costs for First Year Baccalaureate Degree Pilot Program (BDPP) Enrollments
IID1.35a – Karen Cant, Vice President, Administrative Services, Local Funds email
IID1.35b – Swap meet Income Banner Report 2017
IID1.36 – Emergencies Spreadsheet FY 2016
IID1.37 – Vice President’s Council Meeting Agenda, January 24, 2017
IID1.38 – Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology, DEMAC email
IID1.40 – Chancellor’s Memo, April 2017
IID1.41a – NOCCCD 2015 – 2016 State Legislative Priorities
IID1.41b – NOCCCD 2015 – 2016 Federal Legislative Priorities
IID1.42a – NOCCCD District Enrollment Management Advisory Committee Minutes, February 6, 2017
IID1.42b – NOCCCD District Enrollment Management Advisory Committee Minutes, March 6, 2017
IID1.42c – NOCCCD District Enrollment Management Advisory Committee Minutes, April 3, 2017
IIID2. The Institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Cypress College engages in financial planning and decision-making in accordance with the College mission and the goals set forth in two planning documents, the *Educational Master Plan* (*EMP*), and *Strategic Plan* (*SP*). These institutional planning documents establish priorities among competing needs in order to predict future funding. The *EMP* is the ten-year planning guide that identifies long term College projects with goals for specific departments and student service areas (IIID2.1-EMP). The *SP* is the three-year roadmap that identifies plans designed to accomplish the goals laid out in the *EMP* (IIID2.2-SP). The financial resources and planning necessary to achieve these goals are an integral part of the planning process. Departments use their Program (PR) and Quality Reviews (QR) to identify their own goals and objectives related to student success, organizational excellence, and relations with the community (IIID2.3-AC-R PR, p. 7) plus the fiscal resources necessary to achieve them.

The *EMP* Diagram (IIID2.1-EMP, p. 6) illustrates how five plans: *Student Services Plan* (IIID2.4), *Student Success and Support Program (SSSP) Plan* (IIID2.5), *Student Equity Plan* (IIID2.6), *Technology Plan* (IIID2.7), and *Facilities Plan* (IIID2.8-Facilities Plan) work together to achieve the goals set forth in the *EMP* and *SP*. The annual Planning and Budget Process (IIID2.9-BAH, p 4), which funds Classified Needs, Faculty Needs, Facilities Projects, and One-Time Budget Allocations, is linked to the planning documents of the various areas across campus (IIID2.10-One-time Funding Process).

In addition, Cypress College departments and programs undergo regular PR/QR to assess the progress made towards the pursuit of identified goals. The PR/QR includes an assessment of past stated goals and objectives. The assessment process relates past resource allocation in a department or program with progress made. PR must connect department goals and expenses to institutional plans like the *EMP* and *SP* (IIID2.3-AC-R PR). Further, programs may request additional resources for special programs or services through the One-Time Funding process or Strategic Plan/Institution Set Standards (SP/ISS) funds. These funding requests must contain links to SP directions as well as expected outcomes (IIID2.11a-One-time Funding Template; IIID2.11b-SP/ISS Request). Assessment data is used to evaluate the results of the programs: for example, the SP/ISS fund requires Year-End Report (IIID2.12-Guardian Scholar Year-End Report).

NOCCECD and Cypress College adhere to the District Policies and Procedures (see Standard IIID1) established by the District to ensure financial stability. The District’s unrestricted general fund reserves are no less than 5% of unrestricted general fund expenditures. Revenues accruing to the District in excess of amounts budgeted are added to the District’s reserve for contingencies. They are available for appropriation only upon a resolution of the Board that sets
forth the need according to major budget classifications in accordance with applicable law (IIID2.13-BP 6250).

The NOCCCD budget model recognizes four “budget centers” for the purpose of budget allocation and expenditure: District Services, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE) (IIID2.9-BAH). Cypress College receives approximately 32% of State FTES funding allocated to the instructional sites (IIID2.14-BAM PowerPoint). For a detailed discussion of FTES funding, see the Proposed Budget (IIID2.15-Proposed Budget 15/16, p. 17-18).

NOCCCD has not experienced cash flow issues despite occasional delayed allocations from the State. Additionally, Cypress College has adequate resources to maintain business transactions without interruption; therefore, NOCCCD has not needed loans or Certificates of Participation (COPS) (IIID2.16-CCFS 311Q Cash Balance Report).

Cypress College also has sound financial practices and procedures. The ongoing planning of the College works to ensure the long-term financial health and stability of the College. As a result, the College has been able to meet all its current obligations. The ending fund balance for Cypress College’s immediate past three years is the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>Carryover Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>$8,504,587.00</td>
</tr>
<tr>
<td>2014-15</td>
<td>$5,833,148.00</td>
</tr>
<tr>
<td>2015-16</td>
<td>$2,334,909.00</td>
</tr>
</tbody>
</table>

The campus also sets aside $750,000 each year to address unanticipated emergencies. Thus far, the fund has been adequate for emergency needs (IIID2.19-Emergencies Spreadsheet). There are also locally generated funds at the College, such as Swap Meet revenue, Food Services revenue, grants, donors, and fundraisers that are used to meet the needs of the students (IIID2.20-Ext. Day Percentage Spreadsheet).

The District utilizes two shared governance decision-making groups, the District Consultation Council (DCC) and the District Council on Budget and Facilities (CBF), to ensure financial stability and sound financial practice, and to communicate financial information in a timely manner. The DCC consists of the Chancellor, Vice-Chancellors, Cypress and Fullerton College Presidents, the Provost from SCE, as well as leaders of constituency groups such as Academic Senate Presidents, CSEA and UF Presidents, and Student President and Trustee (IIID2.21-DRM). The members of CBF are Vice Chancellor, Finance and Facilities; District Director, Fiscal Affairs; VP of Administrative Services – CC and FC; Manager, Administrative Services – NOCE; Vice Chancellor, Human Resources; one faculty from each site appointed by the Academic/Faculty Senate – CC, FC, and NOCE; two representatives appointed by CSEA; United Faculty Representative; Adjunct Faculty United Representative; District Management Association Representative; Confidential Employees Group Representative; and one student from each site appointed by Associated Students – CC and FC (IIID2.17-NOCCCD Budget 14/15, p. 40).
These groups work together to ensure the financial health of the District and colleges. Further, members of DCC and CBF are expected to disseminate financial information to relevant parties on their respective campuses. The District also posts its annual Proposed Budget and Financial Report on its NOCCCD website (IIID2.22-Budget Documents web page), which clearly delineates expenditures and connects them to the District Strategic Plan Directions (IIID2.15-NOCCCD Budget 15/16, p.38). Finally, financial information is distributed through many processes, such as the Budget Allocation Model Forums hosted at each campus (IIID2.14-BAM PowerPoint; IIID2.23-BAM Forum 2017 flyer) and the public hearing of the proposed budget at the Board of Trustees meeting (IIID2.24-BOT Minutes, September 2016).

While the College has been thus far able to meet current financial obligations, the ability to sustain this effort is uncertain. For the past three years the College’s ending balance has experienced significant decreases which are primarily attributed to the deficits in the Extended Day Funding budget.

### Extended Day Budget – Ending Balances

<table>
<thead>
<tr>
<th>Entity</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>All NOCCCD Entities</td>
<td>-$4,815,868.00</td>
<td>-$5,272,510.00</td>
<td>-$3,718,470.00</td>
</tr>
<tr>
<td>Cypress College Portion</td>
<td>-$970,757.00</td>
<td>-$1,120,218.00</td>
<td>-$1,479,790.00</td>
</tr>
</tbody>
</table>

(IIID2.17-Proposed Budget 14/15, p. 40; IIID2.15-Proposed Budget 15/16, p.53; IIID2.18-Proposed Budget 16/17, p. 60)

Cypress College has relied on the previously described carry-over funds and locally generated revenues not allocated by the District to meet FTES goals and provide instruction. These carryover balances have seen dramatic decreases over the past three years. As illustrated in the Carryover Balance Table above, since 2013-14 the College ending balance has seen a steady decline from $8.5 million to $2.3 million.

### Analysis and Evaluation

**The College and District meet the Standard.** Cypress College’s mission and goals are the foundation for the College’s financial planning. Guided by the College major planning documents, EMP and SP, financial planning is integrated with and supports all institutional planning. As part of the budget allocation process, the College aims to link budget allocations and funding to Program and Quality Reviews and other College planning documents. The College has policies and procedures that work to ensure sound financial practices and financial stability. Funding requests must be linked to the College’s Strategic Directions, and assessments of meeting anticipated goals and outcomes are an intrinsic element of the funding process. Through the District shared governance groups DCC and CBF, the District also works to ensure broad participation of all constituency groups in order to ensure sound practices and oversight. In addition, appropriate financial information is disseminated throughout the college by campus representatives on DCC and CBF. The District also posts budget and financial information on the District website.
Evidence Sources

IIID2.1 – Cypress College Educational Master Plan 2016 – 2026
IIID2.2 – Cypress College Strategic Plan 2014 – 2017
IIID2.3 – Air-Conditioning and Refrigeration Program Review 2016
IIID2.4 – Cypress College Student Services Master Plan 2007 – 2014
IIID2.5 – Cypress College Student Success and Support Program Plan 2015 – 2016
IIID2.6 – Cypress College Student Equity Plan 2015
IIID2.7 – Cypress College Technology Plan 2017 – 2020
IIID2.8 – Cypress College Facilities Master Plan Initial Study 2016
IIID2.9 – NOCCCD Budget Allocation Handbook 2013
IIID2.10 – One-Time Funding Process
IIID2.11a – One-Time Funding Template 2016 – 2017
IIID2.11b – Strategic Plan/Institution Set Standards Fund Request
IIID2.12 – Guardian Scholar Year End Report
IIID2.13 – NOCCCD Board Policy 6250 - Budget Management
IIID2.14 – NOCCCD Budget Allocation Model 2016 PowerPoint presentation
IIID2.19 – Emergencies Spreadsheet FY 2016
IIID2.20 – Cypress College Extended Day Budget split spreadsheet
IIID2.22 – NOCCCD Budget Documents web page
IIID2.23 – Budget Model Forum Flyer 2017
IIID2.24 – NOCCCD Board of Trustees Meeting Minutes, September 13, 2016

IIID3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Financial planning and budget development begins at the District level according to NOCCCD Board Policies 6200-Budget Preparation and 6250-Budget Management (IIID3.1a-BP 6200; IIID3.1b-BP 6250). A schedule referred to as a Budget Calendar is provided to the Board of Trustees by October 15th of each year. The schedule includes dates for presentation of the tentative budget, required public hearings, Board study sessions, and approval of the final budget. At the public hearings, interested persons may appear and address the Board, regarding the proposed budget or any item in the proposed budget (IIID3.1a-BP 6200).
The District follows a process laid out in the NOCCCD Budget Allocation Handbook (BAH) utilizing the aforementioned timeline in order to allocate funds to each of the budget centers (IIID3.2-BAH). Constituency groups are represented in both District planning and budgeting groups, District Consultation Council (DCC) and the Council on Budget and Facilities (CBF), as previously described (See Standard IIID2), and have the opportunity to participate directly in the budget planning and development process. In addition to making recommendations related to NOCCCD fiscal resources and facilities, CBF monitors NOCCCD’s fiscal solvency, reviews and revises budget assumptions, reviews and shares information on the state budget including capital outlay funds, and reviews the draft budget in its developmental stages. Members of CBF include administrative personnel, but most importantly, include full and part-time faculty representation, classified and confidential employee representation, as well as student representation (IIID3.2-BAH, p. 4). This helps to ensure constituent representation and participation in financial planning and budget development.

Once Cypress College receives those funds, it follows established guidelines and processes to develop its own institutional plans and budget with participation from all constituency groups through the shared governance process. The shared governance process at the campus begins with the Planning and Budget Committee (PBC) which serves as the primary recommending body to the President’s Advisory Cabinet (PAC) on general budget and planning issues. The purpose of PBC is to convey to PAC the views of the campus community on matters relevant to both budget and planning for the College. All actions of PBC are then communicated to its constituencies in the form of minutes which include full discussion, including the intent of PBC. Constituency groups include administrators, faculty, classified staff, and students (IIID3.3-PBC Guidelines).

PAC serves as the primary recommending body to the College President on the establishment of campus policies and procedures, and general college issues within the scope of PAC include its role as final advisory and planning body for the College President. PAC also includes administrators, faculty, classified staff, a Confidential representative, and students (IIID3.4-PAC guidelines). These two shared governance groups work together in the areas of financial planning and budget development on behalf of the College.

**Analysis and Evaluation**

**The College and District meet the Standard.** Cypress College and NOCCCD clearly define and follow established Board policies and campus guidelines and processes for financial planning and budget development. As members of the District (DCC and CBF) and College (PBC and PAC) decision-making groups, all constituencies have appropriate opportunities to participate in the development of institutional plans and budgets.

While meeting the Standard, both the College and District would benefit from increased participation in the budget decision-making processes. Constituency groups have representation on the major decision-making groups; however, their “participation” is often informative in nature as opposed to collaborative. In other words, decisions that have been made are presented to members of the committees as a fait accompli, with little opportunity to make changes or participate in the process. Both the District and College would benefit from increased
collaboration and solicitation of input from constituency groups as an intrinsic element of the decision-making processes used.

Evidence Sources

IIID3.1a – NOCCCD Board Policy 6200 - Budget Preparation  
IIID3.1b – NOCCCD Board Policy 6250 - Budget Management  
IIID3.2 – NOCCCD Budget Allocation Handbook 2013  
IIID3.3 – Cypress College Planning and Budget Committee Guidelines  
IIID3.4 – Cypress College President Advisory Cabinet Guidelines

IIID4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting This Standard

The NOCCCD and Cypress College engage in ongoing planning based on realistic expectations of resources. The District and College routinely monitor state budget developments in anticipation of potential changes. The NOCCCD Budget Allocation Handbook 2013 (BAH) (IIID4.1) contains a timeline and process for budget development which provides an overview of the steps undertaken to assess resource availability and budget development.

In January, the Board of Trustees reviews the Governor’s January Budget and affirms that the District Strategic Directions are the NOCCCD priorities for the coming fiscal year. The District Consultation Council (DCC) reviews the District-wide Strategic Plan and proposed allocations for the District Strategic Plan Fund. Budget Officers draft budget assumptions and forward them to the Council on Budget and Facilities (CBF). On a monthly cycle, budget assumptions are revised, as needed, based upon new information and updates. During the months of July and August, the Vice Chancellor of Finance & Facilities and District Director of Fiscal Affairs review state budget changes and incorporate those changes into the Proposed Budget assumptions (IIID4.1-BAH, p. 5).

Consistent with NOCCCD Board Policy 1001-District Mission, Vision & Values Statements (IIID4.2), NOCCCD has established funding priorities in a manner that helps the District achieve its mission and goals. Codified in the 2011 NOCCCD Comprehensive Master Plan (CMP) (IIID4.3), the District Strategic Directions are intended to serve as a guide for the District’s decision-making and use of resources for the next five years. These strategic directions focus on completion, the Achievement Gap, basic skills, planning and decision-making, and partnerships.

In order to maintain a realistic assessment of financial resources, the District engages in ongoing oversight. All funds designated as District Funds (e.g. General Fund, Capital Outlay, Bond, Self-Insurance, Retiree Benefits, Grants, and Financial Aid) are dually maintained within Banner and the Orange County Department of Education (OCDE). Additionally, the Board of Trustees
ratifies all contracts, personnel hiring, and purchase orders (IIID4.4a-BP 6330; IIID4.4b-BP
6340). Finally, the CCFS-311Q report is submitted to the Board of Trustees, as required, for
governing board review on a quarterly basis (IIID4.5a-BOT Meeting November 2016;
IIID4.5b-311Q Report).

The College receives tentative allocations for the coming fiscal year based on the Budget
Allocation Model (BAM) and builds a site-specific tentative budget. In June, the tentative
budget is presented to the Board of Trustees for approval. Budget Officers analyze year-end
results and incorporate these results into local planning processes. In September, a final budget
is presented to the Board of Trustees for approval. Discussions on these various topics are
communicated in Board meetings and captured in the minutes of various meetings such as the
College Planning and Budget Committee (PBC) and President’s Advisory Cabinet (PAC), as
well as in District meetings of DCC and CBF (IIID4.1-BAH, p. 5).

Cypress College’s institutional planning integrates the realistic expectation of financial resources
with the mission and goals of the Strategic Plan. The College has aligned its Strategic Directions
A, B, and C with the District’s stated directions above and has developed multiple goals to
address and achieve various outcomes contained in the stated directions (IIID4.6-Proposed
Budget 15/16, p. 38). Budgeting decisions regarding personnel, operations, and critical needs of
the College are intrinsically linked to the Strategic Directions. Other funding sources such as
One-Time Funding and the Strategic Plan/Institution Set Standards Fund are also directly linked
to planning. Direction committees prioritize the College’s One-Time Funding requests, thereby
aligning those budget allocations with strategic directions as well (IIID4.7-SP). In anticipation of
changes to funding, the College maintains healthy carryover funds each year. A significant
portion of the College’s carryover funds is used to address program needs, updating instructional
equipment, library collections, technology upgrades, and tutors (IIID4.6-Proposed Budget 15/16,
p. 56).

Approaches to generate revenue or reduce expenses locally are continually sought out. The
College has worked to develop partnerships with local civic and business groups to help generate
additional funding and fiscal resources. The College’s Foundation works with organizations
such as Forest Lawn, Toyota Corporation, Follett Corporation, and Union Bank to acquire
additional funds to help meet the instructional needs of students (IIID4.8-Forest Lawn letter).
The College works to develop additional financial resources by partnering with outside vendors.
The result of that effort is the Swap Meet which generates approximately $1.7 million per year
for discretionary use (IIID4.9-Swap Meet Audit). The Bookstore was also outsourced three years
ago and has increased sales by $1 million, resulting in commission to the College of nearly
$400,000 per year (IIID4.10-Follett Commissions). Additionally, the current contracts for Food
Services and vending now generate approximately $175,000 per year (IIID4.11-YBH
Commissions). The College also rents its unused instructional spaces to community groups and
has leased rooftop space to two cell service providers (IIID4.12a-Facilities Rental Agreement;
Analysis and Evaluation

The College and District meet the Standard. Cypress College institutional planning reflects a realistic assessment of financial resource availability. Available resources are reviewed with College and District committees in an inclusive, fiscally sound process of achieving funding goals with funding priorities centered on student learning. The College’s EMP and SP are used as the guide for resource allocation. The fiscally conservative practices of both the District and the College have insured financial stability even during times of economic downturn. Long-term implications are considered even for shorter term decisions. The District has no Certificates of Participation. The financial position is regularly evaluated and then reported via the CCFS-311Q Report.

The College works to develop financial resources and partnerships with outside groups including Forest Lawn, Toyota Corporation, Follett Corporation, Union Bank, and other outside vendors to fulfill expenditure requirements necessary to meet the needs of students.

Evidence Sources

IIID4.1 – NOCCCD Budget Allocation Handbook 2013  
IIID4.2 – NOCCCD Board Policy 1001 - District Mission, Vision & Values Statements  
IIID4.3 – NOCCCD Comprehensive Master Plan 2011  
IIID4.4a – NOCCCD Board Policy 6330 - Purchasing/Warehouse  
IIID4.4b – NOCCCD Board Policy 6340 - Bids and Contracts  
IIID4.5a – NOCCCD Board of Trustees Meeting Minutes, November 8, 2016  
IIID4.5b – California Community Colleges Chancellor’s Office Quarterly Financial Status Report, CCFS-311Q  
IIID4.7 – Cypress College Strategic Plan 2014 – 2017  
IIID4.8 – Forest Lawn Donation, Foundation letter  
IIID4.9 – Swap meet Audit Report  
IIID4.10 – Follett Commissions Statement 2016  
IIID4.11 – YBH Commissions Statement  
IIID4.12a – Cypress College Facilities Rental Agreement  
IIID4.12b – Cingular Cell Tower Rental Contract  
IIID4.12c – Verizon Cell Tower Rental Contract
IIID5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The NOCCCD and Cypress College work to ensure financial integrity in multiple ways. As discussed in the previous Standard (see IIID4), the NOCCCD Budget Allocation Handbook 2013 (BAH) outlines a timeline and process for budget development, which provides an overview of the steps undertaken to assess resource availability and budget development. By allocating equitably based on the resources available, the BAH is used as a control method of administering funds (IIID5.1-BAH). In addition, Board policies and procedures provide the appropriate control structures and mechanisms to ensure responsibility and integrity.

In the effort to implement effective internal controls, NOCCCD Board Policy BP 6300-Fiscal Management (IIID5.2), BP 6330-Purchasing and Warehouse (IIID5.3), and BP 6340-Contract Controls (IIID5.4) address the need to maintain internal controls in the administration of District financial resources and are consistent with Title V section 58311, Education Code section 84040 (IIID5.2-BP 6300). These policies encourage departments to develop internal procedures that delineate the need for separation of duties, regular reconciliation of financial transactions, and maintenance of adequate supporting documentation. The District provides control guidelines at various levels, as necessary, to ensure controlled completion of a project (IIID5.5-Memo on Inventory Count).

In order to be transparent regarding how the allocation of funds are made, the Vice-Chancellor of Finance and Facilities and the District Director of Fiscal Affairs make an annual presentation on the college campuses of the Budget Allocation Model (BAM) utilized (IIID5.6a-BAM PowerPoint; IIID5.6b-BAM Forum). In addition to this presentation, discussions at District Consultation Council (DCC) and Council on Budget and Facilities (CBF) meetings allow staff to participate and discuss optimal ways to improve the equitable allocation of resources (IIID5.7a-DCC Summary, April 2017; IIID5.7b-CBF Summary, April 2017).

To further enhance internal controls, the District employs its own internal auditor who conducts regular internal audits, provides advice to management on financial control issues, and, as necessary, functions in a consulting capacity by assisting others in developing control procedures. The internal auditor utilizes a risk-based audit assessment program (IIID5.8-Risk Based Audit Methodology) to prioritize audits. Every effort is being made to anticipate a control weakness before it becomes a problem.

Annually, the District also engages an external audit firm to conduct a comprehensive audit of its financial statements as required by NOCCCD Board Policy 6400-Financial Audits (IIID5.9). For 2016/17 the District has engaged the services of Vavrinek, Trine, Day & Company to perform the audit of the annual financial statements. Auditors conduct a thorough audit of all District financial activity, issue an opinion as to the accuracy of the financial statements, and
offer suggestions or findings on issues which may have been identified. Audited financial statements, compliance reports, and audit findings are promptly disseminated to the respective departments for their review and timely response (IIID5.10a-Audit Recommendations 2011; IIID5.10b-Cant email). The results are closely monitored for expedient action. After appropriate actions are taken by the College and/or District to ameliorate any issues identified, the result of the audit is presented formally to the Board of Trustees (IIID5.11-BOT Minutes, December 2016).

The annual financial audit is comprehensive, taking into account transactions at both the District and campuses as well as evaluating student information used for state funding. Any audit findings are directed first to the College and the appropriate institutional leadership, and a management response is requested within a reasonable time. When appropriate, subsequent collaboration between the College and District Fiscal Affairs on required changes are decided and implemented on a timely basis. In their last audit opinion, the auditors stated:

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities, and the aggregate remaining fund information of the District as of June 30, 2015, and the respective changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America (IIID5.12-Audit Report).

The annual external audit reports are posted on the District website and submitted annually to ACCJC as required (IIID5.13-District Audit web page).

In addition to the annual District audits, Cypress College employs campus internal control structures to ensure financial integrity and appropriate financial management practices. The College utilizes three primary control mechanisms, Separation of Duties, Multiple Approvals, and Staff Rotation, to promote efficacy and integrity of financial practices.

First, the College utilizes a separation of duties structure that works to prevent opportunities for mismanagement or misappropriation. All College financial processes involve multiple employees who have different responsibilities and duties. This organizational structure serves to minimize the opportunity for a single person to complete an entire transaction independently. Further, the separation of duties decreases the chance of a single employee committing fraud (IIID5.14-separation of duties evidence).

Another control mechanism used to ensure fiscal integrity is the multiple approvals necessary to make financial decisions. Major financial expenditures require several layers of approvals before resources can be allocated. Required approvals vary based on the type of request made (IIID5.15-Sample approval queue). For example, requests made for amounts in excess of $10,000 require additional approvals; those requests made after depletion of initial funding also require separate approvals. All computer related requests are subject to review and approval by College Academic Computing and District Information Services (IIID5.16-One-Time Funding Template).
Finally, Cypress College ensures ongoing fiscal integrity through the rotation of staff in key areas. Staff member assignments are rotated on a regular basis in areas such as the vault and bank reconciliations to prevent the opportunity for inappropriate action (IIID5.17-Do email).

The VP of Administrative Services is responsible for the oversight of all College fiscal affairs and the timely dissemination of dependable information that may impact financial decisions of campus departments. The VP monitors the budgets and expenditures of all departments, which includes the key areas of Maintenance and Operations, Campus Safety, Utilities, Extended Day, and more. The VP alerts departments to budget insufficiencies or changes in funding in time for departments to make appropriate adjustments. In addition, the VP monitors the changes in State and District budget assumptions and communicates these to the President’s Advisory Cabinet (PAC) and Planning and Budget Committee (PBC) in order to make informed decisions (IIID5.18-PBC Minutes, May 2016).

In addition to the ongoing monitoring discussed above, the College also regularly evaluates financial management practices to identify potential problems or issues and uses the results of those assessments to improve control systems. For example, in 2014 the College evaluated the parking permit practices utilized by the Campus Safety Department and concluded that the cash handling process was problematic. In addition, the distribution of parking permits was time-consuming and inefficient. The College researched alternatives and in 2016/17 switched to an on-line license plate recognition system that eliminated the cash collected at permit kiosks and through registration streamlined the ticketing process to more efficiently use the time of Admissions and Records and safety officers (IIID5.19-Parking Management System).

The College also engages in ongoing evaluations of key area department budgets to ascertain the efficacy of the financial management practices used. Evaluations are designed to monitor the ongoing spending rates of departments to assess whether the spending is efficient. Year End reviews are conducted to evaluate revenue collected, spending patterns, and overages and to identify problems and improvements to be made (IIID5.20-Gaytan email).

**Analysis and Evaluation**

**The College and District meet the Standard.** NOCCCD and Cypress College work to ensure the financial integrity of the District and College. Through District Board policies and procedures as well as College fiscal practices, both institutions engage in responsible use of financial resources. The internal and external annual Districts audits support and monitor internal control structures to confirm that appropriate financial oversight occurs. To augment the annual financial audit, the District Internal Auditor conducts regular audits based on the risk-based Audit Assessment to ensure that day-to-day District operations are performed efficiently. In addition, the College control mechanisms, Separation of Duties, Multiple Approvals, and Staff Rotation have been effective in promoting appropriate fiscal management.

The District and College widely disseminate dependable and timely information for sound financial decision-making at Chancellor’s Staff and CBF (District), PAC and PBC (College) meetings, as well as posting audit reports on the District website. The District and College engage in regular evaluation of financial management practices, through the regular review
process of Board policies and procedures, response to audit findings, and the review of campus practices. The results are used to improve internal control systems where needed.

Evidence Sources

IIID5.1 – NOCCCD Budget Allocation Handbook 2013
IIID5.2 – NOCCCD Board Policy 6300 - Fiscal Management
IIID5.3 – NOCCCD Board Policy 6330 - Purchasing and Warehouse
IIID5.4 – NOCCCD Board Policy 6340 – Bids and Contracts
IIID5.5 – Memo on Preparing for the Annual Inventory Count
IIID5.6a – Budget Allocation Model PowerPoint
IIID5.6b – Budget Model Forum Flyer 2017
IIID5.7a – NOCCCD District Consultation Council Summary, April 24, 2017
IIID5.7b – NOCCCD Council on Budget and Facilities Summary, April 10, 2017
IIID5.8 – Risk Based Audit Assessment Methodology
IIID5.9 – NOCCCD Board Policy 6400 - Financial Audit
IIID5.10a – NOCCCD Audit Findings June 30, 2011
IIID5.10b – Karen Cant, Vice President, Administrative Services, Audit Response email
IIID5.11 – NOCCCD Board of Trustees Meeting Minutes, December 13, 2016
IIID5.13 – District Audit web page
IIID5.14 – Karen Cant, Vice President, Administrative Services, Separation of Duties email
IIID5.15 – Sample Approval queue
IIID5.16 – One-Time Funding Template 2016 – 2017
IIID5.17 – Dao Do, Manager, Campus Accounting, Vault Position Rotation email
IIID5.18 – Planning and Budget Committee Minutes, May 19, 2016
IIID5.19 – Parking Management System
IIID5.20 – Vivian Gaytan, Interim Manager, Campus Accounting, Account Review email

IIID6. Financial documents, including the budget have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Cypress College and NOCCCD work to ensure that financial documents are credible and accurately reflect the allocation of resources to support student learning. The Banner Financial Module (Banner) is the primary tool the District and College use to track financial transactions. Through the Banner system, appropriate staff members have access and engage in ongoing oversight of financial documents and transactions including budget allocations, revenues, transfers, payroll postings, budget expenditures, and expenditure transfers (IIID6.1-Approval
Queue). In this manner, District and College employees work together to maintain the integrity and accuracy of financial records.

As discussed previously (see Standard IID1), NOCCCD has established multiple Board policies and procedures to govern financial decisions and processes. The District employs numerous financial professionals, including three Certified Public Accountants (IID6.2-CPA List), who work to ensure fiscal responsibility. These experienced professionals in the District and College Finance Offices constantly review the detailed financial information in Banner and work with all internal and external auditors to rectify any deficiencies that may occur so that information is not only credible and accurate but reflects appropriate allocations to student learning and program services (IID6.3-Cant email).

The District allocates all available funds and publishes budget documents which are approved by the Board of Trustees. The Tentative Budget is approved in June, and the Annual Proposed Budget is approved in September (IID6.4a-BOT Minutes, June, 2016; IID6.4b-BOT Minutes, Sept 2016). In addition, budget documents are revised as additional funds (grants and categorical programs) are received (IID6.5-BOT Minutes, December 2016). Every year during the budget development process, a Budget to Actual Expense comparison report is prepared, which illustrates the differences between budgeted amounts and actual expenditures by major account code (IID6.6-Budget evidence). The District presents budget information throughout the budget development process at monthly Council on Budget and Facility (CBF) meetings in which all constituents have representation (IID6.7-CBF Summary, May 2014).

Annual audit findings are shared with CBF and the Board of Trustees during their meetings (IID6.8-CBF Summary, December 2016; IID6.5-BOT Minutes, December 2016). Annual Audits are posted on the District website as well (IID6.9-Audit web page).

The Council on Budget and Facilities (CBF) was created after the previous accreditation visit. This entity reviews the allocation of funds for budget purposes and reviews how the District divides resources to the various campus sites. Each year CBF reviews proposed budget assumptions in consideration of known and estimated changes, including growth funding, the full-time faculty obligation, and COLA. Later budget assumptions are adjusted after the State budget is finalized each year (IID6.10-CBF Summary, February 2017). After the close of the prior year budget, carryover funds are reconciled and added to the ongoing proposed budget allocation. The NOCCCD budget is finalized in September with the approval of the Board of Trustees (IID6.4b-BOT Minutes, September 2016). The budget allocations, including carryover funds, are summarized in the Annual Proposed Budget and Financial Report (IID6.11-Annual Proposed Budget Report 16/17).

Analysis and Evaluation

The College and District meet the Standard. Cypress College and NOCCCD make certain that financial documents, including the budget and audits, have a high degree of credibility and accuracy. This is done through the Banner Finance Module which manages all financial transactions for the College and the District along with oversight by multiple, experienced financial personnel who monitor Banner on an ongoing basis. In addition, internal audits conducted in response to ad hoc issues, in conjunction with regular external audits, serve to
confirm the accuracy and credibility of financial documents. In the past five years, there have been no major District findings in the annual external audit reports (IIID6.12a-e-Audit Reports).

While meeting the Standard, the end of the year carryover data is somewhat misleading. College carryover funds are budgeted in the ongoing supplies and/or equipment lines, which inflate those budget line items. Early each fall, allocation decisions are made, and the carryover funds are redistributed to areas of need. For the last several years, carryover funds have been used primarily to meet FTES targets not met by the Extended Day Funding Model allocation. While the budget accurately represents the carryover funds remaining each year, the placement of those funds in supplies/equipment while allocation decisions are made does not accurately represent monies available for those needs.

Evidence Sources

IIID6.1 – Banner Approval Queue screenshot
IIID6.2 – NOCCCD CPA employee list
IIID6.3 – Karen Cant, Vice President, Administrative Services, Fiscal Staff review email
IIID6.4a – NOCCCD Board of Trustees Meeting Minutes, June 28, 2016
IIID6.4b – NOCCCD Board of Trustees Meeting Minutes, September 16, 2016
IIID6.5 – NOCCCD Board of Trustees Meeting Minutes, December 13, 2016
IIID6.6 – California Community Colleges Chancellor’s Office Quarterly Financial Status Report, CCFS-311Q
IIID6.7 – NOCCCD Council on Budget and Facilities Summary, May 12, 2014
IIID6.8 – NOCCCD Council on Budget and Facilities Summary, December 12, 2016
IIID6.9 – NOCCCD Audit web page
IIID6.10 – NOCCCD Council on Budget and Facilities Summary, February 13, 2017

IIID7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting This Standard

The District’s and the College’s fiscal management is handled conservatively, transparently, and prudently. The financial audit requirement is mandated by NOCCCD Board Policy BP 6400-Financial Audits (IIID7.1) in compliance with the requirement under Title V. Currently, the District has engaged the services of Vavrinek, Trine, Day & Co., LLP as external auditors (IIID7.2-2016 Audit). Their audit scope is comprehensive in accordance with Government
Auditing Standards in considering the District’s internal control over financial reporting and compliance. Part of their responsibility is to express opinion on the quality of the financial statements based on reasonable assurance that financial statements are free from material misstatements (IIID7.2-2016 Audit, p. 2).

At the District level, audit reports and findings are discussed at the Council of Budget and Facilities (CBF) (IIID7.3-CBF Summary, December 2016) and the bi-monthly Budget Officers meeting (IIID7.4-Budget Officers Agenda). At the College, when the external auditors contact District fiscal affairs about tentative findings or if something needs clarification, they are referred to the campus Vice President of Administrative Services who, in turn, speaks with the appropriate departments, divisions, and/or offices. Audit Findings are a campus priority and are handled expeditiously and in a timely manner (IIID7.5-Cant email).

The District is committed to transparency in all financial transactions. Audit reports, especially audit findings, are not taken lightly. The Budget Officers keep a close watch on all audit issues, and any concerns are directed to the proper channels for early resolution. The Budget Officers Committee consists of the Vice-Chancellor, Finance & Facilities; District Director, Fiscal Affairs; District Manager, Fiscal Affairs, Vice-Presidents of Administrative Services at Cypress and Fullerton Colleges; campus Bursars; and the Manager, Administrative Services, North Orange Continuing Education. These are the individuals tasked with the management of financial transactions at the District and the campuses (IIID7.6-DRM, p.21).

Over the past six years, the District received clean audit reports that had no material weaknesses or significant deficiencies, and no audit adjustment required. There were minor issues that were identified and resolved on a timely basis to the satisfaction of the external auditors. The following are the financial audit results over the past six years.
<table>
<thead>
<tr>
<th>Year</th>
<th>Financial Statements</th>
<th>Internal Controls</th>
<th>Federal Findings</th>
<th>State Award Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2010-11</td>
<td>Unmodified</td>
<td>No material weakness/significant deficiencies/noncompliance with financials</td>
<td>Return of Title IV Funds - Cypress College - Return of Title IV funds are required to be deposited or transferred into the SFA account or electronic fund transfers initiated to the Department of Education or the appropriate lender as soon as possible, but no later than 45 days after the date the institution determines that the student withdrew. A policy has been developed and Title IV funds are tracked and returned with the prescribed time period (IIID7.7-2011 Audit, p. 71-72).</td>
<td>None (IIID7.7-2011 Audit)</td>
</tr>
<tr>
<td>FY 2011-12</td>
<td>Unmodified</td>
<td>No material weakness/significant deficiencies/noncompliance with financials</td>
<td>None (IIID7.8-2012 Audit, p. 73)</td>
<td>None (IIID7.8-2012 Audit, p. 73)</td>
</tr>
<tr>
<td>FY 2012-13</td>
<td>Unmodified</td>
<td>No material weakness/significant deficiencies/noncompliance with financials</td>
<td>None (IIID7.9-2013 Audit, p.76)</td>
<td>None (IIID7.9-2013 Audit, p. 76)</td>
</tr>
<tr>
<td>FY 2013-14</td>
<td>Unmodified</td>
<td>No material weakness/significant deficiencies/noncompliance with financials</td>
<td>None (IIID7.10-2014 Audit, p. 75)</td>
<td>None (IIID7.10-2014 Audit, p. 75)</td>
</tr>
<tr>
<td>FY 2014-15</td>
<td>Unmodified</td>
<td>No material weakness/significant deficiencies/noncompliance with financials</td>
<td>None (IIID7.11-2015 Audit, p.87)</td>
<td>Section 425 Residency Determination for Credit Courses – The Veterans Access, Choice and Accountability Act of 2014 (VACA Act) allows for reduced requirements for veterans to receive State residence status after separation from the military. The Act is effective for terms beginning after July 1, 2015. Personnel at the college campus voted to implement the VACA Act beginning in the spring of 2015 term, prior to the effective date. There were no questions on cost associated with this finding. The District corrected the reporting error on the Apportionment Attendance Report (CCFS-320) for the re-calculation period with an 8.56 reduction in credit FTES (IIID7.11-2015 Audit, p. 90-91). Corrective action of this finding was implemented in FY 2015-16.</td>
</tr>
<tr>
<td>FY 2015-16</td>
<td>Unmodified</td>
<td>No material weakness/significant deficiencies/noncompliance with financials</td>
<td>None (IIID7.2-2016 Audit, p. 92)</td>
<td>None (IIID7.2-2016 Audit, p. 92)</td>
</tr>
</tbody>
</table>
It is the practice of the District Fiscal Affairs to remedy any audit issues, exceptions, or management advice on a timely basis. These exceptions are sent out to the respective divisions of the District or campus and are given a specified amount of time to respond. The District communicates the annual audit reports regularly through presentation to the Board of Trustees (IIID7.12-BOT Minutes) and to the public by posting them on the District web page (IIID7.13-District Audit web page).

Cypress College responds to audit findings in a timely manner. In the 2011 annual audit there was one finding for Cypress College regarding Return to Title IV (IIID7.7-2011 Audit). It was noted that in some instances the College’s portion of the Return to Title IV funds was not returned within the 45-day requirement. While the funds were returned, it was not within the 45-day requirement. Due to staff turnover within the Cypress College Financial Aid Office, there was a lack of oversight to ensure that transmittal of funds to the Department of Education occurred within the 45-day requirement. A procedural change was implemented to require a monthly review of calculations and submittals that will prevent this finding from recurring in the future (IIID7.7-2011 Audit, p. 72).

In the 2015 annual audit there was one finding for Cypress College regarding Residency Determination for one Veteran student who claimed California residency, and no documentation was available to prove residency (IIID7.11- 2015 Audit, p. 90). The VACA Act allows for reduced requirements for veterans to receive State residence status effective July 1, 2015. Personnel at the college campuses implemented the VACA Act in Spring 2015, which was prior to the effective date. The CCFS-320 report was corrected to accurately reflect the correct resident FTES (IIID7.11-2015 Audit, p. 91).

**Analysis and Evaluation**

**The College and District meet the Standard.** NOCCCD and Cypress College respond to external audit findings in a comprehensive and timely way. The audit results and findings are communicated to the appropriate District (DCC and CBF) and College (PAC and PBC) constituency groups in their regular meetings. In addition, the results are emailed to the staff and posted on the District website in a timely manner. In the last six years there have been three audit findings identified for Cypress College, and appropriate resolutions have been made. One finding took more than one fiscal year to correct, but all corrections are up-to-date.

The financial audit is the vehicle that validates how the District manages its finances in accordance with prescribed accounting methods and government regulations. Continued government funding largely depends on proper management of those funds. It is important to demonstrate the propensity to maintain control of funds that is best reflected in a clean audit report.

**Evidence Sources**

IIID7.1 – NOCCCD Board Policy 6400 - Financial Audits  
IIID7.3 – NOCCCD Council on Budget and Facilities Summary, December 12, 2016
IIID7.4 – NOCCCD Budget Officers Meeting, March 8, 2016
IIID7.5 – Karen Cant, VP Administrative Services, Audit Findings/Response email
IIID7.7 – NOCCCD Annual Financial Report - Final Audit, June 30, 2011
IIID7.12 – NOCCCD Board of Trustees Meeting Minutes, December 13, 2016
IIID7.13 – NOCCCD Audit Reports web page

IIID8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

**Evidence of Meeting the Standard**

There are various methods employed by the District and College to validate financial and internal controls. The first of these is the annual financial audit conducted by an outsourced external audit firm as required by *NOCCCD Board Policy BP 6400-Financial Audits* (IIID8.1) and presented by the auditors to the Board of Trustees (IIID8.2-BOT Minutes, December 2016). The focus of the audit is to validate the annual financial statements for accuracy, consistency, effectiveness of the operations and assessment of internal controls, governed by prescribed rules of government auditing standards (IIID8.3-Auditor Responsibility). Any finding is noted in the audit report and the status verified in the subsequent year (IIID8.4a-2016 Audit Report). The respective budget officer is tasked to ensure that any finding is resolved quickly. The District has had only two audit findings in the past five years; both were immediately resolved (IIID8.4 a-e - Audit Reports).

In addition to the task performed by external auditors, the District Internal Audit Department (reporting to the Vice-Chancellor of Finance & Facilities) conducts regular audits of District and campus departments. Internal Audits go into operational detail beyond the scope of the annual financial audit and includes an evaluation of the department’s internal controls in an effort to identify potential risk for fraud and recommend remedial solutions, as necessary. These audits are scheduled based on a risk-based audit assessment program to ensure that high-risk areas are quickly audited and problems resolved (IIID8.5-Risk Assess. Method.). Any findings are forwarded to the respective departmental head for immediate action. These are followed up by the respective District or campus budget officer to ensure compliance. For example, in 2016 when irregularities in the Admissions and Records office were suspected, the VP of Administrative Services requested an audit be conducted by the District internal auditor. When the audit report was completed the recommended procedural changes were implemented to mitigate the risk identified (IIID8.6-Cant Audit email)
The next line of controls comes from the users themselves. For example, District Fiscal Affairs monitors the financial systems daily to determine that the modules are consistent with one another. Any concern is immediately brought to the attention of District Information Services management for resolution. Other departments conduct ongoing reviews and raise issues for resolution as these are identified. In addition, users attend various conferences and meetings and learn new concepts that may enhance their work or cure deficiencies within their current work process (IIID8.7-Staff Development Training). These issues are brought to the attention of the departmental manager for evaluation and resolution. As necessary, the respective budget officer may be involved in any control issues.

The fourth area of review requires that all District Departments reporting to the Chancellor conduct an annual Administrative Review of their operations, evaluating efficiency and effectiveness of their systems and processes (IIID8.8-Administrative Review). This includes identifying control procedures that describe their business activities and responsibilities of employees within their organization. Recommendations made in the “Improvements” section of the review are evaluated in the subsequent year to determine if remedial recommendations were implemented. This annual review, performed by internal staff familiar with their processes, is designed to flush out deficiencies in operations. Some departments engage outside firms to evaluate controls in addition to extensive review of their systems, as in the case of District Information Services (IIID8.9-Ludford email). The result of these reviews are reviewed by departmental management with their staff and forwarded to the Chancellor for evaluation and action. Financial and internal controls are matters discussed at the bi-monthly Budget Officers meetings (IIID8.10-Budget Off. Meeting agenda), with the Internal Auditor participating as necessary.

Since the audit is one of the primary evaluations of the District and College internal controls systems, the District engages in a regular comprehensive review of the potential external auditing firms to be considered before awarding contracts. A thorough review of firm and auditor experience, training, and competence is conducted to assess the auditing firm’s effectiveness and validity. In 2016, the District reviewed six competing audit firms before selecting Vavrinek, Trine, Day and Company (IIID8.11-BOT Minutes, April 2016). Auditing firms are selected based on positive review, and the District uses the review process to ensure ongoing improvement of auditing services rendered.

At the College, the effectiveness of internal control systems is a part of the annual Manager Evaluation. Each year, the VP of Administrative Services evaluates the performance of managers in key areas that include financial managers in the Bursar’s Office, the Business Office, and more. All managers, including those reporting to the Executive Vice-President and President, identify goals and are evaluated in terms of progress made towards the goals set. Efficiency and validity of their control systems and ongoing improvement of those systems as well as staff members supervised are intrinsic elements of the evaluation process. Managers are expected to recognized problem areas and offer solutions to improve services and processes. For example, when the VP of Administrative Services saw that the College water bills were escalating at an unsustainable rate she sought funding to hire a consultant to evaluate the water use on campus and make recommendations for conservation. The results of that evaluation ultimately led to 1) an agreement with the City of Cypress to discontinue charging the College a sewage fee for irrigation water that never went into the City of Cypress sewers (IIID8.12-BOT
Minutes, August 2016), and 2) installation of new water controls and meters to reduce the amount of water used for irrigation and timing which was better sequenced with when the College was closed. These actions, while taking two years to fully implement, reduced the College water bills by nearly $250,000 per year (IID8.13-Water Expenditures).

**Analysis and Evaluation**

**The College and District meet the Standard.** NOCCCD and Cypress College’s financial and internal control systems are evaluated and assessed for validity and effectiveness. Audits, reviews, and written procedures are the tools that ensure continuity and validate the integrity of financial statements as reflected in the audit reports. Internal control systems are reviewed regularly through annual Manager Evaluations and scheduled external audits. The results of the assessments are used for improvement as potential problems are brought to management’s attention as soon as possible. The District emphasizes that internal control deficiencies should be taken seriously, and any request for response are given a high priority. Further, the District engages in thorough review and vetting of auditors to ensure the most effective and valid evaluations are conducted.

**Evidence Sources**

IID8.1 – NOCCCD Board Policy BP 6400 - Financial Audit
IID8.2 – NOCCCD Board of Trustees Meeting Minutes, December 13, 2016
IID8.3 – External Auditors Responsibility
IID8.4c – NOCCCD Annual Financial Report - Final Audit, June 30, 2014
IID8.5 – Risk-based Audit Methodology
IID8.6 – Karen Cant, Vice President, Administrative Services, Audit email
IID8.7 – NOCCCD Sponsored Trainings for Staff Development
IID8.8 – NOCCCD Administrative Review, Finance and Facilities 2017
IID8.9 – Deborah Ludford, District Director, Information Services, External Review email
IID8.10 – NOCCCD Budget Officers Meeting Agendas, October 12, 2015 and March 8, 2016
IID8.11 – NOCCCD Board of Trustees Meeting Minutes, April 12, 2016
IID8.12 – NOCCCD Board of Trustees Meeting Minutes, August 23, 2016
IID8.13 – Summary of Water Expenditures 2014 – 2017
IIID9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District maintains sufficient cash reserves to meet all of its financial obligations, including emergency needs. The June 30, 2016 report from the county treasury showed a total cash deposit of $331.6 million, almost all of which is available to meet the District’s operational cash requirements (IIID9.1-GL220, p. 13). The monthly General Fund payroll for the District averages about $17.1 million (IIID9.2-Av. Monthly Payroll 2015/16).

The District builds and maintains sufficient balances in various funds to ensure that future cash needs will be met. The District recognizes obligations and liabilities as they are promised or incurred and accounts for them appropriately. As per NOCCCD Board Policy 6250-Budget Management (IIID9.3), the District is required to maintain at least a 5% reserve. At the end of Fiscal 2016, the District held approximately $47.1 million in the combined General Fund reserve or about 23.3% of expenditures (IIID9.4-CCFS 311Q). Of the $47.1 million identified $15.9 million can be attributed to sites’ carryover funds. The $15,940,860 was derived from site specific revenue or budget conservation during prior years. It has been the practice for many years to use these funds to backfill for budget reductions, to purchase instructional equipment, to help pay for tutorial services, to maintain computer replacement plans, to address facility repairs, and to support professional development. Cypress College’s share of the carryover was $5,833,148 (IIID9.5-Proposed Budget & Financial Report 2015 – 2016, p. 18, 56). Additionally, in 2016, the District held about $152.9 million in other funds for retiree health benefits amounting to $70.5 million, self-insurance $26.9 million and capital projects for $55.5 million (IIID9.1-GL220).

The District takes a deliberate and methodical approach to ensuring sufficient resources are available to meet operational and emergent needs. Over the past six years, the District’s ending fund balance has averaged $44,395,448 or 27.1% of expenditures (IIID9.4-CCFS 311Q). The following reflect the cash balance at the end of each fiscal year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cash Balance at Year-end</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2015-16</td>
<td>$64,186,411</td>
</tr>
<tr>
<td>FY 2014-15</td>
<td>$62,609,078</td>
</tr>
<tr>
<td>FY 2013-14</td>
<td>$41,780,041</td>
</tr>
<tr>
<td>FY 2012-13</td>
<td>$37,112,295</td>
</tr>
<tr>
<td>FY 2011-12</td>
<td>$30,778,549</td>
</tr>
<tr>
<td>FY 2010-11</td>
<td>$37,139,145</td>
</tr>
</tbody>
</table>

(AIIID9.4-CCFS 311Q Budget reports)

A detailed Proposed Budget / Financial Report (IIID9.5-Proposed Budget) is published each year that specifies not only the allocation of financial resources for spending but also the designation of other funds to be used in future fiscal periods. The District has sufficient resources to ensure financial solvency because of the controls over spending in relation to resources and the recognition of long-term liabilities.
The most significant long-term liability for the District is the participation in CalPERS and CalSTRS retirement systems. Each year, the District fully funds its liability in each of these systems (IIID9.6-BOT Minutes, May 2016, p. 196-197). In FY2015 – 2016, the State increased the Base Allocation to Districts with the implicit direction that this increase in funding was intended to cover future PERS and STRS rate increases. A clear indication of the District’s commitment to future financial stability is the designation of all of the recent Base Augmentation funding for STRS and PERS rate increases over the next several years (IIID9.7-CalPERS/STRS Multi-Year). By designating the entire augmentation, the District should have sufficient resources to cover the anticipated increases through FY2025.

While the District has been setting funds aside for more than a decade for retiree health benefits and has accumulated over $70 million in this fund, in FY2015 – 2016, the District set up a GASB-compliant OPEB irrevocable trust to fund retiree health benefits and established a Retirement Board of Authority to oversee the investments in the trust (IIID9.8-BOT Agenda Item, February 2016). A MOU was negotiated in June 2016 with the labor groups to move the $70 million in retiree health benefits into the irrevocable trust (IIID9.9-MOU). While this transfer of funds into the irrevocable trust should greatly reduce the annual required contribution in the future, the District has been meeting the Annual Required Contribution (ARC) for the past few years (IIID9.10-Annual Audit, p. 48).

The District recognizes obligations as they are developed. For instance, the District utilizes the position control module in Banner to accurately reflect the cost of salaries and benefits which make up the vast majority of the operational expenditures (IIID9.11-Banner Position Control Report). Multi-year labor agreements also help stabilize operational cash requirements and lead to greater fiscal stability.

The District through its Risk Management Division ensures that there is adequate insurance coverage for property, liability, cyber, student insurance, and Workers Compensation. The District has added two additional policies through the School’s Excess Liability Fund (SELF) that provides up to $55 million for liability coverage (IIID9.12-ASCIP Declarations). Risk Management actively transfers risk to contracting parties whenever possible, participates in insurance service consortiums, conducts safety trainings, and provides safety inspections, all designed to provide integrity and ensure financial stability of the organization.

Cypress College maintains a budgeted Campus Contingency Fund of $750,000, which is used to address unanticipated emergencies or time sensitive opportunities which do not have another source of funding. The Campus Contingency Fund is established each year from carryover funds and the distribution is shared via PowerPoint at Opening Day, published in the Annual NOCCCD Proposed Budget, is shared with the Planning & Budget Committee. (IIID9.13a-Carryover Allocation PowerPoint; IIID9.13b-Cant email).

**Analysis and Evaluation**

**The District and College meet the standard.** NOCCCD has sufficient cash flow to maintain stable operations of the District and College. In addition, the District and College maintain support strategies in the form of reserves for appropriate risk management and contingency plans to meet financial emergencies and unforeseen occurrences. The District also ensures that
adequate insurance coverage for property, liability, cyber, student Insurance, and Workers Compensation is in place.

The District has engaged in fiscally conservative practices to ensure long term financial stability. Even during the recent State budget crisis when significant amounts of cash for budget allocation were being deferred to future years, NOCCCD did not have to borrow funds to maintain cash flow.

Evidence Sources

IIID9.3 – NOCCCD Board Policy 6250 - Budget Management
IIID9.4 – California Community Colleges Chancellor’s Office Quarterly Financial Status Report, CCFS-311Q
IIID9.5 – NOCCCD Proposed Budget and Financial Report 2015-16
IIID9.6 – NOCCCD Board of Trustees Meeting Minutes, May 10, 2016
IIID9.7 – CalPERS/CalSTRS Multi-year spreadsheet
IIID9.8 – NOCCCD Board of Trustees Meeting Agenda Item, February 23, 2016
IIID9.9 – Memorandum of Understanding Between the NOCCCD, CSEA Chapter #167 and United Faculty/CCA/CTA/NEA
IIID9.11 – Banner Position Control Module Report
IIID9.12 – Alliance for Schools for Cooperative Insurance Programs (ASCIIP) Property and Liability Program Declarations
IIID9.13a – Allocation of Carryover Funds PowerPoint slide 2015 – 2016
IIID9.13b – Karen Cant, Vice President, Administrative Services, Carryover Allocation email

IIID10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The NOCCCD Fiscal Affairs Division is tasked with overseeing, controlling, and reconciling the finances of the District as mandated by NOCCCD Board Policy and Administrative Procedure 6300-Fiscal Management (IIID10.1a-BP 6300; IIID10.1b-AP 6300). While there is an array of finances flowing into the District, the vast majority of funding is received from the State of California under the apportionment process where funds are received based on the Full Time Equivalent Students (FTES) calculation (IIID10.2-FTES Apportionment). This process is carefully monitored, justified to the State, and subject to eventual audit. Funds are transmitted by the State to the Orange County Department of Education Treasurer’s Office where District funds
are maintained. The fund account is charged when checks are issued to settle District financial obligations (IIID10.3-Check Issue Process).

Justification for the propriety of allocating District financial resources is determined by management oversight that includes review by the Council on Budget and Facilities (CBF), District Consultation Council (DCC), and the Budget Officers. Scrutiny includes verification of financial resources based on the Budget Allocation Handbook (BAH). In these meetings, financial utilization is discussed to validate the effectiveness of expenditures (IIID10.4a-CBF Summary, February 2017; IIID10.4b-DCC Summary, April 2017). CBF makes recommendations regarding policies, planning, and the allocation of resources. CBF reviews and revises the annual budget assumptions and serves as a forum for discussions on fiscal issues (IIID10.5-DRM, p. 16). This process is followed by justification of expenditures to the Board of Trustees with special focus on how the resources are adequately used to maximize its use to benefit students (IIID10.6-BOT Minutes, September 2015). District Fiscal Services is tasked with reconciling of expenditures against the budget and grant requirements.

Recently the District hired its first full-time internal auditor who has developed a risk based audit plan (IIID10.7-Risk Based Methodology) to assist administration in oversight of critical areas of operation in the District. In addition to the internal audit function, an annual external audit is performed which includes review of financial aid, grants, and the foundation (IIID10.8-2016 Audit).

At the College, effective oversight of finances relies on procedures such as monitoring of major budgets for projected deficits, monthly reviews of auxiliary financial statements and of financial updates for grants budgets, internal auditing throughout the year, and the District annual external audit. There is a consistent layering of review and approval levels between the College and District. Purchase requisitions route electronically from the originator through appropriate management channels reaching the District Director of Purchasing for final approval. Routing does not proceed without the review and electronic signature of staff at specific levels.

#CYProud

Now that Kimberly Worr is a 2017 graduate of the Mortuary Science program, she’s looking to become a funeral director and embalmer. To her faculty, it is already clear that she has proven her worth — even among a long list of distinguished program alumni.

Worr is a top-15 scholarship recipient from Service Corporation International, the largest funeral service provider in the country, and the first Cypress College student to receive the scholarship. The company flew Worr to Houston for the ceremony and two days of mentoring.

“I remember the first day of orientation, I was looking at the class load and thinking, ‘I can't do this.’ It hit me hard when I realized that I was my biggest obstacle. Since then, I have gained more confidence in myself. I work hard, but I also owe my success to the amazing support system I have here.”

Kimberly Worr
Class of 2017
Mortuary Science Graduate
checkpoints (IIID10.9-Sample Approval queue). Any reallocations between major expenditures are approved by the Board (IIID10.10-BOT Minutes, May 2015). Financial information is easily accessible with the College’s Banner enterprise business system so that individuals are able to monitor their own budget unit's allocations and financial transactions (IIID10.11-Health Center Banner screenshot).

Financial Aid is made available to defray a portion of the cost of student’s education (e.g. Pell grants). Applications for financial aid are handled by each campus. The reconciliation of student financial aid is conducted by District Fiscal Affairs after receiving information processed by the campus. Subsequently, funds are requested from the Department of Education and paid to an outside company “Higher One” tasked with disbursing the funds to students. Title IV programs are Federal Student Aid and Student Loan programs authorized under the Higher Education Act of 1965. These are controlled by the campus Financial Aid Offices (FAO) that have procedures consistent with Federal regulations (IIID10.12-FAO Policies and Procedures).

**NOCCCD Board Policy** and **Administrative Procedure 3280-Grants** describes how grants are processed (IIID10.13a BP 3280; IIID10.13b-AP 3280). Program-based grants come from various sources, mostly government, for the purpose of enhancing school operations, and research and instructional activities. Applications for grants are normally initiated from the campuses, and upon approval, expenses incurred are verified by District Fiscal Affairs and reported monthly or quarterly in accordance with the directive of the grant (IIID10.14a-HS Monthly report; IIID10.14b –Second Quarter report). All expenditures for grants are properly documented for future audit (IIID10.15-BDPP Quarterly Report).

At the campus level, grants are managed by the Grant Administrator and/or designee. The designee is normally the person(s) appointed as a professional expert or faculty on reassigned time to manage the daily outcomes of the grant. All expenses are represented by a Banner requisition and purchase order, following approvals that originate at the division/department level and proceed up the ladder, including the Executive Vice President (EVP), Vice President (VP), President, District Purchasing and others, before the expenditure is made (IIID10.16a-Board Agenda item, November 2016; IIID10.16b-Budget detail; IIID10.16c-Budget Resolution November 2016).

For grants, the campus Grants Administrator reviews and approves individual hiring and purchase requests for compliance with the applicable grant workplan, before the requisition is advanced for further approvals (IIID10.17-Email Approval). Expenditures are approved per **NOCCCD Board Policy** and **Administrative Procedure 6150-Designation of Authorized Signatures**, which identifies positions at the District and the College authorized to approve certain transactions, and the limits of that authority for those same positions (IIID10.18a-BP 6150; IIID10.18b -AP 6150).

Each grant is subject to the oversight and management of the grantor agency (State of California, California Community College Chancellor’s Office-CCCCO, U.S. Department of Energy, U.S. Department of Labor, National Science Foundation, etc.). In each case, an individual at the grantor agency is designated to monitor the College's/District's expenditures, progress on the workplan, and accountability. These monitors work closely with the campus Grant Administrator, grant coordinators, and District personnel to assist in answering questions,
approving changes to the budgets and/or workplans, and in reviewing and approving reports submitted in compliance with the grant agreement (IIID10.19-Donley email).

All the grants are audited annually by an independent auditor appointed by the District as mandated by Title V. Further, the individual grants undergo specific audits by the granting agency, usually on an annual basis (IIID10.20-CTEF Audit Report). Education Department General Administrative Regulations (EDGAR), Title V, California Education Code, and other legislative mandates apply in this process. Finally, many of the grants are audited continuously by the grantor agency, as the monthly, quarterly, and annual reports are received. To date, there have been no "negative findings" for the grants at the College (IIID10.14a-HS Monthly report; IIID10.14b-Second Quarter report).

Per NOCCCD BP/AP 6150, current contracts up to $5,000 may be approved by the VP of Administrative Services or the President (IIID10.18a-BP 6150; IIID10.18b-AP 6150). The VP of Administrative Services is responsible for certain contractual relationships, such as Bookstore Operations, Swap Meet Operations, Facility Rental Agreements, Bond Program Service Contracts (architects, construction contractor), and Food Services Operations. Monthly financial statements, as appropriate, are provided by the contracted party when payments to the College are due. Contract language is drafted with the intent to develop fair contracts that would allow each party to function at the highest level, while always taking into consideration the regulations and policies that govern the College. "Out" clauses are included in every contract for any breach, for cause, and for no cause (IIID10.21a-ICA; IIID10.21b-Cingular Contract).

Effective management of the larger contractual relationships requires regular face-to-face meetings with representatives of the contracted party to review and evaluate the services being provided. When the contract requires payment be made to the service provider, invoices for service are carefully reviewed and discussed to confirm payment is only made when service has been delivered per the contract (IIID10.21a-ICA).

In addition, approved contracts which involve significant payments be made to the College are also subject to an independent audit review as a term of the agreement with the College (Swap Meet-Open Air Market/Newport Diversified, Bookstore-Follett Corporation, Food Services-YBH Restaurants). Other contract relationships are specific to divisions and departments on campus and require the administrators in those areas provide the appropriate oversight to the contract relationship and service (independent contractors, clinical agreements, etc.) (IIID10.22a-Cant email; IIID10.22b-Contract Review).

Per BP/AP 6300, the Bursar maintains accounts for student and department activities (IIID10.1a-BP 6300; IIID10.1b-AP 6300). All programs accounts are regularly monitored for financial viability. The regular assessment of various budgets can result in adjustments in budgeted revenue or expenditure or meetings with administrators responsible for those budgets (IIID10.23-Budget Monitoring emails).

Campus auxiliary organizations, such as Associated Students, which includes several clubs, and the Cypress College Foundation, maintain their funds with the campus Bursar’s Office. Most of these are generated from fund raising events and governed by Fundraising Guidelines established by the College (IIID10.24-Fundraising guidelines). The Cypress College Foundation is a (501c3) non-profit organization. The Foundation is a separate legal entity with its own tax ID number.
Cypress College has a separately performed annual audit. The Cypress College Foundation has a financial advisor to assist in managing the endowment investment portfolio. The Foundation Board has established its own conservative investment guidelines with an emphasis on protecting the principal of the endowment fund. The investment portfolio is reviewed monthly by the Foundation Finance Committee and is subject to an annual external audit (IIID10.25-Foundation Audit).

Cypress College Bursar’s Office is overseen by a professional financial administrator. The Bursar’s Office is responsible for auxiliary fund record keeping and student registration fee reconciliation. In this role the Bursar’s Office performs billing, fee collection, vendor payment processing, reimbursements to campus personnel, scholarship processing, registration fee refunds, third party registration payments, journal entry posts, department/division fundraising activity deposit processing, 1098T and 1099 processing, and auxiliary funds (not required for the campus’ immediate needs) investment (IIID10.26-Do email).

The Bursar makes investments with excess cash with the understanding that the primary objective of campus investments is to preserve and protect investment principal in compliance with NOCCCD Board Policy 6320-Investments (IIID10.27). As a result, the College focuses on negotiable certificates of deposit (CDs) so if needed they can be liquidated with minimal or no penalty. Besides comparing interest rates, the Bursar ensures that the prospective financial institution is a member of the Federal Deposit Insurance Corporation (FDIC) or a credit union whose deposits are insured by the National Credit Union Administration (NCUA) (IIID10.26-Do email).

Analysis and Evaluation

The College and District meet the standard. NOCCCD and Cypress College practice effective oversight of finances in several ways. All District and College financial management is subject to internal and external audits to ensure fiscal accuracy and responsibility. Further, the College engages in ongoing oversight of other financial aspects as well. The Financial Aid Office has established appropriate oversight policies and procedures that are consistent with state and federal regulations. Similarly, grants and other externally funded programs utilize appropriate controls and are compliant with associated government and organizational regulations. The College and District maintain contractual agreements and manage investments consistent with established NOCCCD Board Policies and Administrative Procedures BP/AP 6300, BP 6150 and BP 6320. The Bursar’s Office oversees the auxiliary organizations such as Associated Students and clubs as well as expenses of the Cypress College Foundation to ensure appropriate management of their resources. Finally, the Cypress College Foundation utilizes the oversight of its own Board and an annual audit to maintain fiscal health.

Evidence Sources

IIID10.1a – NOCCCD Board Policy 6300 - Fiscal Management
IIID10.1b – NOCCCD Administrative Procedure 6300 - Fiscal Management
IIID10.2 – FTES Apportionment
IIID10.3 – Process of Issuing Checks to be Charged to DOE Account
IIID10.4a – NOCCCD Council on Budget and Facilities Summary, February 13, 2017
IIID10.4b – NOCCCD District Consultation Council Summary, April 24, 2017
IIID10.6 – NOCCCD Board of Trustees Meeting Minutes, September 8, 2015
IIID10.7 – Risk Based Methodology
IIID10.9 – Banner sample approval queue
IIID10.10 – NOCCCD Board of Trustees Meeting Minutes, May 12, 2015
IIID10.11 – Health Center Banner screenshot
IIID10.12 – Cypress College Financial Aid Office Policies and Procedures
IIID10.13a – NOCCCD Board Policy 3280 - Grants
IIID10.13b – NOCCCD Administrative Procedure 3280 - Grants
IIID10.14b – Cypress College Second Quarter Report 2016 – 2017
IIID10.15 – Baccalaureate Degree Pilot Program Implementation Support Grant Quarterly Report
IIID10.16a – NOCCCD Board of Trustees Meeting Agenda Item, November 28, 2016
IIID10.16b – Grant Budget Detail
IIID10.16c – NOCCCD Budget Resolution, November 28, 2016
IIID10.17 – Email approval
IIID10.18a – NOCCCD Board Policy 6150 - Designation of Authorized Signatures
IIID10.18b – NOCCCD Administrative Procedure 6150 - Designation of Authorized Signatures
IIID10.19 – Steven Donley, Grants Administrator, Grant Oversight email
IIID10.20 – Career Technical Education Fund audit
IIID10.21a – Independent Contractor Agreement-Out Clause
IIID10.21b – Cingular Contract –Out Clause
IIID10.22a – Karen Cant, Vice President, Administrative Services, Contract review email
IIID10.22b – Independent Contract Review
IIID10.23 – Budget Monitoring and Adjustments emails
IIID10.24 – Cypress College Fundraising Guidelines
IIID10.26 – Dao Do, Manager, Campus Accounting, Bursar Responsibilities email
IIID10.27 – NOCCCD Board Policy 6320 – Investments
IIID11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

**Evidence of Meeting the Standard**

The District meticulously ensures that sufficient financial resources are available to meet operational needs at all times. The District maintains sufficient balances in various funds for future institutional needs and sets aside a reserve of 5% from the unrestricted general fund in accordance with *NOCCCD Board Policy 6250-Budget Management* (IIID11.1). Funding is provided for educational improvement, innovation, or related priorities.

The District is committed to future financial solvency. After receiving an increase in state funding for PERS/STRS future increases, the District set aside these funds to meet those obligations. The District designated the base augmentation funding for STRS and PERS rate increases over the next several years (IIID11.2-Multi-Year Fiscal Projections).

It has also addressed Other Post-Employment Benefits (OPEB) through an irrevocable trust (IIID11.3-BOT Resolution, May 2015). A MOU was recently negotiated with the labor groups to move $70 million in retiree health benefits into the irrevocable trust, and a Retirement Board to oversee investment in the trust was assembled (IIID11.4-MOU). An actuarial firm is engaged to analyze the retiree health benefits and determine the annual required contribution (ARC) and outstanding liability (IIID11.5-Actuarial Reports web page).

The District’s commitment to meet long-term financial needs is further illustrated through the commitment to long term facilities planning. The District has adopted a five-year construction plan to ensure planned expenditure of Bond funds (Measure X and J Bonds) maximizes instructional facilities (IIID11.6-Five-year Construction Plan)

Further evidence of its commitment to meeting long-term obligations includes instructional salaries that the District negotiates with labor representatives and structuring multi-year labor agreements (IIID11.7a-AdFAC Contract; III11.7b-CSEA Contract; IIID11.7c-UF Contract). The labor salary funding helps stabilize cash requirements for future periods. It is also committed to providing adequate insurance coverage, accruing vacation time, and load banking for instructional staff, as well as close scrutiny of future contractual commitments and completion of scheduled maintenance for forthcoming periods (IIID11.8-Scheduled Maintenance Proposal).

All long-term financial obligations are included in the annual budgeting process. The Annual Proposed Budget/Financial Report is prepared and published describing how financial resources are to be spent during the fiscal year and future fiscal periods (IIID11.9-Proposed Budget 16/17). The District undergoes a series of program reviews that prioritize operational needs, allocates funds, and subsequently monitors their use. The budget expenditures are discussed in committees such as the Council on Budget and Facilities (CBF) composed of District and campus officials (IIID11.10-CBF Summary, May 2014) and eventually reported to the Board of Trustees quarterly (IIID11.11-BOT Minutes, May 2017). Financial performance is also audited.
by an outside auditing firm annually and validated through internal audits conducted by the District Internal Auditor.

**Analysis and Evaluation**

**The District and College meet the standard.** NOCCCD controls financial resources and ensures that sufficient financial resources are always available to meet current and future obligations and emergency needs. *Board Policy 6250* as well as long term employee retirement planning work together to maintain the financial resources necessary to provide for both short-term and long-term financial solvency of the District. The irrevocable trust established to anticipate long-range financial obligations enables the District to engage in short-range financial planning with the knowledge that those priorities will be met. Through long term planning as well as ongoing assessments, NOCCCD identifies, plans, and allocates resources for payment of liabilities and future obligations.

**Evidence Sources**

IIID11.1 – NOCCCD Board Policy 6250 - Budget Management
IIID11.2 – STRS and PERS Multi-year Fiscal Projections
IIID11.3 – NOCCCD Board of Trustees Resolution –Irrevocable Trust (OPEB), May 12, 2015
IIID11.4 – Memorandum of Understanding Between the NOCCCD, CSEA Chapter #167 and United Faculty/CCA/CTA/NEA
IIID11.5 – NOCCCD Retiree Benefits Actuarial Reports web page
IIID11.6 – Cypress College Five Year Construction Plan 2017-2021
IIID11.7a – Collective Bargaining Agreement Between NOCCCD and Adjunct Faculty United Local 6106 AFT/AFL/CIO 2013-2017
IIID11.7b – Collective Bargaining Agreement Between NOCCCD and Chapter 167 California School Employees Association 2015-2018
IIID11.7c – Collective Bargaining Agreement Between NOCCCD and United Faculty CCA-CTA-NEA 2016-2019
IIID11.8 – Scheduled Maintenance Proposal
IIID11.10 – NOCCCD Council on Budget and Facilities Summary, May 12, 2014
IIID11.11 – NOCCCD Board of Trustees Meeting Minutes, May 9, 2017
I IID12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

NOCCCD builds and maintains sufficient balances in various funds to ensure that future institutional needs will be met. Additionally, the District recognizes obligations and liabilities as they are committed or incurred and accounts for them appropriately. While the District, in accordance with NOCCCD Board Policy 6250-Budget Management (I IID12.1), maintains at least a 5% reserve, at the end of Fiscal 2015, the District held approximately $47.1 million in the combined General Fund or about 23.6% of expenditures. Of the $47.1 million identified $15.9 million can be attributed to sites’ carryover funds. The $15,940,860 was derived from site specific revenue, or budget conservation during prior years. It has been the practice for many years to use these funds to backfill for budget reductions, to purchase instructional equipment, to help pay for tutorial services, to computer replacement plans, to address facility repairs, and to support professional development. Cypress College’s share of the carryover was $5,833,148. (I IID12.2-Proposed Budget & Financial Report 2015 – 2016, p. 18 and p. 56). Additionally, the District held about $152.9 million in other funds for retiree health benefits, self-insurance, and capital projects (I IID12.3-NOCCCD Balance Sheet).

The District recognizes obligations as they develop. For instance, the District utilizes the position control module in Banner to accurately reflect the cost of salaries and benefits which make up the vast majority of the operational expenditures. As salaries are increased through the collective bargaining agreements, budgets are increased using the position control module. Each year, compensated absence liabilities, such as load banking and vacation accrual, are calculated and reflected in the Audited Financial Report (I IID12.4-Compensated Absences).

The most significant long-term liability for the District is the participation in CalPERS and CalSTRS retirement systems. In FY2015 – 2016, the State increased the Base Allocation to Districts with the implicit direction that this increase in funding was intended to cover future PERS and STRS rate increases. A clear indication of the District’s commitment to future financial stability is the designation of all of the recent Base Augmentation funding for STRS and PERS rate increases over the next several years. By designating the entire augmentation, the District should have sufficient resources to cover the anticipated increases through FY2025. Each year, the District fully funds its liability in each of these systems (I IID12.2-Proposed Budget 15/16 p. 18-19).

For many years the District has promised employees with 15 years of service fully funded retiree health benefits that are similar to current employees. The District engages an actuarial firm every two years to analyze the retiree health benefits and determine the annual required contribution (ARC) and the outstanding liability (I IID12.5-Actuarial Study). The last actuarial study was prepared in 2016 and is posted on the District’s website (I IID12.6-Retiree Benefit web page).
While the District has been setting funds aside for more than a decade for retiree health benefits and has accumulated over $70 million in this fund, in FY2015 – 2016 the District set up a GASB-compliant OPEB irrevocable trust to fund retiree health benefits and established a Retirement Board of Authority to oversee the investments in the trust (IIID12.7-Retirement Board By-Laws). A MOU was negotiated in June 2016 with the labor groups to move the $70 million in retiree health benefits into the irrevocable trust (IIID12.8-MOU). While this transfer of funds into the irrevocable trust should greatly reduce the annual required contribution in the future, the District has been meeting the ARC for the past few years (IIID12.2-Audit Report, p. 46).

**Analysis and Evaluation**

**The District and College meet the standard.** NOCCCD plans for and allocates appropriate resources for future obligations, including STRS/PERS obligations and retiree health benefits. The District has ensured long term obligations are met through the established irrevocable trust. The actuarial plan is current, prepared as required by appropriate accounting standards, and available on the District website.

**Evidence Sources**

IIID12.1 – NOCCCD Board Policy 6250 - Budget Management
IIID12.4 – Compensated Absence Liability
IIID12.5 – NOCCCD Actuarial Study of Retiree Health Liabilities October 2016
IIID12.6 – NOCCCD Retiree Benefits Actuarial Reports web page
IIID12.7 – NOCCCD Retirement By-laws
IIID12.8 – Memorandum of Understanding Between the NOCCCD, CSEA Chapter #167 and United Faculty/CCA/CTA/NEA

**IIID13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

**Evidence of Meeting the Standard**

NOCCCD and Cypress College do not currently have any locally incurred debt.
Analysis and Evaluation

The District and College meet the Standard. NOCCCD and Cypress College have not incurred any local debt.

IIID14. All financial resources, including short and long-term debt instruments (such as bonds, and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

NOCCCD ensures that loans, bond revenue, categorical program funding, auxiliary operations revenue, donations, and grants are utilized in accordance with applicable restrictions and guidelines through various control and monitoring processes. Each year the District undergoes an extensive set of compliance and financial audits (IIID14.1-Audits web page), which verify the use of restricted funds, and then reports the result of those audits to the Board of Trustees (IIID14.2-BOT Minutes, December, 2016). These audits are also available on the District’s website (IIID14.1-Audit web page).

The largest single source of restricted funding is the issuance of long-term general obligation bonds to be repaid by District property owners. These funds are intended to be used to renovate existing facilities and build new facilities. The District passed Measure X in 2002 for $239 million (IIID14.3-Measure X Bond web page) and Measure J for $574 million in 2014 (IIID14.4-Measure J Bond web page), both of which continue to fund facilities modernization projects. A Citizens Oversight Committee (IIID14.5a-Measure X Oversight web page; IIID14.5b-Measure J Oversight web page) reviews the expenditures relating to Measure X and Measure J bonds, a control measure that ensures that District spending is consistent with the purpose and goals of the bond measures, and spending is subject to annual performance and financial audit (IIID14.6-Measure X Audit; IIID14.7-Measure J Audit).

Auxiliary spending activities at the campus are closely monitored by the Bursar’s Office (IIID14.8-Campus Bursar Guidelines). These include Associated Students Accounts, departmental fundraising efforts, etc. that are also monitored through Fundraising Guidelines (IIID14.9-Fundraising Guidelines) developed for this purpose. The Bursar and Fundraising Guidelines define the steps that need to be taken to manage fund raising events and justify subsequent expenditures that are subject to similar approval processes as other expenditures (IIID14.9-Fundraising Guidelines). The College’s Associated Students (AS) is funded by an optional $7 per semester student services fee that supports student clubs and co-curricular activities. The AS budget and end of year financial reports are prepared by the VP of Fiscal Affairs in cooperation with the AS officers and oversight from the Advisor to the AS Council (IIID14.10-AS By-Laws).
The Cypress College Foundation raises funds for student scholarships, student emergency assistance, faculty/staff mini-grants, endowments, and other College programs. The Foundation accepts donations on behalf of the College from businesses and individuals. The funds raised are used for a variety of purposes consistent with the Mission of the Foundation including scholarships and min-grants (IIID14.11-Foundation web page). The Foundation is subject to an annual audit to ensure that funds are used appropriately and with integrity (IIID14.12-Foundation Audit).

Grants fall in two categories, student financial grants and operational grants. Student grants such as Pell and others are controlled by the campus financial aid officers. A student’s eligibility for Pell grant is driven by three factors: 1) the Expected Family Contribution on the FAFSA; 2) the cost of attendance; and 3) enrollment status. The Financial Aid Office uses the Pell chart from the Department of Education to determine the student’s eligibility. Other Grants are determined based on the student’s remaining financial need and enrollment status (IIID14.13-Pham email). The financial information is reviewed by District Accounting, which subsequently arranges for disbursement to students through an outside firm “Higher One.” In 2016, the District processed a total of $57,612,244 in financial aid. Of this amount, $43,830,556 was from federal Pell Grants and $3,565,211 from Cal Grants (IIID14.14-Banner Financial Aid Report).

Operational grants are funds received by the District to enhance academic development as required by NOCCCD Board Policy 3280-Grants (IIID14.15); spending is monitored by the originating department; and expenses reviewed and reconciled by District Accounting. The office of the Vice-Chancellor of Education and Technology makes every effort to coordinate all grant activities and chairs the District Grants and Resource Committee (IIID14.16-District Grant and Resources Committee web page). District Accounting reconciles all grant expenditures. For fiscal year 2016 – 2017, the proposed budget includes 29 operational grants totaling $33,296,289 (IIID14.17--Proposed Budget 16/17, p. 59).

Analysis and Evaluation

The College and District meet the Standard. All financial resources obtained by NOCCCD and Cypress College are used with integrity and in a manner consistent with the intended purpose. Both the District and College have processes in place to ensure monies obtained are utilized in the manner expected by those issuing the funds. The Citizen’s Oversight Committee has ensured that Bond Measures X and J have been used responsibly to renovate existing facilities and build new facilities. District and Campus policies and procedures ensure that auxiliary activities such as Associated Students and other campus clubs engage in fiscally responsible spending and fund-raising efforts and use their funds for student learning experiences. NOCCCD BP 3280 governs the responsible use of grants. All financial resources are used with integrity and consistent with the Mission and goals of the College.

Evidence Sources

IIID14.1 – NOCCCD Audits web page
IIID14.2 – NOCCCD Board of Trustees Meeting Minutes, December 13, 2016
IIID14.3 – NOCCCD Measure X Bond web page
Evidence of Meeting the Standard

All student funding such as student loans, application for federal grants (e.g. Pell Grants), Veterans Educational subsidy, and student auxiliary funds, are handled by Cypress College departments. The campus Financial Aid Office (FAO) handles all financial aid and student loans packaged through the Federal Direct Loan Program (IIID15.1a-Fed. Direct Loan Program; IIID15.1b-FAO PPM). At the end of Fiscal Year 2016, Cypress College administered a total of $18,362,144 in Pell grants and $1,648,317 in loans (IIID15.2-Pell Grant and Loan Distributions).

The FAO is responsible for implementing controls to minimize financial aid fraud and therefore monitors student loan default rates. Published 3-year student loan default rates are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Default Rates</td>
<td>12.8%</td>
<td>20.3%</td>
<td>18.4%</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

(IIID15.3-School Default Rates).

An institution with a 3-year default rate of 30% or more for any year must establish a default prevention taskforce to develop and implement a default prevention plan to reduce the rate. This default prevention plan must be submitted and approved by the Department of Education (IIID15.4-Regulation 34 CFR Part 668 Subpart N). Cypress College's default rate is currently well below that threshold-2013 Cohort Rate at 17.5%. Since the current default rate is below this threshold.
threshold, Cypress College is not required to have a default prevention plan in place. However, in an effort to engage in continuous improvement, the FAO has developed a Default Prevention Plan to further reduce the rate (IIID 15.5–FAO Default Prevention Plan).

According to the Default Prevention Plan, Cypress College provides pre-borrowing workshops which inform students about regulations in applying for loans. In addition, Cypress College has a contract with Education Credit Management Corporation (ECMC), a third party vendor, to assist with default management. ECMC tracks and contacts students who are delinquent or at risk of default (IIID 15.5-Default Prevention Plan).

The Director of Financial Aid, in collaboration with the Loan Coordinators, established a loan Policy and Procedures Manual (PPM) to ensure that the College is in compliance with federal regulations (IIID 15.1b -FAO Policies and Procedures, p. 40-44). Per the FAO PPM, when loan requests are approved based on maintaining Satisfactory Academic Progress (SAP) and meeting the Cypress College’s loan policy requirements, the Financial Aid Office submits the data to the Department of Education (DOE) for approval (IIID 15.1b-FAO PPM, p. 14-22 and 40-44). Loans are then disbursed two times per year, 30 days after census in the Fall and Spring semesters; if a student is receiving a Fall-only or Spring-only loan, the disbursement will come as two separate disbursements within the semester (IIID 15.1b-FAO PPM, p. 40-44). If students are not eligible, loans will not be originated, and no disbursements will be issued.

As discussed previously (Standard IIID7), in 2010 and 2011 the College’s Return of Title IV funds was not within the 45-day requirement. Once notified, the Financial Aid Office promptly returned the funds and examined the deficiency in the return procedure. A procedural change was implemented to require a monthly review of calculations and submittals that will prevent this problem from recurring in the future (IIID 15.1b-FAO PPM, p. 68).

Veterans subsidy (paid directly to the educational institution) is another government funding controlled by the college through an assigned Veterans Coordinator. Chapter 33 education benefits, also known as the Post 911, is provided to veterans with active service of at least 90 days after September 10, 2001 for a 40% of total education aid and up to 100% if active service totals three years. Chapter 31 subsidy is for veterans with disability (Vocational Rehabilitation) for pre-employment classes (IIID 15.6a-Chapter 31; IIID 15.6b-Chapter 33).

The Cypress College Veterans Office administers this funding, which includes verifying veterans educational funding application, working with the Veterans Administration (VA) to fund classes based on established criteria, and performing reconciliations to determine overfunding to be returned to the VA (IIID 15.7-VAO Reconciliation Procedure).

Currently, there are no assets recorded for student revenue streams.

**Analysis and Evaluation**

**The College and District meet the Standard.** Cypress College and NOCCCD work together to ensure that both are in compliance with all regulations. The District coordinates all fiscal audits, except for audits conducted by state and federal agencies for College-specific grants and contracts. Audits, including the independent audit of the College’s finances, rarely identify a
finding. When a finding is identified, it is immediately resolved. The College works in conjunction with the District Office to guarantee compliance on all levels of financial aid administration, both federal and state, and regularly monitors student loan default rates. Though not required, the Financial Aid Office has established a default prevention plan and engaged ECMC, a third-party agency to assist with default management. The Veteran’s Office works to ensure appropriate oversight of Veterans’ subsidies as well.

Evidence Sources

IIID15.1a – Federal Direct Loan Program
IIID15.1b – Cypress College Financial Aid Office Policies and Procedures 2015-16
IIID15.2 – Pell Grant and Loan Distributions
IIID15.3 – School Default Rates
IIID15.4 – CFR34 Part 668 Subpart N
IIID15.5 – Cypress College Financial Aid Office Default Prevention Plan
IIID15.6a – US Department of Veterans Affairs – Chapter 31 Program
IIID15.6b – US Department of Veterans Affairs – Chapter 33
IIID15.7 – Cypress College Veterans Administration Office Reconciliation Procedure

IIID16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provision to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting This Standard

NOCCCD contractual practice is authorized by NOCCCD Board Policy BP 6340-Bids and Contracts (IIID16.1), Board Policy 6600-Capital Construction (IIID16.2), Board Policy 6330-Purchasing (IIID16.3), and Board Policy 6150-Designation of Authorized Signatures (IIID16.4). The contractual practices are consistent with Education Code Section 81641, 81820, Public Contracts Code 53060, and Title V Section 57150.

In order to maintain the quality of NOCCCD programs and services, the two main considerations when entering into a contract are minimizing risks and obtaining the best value, which at times is a challenge. Minimizing risks begins with ensuring contracts (other than ongoing purchase orders for goods and services) undergo legal and indemnity review. The District engages a legal firm, as necessary, to provide contractual review and contract development (IIID16.5-Contract Processing Guidelines). For indemnity, the District Director of Risk Management, is tasked with conducting the necessary reviews (IIID16.6-Risk Mgt. web page).

District Purchasing is thorough in obtaining the best value for the District with efforts in researching market alternatives and validating sole source availability. Purchasing personnel are the best resource due to their numerous contacts. While obtaining the best value is paramount, they are also committed to timeliness of providing the goods and services required for projects.
To this end, District Purchasing adopted the State sponsored vendor qualification entitled California Uniform Construction Cost Accounting Act (CUPCCAA) program (IID16.7-CUPCCAA). This program increases the limits before competitive bidding is required and submission to the Board of Trustees for approval. This prequalifies contractors that can be engaged quicker, resulting in earlier completion of projects.

There are numerous contracts that are currently active, including those for professional services—such as Architects and Cafeteria Food Management. In addition, the District maintains contracts with Independent Contractors for whom the Internal Revenue Service (IRS) requires closer scrutiny through the use of a questionnaire (IID16.8a-IC Questionnaire; IID16.8b-IC Guidelines) to determine if the contractor, based on the proposed employment, meets IRS definitions. As is with other contracts, close scrutiny for potential risk to the District is performed. The critical step is the contract content review process. Presently, the District is engaged with numerous contracts. To expedite processing, contracts are sorted into categories per NOCCCD Contract Processing Guidelines (IID16.5). This process identifies various departmental personnel best suited to conduct meaningful reviews consistent with the mission and goals of the District. It also allows the contract to be completed on a timely basis. The categories include the following:

- Professional Services
- Independent Contractors
- Service/Maintenance
- Public Works
- Systems Technology
- Facilities
- Clinical Affiliations
- Insurance
- Environmental, Health & Safety
- Grants
- Education

District/College contracts include a certain component of control. This includes the right to terminate a contract due to non-compliance of the party of the second part. Terms of the contract that are closely reviewed include provisions that address default and termination, dispute resolution, payment terms, length of the contract including start and end dates (IID16.9-Termination Guidelines).

Inherent in contracts with external parties includes compliance with federal, state, and local government guidelines. Additionally, contractual practice is consistent with District Strategic Direction # 4-The District will implement best practices relating to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at the campus and District levels, and the allocation of resources to fund planning priorities (III.D16.10-District SP).

Cypress College maintains multiple contractual agreements. Contracts include those for operation of the Bookstore, operation of a weekend swap meet, rental of college facilities, all services related to bond construction programs (architects, inspectors, utility mapping, etc.), consultant services, and clinical contracts with hospitals for Health Services programs. Most are routine and standard contracts, which were developed by NOCCCD legal counsel. Others are individually prepared by legal counsel to fit a specific situation (e.g. Bookstore operations). The College utilizes the District Contract Processing Guidelines to assist those responsible for processing a contract (IID16.5-Processing Guidelines).
Analysis and Evaluation

The College and District meet the Standard. In accordance with established NOCCCD Board Policies, contractual agreements with external entities including professional services, independent contractors, Bookstore and Swap meet operations, and other vendors are consistent with the mission and goals of the District and Cypress College. Further, the District Contract Processing Guidelines have established institutional policies and procedures that contain appropriate provisions to maintain the integrity of the District and College. These provisions work to minimize risks, obtain the best value, and maintain the component of control including the right to termination if necessary, as appropriate legal counsel and final approval by the Board is sought when required by established dollar limits.

The District Purchasing Department abides by the standards required under CFR 200.318 - General Procurement Standards. It has its own detailed procurement procedures, follows the conflict of interest guidelines, and practices competitive bidding choosing the best value at the lowest cost whenever possible.

Evidence Sources

IIID16.1 – NOCCCD Board Policy 6340 - Bids and Contracts
IIID16.2 – NOCCCD Board Policy 6600 - Capital Construction
IIID16.3 – NOCCCD Board Policy 6330 - Purchasing/Warehouse
IIID16.4 – NOCCCD Board Policy 6150 - Designation of Authorized Signatures
IIID16.5 – NOCCCD Contract Processing Guidelines
IIID16.6 – NOCCCD Risk Management web page
IIID16.7 – California Uniform Construction Cost Accounting Act (CUPCCAA)
IIID16.8a – Independent Contractor Questionnaire
IIID16.8b – Independent Contractor Guidelines
IIID16.9 – Termination Guidelines
IIID16.10 – NOCCCD District-wide Strategic Plan 2014 – 2017

Plans Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Planned Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase collaboration and solicitation of input in financial decision-making</td>
<td>IIID1 IIID2</td>
<td>Vice Chancellor, Finance and Facilities Vice President, Administrative Services</td>
<td>Fall 2017</td>
<td>The College and District will work together to increase collaboration and solicitation of input from constituency groups as an intrinsic element of the financial decision-making process.</td>
</tr>
</tbody>
</table>
Former presidents Bob Simpson, Don Bedard, Mike Kasler, and Margie Lewis participated in the 50th anniversary celebration.
Standard IV: Leadership and Governance

Standard IVA: Decision-Making Roles and Processes

IVA1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Cypress College leadership is committed to the systematic participative shared governance process as the primary means to ensure institutional excellence. Under the leadership of the President, the College provides multiple ways for staff members from all areas of the campus to contribute to the improvement of campus practices, programs, and services. The College encourages innovation through actively keeping the campus informed, structuring regular venues for collaborative decision-making, and providing opportunities to obtain resources to fund projects and programs.

In order to improve campus practices, programs, and services, the College routinely keeps the staff informed about the State of the College as well as other benchmarks of student achievement. The annual Institutional Effectiveness Report (IER) serves as the primary document illustrating the College’s performance related to student achievement. The IER utilizes the CCCCO Student Success Scorecard information which includes degree/transfer completion, persistence, 30-unit completion, success in remedial courses, and Career Technical Education (CTE) award completion. The IER also includes campus level reporting on course success and retention rates, degrees and certificates earned, and transfers to UC and CSU (IVA1.1-IER). The IER is presented to the Board of Trustees every November (IVA1.2-BOT Minutes, November 2016) and is available on the College’s website. (IVA1.3-IER on web screenshot). Elements of the IER, such as the Achievement Gap or Accreditation Institution Set Standards (ISS), are also discussed at shared governance meetings such as the Planning and Budget Committee (PBC) as well as Opening Day and Leadership Team activities (IVA1.4a-PBC Minutes March 2016; IVA1.4b-Opening Day Presentation; IVA1.4c-LT Agenda). This gives an opportunity to the various campus constituencies to become aware of the status of the College’s efforts and allows them to focus more clearly on potential areas of needed improvement.

The ACCJC Annual Report is also a document that is developed in PBC (IVA1.4a-PBC Minutes, March 2016) and shared with the campus at events such as Opening Day to discuss Institution Set Standards (ISS) and include successful course completion, degrees and certificates earned, and transfers (IVA1.4b-Opening Day Presentation). Presentations of the IER and ISS serve to call attention to areas in need in order to foster innovative problem-solving and ideas.
In addition to keeping the campus informed about student achievement, the College leadership provides multiple venues for active participation in planning and innovation. Utilizing a collaborative model, the College includes faculty, classified staff, administrators, and students in collective planning and decision-making at gatherings such as Leadership Team Meetings and the Strategic Plan Colloquium, as well as the Educational Master Plan Taskforce. For example, as part of its decision-making processes, the College periodically reviews its Mission statement to ensure that it accurately reflects campus practices, programs, and services. Due to the recent addition of the B.S. program in Mortuary Science and the increased use of Distance Education formats, the College’s Leadership Team met in April 2016 to draft different options for a new Mission statement (IVA1.5-LT Agenda). Three were sent to all employees, and one was chosen. It was presented to the President's Advisory Council (PAC) on November 17, 2016 (IVA1.6-PAC Minutes, November, 2016) and, after time for the various constituencies to respond, was approved on December 7, 2016 (IVA1.7-PAC Minutes, December 2016). The Board of Trustees approved the change on December 13, 2016 (IVA1.8-BOT Minutes, December 2016).

Planning processes and reviews of institutional performance are also discussed in a variety of venues, most particularly during the Leadership Team meetings which include representatives from all campus areas; those leaders are then expected to relay information to their various constituencies (IVA1.5-LT Agenda). Planning and institutional performance are also discussed at shared governance meetings on campus including PBC and PAC and at meetings of the Academic Senate (IVA1.4a-PBC Minutes, March 2016; IVA1.7-PAC Minutes, December 2016; IVA1.9-Senate Minutes, March 2017).

The Strategic Plan is developed every three years and is the short-term roadmap to carry out the Mission of the College (IVA1.10-Strategic Plan). The development of this plan takes place at the College’s Colloquium where faculty, classified staff, administrators, and students are all invited to come together to help develop the plan. The 2017-20 Strategic Plan Colloquium took place in April 2017 (IVA1.11-Colloquium email).

The Educational Master Plan is developed every ten years and is the long-term guiding document to help the College carry out its mission (IVA1.12-EMP). The plan is initiated by a task force made up of faculty, classified staff, and administrators representing the College at a campus-wide colloquium. (IVA1.13-Colloquium Group assignments). Each department on campus prepares a section and then the task force reviews these sections along with general information related to where the students come from and labor market information essential to planning.

In addition, all constituency groups meet regularly and have opportunities to discuss areas of improvement: such as in Faculty Academic Senate, Student Services Council, Deans, Associated Students, and Management Team meetings. Individuals can bring forward ideas for institutional improvement in a variety of different ways through the shared governance process. One example was an idea that came about in a focus group on developing the College’s new mission statement. In order to improve the core value of inclusiveness, the group came up with the idea to shut down campus for a few hours so that all employees could attend Opening Day. While the College did not completely shut down, administrators did work with their classified staff so that more classified staff could participate in the Opening Day activities while core college functions remained open for business (IVA1.14-Mission Report).
Finally, the College encourages innovation through providing various opportunities to obtain resources to fund ideas aimed at improving student success. The One-Time Funding process allows staff members to request funding for projects designed to improve practices, programs, or services. For example, funding was allocated for the Math Learning Center (MLC) and English Success Center (ESC) to improve course success rates in math, English, and discipline specific courses utilizing math and English concepts (IVA1.15-One-Time Funding list). The ISS/Strategic Plan Fund provides resources for projects specific to the goals outlined in those plans. In 2015/16, the ISS/Strategic Plan funded new nursing simulation activities for students to improve basic nursing skills (IVA1.16– SP year 2 Report). In addition, the Cypress College Foundation provides opportunities for faculty mini-grants for those projects that are smaller in scope (under $500). Last year, the Foundation provided over $5,000 for projects such as Auto Technology Diagnostic and Repair Tools, Automated Defibrillator Trainers, and Wood Ballet Barres (IVA1.17a-Mini-grant List 2015; IVA1.17b-Mini-Grant Minutes). The NOCCCD has also created the district-wide Innovation Fund to provide resources for faculty and staff to develop and implement new ideas, methods, or practices that will improve education programs and services. For 2016 – 2017, Cypress College received funding for two projects: the Chemistry Department received funding to implement Process Oriented Guided Inquiry Learning (POGIL) techniques to assist students in completing the General Chemistry course, and the Mortuary Science Baccalaureate degree program received support to create companion Blackboard sites supplemented with interactive media and educational technologies (IVA1.18-Innovation Fund web page).

**Analysis and Evaluation**

**The College and District meet the Standard.** Cypress College leaders create and encourage innovation leading to institutional excellence. Through the shared governance process, the President encourages all members of the campus community to take initiative to improve student success. Through structured venues including Opening Day and Leadership Team meetings, the College is committed to keeping the campus community informed about the success and achievement of students. Whether through their own constituency group meetings or participation in planning and decision making colloquiums or requesting funding for individual, innovative ideas and programs, all constituency groups take the initiative to improve the practices, programs, and services in which they are involved. Systematic participative processes including PBC, PAC, and Academic Senate are used to ensure effective planning and implementation of proposed ideas.

**Evidence Sources**

IVA1.1 – Cypress College Institutional Effectiveness Report 2015 – 2016
IVA1.2 – Board of Trustees Meeting Minutes, November 8, 2016
IVA1.3 – Institutional Effectiveness Report on website screenshot
IVA1.4a – Planning and Budget Committee Minutes, March 17, 2016
IVA1.4b – Opening Day Presentation 2016
IVA1.4c – Leadership Team Agenda March 2014
IVA1.5 – Leadership Team Agenda April 2016
IVA1.6 – President’s Advisory Cabinet Minutes, November 17, 2016
IVA1.7 – President’s Advisory Cabinet Minutes, December 1, 2016
IVA1.8 – NOCCCD Board of Trustees Meeting Minutes, December 13, 2016
IVA1.9 – Cypress College Academic Senate Meeting Minutes, March 23, 2017
IVA1.10 – Cypress College Strategic Plan 2014 – 2017
IVA1.11 – Colloquium email
IVA1.12 – Cypress College Educational Master Plan, 2016 – 2026
IVA1.13 – Cypress College Strategic Plan Colloquium Group Assignments 2014
IVA1.14 – Mission, Vision, and Core Values Review at Cypress College 2015
IVA1.15 – One-Time Funding Approval List 2016 – 2017
IVA1.16 – Strategic Plan 2014 – 2017 at Cypress College, Year 2 Report, Progress and Evaluation June 2016
IVA1.17a – Foundation Mini-Grant Recipients List
IVA1.17b – Foundation Min-Grant Meeting Minutes, May 5, 2015
IVA1.18 – NOCCCD Innovation Fund web page

IVA2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Cypress College has a long-standing history of well-defined and effective participation in governance processes. Administration, faculty, classified staff, and students are intrinsically involved in governance, planning, and budget development. The two primary shared governance bodies involved in campus decision-making are the President’s Advisory Cabinet (PAC) and the Planning and Budget Committee (PBC).

At the beginning of each academic year, members of PAC are provided with the PAC Guidelines (IVA2.1-PAC Guidelines). The document defines "shared governance" and includes PAC's purpose of serving as the primary recommending body to the College President. The structure of shared governance includes representatives from the college's main constituency groups and the President's staff. PAC was also responsible for developing the document regarding the Shared Governance Process. This document defines the roles of members on shared governance committees as representatives of a constituency group. They provide regular written or oral reports to their groups and should share the views and concerns of their group with the other members of the shared governance committee on which they serve (IVA2.2-Shared Governance Process). PAC has also developed a list of all campus shared governance special-purpose committees that includes the responsibilities and roles of each member (IVA2.1-PAC Guidelines). PAC guidelines also specifically identify the process members use to bring forward ideas and have agenda items considered and discussed by the committee.
Similarly, at the beginning of each academic year, members of PBC are presented with PBC Purpose and Guidelines document, which provides the definition of shared governance, the purpose of PBC, the composition of PBC membership, and the operating guidelines used to present ideas and work together. Its composition includes three administrators, three faculty, two classified staff, two student representatives, and several non-voting resource advisors. This documented policy discusses the roles and responsibilities of shared governance committee members regarding PBC decision-making. All decisions are based on consensus (IVA2.3-PBC Guidelines, p. 2).

The composition of all shared governance committees includes student participation. The students represent their constituency group by providing reports to their group and by sharing the views and concerns of their group to the members of the shared governance committees. Committees or bodies that are not technically “shared governance” committees, such as the Academic Senate and the Curriculum Committee, still provide for student representation at the meetings. While they do not have a vote, they still have a voice in such bodies (IVA2.4a-Senate Minutes, October 2016 p. 3; IVA2.4b-Senate By-Laws). At the District level, the NOCCCD Board of Trustees includes a Student Trustee from Cypress College who makes regular reports and participates in all Board meetings (IVA2.5-BOT Minutes, November 2016).

All campus personnel have access to information related to policies, procedures, and decision-making. The campus J-Drive (IVA2.6-J-Drive) contains information from all of the major bodies on campus and can be accessed by any employee. The documents mentioned above are included on the J-Drive. It also includes items such as PBC Budget Request Assessment Forms and PBC One-Time Funding Process. Agendas and meeting minutes for PAC and PBC are also included there. Other information is accessible through the campus website. The Academic Senate provides information regarding its constitution, agendas, and minutes on its website, linked to the College’s website (IVA2.7-Academic Senate web page). In addition, the Cypress College website contains
information regarding the Cypress College Associated Students meeting agendas and minutes (IVA2.8-AS web page).

At the District level, several Board Policies explicitly recognize the roles of various groups in decision-making processes.  *NOCCCD Board Policy and Administrative Procedure 2510-Local Decision-making* guarantee that the Academic Senate, staff, and student groups must have a role in decision-making and specify the process used (IVA2.9a-BP 2510; IVA2.9b-AP 2510). *AP 2510* further specifies that the various constituencies of NOCCCD “including faculty, students, classified staff, confidential employees, and administration shall be represented on college, North Orange Continuing Education, and District committees concerned with broad policy and planning matters” (IVA2.9b-AP 2510).

Additionally, *NOCCCD Board Policy and Administrative Procedure 2410-Board Policies and Administrative Procedures* guarantee that all persons may initiate a review of all Board Policies (IVA2.10a-BP 2410; IVA2.10b-AP 2410). Finally, *NOCCCD Board Policy and Administrative Procedure 4020-Program and Curriculum Development* define the roles of various groups in program and curriculum development and places the primary responsibility on the faculty regarding curriculum (IVA2.11a-BP 4020; IVA2.11b-AP 4020).

Prior to 2011, NOCCCD had in place documents that described the purpose and membership of the two primary district-level governance groups that were distributed each year and were available online. However, these documents did not describe the flow of recommendations and did not include explanations of the purpose and membership of organizational groups. As a result of failing to explain governance and decision-making processes so that they were transparent across NOCCCD, lack of trust was often cited as a characteristic of the dynamics within NOCCCD. In an effort to reduce tensions and increase trust across NOCCCD, the 40-member Ad Hoc District Planning Committee was convened in 2011 to ascertain concerns and visions for the future of the campuses and District. *The NOCCCD 2012 Decision-making Resource Manual: Structure, Function and Alignment (DRM)* was created in response to suggestions regarding decision-making to clarify the roles and responsibilities of constituency groups as well as the processes that are used to make decisions (IVA2.12-DRM).

The *DRM* seeks to further the collegial culture in NOCCCD by detailing the process of a partnership in which Board members, faculty, staff, administration, and students participate in making decisions. The purpose of the *DRM* is to describe how decisions are made in the District, and the goal is to improve communication and trust across the District. Specifically, the *DRM* describes the role of each constituency group in the decision making process. The NOCCCD groups that provide recommendations in the decision-making process are organized into three categories based on the group’s responsibilities and its source of authority, Governance Groups, Organizational Groups, and Ad Hoc Workgroups (IVA2.12-DRM).

The widely recognized culture of collegiality and inclusiveness at Cypress College serve as the primary indicators that our processes and procedures are working well. This is further evidenced by ratings of College employees in climate surveys which are conducted every two years (IVA2.13-CCS).
Analysis and Evaluation

The College and District meet the Standard. Cypress College and NOCCCD have established, modified, and implemented policies, procedures, and documents authorizing administrator, faculty, and staff participation in decision-making processes. Campus shared governance committees, PBC and PAC, ensure participation in decision-making of all campus constituency groups including faculty, administrators, staff, and students. In addition, NOCCCD Board Policies and Procedures 2510, 2410 and 4020, as well as the Decision-making Resource Manual explicitly govern participation of all relevant groups in District decision-making processes. College and District policies and procedures specifically make provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Student representatives have voting rights on PAC and PBC; the Associated Students have a strong presence on campus; and the Student Trustee actively participates in NOCCCD Board meetings. PAC and PBC Guidelines, as well as District BPs, APs, and the DRM, specify the inclusion of relevant constituency groups as well as the manner in which individuals should bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence Sources

IVA2.1 – President’s Advisory Cabinet Guidelines
IVA2.2 – President’s Advisory Cabinet Shared Governance Process
IVA2.3 – Planning and Budget Committee Purpose and Guidelines
IVA2.4a – Cypress College Academic Senate Meeting Minutes, October 27, 2016
IVA2.4b – Cypress College Academic Senate By-Laws, 2017
IVA2.5 – NOCCCD Board of Trustees Meeting Minutes, November 22, 2016
IVA2.6 – Cypress College J-Drive screenshots
IVA2.7 – Cypress College Academic Senate web page
IVA2.8 – Cypress College Associated Students web page
IVA2.9a – NOCCCD Board Policy 2510 – Participation in Local Decision-making
IVA2.9b – NOCCCD Administrative Procedure 2510 – Participation in Local Decision-making
IVA2.10a – NOCCCD Board Policy 2410 - Board Policies and Administrative Procedures
IVA2.10b – NOCCCD Administrative Procedure 2410 - Board Policies and Administrative Procedures
IVA2.11a – NOCCCD Board Policy 4020 - Program and Curriculum Development
IVA2.11b – NOCCCD Administrative Procedure 4020 - Program and Curriculum Development
IVA2.13 – Cypress College Campus Climate Survey Report 2015
IVA3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Cypress College policies have clearly prescribed roles for both faculty and administrators in matters of institutional governance. The composition of major committees indicates that both faculty and administration play a significant role in campus decision-making.

The Planning and Budget Committee (PBC) has three administrators, three faculty, two classified staff, and two students as voting members. There are also several non-voting members, such as the Chair of the Curriculum Committee and the Dean of Counseling among others, who serve as resource advisors selected for their particular expertise in areas of importance (IVA3.1-PBC Guidelines). PBC has primary responsibility for making decisions regarding resource allocation.

The President’s Advisory Cabinet (PAC) is comprised of the President, both Vice Presidents, the Director of Research and Planning, a dean, two faculty members representing the Academic Senate, a faculty member representing United Faculty, an adjunct faculty representative, and two representatives from the Associated Students. The PAC is the primary recommending body to the College President in policy, procedures, and general college issues (IVA3.2-PAC Guidelines).

In addition to participating in the major decision-making committees on campus, faculty and administrators are also significantly involved in faculty and administrator hiring decisions as well. Several years ago, the Faculty Prioritization Committee was expanded to include three representatives from the Academic Senate in addition to the Deans of each Division and the Director of Institutional Research and Planning who were already on the Committee (IVA3.3a-Bandyopadhyay email; IVA3.3b- Prioritization Memo 2013; IVA3.3c-Prioritization Memo 2015). Further, all faculty and administrator hiring committees include members from both groups who are then consulted when the President makes the final decision (IVA3.4a-NOCCCD AP 7120-4; IVA3.4b-NOCCCD BP 3004).

Other ad hoc groups that play a substantial role in developing institutional planning and policies, such as those that establish both the Educational Master Plan (EMP) and the Strategic Plan (SP), are open to, and always include, both administrators and faculty. Implementation of policies developed in those plans is then carried out through further involvement of faculty and administrators; the role of each is dependent on the nature of the particular policy and plan under consideration (IVA3.5-EMP Taskforce).

At the District level, as discussed in the previous Standard, Board Policies and Administrative Procedures clearly define faculty and administrator roles and areas of responsibility in governance. Faculty and administrators have played a substantial part in the District’s
governance model not only through seats on various councils and committees but also as a result of more substantively and clearly defined roles that are contained in *The NOCCCD 2012 Decision-making Resource Manual: Structure, Function and Alignment (DRM)* (IVA3.6).

**Analysis and Evaluation**

**The College and District meet the Standard.** Cypress College administrators and faculty, through established NOCCCD Board Policies and Procedures as well as campus decision-making committee (PAC and PBC) guidelines, have a substantive and clearly defined role in institutional governance. The College and District seek to have balanced representation in decision-making groups, including representatives from the Academic Senate, faculty and staff unions, and Associated Students so that faculty, staff, students, and administrators can exercise a substantial voice in the development of Cypress College and NOCCCD policies, planning, and budget allocation.

**Evidence Sources**

IVA3.1 – Planning and Budget Committee Purpose and Guidelines  
IVA3.2 – President’s Advisory Cabinet Guidelines  
IVA3.3a – Santanu Bandyopadhyay, Executive Vice President, Educational Programs and Student Services, Faculty Prioritization email  
IVA3.3b – Faculty Prioritization Memo 2013  
IVA3.3c – Faculty Prioritization Memo 2015  
IVA3.4a – NOCCCD Administrative Procedure 7120-4 - Management Employee Hiring  
IVA3.4b – NOCCCD Board Policy 3004 - Tenure-Track Faculty Hiring Policy  
IVA3.5 – Educational Master Plan Taskforce Timeline  

**IVA4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

**Evidence of Meeting the Standard**

The District recognizes the role of both faculty members and academic administrators in the development of curriculum. Curriculum development includes the establishment, modification, or discontinuance of all programs and courses at the College. *NOCCCD Board Policy 4020 Program and Curriculum Development* describes the general process for curriculum development. It indicates that although curriculum proposals may originate at any point within the District, it is recognized that curriculum changes and new course proposals generally flow from the departmental level through the division to other points within the approval process.
Each college and North Orange Continuing Education (NOCE) shall be responsible for adherence to its own intra-curricular process. On completion of the campus process, curricular items will be presented to the District Curriculum Coordinating Committee (DCCC) by the appropriate curriculum committee chair or designee. Ultimately, all curriculum is sent to the Board of Trustees for approval. After Board approval, all new courses that are not part of an existing approved program and all new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required (IVA4.1-BP 4020).

BP 4020 also indicates that the programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Vice Chancellor, Educational Services & Technology, shall, in consultation with the faculty, establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance. There is to be appropriate involvement of the faculty and Academic Senate in all processes (IVA4.1-BP 4020).

Since the last college accreditation, the Board of Trustees adopted NOCCCD Board Policy and Administrative Procedure 4021-Educational Program Discontinuance that recognize the role of faculty and administrators in eliminating programs and provides for the specific methods which lead to such discontinuance (IVA4.2a-BP 4021; IVA4.2b-AP 4021).

At the campus level, the College has a well-defined Curriculum Process that has a number of documents to explain its functioning. Those documents can be found on the Curriculum Committee link on the Cypress College website (IVA4.3-Cypress website). Of primary value to faculty members or relevant academic administrators is the Cypress College Curriculum Committee Training Guide, last updated in 2014. The document explains all of the relevant information that is necessary for an individual wishing to propose either new curriculum or modifications of existing curriculum (IVA4.4-Training Guide). The website also provides information adapted from the State-Wide Academic Senate regarding the role, structure, duties and standards of good practice for campus Curriculum Committees. The agendas and minutes of the Curriculum Committee meetings are also found on that link (IVA4.5-Curriculum web page). In addition, since the Curriculum Committee is a subcommittee of the Academic Senate, it reports at every meeting of the Senate (IVA4.6-Senate Minutes, October 2016) and is subject to oversight by and recommendations from the Academic Senate (IVA4.7-Academic Senate Constitution, p. 1).

Recommendations for student learning programs and services are typically guided by either System-wide initiatives or local requests for funding on campus via the One-time Funding process. Funding and directives from the System Office typically guide the development and implementation of new student services programs. For example, the implementation of Student Success and Support Program (SSSP), Basic Skills Initiative (BSI), Student Equity Program (SEP) frameworks were legislated and subsequently appropriated for implementation. At Cypress College, administrators, faculty, and staff convene to develop action plans and objectives related to how new programs and services should be funded and implemented (IVA4.8 a-SSSP Funding Request Forms; IVA4.8b-SEP Funding Request Forms). Plans are required to be submitted and outcomes are expected to be measured and reported back.

The One-time Funding process at Cypress College enables faculty, administrators, and staff to recommend new programs and services as well (IVA4.9a-One-Time Funding Template;
IVA4.9b-One-time Funding Process). For example, the Student Support Services Division requested and received approximately $2,500 annually to offer a course through the NOCE taught by a Cypress adjunct counselor to help students transition to college (IVA4.10 -One-Time Approval List). The Research Office and Planning (IRP) is a resource for any faculty, administrator, or staff member who wishes to ascertain a specific need or understanding of a gap or opportunity that the campus wishes to address for recommending a new program or service on campus.

The Cypress College Curriculum Committee is currently reviewing all programs, degrees and certificates to determine if any of these are available 50% or more via distance education (DE). The academic deans in each area recently finished their review, and the Institutional Research and Planning Office is currently preparing the final inventory. Since the last substantive change, the College has identified over 50 awards that can be achieved more than 50% online (IVA4.11-Substantive Change 2010). The College will submit a substantive change report to ACCJC regarding the items that qualify prior to the visit in 2017.

Consistent with the established Cypress College Curriculum development processes, the Mortuary Science Department faculty and Health Science Division Dean are tasked with making recommendations about the curriculum, Student Learning Outcomes (SLOs), and student support services for the baccalaureate degree program. The Department and Dean have responsibility for conducting Advisory Committee meetings with industry professionals who forward industry recommendations (IVA4.12-HSAC Minutes). Using the campus shared governance and decision-making processes already established, faculty and administrators develop appropriate curriculum and learning support services.

Analysis and Evaluation

The College and District meet the Standard. Cypress College faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services. NOCCCD BP 4020 and 4021 have clearly established curriculum policies and procedures for both curriculum development and discontinuance. Further, the Cypress College Curriculum Training guide outlines the necessary procedures for development of new and modification of existing courses. For student learning programs and services, the One-Time Funding process in conjunction with system-wide initiatives provide well-defined structures through which faculty and academic administrators make recommendations.

Evidence Sources

IVA4.1 – NOCCCD Board Policy 4020 - Program and Curriculum Development
IVA4.2a – NOCCCD Board Policy 4021 - Educational Program Discontinuance
IVA4.2b – NOCCCD Administrative Procedure 4021 - Educational Program Discontinuance
IVA4.3 – Cypress College website – Curriculum Committee link
IVA4.4 – Cypress College Curriculum Training Guide
IVA5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

NOCCCD and Cypress College are committed to the widespread participation of relevant constituency groups in decision-making and planning at both the District and colleges. The NOCCCD has a number of Board Policies, Administrative Procedures, and other planning documents that reinforce the culture of partnership between Board members, faculty, staff, students, and administration in collegial governance, a process that ensures all in the District have the opportunity to contribute to policy development, decision-making, integrated planning, and resource allocation.

In order to ensure the appropriate consideration of relevant perspectives, NOCCCD Board Policy and Administrative Procedure 2510-Participation in Local Decision-making outline the Board’s commitment to the full participation of all groups in decision-making District-wide (IVA5.1a-BP 2510; IVA5.1b-AP 2510). AP 2510 specifically clarifies the Board’s encouragement of faculty, students, classified staff, confidential employees, and administration to participate in committees concerned with broad policy and planning matters, and it delineates the roles and responsibilities of the District and Senates when collaborating with the faculty on academic and professional matters. The policy identifies the matters in which the Board relies primarily on the recommendations of the Senate and those matters on which the Board will seek mutual agreement (IVA5.1b-AP 2510).

Similarly, the shared governance culture of decision-making perpetuated through the President’s Advisory Council (PAC) and Planning and Budget Committee (PBC) at the College seeks to ensure the consideration of relevant perspectives (IVA5.2-PAC Guidelines, IVA5.3-PBC Guidelines). In addition, the Academic Senate Constitution indicates the faculty’s role in the 10 +1 items related to educational programs and services that are covered by AB 1725 (IVA5.4-Academic Senate Constitution). The overarching goal of collegial governance is for the
realization of District and College Strategic Directions in improving student learning and overall institutional effectiveness.

The District and College have also established procedures that ensure decision-making is aligned with expertise and responsibility. *The NOCCCD 2012 Decision-making Resource Manual: Structure, Function and Alignment (DRM)* describes the structure and function of each group that contributes to the development of recommendations to the Board and the alignment of the groups to one another (IVA5.5-DRM). In addition, *NOCCCD Board Policy 3250-Institutional Planning* states,

> the Chancellor shall ensure that the District has and implements a broad-based, comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community… (IVA5.6-BP 3250).

Further, *The NOCCCD 2013 Integrated Planning Manual (IPM)* is a guide to integrated planning at the District level. It describes planning processes that identify the ways that constituency groups participate in and contribute to District-level long-term and short-term planning (IVA5.7-IPM). *The NOCCCD Budget Allocation Handbook 2013 (BAH)* not only details the budget allocation process District-wide but also provides for the formation of the Council on Budget and Facilities (CBF), one of the five District-level governance groups. CBF has representation from faculty, students, staff, and administration, and its purpose is to ensure that NOCCCD resources are tied to the District Strategic Plan and the Comprehensive Master Plan (IVA5.8-BAH). Finally, *NOCCCD Administrative Procedure 3100-Organization Structure* states, “Revisions to the organizational structure of the colleges, North Orange Continuing Education and District shall be developed through established collegial consultation process” (IVA5.9-AP 3100).

Both the District and the College attempt to provide clear and current information regarding District and campus governance issues to all staff. Regular communication is provided through News from the Board (IVA5.10) and the District wide e-newsletter called inside/NOCCCD (IVA5.11), which contain news and updates District-wide as well as information about upcoming governance group meetings and links to the groups’ web page for agenda and minutes/summaries. At the College level, decision-making is communicated through the online @Cypress (IVA5.12), distribution of the Academic Senate Minutes to all faculty and retention of the minutes on the Academic Senate website (IVA5.13), and the provision of minutes from shared governance committees on the campus J-Drive (IVA5.14). In addition, information is provided at Opening Day activities each semester and through the meetings of the Leadership Team (IVA5.15a-Opening Day Agenda; IVA5.15b-LT agenda).

The College makes an effort to implement decisions in a timely fashion. For example, as part of the aforementioned Student Success and Support Program (SSSP), the Student Athlete Success Center (SASC) Project was initially developed and proposed in Fall 2016, and a funding request through SSSP was submitted on September 28, 2016 (IVA5.16-SSSP Funding request). The decision to fund the program was made on December 14, 2016 (IVA5. 17-Bandyopadhyay email) and the project was launched in Spring 2017 (IVA5. 18-Rams email).
Analysis and Evaluation

The College and District meet the Standard. Through NOCCCD BP 2510-Participation in Local Decision Making, BP 3250-Institutional Planning and AP 3100-Organizational Structure, the District ensures the appropriate consideration of relevant perspectives and aligns decision-making with expertise and responsibility. The planning and decision-making documents DRM, IPM and BAH provide additional structure to the District’s processes.

At Cypress College, the PAC and PBC Guidelines as well as the Academic Senate Constitution provide the appropriate shared governance framework to ensure consideration of relevant perspectives of all constituency groups and include those with appropriate expertise and responsibility in all decision-making. Finally, both the College and District make efforts to take timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence Sources
IVA5.1a – NOCCCD Board Policy 2510 - Participation in Local Decision-making
IVA5.1b – NOCCCD Administrative Procedure 2510 - Participation in Local Decision-making
IVA5.2 – Cypress College President’s Advisory Cabinet Guidelines
IVA5.3 – Cypress College Planning and Budget Committee Purpose and Guidelines
IVA5.4 – Cypress College Academic Senate Constitution
IVA5.6 – NOCCCD Board Policy 3250 - Institutional Planning
IVA5.7 – NOCCCD Integrated Planning Manual 2013
IVA5.8 – NOCCCD Budget Allocation Handbook 2013
IVA5.9 – NOCCCD Administrative Procedure 3100 - Organizational Structure
IVA5.10 – News from the Board, December 13, 2016
IVA5.11 – inside/NOCCCD e-newsletter, June 9, 2016
IVA5.12 – @ Cypress, November 9, 2016
IVA5.13 – Cypress College Academic Senate Minutes web page screenshot
IVA5.14 – J-Drive screenshots
IVA5.15a – Opening Day Agenda Fall 2015
IVA5.15b – Leadership Team Agenda November 2015
IVA5.16 – Student Success and Support Program (SSSP) Funding Request
IVA5.17 – Santanu Bandyopadhyay, Executive Vice President, Educational Programs and Student Services, Student Athlete Success Center Program email
IVA5.18 – Richard Rams, Dean, Student Support Services, Student Athlete Success Center Program email
IVA6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Cypress College has clearly established decision-making processes that are readily available to all staff. The College documents and communicates the decisions made to all staff members through a variety of channels.

The processes for decision-making are laid out in the establishing documents for each of the shared governance committees and for many of the other committees as well. President’s Advisory Cabinet (PAC) and the Planning and Budget Committee (PBC) are the two primary campus decision-making bodies and have clearly established procedures as documented in the PAC and PBC guidelines (IVA6.1 PAC Guidelines; IVA6.2-PBC Guidelines). These guidelines are accessible by all staff members on the campus J-Drive (IVA6.3a-PAC J drive screenshot; IVA6.3b-PBC J-Drive screenshot). Other campus decision-making groups such as the Faculty Academic Senate (IVA6.4-Constitution), Curriculum Committee (IVA6.5-Training Guide), Program Review Committee (IVA6.6-PR Handbook) also post their decision-making guidelines to the campus J-Drive as well. In this way, all staff can find the processes through which the various bodies make decisions.

In addition to communicating the decision-making processes, ample opportunities exist on campus for the staff to be aware of decisions that have been made by various bodies. The agenda and minutes of PAC and PBC as well as all shared governance committees can be accessed through the campus J-Drive (IVA6.7a-PAC Minutes screenshot; IVA6.7b-PBC Minutes screenshot). The agendas for Academic Senate meetings and approved minutes are sent to all faculty members (IVA6.8a –Agenda email; IVA6.8b-Minutes email) and can also be found on the Senate web page (IVA6.9-Academic Senate web page). In addition, the College’s @Cypress electronic newsletter is distributed weekly to all staff during the academic year (IVA6.10).

The District also widely communicates decisions made. After each Board meeting, the District Public Information Office sends out the “News from the Board,” a synopsis of each Board meeting (IVA6.11-News). The full agendas and minutes can also be found on the District website (IVA6.12).

Analysis and Evaluation

The College and District meet the Standard. The Cypress College processes for decision-making and the resulting decisions are documented and widely communicated across the institution. Decision-making bodies post their processes and guidelines on the campus J-Drive. In addition, the decisions made by those bodies are made available through distributed minutes and/or those posted on the J-Drive. As in all large institutions, there is no guarantee that all personnel will avail themselves of the information but access to that information is provided.
Evidence Sources
IVA6.1 – Cypress College President’s Advisory Cabinet Guidelines
IVA6.2 – Cypress College Planning and Budget Committee Purpose and Guidelines
IVA6.3a – Cypress College President’s Advisory Cabinet J-Drive screenshot
IVA6.3b – Cypress College Planning and Budget Committee J-Drive screenshot
IVA6.4 – Cypress College Academic Senate Constitution
IVA6.5 – Curriculum Committee Training Guide
IVA6.6 – Cypress College Department Planning and Program Review Handbook 2017
IVA6.7a – President’s Advisory Cabinet Minutes J-Drive screenshot
IVA6.7b – Planning and Budget Committee Minutes J-Drive screenshot
IVA6.8a – Cypress College Academic Senate Agenda email
IVA6.8b – Cypress College Academic Senate Meeting Minutes email
IVA6.9 – Cypress College Academic Senate web page
IVA6.10 – @Cypress online Newsletter
IVA6.11 – NOCCCD “News from the Board”
IVA6.12 – NOCCCD Board Agendas and Meeting Minutes web page screenshot

IVA7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The policies and procedures set by NOCCCD are the guiding principles under which Cypress College sets its own processes related to governance and decision-making. Board policies and procedures are evaluated and the results are widely communicated. At the campus level, the evaluation process differs for each decision-making body.

NOCCCD Board Policy and Administrative Procedure 2410-Board Policies and Procedures indicates that the District Consultation Council (DCC) shall regularly review Board Policies and Procedures and make recommendations to the Board regarding the need for changes to ensure currency and compliance with state and federal regulations (IVA7.1a-BP 2410; IVA7.1b-AP 2410). In addition, the District regularly consults with the Community College League of California (CCLC) regarding recommended updates and changes in Board Policies and Administrative Procedures. Once changes are made, the District informs all personnel in the District of the changes via email and updates the District website where they are housed (IVA7.2-Revised AP email). Board Policies 3225-Institutional Effectiveness (IVA7.3) and 3250-Institutional Planning (IVA7.4) indicate the criteria to be utilized in evaluating how the institution is doing. The policy covers areas such as assessing long-range planning, facilities, Equal Employment Opportunity, Student Equity, Student Success and Support, the Transfer Center, Cooperative Work Experience, and Extended Opportunity Programs and Services. The results of these evaluations are used to make changes as deemed necessary.
The District also engages in systematic evaluation of those in leadership roles. NOCCCD Board Policy 2745-Board Self-Evaluation (IVA7.5) describes the process by which the Board evaluates itself. In April of odd-numbered years, the Board distributes an assessment form to its members and to the District staff who regularly participate in Board meetings. The results are compiled and discussed in public session at the first meeting in May. Board Policy and Administrative Procedure 2435-Evaluation of the Chancellor (IVA7.6a; IVA7.6b) describes the process for evaluating the Chancellor of the District. Due to confidentiality concerns, results of the evaluation process are held in the Human Resources Office and are not widely distributed to the District. While the District Policies and Procedures regarding the evaluation of Management are still being developed, the College does engage in an assessment of those in leadership positions through the Management Appraisal Instrument. Goals and objectives are established for all personnel, and feedback is requested from those serving under personnel in such leadership positions (IVA7.7-Mgt. Appraisal Instrument).

The College utilizes the Campus Climate Survey to evaluate the decision-making processes utilized by campus leaders. The Survey is conducted every two years, and the results are posted to the College website (IVA7.8-CCS). In addition, the results are presented to President’s Staff and the Management Team to determine what changes are necessary for ongoing improvement. PAC and PBC have instituted a regular assessment schedule for the Guidelines utilized (IVA7.9-PAC Guidelines; IVA7.10-PBC Guidelines). Most campus governance bodies and committees engage in an informal evaluation at the end of each academic year. However, in very few cases is the process of self-evaluation formalized nor is input solicited from those outside of the membership of the particular body. Unless members of the body recognize weaknesses themselves, the lack of outside input may hide areas where improvement could take place. In addition, the informality of such assessments may lead to a lack of a perceived need to focus on making changes for the future.

**Analysis and Evaluation**

**The College and District meet the Standard.** Leadership roles and the Cypress College’s governance and decision-making processes are regularly evaluated to assure their integrity and effectiveness. The District also engages in systematic evaluation of Board policies and procedures which govern the District and colleges. Both the District and the College widely communicate the results of these evaluations through their respective websites and other campus meetings. The College’s bi-annual Campus Climate Survey is the primary decision-making evaluation tool that is used as the basis for improvement.

At the broad level, sufficient policies are in place to ensure that there is a clear evaluation of the actual decision-making policies, procedures, and processes of various bodies. With that evaluation comes a delineation of what needs to be done in the future. However, at a specific level, the assessment of particular campus bodies and committees is too informal and self-contained to provide the information that could lead to even more improvements in how those bodies operate. While meeting the Standard, the College would be better served by a more institutionalized system of documented, ongoing evaluation of procedures and processes that includes more direct feedback from those affected by decisions.
Evidence Sources
IVA7.1a – NOCCCD Board Policy 2410 - Board Policies and Procedures
IVA7.1b – NOCCCD Administrative Procedure 2410 - Board Policies and Procedures
IVA7.2 – Revised AP email
IVA7.3 – NOCCCD Board Policy 3225 - Institutional Effectiveness
IVA7.4 – NOCCCD Board Policy 3250 - Institutional Planning
IVA7.5 – NOCCCD Board Policy 2745 - Board Self-Evaluation
IVA7.6a – NOCCCD Board Policy 2435 - Evaluation of the Chancellor
IVA7.6b – NOCCCD Administrative Procedure 2435 - Evaluation of the Chancellor
IVA7.7 – Management Appraisal Instrument
IVA7.8 – Cypress College Campus Climate Survey Report 2015
IVA7.9 – Cypress College President’s Advisory Cabinet Guidelines
IVA7.10 – Cypress College Planning and Budget Committee Purpose and Guidelines

Changes Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducted an evaluation of the shared governance process</td>
<td>IVA7</td>
<td>IRP</td>
<td>Spring 2017</td>
<td>The College conducted an evaluation of the shared governance process along with specific processes with PBC and PAC.</td>
</tr>
</tbody>
</table>

Plans Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Planned Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit a substantive change for awards 50% or more online</td>
<td>IVA4</td>
<td>ALO</td>
<td>Fall 2017</td>
<td>The College will submit a substantive change with more than 50 awards that can now be achieved more than 50% online.</td>
</tr>
</tbody>
</table>
Standard IVB: Chief Executive Officer

IVB1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The President of Cypress College serves as the chief executive officer (CEO) who is responsible for the overall quality of the institution. The President provides leadership in the areas of planning, organization, budgeting, personnel, and institutional effectiveness assessment. In conjunction with members of President’s Staff, which includes the Executive VP of Instruction and Student Services, the VP of Administrative Services, the Director of Institutional Research and Planning, Executive Director of Foundation and Community Relations, and the Director of Campus Communications, the President oversees all aspects of institutional effectiveness (IVB1.1-Organizational Chart). In addition, the President shares institutional values, goals, and the direction of the College with all constituency groups (IVB1.2-Opening Day Agenda).

Planning, organizing, and budgeting responsibilities fall under the purview of the President and the shared governance committees, President’s Advisory Council (PAC) and Planning and Budget Committee (PBC). These committees consist of leaders from all shared governance groups on campus, including Academic Senate, United Faculty (UF), classified staff (CSEA), Adjunct faculty (AdFAC) as well as a variety of administrators. The purpose of PAC, chaired by the President, is to serve as the primary recommending body to the College President on the establishment of campus policies and procedures, as well as general college issues within the scope of PAC and its shared governance committees (IVB1.3 -PAC Guidelines). PBC, chaired by the VP of Administrative Services, serves as the primary recommending body to PAC on general budget and planning issues for the campus and to convey to PAC the views of the campus community on matters relevant to both budget and planning for the College (IVB1.4-PBC Guidelines).

The President is committed to the shared governance process of leadership and decision-making. As such, the President relies on the collective wisdom of the members of President’s Staff, PAC, and PBC to inform all planning and budgeting decisions. PBC and PAC operate as the primary agents of planning and budgeting processes:

The Recommendations of PBC shall be presented to PAC for action. The chair shall inform its members when such recommendations are being submitted to PAC. PAC may accept a recommendation from PBC and pass it on to the College President, or it may reject a recommendation from PBC and send it back to that committee. PAC normally may not change a recommendation from a shared governance committee before passing it on to the College President (IVB1.4-PBC Guidelines).

Through these groups the President ensures appropriate discourse and decision-making to further the goals and values of the college.
The President also bears primary responsibility for selecting and developing personnel. Both faculty and staff needs are determined through established formal processes utilizing the Faculty Prioritization Committee and the Classified Needs Assessment (IVB1.5-Faculty Prioritization; IVB1.6-Bandyopadhyay email). As discussed previously (Standard IIIA), the annual faculty prioritization process is used to determine the instructional needs of the campus and, based on the resources available, which positions ought to be filled. Similarly, the Classified Needs Assessment, conducted every three years, is used to determine what the classified staff needs are across the campus (IVB1.7-Classified Needs Assessment). Management needs are determined based on personnel changes in combination with institutional needs. The President, in collaboration with the hiring committee, is responsible for the final selection of faculty (IVB1.8-NOCCCD BP 3004 section 12.0). The President, in consultation with the NOCCCD Chancellor, is responsible for the selection of management positions (IVB1.9-NOCCCD AP 7120-4).

Ongoing personnel development occurs through the Professional Development Committee. The Professional Development Coordinators meet monthly with the President to update and report on the activities conducted, funding decisions, and event evaluation (IVB1.10-Brydges email).

The President is also responsible for assessing institutional effectiveness. The President has ensured institutional research, institutional planning, and resource allocation are directly linked by placing the College’s Director of Institutional Research and Planning as a member of President’s Staff and as a voting member of PBC and PAC. The Director of IRP regularly presents updated information to these bodies at meetings and provides analysis and insight related to the collected data as it relates to student achievement, student learning outcomes, and institutional performance. As such, the President is intimately aware of institutional measures of performance as related to student learning outcomes (IVB1.11-PBC Minutes, March 2016; IVB1.12–PAC Minutes, May 2015). The President is also responsible for presenting institutional performance information to the Board of Trustees in the form of the Institutional Effectiveness Report and Year End Annual Reports (IVB1.13-BOT Agenda, November 2016; IVB1.14-BOT Minutes, November 2016). Institutional Effectiveness Reports, Student Success Scorecard data, course retention and success rates, as well as degree and certificate completion are reviewed regularly by President’s Staff and shared appropriately at the College through regularly scheduled meetings each semester such as Opening Day and Leadership Team (IVB1.15-Opening Day Presentation; IVB1.16-Leadership Team Agenda).

**Analysis and Evaluation**

**The College and District meet the Standard.** As the institutional chief executive officer (CEO), the Cypress College President has primary responsibility for the quality of the institution. In conjunction with shared governance committees PBC and PAC, and with the advice of the President’s Staff, the President provides effective leadership in planning, organizing, and budgeting. Per NOCCCD Board Policy and Administrative Procedures, the President also bears primary responsibility for selecting and developing personnel. Relying on data and analysis provided by IRP the President engages in ongoing assessment of overall institutional effectiveness and communicates those findings to the campus community and Board of Trustees.
Evidence Sources

IVB1.1 – Cypress College Executives Organizational Chart 2016 – 2017
IVB1.2 – Opening Day Agenda Fall 2015
IVB1.3 – President’s Advisory Cabinet Guidelines
IVB1.4 – Planning and Budget Committee Guidelines
IVB1.5 – Faculty Prioritization President’s Review October 20, 2016
IVB1.6 – Santanu Bandyopadhyay, Executive Vice President, Educational Programs and Student Services, Faculty Prioritization email
IVB1.7 – Classified Needs Assessment
IVB1.8 – NOCCCD Board Policy 3004 - Full-time Faculty Hiring Process
IVB1.9 – NOCCCD Administrative Policy 7120-4 - Management Hiring
IVB1.10 – Michael Brydges, Professional Development Co-Coordinator, Professional Development email
IVB1.11 – Planning and Budget Committee Minutes, March 17, 2016
IVB1.12 – President’s Advisory Cabinet Minutes, May 21, 2015
IVB1.13 – NOCCCD Board of Trustees Meeting Agenda, November 8, 2016
IVB1.14 – NOCCCD Board of Trustees Meeting Minutes, November 8, 2016
IVB1.15 – Opening Day Presentation Fall 2016
IVB1.16 – Leadership Team Meeting Agenda, March 28, 2014

Evidence of Meeting the Standard

Cypress College maintains an organizational structure as reflected in the College Organizational Chart (IVB2.1-CC Org Chart), which is updated periodically in response to changes in size and scope of programs and services (IVB2.2-Simpson response). Basic administrator duties are delineated in the job descriptions which include appropriate delegation of authority (IVB2.3-President Description; IVB2.4-Exec VP Description; IVB2.5-VP Admin Services Description; IVB2.6-Dean Description). Individual administrator responsibilities and assignments are discussed at President’s Staff meetings (IVB2.7a-Pres. Staff Agenda, April 2013; IVB2.7b-Pres Staff Agenda, September 2013) with the appropriate vice presidents and conveyed subsequently to Management Team or Deans Council meetings, whichever is appropriate.

The fundamental configuration of the organizational structure of the College has undergone periodic review, typically in response to circumstances warranting such evaluation (IVB2.8-Pres. Staff Agenda, Aug 2012). The last major College level review occurred in the aftermath of a vacancy in the Executive Vice President position in 2007, at which time the College convened an ad hoc committee to examine the efficacy of this structure. The ad hoc committee examined the
more traditional three vice president model prevalent at other community colleges and determined that the EVP/VP model better served the needs of the College. That structure has continued (IVB2.9-Simpson email).

Discussions related to administrator positions and assignments occur periodically and on an as needed basis at PAC meetings (IVB2.10-PAC Minutes, February 2014, p.2), President’s Staff meetings (IVB2.11-Pres. Staff Agenda, August 2013), and with the members of programs that would be impacted by changes (IVB2.7b-Pres. Staff Agenda, September 2013). For example, non-structural changes to the management organization have occurred since the last review but typically in response to current circumstances. Recommendations for changes to the management organization/assignment status typically initiate at President’s Staff and are subsequently taken to PAC for discussion and confirmation. For example, upon the retirement of the Dean of the Library/Learning Resource Center (L/LRC) in 2009, President’s Staff discussed deans’ assignments and determined that a dual assignment of Dean of Language Arts and Library/LRC was appropriate. The issue was subsequently taken to PAC for discussion and finalization (IVB2.9-Simpson email; IVB2.10-PAC Minutes, February 2014, p. 2).

The President of the College delegates authority to administrators consistent with their job descriptions and at the appropriate level while also demonstrating the lines of communication so that matters at the program and department level can be brought to increasing levels of responsibility on either a formal (President’s Staff meetings, weekly one on one meetings with EVP/VP) or informal/ad hoc meetings (IVB2.2-Simpson response).

Analysis and Evaluation

The College and District meet the Standard. The Cypress College President plans, oversees, and evaluates an administrative structure as necessary and in response to changes in personnel, complexity, and scope of programs. The College organizational structure and staff is appropriate to the College’s purpose, size, and complexity and is adjusted to meet those parameters when necessary. The President delegates authority to administrators and others consistent with their responsibilities as dictated in the appropriate job descriptions.

As a result of a self-evaluation, the President determined that there was a need for more consistent record keeping of decisions made in President’s Staff meetings. The President’s Staff is working on a solution that balances transparency with maintaining confidentiality regarding sensitive matters.

Evidence Sources

IVB2.1 – Cypress College Organizational Charts 2016 – 2017
IVB2.2 – Robert Simpson, President, Accreditation Response, November 23, 2016
IVB2.3 – College President Job Description
IVB2.4 – Executive Vice President, Educational Programs and Student Services Job Description
IVB2.5 – Vice President, Administrative Services Job Description
IVB2.6 – Dean-Division Job Description
IVB2.7a – President’s Staff Agenda, April 15, 2013
IVB2.7b – President’s Staff Agenda, September 16, 2013
Standard IV

Cypress College 2017 Institutional Self Evaluation Report

Evidence of Meeting the Standard

Establishing a collegial process that sets values, goals, and priorities.

The Cypress College Mission, Vision, and Core Values serve as the guiding document that sets the College’s values, goals, and priorities. Under the leadership of the College President and developed through the collegial shared governance process, the document shapes all planning and decision-making of the College. The most recent revision of the Mission, Vision and Core Values statements occurred in Spring 2015. The development process included a campus survey of staff and students, and two open forums to solicit input, and it culminated in a Leadership Team meeting to review recommendations and vote on the final version (IVB3.1-Mission, Vision, and Core Values Review, p. 3). In Spring 2016, in response to the new ACCJC Standards as well as the addition of the Baccalaureate degree, the Mission Statement was reviewed and modified by the Leadership Team and sent to the campus for broader input (IVB3.2-LT Agenda; IVB3.3-Mission Survey Results). The President shares institutional values, goals, and the direction of the College with the constituency groups at President’s Advisory Cabinet meetings, Leadership Team meetings, and Opening Day (IVB3.4-Opening Day Agenda Fall 2015). Constituent representatives are charged with sharing this information with their respective groups.

In addition to the Mission, Vision, and Core Values, the College has designated committees to assist in supporting improvement of the teaching and learning environment. The Program Review Committee is charged with the ongoing viability, support, and success of our instructional programs. They engage in periodic and regular review to assure quality (IVB3.5-PR
Ensuring the college sets institutional performance standards for student achievement.

The President is acutely aware of institutional measures of performance as related to student learning outcomes. The Director of Institutional Research and Planning (IRP) is a member of President’s Staff and meets with the President weekly to discuss and provide updates on institutional performance (IVB3.11-Pres. Staff Agenda, February 2016). The President is also responsible for presenting institutional performance information to the Board of Trustees in the form of the Institutional Effectiveness (IER) and Year End Annual reports (IVB3.12-BOT Agenda, November 2016, pg.1). The IER, CCCCO Student Success Scorecard data, Institution Set Standards (course success rates, transfers, as well as degree and certificate completion) are reviewed regularly by President’s Staff and shared appropriately at the College through meetings such as Opening Day, Leadership Team, etc. (IVB3.13a-Opening Day Presentation 2016; IVB3.13b-LT Team Agenda November 2015).

PBC is responsible for determining ACCJC Institution Set Standards that are used to measure student achievement. Through this shared governance committee, the College utilizes the input from faculty, administrators and staff to establish the aspirational goals that the College sets for itself (IVB3.14-PBC Minutes, March 2016). The Institution Set Standards are shared with the campus annually (IVB3.13a-Opening Day Presentation 2016).

Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions.

The IRP Office, which reports directly to the President, is responsible for providing high quality research and analysis of external and internal conditions. This is accomplished through multiple means, including conducting internal climate surveys (IVB3.15-CCS), participation in the Program Review process (IVB3.16-IER pg.43), analysis of relevant local high school data (IVB3.17-HS Dashboard), familiarity with Chancellor’s Office Scorecard data, and economic sector scans for Career Technical Education (IVB3.18-Digital Cinema). The data is utilized in ongoing planning and decision making in areas such as the Strategic Plan (IVB3.19-Strategic Plan), Instructional Program Review (IVB3.20-AC-R PR), and the Full Time Faculty Prioritization process, which determines the allocation of available full time faculty positions (IVB3.21-Faculty Request Template).
Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning.

Under the leadership of the President, the integration of educational planning and resource allocation is addressed substantially by PBC through the College One-time Funding process. The allocation of resources in support of student achievement and learning is a collaborative effort of the College as organized through the President and PBC. The Committee reviews all requests for support, connects the requests to Program Review and SLO documentation, and advances recommendations for funding to the President’s Advisory Cabinet (PAC). Funding decisions are finalized at President’s Staff based upon recommendations from PBC (IVB3.9-One-time Funding).

The President has ensured institutional research, planning, and resource allocation are linked by placing the College’s Director of IRP as a member of President’s Staff (IVB3.11-Pres. Staff Agenda) and as a voting member of the College PBC (IVB3.22-PBC Guidelines, pg.1) and PAC (IVB3.23-PAC Guidelines). The Director of IRP presents updated information to these groups (IVB3.11-Pres. Staff Agenda; IVB3.24-PBC Minutes, October, 2015) and provides analysis and insight related to the collected data as it relates to student achievement and student learning outcomes. Information provided by the Director of IRP is also used during the faculty prioritization process (IVB3.21-Faculty Request Template).

Ensuring that the allocation of resources supports and improves achievement and learning.

Allocation of resources in support of student achievement and learning is achieved via the College’s Strategic Plan/Institution Set Standards Fund and the One-time funding process. Validation of the effectiveness of these allocations occurs through both the approval process and a follow-up report.

The Strategic Plan/Institution Set Standards Fund allocation process requires the inclusion of how the request is aligned with the Strategic Plan directions and/or Institution Set Standards (IVB3.25-Forensics Strategic Plan Request). Similarly, One-time Funding requests must be connected to student learning and achievement. One-time Funding requests must also include a department’s completed program review and SLO assessments (IVB3.26-One-Time Funding Template). The proposals are reviewed and ranked utilizing the One-Time Funding rubric which incorporates learning and achievement goals as well alignment with the College Mission and Strategic plan (IVB3.27-One-time Funding Rubric). The College ensures that the funding provided through the Strategic Plan/Institution Set Standards Fund improves achievement and learning through the year-end evaluation process, whereby programs articulate how the proposed outcomes were met. Allocation Recommendations of PBC are presented to the PAC for approval (IVB3.9-One-time Funding Process; IVB3.28-PBC Minutes, November 2016; IVB3.29-PAC Minutes, November 2016).
The President also serves as the principal College representative to the District to assure that resource allocation is consistent with support of student learning and institutional improvement. This includes appropriate review of expenditures, purchase orders and checks, budget transfers, and periodic financial status reports (IVB3.30-NOCCCD BP 2340). The President serves as a member of Chancellor’s Staff and attends all meetings of the Board of Trustees in order to speak to issues of student achievement and College needs (IVB3.31-NOCCCD BP 2310). The President also serves at the District level to advance and advocate for College needs that can only be addressed by District action. An example was the President’s advocacy for a local facilities bond, resulting in a successful campaign to provide the resources necessary to modernize and improve the physical environment of the College, which is critical to the success of our students (IVB3.32-BOT Minutes, July 2014, p. 110).

The President communicates the importance of a culture of evidence and a focus on student learning by celebrating student outcomes at a variety of venues including Opening Day (IVB3.4), Leadership Team meetings (IVB3.13b-Leadership Team Agenda November 2015), President Status Reports (IVB3.33-President’s Status Report, p. 1), President Board Reports (IVB3.34-President’s Board Report, p. 1), and by being involved in the discussions about College funding of items related to student achievement and student learning outcomes. The
uppermost question in determining College actions is “How does this affect students?” (IVB3.35–PAC Minutes, September 2015, p.1).

Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

The Cypress College Strategic Plan is the primary document utilized for institutional planning (IVB3.19-Strategic Plan). As part of the regular review process, the Strategic Plan Workgroup evaluates the implementation efforts annually (IVB3.36-SP Year 2 Report). The SP Workgroup evaluates the overall progress made on identified strategic directions and makes recommendations. In addition, the Workgroup evaluates the efficacy of the allocation processes used to meet the strategic goals. IRP in conjunction with the Strategic Direction Workgroup Chairs meet annually to assess and evaluate the overall planning processes utilized to achieve the College Mission. The review includes an examination of both the Strategic Plan/ Institution Set Standards Fund and One-time Funding processes and results, and it assesses the efficacy of the programs funded. Future recommendations from the workgroup are presented to PBC before the next cycle begins (IVB3.37a-Work group agenda1; IVB3. 37b-Workgroup Agenda 2).

Analysis and Evaluation

The College and District meet the Standard. Through established Cypress College and NOCCCD policies and procedures, the President guides institutional improvement of the teaching and learning environment by establishing the Mission, Vision, and Core Values which provide the foundation for the College’s goals and priorities. In addition, the President ensures that the College sets institutional performance standards, utilizing the ACCJC Institution Set Standards developed through the shared governance process for student achievement. Further, the President ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions as provided by IRP, which reports directly to the President. Research and analysis are also utilized in department program reviews and are integrated with resource planning and allocation to support student achievement and learning. Finally, the President establishes procedures such as the annual Year-End Reports to evaluate overall institutional planning and implementation efforts to achieve the Mission of Cypress College.

Evidence Sources

IVB3.2 – Leadership Team Agenda Spring 2016
IVB3.3 – Mission Survey Results 2016
IVB3.4 – Opening Day Agenda Fall 2015
IVB3.5 – Program Review Committee Report for 2014 – 2015
IVB3.6 – SLO Coordinator Job Description
IVB3.7 – Student Services Council Meeting Minutes, April 21, 2016
IVB3.8a – Deans Meeting Minutes, October 11, 2016
IVB3.8b – Deans Meeting Minutes, October 25, 2016
IVB3.9 – One-time Funding Process
IVB3.11 – President’s Staff Agenda, February 22, 2016
IVB3.12 – NOCCCD Board of Trustees Meeting Minutes, November 8, 2016
IVB3.13a – Opening Day Presentation Fall 2016
IVB3.13b – Leadership Team Agenda November 2015
IVB3.14 – Planning and Budget Committee Minutes, March 17, 2016
IVB3.15 – Cypress College Campus Climate Survey Report 2015
IVB3.17 – Cypress College High School Dashboard 2016
IVB3.19 – Cypress College Strategic Plan 2014 – 2017
IVB3.20 – Air Conditioning and Refrigeration Department Program Review October 2016
IVB3.21 – Faculty Request Template
IVB3.22 – Planning and Budget Committee Purpose and Guidelines
IVB3.23 – President’s Advisory Cabinet Guidelines
IVB3.24 – Planning and Budget Committee Minutes, October 15, 2015
IVB3.25 – Forensics Strategic Plan Request
IVB3.26 – One-time Funding Template 2016 – 2017
IVB3.27 – One-time Funding Rubric
IVB3.28 – Planning and Budget Committee Minutes, November 17, 2016
IVB3.29 – President’s Advisory Cabinet Minutes, November 17, 2016
IVB3.30 – NOCCCD Board Policy 2340 - Agendas
IVB3.31 – NOCCCD Board Policy 2310 Regular Meetings of the Board
IVB3.32 – NOCCCD Board of Trustees Meeting Minutes, July 22, 2014
IVB3.33 – President's Status Report January 07, 2016
IVB3.34 – President's Board Report February 23, 2016
IVB3.35 – President's Advisory Cabinet Minutes, September 03, 2015
IVB3.37a – Strategic Plan Direction Leader Meeting Minutes, Mar 7, 2015
IVB3.37b – Strategic Plan Direction Leader Meeting Minutes, July 31, 2015

IVB4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The President takes a lead role in accreditation by being a member of the Accreditation Steering Committee (IVB4.1-President’s Calendar, November 2015). The President also convenes and chairs the committee that interviews and selects the Accreditation Self-Evaluation Faculty Chair position (IVB4.2a-PAC Minutes, May 7, 2015 p. 4; IVB 4.2b-PAC Minutes, May 21, 2015, p.
4). The President receives periodic status reports on the accreditation process (IVB 4.3-Pres. Staff Agenda, January 2016) and is an active participant in providing information necessary to respond to accreditation questions. The President also emphasizes the importance of having faculty, staff, and students participate in the accreditation process, and the President assumes ultimate responsibility to assure broad-based participation in the Self-Evaluation. Over 100 members of the campus community, full-time and adjunct faculty, administrators, classified staff, and students, volunteered to participate in the self-evaluation process (see Self-Evaluation participants).

The President and the Accreditation Liaison Officer (ALO) attended the 2015 Annual ACCJC conference in order to remain current with all elements associated with the accreditation process, including new Standards, Eligibility Requirements, and Compliance policies (IV4.4-President’s Calendar April 23, 2015). The President charges the ALO (who is also the Director of Institutional Research and Planning) with the responsibility of providing periodic and thorough updates to the College regarding accreditation efforts. These updates occur regularly at meetings of the College attended by constituent representatives and include Opening Day (IVB4.5-Opening Day Agenda), President’s Advisory Cabinet (IVB4.6-PAC Agenda), Management Team (IVB4.7-MT Agenda), and Leadership Team (IVB4.8-LT Agenda).

Analysis and Evaluation

The College and District meet the Standard. The Cypress College President has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Through the efforts of the Accreditation Liaison Officer and Accreditation Faculty Chair, the President ensures that faculty, staff, and administrative leaders of the institution actively participate in the accreditation self-evaluation process and have ongoing responsibility for assuring compliance with accreditation requirements.

Evidence Sources

IVB4.1 – President’s Calendar Week of November 16, 2015
IVB4.2a – President’s Advisory Cabinet Minutes, May 7, 2015
IVB4.2b – President’s Advisory Cabinet Minutes, May 21, 2015
IVB4.3 – President’s Staff Meeting Agenda, January 25, 2016
IVB4.4 – President’s Calendar April 23, 2015
IVB4.5 – Opening Day Agenda Spring 2016
IVB4.6 – President’s Advisory Cabinet Agenda, October 15, 2015
IVB4.7 – Management Team Agenda, February 5, 2016
IVB4.8 – Leadership Team Agenda November 2015
IVB5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The President is a member of Chancellor’s Staff (IVB5.1-Decision Making Resource Manual (DRM), p. 21) and the District Consultation Council (IVB5.1-DRM, p. 14). District policies and procedures are discussed, reviewed, and revised by both of these groups (IVB5.1-DRM, pp. 14, 21). The President is keenly aware of any changes made and is responsible for assuring that those changes are shared with and implemented at the College. This information is shared at Management Team meetings (IVB5.2-Mgt. Team Meeting) and President Advisory Cabinet (IVB5.3-PAC Minutes, September 2015, pg.2) meetings as appropriate. Responsibility for implementation is delegated to the appropriate responsible parties at the College.

Changes to statutes and regulations that have an impact upon the College Mission are reviewed at Chancellor’s Staff on a regular basis. Changes that impact institutional mission or which require modifications to policy are vetted at Chancellor’s Staff and presented to the District Consultation Council. Once the constituent representatives at the Council have had the opportunity to fully review and vet proposals related to statutes and regulations, recommendations for changes are presented to the Board of Trustees for their review (IVB5.4 - BP 2410; IVB5.5-AP 2410).

The President also maintains effective control of budget and expenditures of the College. All budget and expenditure issues are first discussed in Planning and Budget Committee (PBC) meetings where recommendations are made. These recommendations are then presented, thoroughly discussed, and ultimately approved through the shared governance process at President’s Advisory Cabinet (PAC) meetings (IV5.3-PAC Minutes, September 2015, p. 3).

Analysis and Evaluation

The College and District meet the Standard. The Cypress College President assures the implementation of statutes, regulations, and governing NOCCCD Board policies. Through the shared governance committees, PAC and PBC, the President ensures that the College practices are consistent with its Mission and District policies, including effective control of budget and expenditures.

Evidence Sources

IVB5.2 – Management Team Meeting Minutes, September 4, 2105
IVB5.3 – President’s Advisory Cabinet Minutes, September 03, 2015
IVB5.4 – NOCCCD Board Policy 2410 - Board Policies and Administrative Procedures
IVB5.5 – NOCCCD Administrative Procedure 2410 - Board Policies and Administrative Procedures
IVB6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

Cypress College makes a concerted effort to be involved in the community and the College’s local service areas of Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach, and Stanton (IV6.1-Cypress College Foundation Americana web page). The President has charged the College Foundation Director with the responsibility of ensuring administrators of the College are assigned to serve as liaisons for local Chambers of Commerce and local feeder high schools (IVB6.2-HS Liaisons). The Foundation also honors a Citizen of the Year from each of the service areas at the Annual Americana Awards Ceremony (IVB6.1-Cypress College Foundation web page). In addition, the College Foundation hosts an annual Chamber mixer for the City of Cypress (IVB6.3-Chamber Mixer Flyer).

In order to further facilitate planning and collaboration between the College and the City of Cypress, the President has organized quarterly meetings between President’s Staff, College leaders, and City officials to determine how to best work together to serve the community through events and other services (IVB6.4-Ad Hoc Meetings Memo). For example, the College Fine Arts Dean and City officials are working together to determine how the Fine Arts Programs can be integrated into City events to facilitate increased exposure and experiences for local community members (IVB6.5-Ad Hoc Committee Agenda).

Finally, the President is an active member of community organizations such as Cypress Rotary (IVB6.6-Pres. Calendar November 2, 2015) and the Cypress Boys and Girls Club (IVB6.7-Simpson Status Report). The President also attends meetings of local civic organizations, including City Council meetings (IVB6.8-President’s Calendar, January 25, 2016), State of the City presentations (IVB6.9-Pres. Report to Chancellor, February 6, 2016, p. 2; IVB6.10-Pres. Calendar October 15, 2015), and is a regular attendee at activities sponsored by local Chambers of Commerce (IVB6.11-Pres. Calendar, November 28, 2016).

Analysis and Evaluation

The College and District meet the Standard. The Cypress College President works and communicates effectively with the communities served by the institution: Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach, and Stanton. Through the Cypress College Foundation events as well as participation in local city and community organizations, the College and President remain actively involved within the City of Cypress and the greater North Orange County area.
Evidence Sources

IVB6.1 – Cypress College Foundation Americana web page
IVB6.2 – High School Liaisons 2015
IVB6.3 – Chamber Mixer Flyer
IVB6.4 – Ad Hoc Meetings Memo
IVB6.5 – Ad Hoc Committee Agenda, September 19, 2016
IVB6.6 – President’s Calendar Week of November 2, 2015
IVB6.7 – Robert Simpson, President, Status Report
IVB6.8 – President’s Calendar Week of January 25, 2016
IVB6.9 – President’s Report to Chancellor, February 6, 2016
IVB6.10 – President’s Calendar Week of October 15, 2015
IVB6.11 – President’s Calendar Week of November 28, 2016

Changes Arising out of the Self-Evaluation Process

<table>
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<td>Developed a more consistent process of recordkeeping in President’s Staff</td>
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<td>President</td>
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<td>The College developed a more consistent process for recording decisions made in President’s staff by having the President’s Confidential Executive Assistant attend meetings and record decisions.</td>
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Standard IVC: Governing Board

IVC1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

The NOCCCD has a seven-member governing Board of Trustees with two advisory Student Trustees (one from Cypress College and one from Fullerton College) that has authority over and responsibility for policies that govern the academic quality of student learning programs and services that monitor the effectiveness of the institution’s performance and the overall fiscal health and stability of both the District and the College. The Board’s responsibilities and authority are outlined in NOCCCD Board Policy 2200-Board Duties and Responsibilities (IVC1.1-BP 2200). The Board adheres to this policy in all its actions and decisions as reflected in the Board Minutes. Minutes and agendas of all meetings of the Board of Trustees are publicly available through the Board’s web page (IVC1.2-Meetings and Agendas web page). The names of the Trustees and brief biographical information are published in the same Board web page. The biographies include photographs, the County districts that they represent, and their years of service as Board members (IVC1.3-Biographies web page).

The Board of Trustees has a comprehensive set of Board Policies (BP) and Administrative Procedures (AP) that cover the District, the Board of Trustees, General Institution, Academic Affairs, Student Services, Business & Fiscal Affairs and Human Resources (IVC1.4-Policies and Procedures web page). NOCCCD Board Policy 2410-Board Policies and Administrative Procedures defines the scope of Board Policies as “statements of intent by the Board on a specific issue within its subject matter jurisdiction,” (IVC1.5-BP 2410, p. 1) and Administrative Procedures to be the Chancellor’s “statement of method to be used in implementing Board Policy” (IVC1.5-BP 2410, p. 1). It further stipulates that “the Board shall regularly assess its policies for effectiveness in fulfilling the District’s mission” (IVC1.5-BP 2410, p. 1). Policies are also reviewed by Chancellor’s staff, which meets weekly, and by the District Consultation Council, which meets monthly (IVC1.6-DCC Summary, November 2016).

As evidenced in the bi-monthly agendas and minutes from Board meetings, the NOCCCD Board of Trustees continues to be responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution, assuring fiscal health and stability to include authorizing an annual audit, monitoring institutional performance, educational quality, and compliance with accreditation standards (IVC1.2-Meetings and Agendas web page).

The NOCCCD is committed to the success of the District’s student learning programs and fiscal stability. For example, in 2012, when the District, much like every other community college district in the state of California, was experiencing the ill effects of the economic downturn, the Board formed a subcommittee to discuss possible goals and develop a format for future Board budget study sessions. As a result of the subcommittee’s recommendations, two Board budget study sessions were held to determine the best course of action to maintain the financial stability
of the District. The study sessions adhered to the District’s collective vision of being student centered; maintaining unique campus identities; promoting innovative, courageous, and effective communication; fostering mutual respect as well as being proactively compliant; and creating strong educational partnerships reflective of our community (IVC1.7-Board Study Session Write-up). The Board study sessions aligned with the District’s Decision-making Resource Manual (IVC1.8), the Budget Allocation Handbook (IVC1.9), and the District’s Strategic Plan (IVC1.10).

In 2015, the Board again formed a subcommittee to review the results of the Board’s annual self-evaluation. The subcommittee reviewed the Board evaluation in detail and made a number of recommendations regarding planning, institutional effectiveness, Board professional development, and visibility of Board support of the District and the campuses (IVC1.11). The District has implemented or is in the process of implementing all of the recommendations of this subcommittee. Two examples are the following: first, the Board requested clear linkage between educational planning and facilities planning and specifically that educational planning includes projections of the future. The Midterm Update to the Educational Master Plan, conducted in late 2015 and Spring 2016, is a direct result of this recommendation. It fulfilled the two goals that the Board outlined in the subcommittee’s recommendation by linking facilities planning to educational planning and projection of the future out to 2030 (IVC1.12-Midterm EMP Update). Second, at the request of the District to draw conclusions and discuss future implications of the Institutional Effectiveness data, in Fall 2016, District research and planning staff not only presented the CCCCO Student Success Scorecard trend analysis to the Board, but also drew conclusions and discussed future implications (IVC1.13-Student Success Presentation, p. 15-16).

Analysis and Evaluation

The District meets the Standard. Cypress College has a governing board, the NOCCCD Board of Trustees, that has authority over and responsibility for establishing District Board Policies (BPs) and Administrative Procedures (APs) that work together to ensure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the College.

Evidence Sources

IVC1.1 – NOCCCD Board Policy 2200 - Board Duties and Responsibilities
IVC1.2 – NOCCCD Board of Trustees Meeting Agenda & Minutes web page
IVC1.3 – NOCCCD Biographies web page
IVC1.4 – NOCCCD Board Policies and Administrative Procedures web page
IVC1.5 – NOCCCD Board Policy 2410 - Board Policies and Administrative Procedures
IVC1.6 – NOCCCD District Consultation Council Summary, November 28, 2016
IVC1.7 – Board write-up of budget study sessions
IVC1.9 – NOCCCD Budget Allocation Handbook 2013
IVC1.10 – NOCCCD District-wide Strategic Plan 2014 – 2017
IVC1.11 – Notes from Board Subcommittee on Board Evaluation
IVC1.12 – NOCCCD Midterm Update to the Educational Master Plan 2016
IVC1.13 – California Community Colleges Chancellor’s Office Student Success Scorecard Presentation October 2016

IVC2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

NOCCCD Board Policy 2330-Quorum and Voting describes the voting process that the Board uses to make decisions (IVC2.1-BP 2330). This policy describes the number of votes required for the Board to pass or approve different types of policies, measures, or actions. However, once the vote has been taken, the Board’s decision is implemented as a decision of the Board as a whole. Such decisions are reflected in Board Minutes, and all Board members act in support of the decisions.

The NOCCCD Governing Board has a history working toward consensus on all major votes and decisions. Even when consensus is not reached, the Board as a whole works in the best interest of the entire District. A recent example is the process the Board used to appoint a new Board member when a Board vacancy occurred due to resignation of a former Board member in August 2015. Adhering to NOCCCD Board Policy 2110-Vacancies on the Board (IVC2.2), the Board interviewed five candidates in an open meeting and then voted to select the new trustee. Four rounds of voting occurred, during which individual Board members explained their reasoning for supporting different candidates. By the fourth round, the Board had reached consensus on a single candidate, demonstrating a good example of how the NOCCCD Board acts as a collective entity (IVC2.3 BOT Minutes, August, 2015).

Analysis and Evaluation

The District meets the Standard. The NOCCCD Board acts as a collective entity and is an independent policy-making body reflecting public interest in Board activities and decisions. The Governing Board continues to adhere to a clearly defined policy and procedure for decision-making and always acts in the best of the entire District, treating all three of the educational entities of the District in an equitable manner. Once the Board reaches a decision, all board members act in support of the decision.

Evidence Sources

IVC2.1 – NOCCCD Board Policy 2330 - Quorum and Voting
IVC2.2 – NOCCCD Board Policy 2110 - Vacancies on the Board
IVC2.3 – NOCCCD Board of Trustees Meeting Minutes, August 25, 2015
IVC3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

**NOCCCD Board Policy 2431-Chancellor Selection** authorizes the Board to establish a search process whenever there is a need to fill a vacancy in the Chancellor position, a process that is fair and open and complies with relevant regulations (IVC3.1-BP 2431). **NOCCCD Administrative Procedure 2431-Chancellor Selection** provides further details on the selection process: development and distribution of the job announcement to application requirements, composition of the search committee that ensures constituency representation, and the role and function of the search committee and the Board of Trustees in the Chancellor selection process (IVC3.2-AP 2431).

**NOCCCD Board Policy 2435-Evaluation of the Chancellor** authorizes the Board to conduct annual formal evaluations of the Chancellor (IVC3.3-BP 2435). **NOCCCD Administrative Procedure 2435-Evaluation of the Chancellor** provides greater details on the process that the Board follows when evaluating the Chancellor (IVC3.4-AP 2435). The Board has followed the evaluation procedure annually. Results of the evaluation process are stored in confidential files in the Human Resources (HR) Office.

The District has consistently complied with both Board policies and procedures when hiring new Chancellors. Most recently, after the Chancellor retired in February 2015, the Board initiated a recruitment process for a new Chancellor that followed, to the letter, the established BP and APs on Chancellor selection (IVC3.5-2015 Chancellor Job Announcement). Unfortunately, that recruitment did not yield a successful candidate. The Board initiated another recruitment effort for the new Chancellor in the spring of 2016, and again all provisions of the Board Policy and Administrative Procedure were strictly followed, including hosting campus forums for the finalists and collecting feedback on the campus forums online (IVC3.6-2016 Chancellor Job Announcement; IVC3.7-Open Forum announcement). Dr. Cheryl Marshall was hired to be the Chancellor of NOCCCD effective July 2016 (IVC3.8-BOT Minutes, February 2016, p. 136).

The Board of Trustees, in writing, annually evaluates the Chancellor in accordance with Ed Code 72400 and 72411.5 (IVC3.9a; IVC3.9b). As per BP 2435, formal evaluation is the responsibility of the Board as a whole and brings the Board and Chancellor together to discuss areas of strengths and improvement. The evaluation is based on the annual performance goals and objectives set by the Board for the Chancellor to provide leadership of the District (IVC3.3–BP 2435). The annual goals for the Chancellor also relate to the mission of the District, accreditation and audit reports, and the budget process of the District. Such goals include,

- enhance student equity and success,
- foster collaboration and communication,
- strengthen the District’s capacity and enrich the culture,
- participate in regional and state level work, and legislative advocacy (IVC3.10-Chancellor’s Welcome web page).
The Board develops criteria and sets goals each summer for the Chancellor. The primary purpose of the evaluation is to build trust between the Board and the Chancellor, and the annual evaluation is conducted to coincide with the conclusion of the Chancellor’s contract year. The Chancellor evaluation is comprised of the Chancellor’s self-evaluation of progress toward goals and objectives, plus composites of evaluation forms completed by individual Board members as well as Chancellor’s Staff, Resource Table members and external community members. The evaluation compiled by the Board is reviewed with the Chancellor. The evaluation is filed in the Chancellor’s personnel file and must be approved by a majority vote of the Board. Most recently, at the June 14, 2016 Board meeting, the Board provided a formal evaluation of the interim Chancellor in closed session (IVC3.11-BOT Minutes, June 2016, pg 2).

The Board follows similar procedures when hiring a new College President. NOCCCD Administrative Procedure 7120-4-Management Employee Hiring establishes the hiring process for administrators including the President. The hiring procedures include application requirements; allocation of Administrative positions; Screening Committee composition, responsibilities and operating procedures; and development and distribution of Job Announcement, and Executive Officer position hiring processes (IVC3.12-AP 7120-4).

President evaluations are conducted under the auspices of the Management Employees Evaluation process, which is currently under construction. Until that is completed, Presidents are evaluated utilizing the current NOCCCD Policy 2002-Management Personnel, which includes an assessment of specific job responsibilities, goal and objectives, commitment to multi-cultural awareness and changes, commitment to affirmative action policy, and commitment and adherence to the District Mission (IVC3.13-Policy 2002; IVC3.14-Mgt. Appraisal Instrument).

Analysis and Evaluation

The District meets the Standard. The NOCCCD governing board adheres to clearly defined Board Policies and Administrative Procedures 2431 and 2435 for selecting and evaluating the Chancellor of the District. The NOCCCD utilizes Administrative Procedure 7120-4 and Policy 2002 for hiring and evaluating the College President.

Evidence Sources

IVC3.1 – NOCCCD Board Policy 2431 - Chancellor Selection
IVC3.2 – NOCCCD Administrative Procedure 2431 - Chancellor Selection
IVC3.3 – NOCCCD Board Policy 2435 - Evaluation of the Chancellor
IVC3.4 – NOCCCD Administrative Procedure 2435 - Evaluation of the Chancellor
IVC3.5 – Chancellor Job Announcement 2015
IVC3.6 – Chancellor Job Announcement 2016
IVC3.7 – Chancellor Open Forum Announcement 2016
IVC3.8 – NOCCCD Board of Trustees Meeting Minutes, February 23, 2016
IVC3.9a – California Education Code 72400
IVC3.9b – California Education Code 72411.5
IVC3.10 – NOCCCD Chancellor’s Welcome web page
IVC3.11 – NOCCCD Board of Trustees Meeting Minutes, June 14, 2016
IVC3.12 – NOCCCD Administrative Procedure 7120-4 - Management Employee Hiring
IVC3.13 – NOCCCD Board Policy 2002 - Management Personnel
IVC3.14 – NOCCCD Management Appraisal Instrument

IVC4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER7)

Evidence of Meeting the Standard

NOCCCD Board Policy 2200 Board Duties and Responsibilities states that the Board of Trustees governs on behalf of the citizens of NOCCCD in accordance with the authority granted and duties defined in Education Code Section 70902 (IVC4.1-BP 2200). It specifies the following specific duties and responsibilities of the Board of Trustees:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Monitor institutional performance and educational quality
- Advocate for and protect the District

As per NOCCCD Board Policy 2100-Board Elections, the Board consists of seven members, each representing a geographical portion of the District’s service area (IVC4.2-BP 2100). The Board also has its own conflict of interest policy, NOCCCD Board Policy 2710-Conflict of Interest, which states, “Board members shall not have a financial interest in any contract made by the Board or in any contract they make in their capacity as board members.” (IVC4.3-BP 2710). A board member is not to engage in any employment or activity that is inconsistent with, incompatible with, in conflict with, or inimical to his or her duties as an officer of the District. No employees of the District can seek the office of a Trustee. Board members are also not allowed to hold two incompatible public offices simultaneously (IVC4.4-AP 2710).

The Board of Trustees meets twice each month, one information meeting and one business meeting (IVC4.5-NOCCCD Meeting Schedule). Board agendas and minutes reflect that the Board does indeed make decisions in accordance with the duties identified in BP 2200. The Board, as a whole, acts in the best interest of the District without undue influence or persuasion from external entities.

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement 7. The NOCCCD governing board is an independent body that reflects the public interest in the institution’s educational quality in policy-making decisions. In accordance with BP 2200, the Board represents the public interest and is responsible for establishing policies that define the institutional mission and set
prudent, ethical and legal standards for college operations, monitor performance and quality and ultimately advocate for District interests. As per BP 2710, Board members ensure that they do not have any conflicts of interest that may be subject to undue influence or political pressure. The District works to make decisions that balance the needs of the College and the community it serves.

Evidence Sources
IVC4.1 – NOCCCD Board Policy 2200 - Board Duties and Responsibilities
IVC4.2 – NOCCCD Board Policy 2100 - Board Elections
IVC4.3 – NOCCCD Board Policy 2710 - Conflict of Interest
IVC4.4 – NOCCCD Administrative Procedure 2710 - Conflict of Interest
IVC4.5 – NOCCCD Board of Trustees Meeting Schedule

IVC5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

NOCCCD Board Policy 2410-Board Policies and Administrative Procedures states that the Board may adopt policies as authorized by law or determined by the Board to be necessary for the efficient operation of the District (IVC5.1a-BP 2410; IVC5.1b-AP 2410). In addition, Board Policy 2200-Board Duties and Responsibilities (IVC5.2) establishes the following duties and responsibilities for the Board of Trustees:

- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for the college operations.
- Assure fiscal health and stability.
- Monitor institutional performance and educational quality.

Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. The NOCCCD Board encourages broad participation in the initiation, formulation, and review of policies by all constituency groups (IVC5.3-DRM, p. 5). All District employees are expected to know and observe all provisions of law and Board policies pertinent to their job responsibilities (IVC5.4-BP 3050).

Board policies related to quality, integrity, and improvement of student learning programs are consistent with the District’s Mission statement and implicitly demand a high degree of quality and integrity, and a process for regular assessment is in place (IVC5.1b-NOCCCD AP 2410).
The duties listed in BP 2200, charge the Board with the ultimate responsibility for educational quality, legal responsibility, and financial integrity of the District (IVC5.2-BP 2200). The Board has consistently carried out these duties through the years in the decisions they make such as the creation of the NOCCCD Innovation Fund (IVC5.5a-BOT Minutes, September 2016; IVC.5b-NOCCCD Innovation Fund). The NOCCCD board demonstrates its advocacy for, and practice in, student centered planning and decision making through requesting regular presentations of student programs and services (IVC5.6a-BOT Minutes, April 2016; IVC5.6b-BOT Minutes, July 2016) and also for its insistence on financial solvency (IVC5.7a-BOT Minutes, April 2017; IVC5.7b-BOT Minutes, August 2014).

In 2011, NOCCCD created its Comprehensive Master Plan (CMP), a document with the stated purpose of providing “big picture guidelines for planning and decision-making throughout the District for the next ten years.” (IVC5.8-CMP, p. x) The master planning process was key in developing the District-wide Strategic Directions, which, in turn, inform all other planning and resource allocation for the campuses and District Services (IVC5.8-CMP). The District’s five strategic directions include the following: Improve completion rates; Eliminate the achievement gap; Improve student success rates; Implement best planning practices; and Develop and sustain collaborative community projects and partnerships (IVC5.9 -District Strategic Plan). All five strategic directions focus the District’s significant effort and resources in ensuring the quality, integrity, and improvement of student learning programs and services. The Board’s direction in
this area is also manifested in the Chancellor’s annual goals which include increasing student success, accreditation compliance, updating the comprehensive master plan, and adhering to financial planning and stability (IVC5.10-Chancellor’s Welcome)

Analysis and Evaluation

The District meets the Standard. The NOCCCD governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. Utilizing a combination of District allocated and locally generated resources, the College is currently providing for appropriate student support. While the NOCCCD governing board has established Board Policies 2410 and 2200 to ensure the quality, integrity, and improvement of student learning programs and services, the College has experienced increasing operational deficits in its Extended Day budget. The financial resources to support the quality, integrity and improvement of student learning programs of the College are currently provided by a combination of the formula-driven District allocation in combination with local revenue generated by auxiliary programs of the College. Deficits in the Extended Day budget will take an increasingly larger share of those revenues in the future and will erode the College’s ability to support student learning initiatives.

Over the past three years, the College’s Extended Day budget has run at a gradually increasing deficit reaching its highest level thus far at $1.5 million in 2015/16. Because the College has been able to generate local revenue, these deficits have been appropriately addressed, which has resulted in the College and District currently meeting the standard. Given that the ED allocation does not fully cover the cost of instruction, the College has been obligated to utilize one-time resources generated by auxiliary services (Swap Meet revenue, Bookstore profits, International Student fees, etc.) to address the deficit (IVC5.11-Extended Day Budget split). The result has been a diminishment in reserves of the College formerly used to provide support for other necessary programs designed to promote student learning and achievement such as Distance Education, computer replacement and out-of-class support programs in the Learning Resource Center (IVC5.12a-Proposed Budget 14/15, p. 10; IVC5.12b-Proposed Budget 15/16, p. 20; IVC5.12c-Proposed Budget 16/17, p. 24). In addition, the anticipation of the deficit and the need to provide instruction impacts other funding and budgeting decisions across campus. Although the College has had adequate reserves to address the significant deficits in the Extended Day Budget, the use of local funds to produce FTES essentially moves resources from the College to the District and is not viable or sustainable in the long-term. The College further addresses this issue through QFE 3-Extended Day Funding.

Evidence Sources

IVC5.1a – NOCCCD Board Policy 2410 - Board Policies and Administrative Procedures
IVC5.1b – NOCCCD Administrative Procedure 2410 - Board Policies and Administrative Procedures
IVC5.2 – NOCCCD Board Policy 2200 - Board Duties and Responsibilities
IVC5.4 – NOCCCD Board Policy 3050 - Institutional Code of Ethics
IVC5.5a – NOCCCD Board of Trustees Meeting Minutes, September 13, 2016
IVC5.5b – NOCCCD Innovation Fund Recipients, News and Announcements webpage
IVC5.6a – NOCCCD Board of Trustees Meeting Minutes, April 12, 2016
IVC5.6b – NOCCCD Board of Trustees Meeting Minutes, July 26, 2016
IVC5.7a – NOCCCD Board of Trustees Meeting Minutes, April 18, 2017
IVC5.7b – NOCCCD Board of Trustees Meeting Minutes, August 26, 2014
IVC5.8 – NOCCCD Comprehensive Master Plan 2011
IVC5.9 – NOCCCD District-wide Strategic Plan 2014 – 2017
IVC5.10 – NOCCCD Chancellor’s Welcome webpage
IVC5.11 – Extended Day Budget Split

IVC6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

NOCCCD publishes the Board By-Laws and Policies and makes them available to the public on the District website (IVC6.1-NOCCCD Policies and Procedures). NOCCCD Board Policy 2200-Board Duties and Responsibilities states that the Board’s duty is to represent the public interest and further that the Board is committed to fulfilling its responsibilities by establishing policies that define the institutional mission and by setting prudent, ethical, and legal standards for college operations (IVC6.2-BP 2200). Per Board Policies 2431-Chancellor Selection, 2435-Evaluation of Chancellor and 2430-Delegation of Authority to Chancellor, the Board also hires and evaluates the Chancellor and delegates power and authority to the Chancellor to effectively lead the District (IVC6.3a-BP 2431; IVC6.3b-BP 2435; IVC6.3c-BP 2430). The Board assures fiscal health and stability for the District and monitors institutional performance, educational quality, and compliance with accreditation standards, and it is ultimately responsible for advocating for and protecting the District (IVC6.2-BP 2200).

NOCCCD Board Policy 2010-Board Membership specifies a seven-member board elected by voters of the District. Beginning with the November 2012 election, Board members are elected by trustee areas and are required to reside in their trustee areas throughout their term of office. Also during their term, Board members are not permitted to hold another office that is incompatible with their service as a Board of Trustee member for NOCCCD (IVC6.4-BP 2010). NOCCCD Board Policy 2100-Board Elections specifies the term of office for Board members to be four years, commencing on the first Friday in December following their election. Elections are held every two years in even numbered years, and terms of Trustees are staggered, as practical, so that one half of the Trustees shall be elected at each election (IVC6.5-BP 2100). NOCCCD Board Policy and Administrative Procedure 2110-Vacancies on the Board delineate
policy and procedure in dealing with Board vacancies, whether through special elections or provisional appointments (IVC6.6a-BP 2110; IVC6.6b-AP 2110).

**NOCCCD Board Policy 2210-Officers** calls for an annual organizational meeting at which the Board elects from among its members, a President of the Board, a Vice President, and a Secretary. The Chancellor serves as the Executive Secretary of the Board. The terms of all Board officers are for one year, and the same broad policy also spells the duties of all four named officers of the Board. The duties of the Board President include presiding over all meetings of the Board; appointing special committees; assuring Board compliance with policies on Board education, self-evaluation and CEO evaluation; and representing the Board at official events or ensuring Board representation. The duty of the Vice President is to perform all duties of the President in case of absence, resignation, or other disablement of the President. The duties of the Secretary are to sign all legal notices and advertisements; and execute all documents on behalf of the Board as directed by the Board. The duties of the Executive Secretary include notifying members of the Board of regular, special, emergency and adjourned meetings; preparing and posting Board meeting agendas; preparing for adoption minutes of the open session of all Board meetings; attending all Board meetings and closed sessions; conducting the official correspondence of the Board; and preparing and maintaining a record of all policies of the Board (IVC6.7-BP 2210).

**NOCCCD Board Policy 2310-Regular Meetings** of the Board specifies that the regular meetings of the Board are to be held the second and fourth Tuesday of each month and that notices of the location, date, and time of each regular meeting of the Board shall be posted at least ten (10) days prior to the meeting and shall remain posted until the date and time of the meeting. It further specifies that representatives of each bargaining unit of District employees, the Academic/Faculty Senates, and administrative personnel as designated by the Chancellor will be seated at a Resource Table. These Resource Table representatives may provide reports to the Board from their respective organizations, provide input on agenda items, or serve as a resource to the Board in the discussion of issues. In addition, all regular meetings of the Board shall be held within the boundaries of the District and be open to the public (IVC6.8-BP 2310). The meeting calendar is available on the NOCCCD website (IVC6.9-BOT Meeting Dates web page).

**NOCCCD Board Policy 2345-Public Participation at Board Meetings** specifies the manner in which the public may participate at Board meetings. Members of the public may bring matters directly related to the business of the District to the attention of the Board in one of two ways: 1) by submitting a written request at the beginning of the meeting that summarizes the item and providing their name and organizational affiliation if any; and 2) by submitting a written summary of the item to the Chancellor at least one week prior to the Board meeting. In addition, members of the public may also submit written communication to the Board on items on the agenda and/or speak to agenda items at the Board meeting. Written communications regarding items on the Board’s agenda should reach the Chancellor’s Office no later than five working days prior to the meeting at which the matter concerned is to be before the Board. (IVC6.10-BP 2345). **NOCCCD Board Policy 2350-Speakers** outlines the provisions of speakers who may address the Board either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board. The Board president may rule members of the public out of order when they exhibit certain behavior or manners of behavior (IVC6.11-BP 2350). **NOCCCD Board Policy 2355 –Decorum** further specifies the decorum of speakers to the
Board and identifies what behaviors will be ruled out of order by the presiding officer (IVC6.12-BP 2355).

NOCCCD Board Policy 2315-Closed Sessions specifies that Board closed sessions can only be conducted in the following eleven areas:

- the appointment, employment, evaluation of performance, discipline or dismissal of a public employee;
- charges or complaints brought against a public employee by another person or employee, unless the accused public employee requests that the complaints or charges be heard in an open session;
- advice of counsel on pending litigation, as defined by law;
- consideration of tort liability claims as part of the District’s membership in any joint powers agency formed for purposes of insurance pooling;
- real property transactions;
- threats to public safety;
- review of the District’s position regarding labor negotiations and giving instructions to the District’s designated negotiator;
- discussion of student disciplinary action, with final action taken in public session;
- conferring of honorary degrees;
- consideration of gifts from a donor who wishes to remain anonymous;
- consideration of response to confidential final draft audit report from the Bureau of State Audits.

The Board policy also specifies that the agenda of each regular or special meeting shall contain information regarding whether a closed session will be held and the topics to be discussed if a closed session is to be held. Further, after the closed session, the Board shall reconvene in open session before adjourning to announce any actions taken in closed session and the vote or abstention of every member present. Furthermore, all matters discussed or disclosed during a lawfully held closed session and all notes, minutes, records or recordings made of such a closed session are confidential and shall remain confidential unless and until required to be disclosed by action of the Board or by law. All members of the Board of Trustees have a duty not to disclose any written or oral statements, discussions, opinions, deliberations, and documents, that were made, reviewed or considered during the course of a closed session (IVC6.13-BP 2315).

NOCCCD Board Policy 2330-Quorum and Voting establishes specific quorum and voting guidelines for the Board. The Board is required to act by majority vote of all of the membership of the Board. No action can be taken by secret ballot. The Board will publicly report any action taken in open session and the vote or abstention of each individual member present. The actions requiring two-thirds majority of all members of the Board are:

- resolution of intention to sell or lease real property (except where a unanimous vote is required);
- resolution of intention to dedicate or convey an easement;
- resolution authorizing and directing the execution and delivery of a deed;
• action to declare the District exempt from the approved requirements of a planning commission or other local land use body;
• appropriation of funds from an undistributed reserve;
• resolution to condemn real property.

Actions requiring a unanimous vote of all members of the Board are:

• resolution authorizing a sale or lease of District real property to the state, any county, city, or to any other school or community college district; and
• resolution authorizing lease of District property under a lease for the production of gas (IVC6.14-BP 2330).

NOCCCD Board Policy and Administrative Procedure 2360-Minutes specify that the written minutes of the Board meetings, signed by the Secretary of the Board, are the official records of such meetings and constitute the only legal record of the public meeting. The minutes record all actions taken by the Board and names of those present, all motions, names of those making and seconding motions, votes, major discussion points, and direction given to the Chancellor. The Chancellor’s Office is responsible for the minutes and they constitute public records that are available to the public and news media (IVC6.15a-BP 2360; IVC6.15b-AP 2360).

Analysis and Evaluation

The District meets the Standard. The NOCCCD governing board publishes all board by-laws and policies on the Board website. As Executive Secretary of the Board, the Chancellor maintains a record of Board agendas, minutes and policies. Board Policies specify the board’s size (BP 2010), duties and responsibilities (BP 2200), structure (BP 2210), and operating procedures (BP 2310, BP 2345, BP 2315, BP 2330, BP 2350, BP 2355, and BP/AP 2360). The Board’s operation follows to the letter all of these policy provisions.

Evidence Sources

IVC6.1 – NOCCCD Policies and Procedures web page
IVC6.2 – NOCCCD Board Policy 2200 - Board Duties and Responsibilities
IVC6.3a – NOCCCD Board Policy 2431 - Chancellor Selection
IVC6.3b – NOCCCD Board Policy 2435 - Evaluation of the Chancellor
IVC6.3c – NOCCCD Board Policy 2430 - Delegation of Authority to Chancellor
IVC6.4 – NOCCCD Board Policy 2010 - Board Membership
IVC6.5 – NOCCCD Board Policy 2100 - Board Elections
IVC6.6a – NOCCCD Board Policy 2110 - Vacancies on the Board
IVC6.6b – NOCCCD Administrative Procedure 2110 - Vacancies on the Board
IVC6.7 – NOCCCD Board Policy 2210 - Officers
IVC6.8 – NOCCCD Board Policy 2310 - Regular Meetings of the Board
IVC6.9 – NOCCCD Board of Trustees Meeting Dates web page
IVC6.10 – NOCCCD Board Policy 2345 - Public Participation at Board Meetings
IVC6.11 – NOCCCD Board Policy 2350 - Speakers
IVC6.12 – NOCCCD Board Policy 2355 - Decorum
IVC6.13 – NOCCCD Board Policy 2315 - Closed Sessions
IVC6.14 – NOCCCD Board Policy 2330 - Quorum and Voting
IVC6.15a – NOCCCD Board Policy 2360 - Minutes
IVC6.15b – NOCCCD Administrative Procedure 2360 – Minutes

IVC7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

NOCCCD Board Policy and Administrative Procedure 2410-Board Policies and Administrative Procedures stipulate that the Board shall regularly assess its policies for effectiveness in fulfilling the District’s mission and charge the Chancellor to issue administrative procedures as statements of method to be used in implementing Board Policy (IVC7.1a-BP 2410; IVC7.1b-AP 2410). The Administrative Procedures are to be consistent with the intent of Board Policies and are to be revised as deemed necessary by the Chancellor. The Chancellor utilizes the District Consultation Council (DCC), as the highest planning body for the District, to be the vehicle for reviewing, revising and updating administrative procedure on a regular basis. All meeting minutes of DCC contain information about reviewing and updating administrative procedures (IVC7.2a-DCC Summary, September 2016; IVC7.2b-DCC Summary, October 2016).

BP 2410 states that “copies of all policies and administrative procedures shall be readily available to District employees through the District’s website and the Chancellor’s Office.” (IVC7.1a-BP 2410). Currently all Board Policies (BP) and Administrative Procedures (AP) are posted on the District’s website (IVC7.3-NOCPCD Policies and Procedures web page). Once revisions to a Board policy (BP) have been approved by the Board as a first and second reading, the revised policy is posted to the website within a week of approval (IVC7.4a -Robinson Revisions email; IVC7.4b-Ayon Revisions email; IVC7.4c-Recinos Revisions email). Administrative procedures (AP) are taken to District Consultation Council for approval (IVC7.2a-DCC Summary, September 2016; IVC7. 2b-DCC Summary, October 2016). The Board will review the procedures approved by the District Consultation Council, and they are then posted to the same website. AP 2410 describes a regular cycle for review of policies and procedures. Any employee, student, or member of the public may initiate a review of any policy by submitting a request or recommendation in writing to the Chancellor’s Office (IVC7.1b-AP 2410).

The District subscribes to the Community College League of California (CCLC) policy and Procedure Service that most of the California Community Colleges utilize to ensure that its policies and procedures are up to date. NOCCCD has been performing review and update of its Board policies and associated administrative procedures on a regular basis with its documented governance process (IVC7.5-CCLC Update). Currently, the District receives regular updates
through the CCLC Policy and Procedure Service and makes the recommended changes to its own policies as appropriate (IVC7.6-BP/AP).

**Analysis and Evaluation**

**The District meets the Standard.** The NOCCCD Governing Board acts in a manner consistent with its policies and by-laws. Through the CCLC service the Board regularly assesses its policies and by-laws for their effectiveness in fulfilling the district mission and revises them as necessary. The NOCCCD Board’s actions consistently follow its own policies that are aligned with the District’s mission, vision, values, strategic directions and planning and decision making processes (IVC7.7-District Mission, Vision and Values web page).

While the District meets the standard, as a result of the self-evaluation process, the District has recognized the need for a more structured and in depth analysis and evaluation of District policies. Starting in 2016, the plan was to review all chapters of the Board policies and associated administrative procedures over a 6-year cycle. While the plan has been established, implementation will begin in Summer 2017. Each chapter will be assigned to a senior administrator as the lead. That administrator, utilizing the personnel in his or her area and guidance from CCLC, will examine every policy with respect to the District’s mission and strategic plan. The specific process for review and/or revisions of Board Policies (BP) is the following: the responsible senior administrator, utilizing the appropriate personnel, drafts recommended revisions; policies and procedures are then forwarded to Chancellor’s Staff for review, who comment on the revisions and either approves them or returns them to the area; the Chancellor then takes the finalized set of policies to the Board for approval. The process is similar for Administrative Procedures (AP) except the Chancellor takes revisions to the DCC for approval and then presents the approved changes as an information item to the Board (IVC7.6-BP/AP Review Cycle).

**Evidence Sources**

IVC7.1a – NOCCCD Board Policy 2410 - Board Policies and Administrative Procedures  
IVC7.1b – NOCCCD Administrative Procedure 2410 - Board Policies and Administrative Procedures  
IVC7.2a – NOCCCD District Consultation Council Summary, September 26, 2016  
IVC7.2b – NOCCCD District Consultation Council Summary, October 24, 2016  
IVC7.3 – NOCCCD Policies and Procedures web page  
IVC7.4a – Kenneth Robinson, (former) NOCCCD Director, Equity and Diversity, Revision Notification email  
IVC7.4b – Violet Ayon, Executive Administrative Aide to the Chancellor, Revisions Notification email  
IVC7.4c – Alba Recinos, Administrative Support Manager, Chancellor’s Office, Revisions Notification email  
IVC7.5 – Community College League of California 28th Update, April 2016  
IVC7.6 – BP/AP Review Cycle chart  
IVC7.7 – NOCCCD District Mission, Vision and Values web page
IVC8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The NOCCCD Board regularly receives information through Board reports that ensure the institution is accomplishing goals for student success. Annually, the Board reviews and receives the following from all three educational entities of the District:

- **Institutional Effectiveness Report (IER)** – key performance indicators of the educational institutions in the District are presented ranging from retention to completion to success data (IVC8.1-CC IER)
- **Annual Report** – in addition to the Colleges and NOCE, the Board reviews and receives a District annual report. Annual reports provide an effective summary of the accomplishments of the District, the Colleges and NOCE for the previous year (IVC8.2a-CC Annual Report; IVC8.2b-NOCCCD Annual Report).
- **CCCCO Student Success Scorecard** – the annual presentation by District wide research staff highlights the success of the colleges and presents finding and conclusions in the context of the District’s Strategic Directions on completion, eliminating the achievement gap and success at the course and program levels (IVC8.3-SSS Presentation).
- **Annual Progress Report** – this is specific to the progress made District wide in achieving the five District Strategic Directions (IVC8.4-District-wide Strategic Plan Progress Report).
- **Institutional Effectiveness Partnership Initiative (IEPI)** – Starting in 2015, the Board approves the institution’s goal setting benchmarks and results (IVC8.5-BOT Minutes, May 2016, p. 217, Item 4a).
- **Student Equity Plans (SEP)** – Starting in 2014, the Board approves the SEP of the Colleges and NOCE (IVC8.6a-CC SEP; IVC8.6b-BOT Minutes, December 2015, p. 84 Item 5e)
- **Student Success and Support Program (SSSP)** – Starting in 2015, the Board reviews the SSSP plans and outcomes of the Colleges and NOCE (IVC8.7a-SSSP Plan; IVC8.7b-BOT Minutes, November 2015, p. 63, Item 4.a)

Since 2000, the Board has annually convened a District-wide Strategic Conversation that is a planned but informal discussion, in a democratic and conversational style, on policy issues related to student success and improving academic quality (IVC8.8-Strategic Conversations web page). The goal of the Strategic Conversation is to help the Board of Trustees thoughtfully examine what drives their policy decisions, by involving everyone who wishes to express a point of view, and by gathering information in a less structured atmosphere than the traditional Board meeting. The process provides opportunities for a positive exchange of ideas and concerns, as
well as improved decision-making among all constituencies. Anyone from the District and the community at large may participate in the Strategic Conversation, which is aimed at maximizing dialogue among all who have an interest in student success in the District, establishing an environment conducive to consensus building and developing a spirit of teamwork. Topics for the Strategic Conversation are chosen by the Board Subcommittee, and they all related to and focus on student success. A sampling of topics includes: Placement Reform, Habits of Mind, High School Efforts to Build Readiness, and Community College Readiness (IVC8.8-Strategic Conversation web page).

Analysis and Evaluation

The District meets the Standard. The NOCCCD regularly reviews key indicators of student learning and achievement such as the Cypress College IER, CCCCO Student Success Scorecard, NOCCCD Annual Progress Report, and the IEPI Benchmarks to ensure the College is accomplishing its goals for student success. In addition, the NOCCCD Board regularly reviews institutional plans including the Student Equity Plan and the SSSP Plan to ensure ongoing commitment to student achievement. In addition to receiving and reviewing the annual reports on student achievement and institutional quality, the Board is actively engaged in creating and promoting a culture that is student success focused. In Fall 2015, the Board authorized a midterm review and update of their Educational Master Plan (EMP). This review and update was concluded in the spring of 2016; the draft report was presented to the Board in May 2016; and the draft was made available on the District website for comments and feedback. The finalized report was posted to the same District’s planning website in Fall 2016. (IVC8.9-Midterm EMP Review).

The District also employs the District-wide Strategic Conversations to foster dialog among relevant groups including the public, in order to improve academic quality. The Board has conducted the annual Strategic Conversation for the past 17 years.

Evidence Sources

IVC8.2a – Cypress College Annual Report 2015 – 2016
IVC8.3 – California Community Colleges Chancellor’s Office Student Success Scorecard Presentation
IVC8.4 – District wide Strategic Plan Annual Progress Report 2015
IVC8.5 – NOCCCD Board of Trustees Meeting Minutes, May 24, 2016
IVC8.6a – Cypress College Student Equity Plan 2015
IVC8.6b – NOCCCD Board of Trustees Meeting Minutes, December 8, 2015
IVC8.7a – Cypress College Student Success and Support Program Plan
IVC8.7b – NOCCCD Board of Trustees Meeting Minutes, November 24, 2015
IVC8.8 – Board Strategic Conversations web page
IVC8.9 – NOCCCD Midterm Update to the Educational Master Plan 2016
IVC9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

NOCCCD Board Policy 2010-Board Membership, provides a mechanism for continuity and staggered terms of office. The policy dictates that the Board shall consist of seven members elected by the qualified voters of the District. Beginning with the November 2012 election, each trustee is required to register to vote, resides in one of seven specified trustee areas throughout his or her term, and is elected by trustee area by voters residing in that area only. Any person who meets the criteria contained in law is eligible to be elected or appointed as a member of the Board (IVC9.1-BP 2010). NOCCCD Board Policy 2100-Board Elections specifies that the terms of the members shall be for four years and staggered so that as nearly as practical one half of the members shall be elected at each trustee election (IVC9.2-BP 2100).

NOCCCD Board Policy 2740-Board Education (IVC9.3) outlines the Board’s commitment to ongoing Board development and to a trustee education program that includes new trustee orientation. The Board is committed to holding study sessions, providing access to reading materials, and supporting conference attendance and other activities that foster trustee education. NOCCCD Board members have regularly attended trustee conferences such as the CCLC Annual Convention, the Annual Legislative Conference, and the Annual Trustee Conference (IVC9.4-BOT Minutes, May 2015). A few of the NOCCCD Board members were/are active in trustee organizations at the national and state levels and have attended Association of Community College Trustees (ACCT) conferences. A number of the Board members including former Board president, Dr. Barbara Dunsheath, have completed Community College League of California’s (CCLC) Excellence in Trusteeship Program (IVC9.5 Dunsheath Certificate).

Additionally, NOCCCD Administrative Procedure 2740-Board Education specifies orientation of newly elected Board members that includes a copy of the Community College League of California (CCLC) publication, “Orientation and Development of Community College Trustees,” and a long list of specified materials including the Brown Act, AB1725, college catalogs and class schedules, Board policies and administrative procedures, and the NOCCCD Comprehensive Master Plan and Strategic Plan. The orientation programs have also included tours of all three major educational sites of the District (Cypress College, Fullerton College and Anaheim Campus, which acts as the de facto headquarters for the North Orange Continuing Education (IVC9.6-AP 2740).

New Board members have the option to review the District budget with the Vice Chancellor of Finance and Facilities, tour all the campuses, and meet with student leaders from the Colleges and NOCE (IVC9.6-AP 2740). New Board members, including new student trustees, can also take advantage of the Trustee Orientation process (IVC9.7-Trustee Orientation) and have found them to be helpful in their ability to carry out their duties and responsibilities as trustees. Board of Trustee member, Ms. Jackie Rodarte expressed her appreciation of the NOCCCD trustee
orientation program in providing her with information and capability to serve effectively as a Board member (IVC9.8-BOT Minutes, April 2015).

**Analysis and Evaluation**

**The District meets the Standard.** All NOCCCD Board elections have taken place in strict accordance with *BP 2100*, with no exception. Continuity of Board membership is ensured through *BP 2010*, as well as the staggered nature of the four-year terms and the mechanism in place to deal with Board vacancies. Additionally, NOCCCD has a commitment to ongoing training and professional development of Board members as evidenced in *BP/AP 2740*. Board members engage in ongoing training through participation in professional conferences, and the District has a structured new member orientation.

**Evidence Sources**

IVC9.1 – NOCCCD Board Policy 2010 - Board Membership  
IVC9.2 – NOCCCD Board Policy 2100 - Board Elections  
IVC9.3 – NOCCCD Board Policy 2740 - Board Education  
IVC9.4 – NOCCCD Board of Trustees Meeting Minutes, May 26, 2015  
IVC9.5 – Dr. Barbara Dunsheat’s Excellence in Trusteeship Certificate  
IVC9.6 – NOCCCD Administrative Procedure 2740 - Board Education  
IVC9.7 – NOCCCD Trustee Orientation Process  
IVC9.8 – NOCCCD Board of Trustee Meeting Minutes, April 14, 2015

**IVC10.** Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

**Evidence of Meeting the Standard**

*NOCCCD Board Policy 2745-Board Self-Evaluation* mandates that a Board evaluation be conducted in April of odd-numbered years (IVC10.1-BP 2745). *NOCCCD Administrative Procedure 2745-Board Self-Evaluation* establishes the following evaluation process: an assessment form is distributed to all Board members and members of the District staff who regularly participate at Board meetings at the first meeting in April of each odd-numbered year; the completed assessment forms are submitted to the Chancellor’s Office on or before the second meeting in April; the Chancellor’s Office compiles results of the assessment for distribution at the first meeting in May; and the assessment results are included as an agenda item for review and appropriate action at the second meeting in May (IVC10.2-AP 2745).
Through this self-evaluation, the Board assesses its effectiveness in promoting and sustaining academic quality and institutional effectiveness. The evaluation is completed by all Trustees, Student Trustees, Resource Table personnel, and audience members. Assessment elements include District Goals, Mission and Vision; priorities; a review of key student learning and achievement indicators; processes to support continuous improvement; and ongoing professional development of Board members (IVC10.3-BOT Agenda, May 2015, Item 6.b.1).

The Board makes public the results of this self-evaluation as an agenda item at the second Board meeting in May of odd numbered years, and these results are used to improve Board performance, academic quality, and institutional effectiveness (IVC10.3-BOT Agenda, May 2015, Item 6.b.1). For example, in 2015, after reviewing Board Assessment Summaries, the Board agreed to establish a Board Assessment Subcommittee to review the results and determine what change was needed, how to refine the Board’s direction and expectations of the Chancellor’s goals, and report back to the Board at a future meeting (IVC10.4-BOT Minutes, May 2015). In order to make the results more accessible, the Board decided to post the results on the District website (IVC10.5-BOT Minutes, May 2017).

Analysis and Evaluation

The District meets the Standard. The NOCCCD Board has been evaluating itself every other year using BP/AP 2745 since 2003. The policy and procedures are clearly defined and adequately published in the Board Policies as listed on the NOCCCD website. Through the assessment instrument utilized, the evaluation assesses the Board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness, including its practices and performance as well as full participation in Board training in the form of professional development. In 2015, the Board formed a subcommittee to review the Board evaluation results, and the subcommittee made recommendations to improve Board performance (IVC10.6-Board Evaluation Subcommittee Report). The results are made public and used to improve board performance, academic quality, and institutional effectiveness. While meeting the Standard, the Board can make the results of the evaluation more accessible to the public by posting the results more prominently on the District website.

Evidence Sources

IVC10.1 – NOCCCD Board Policy 2745 - Board Self-Evaluation  
IVC10.2 – NOCCCD Administrative Procedure 2745 - Board Self-Evaluation  
IVC10.3 – NOCCCD Board of Trustees Meeting Agenda, May 12, 2015  
IVC10.4 – NOCCCD Board of Trustees Meeting Minutes, May 12, 2015  
IVC10.5 – NOCCCD Board of Trustees Meeting Minutes, May 9, 2017  
IVC10.6 – Board Evaluation Subcommittee Report
IVC11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

NOCCCD Board Policy 2715-Code of Ethics/Standards of Practice (IVC11.1) states that the Board maintains high standards of ethical conduct for its members. Members of the Board are responsible for establishing and upholding, implementing and enforcing all laws and codes applicable to the District. Specifically, each Board member is required to

- avoid any situation that may constitute a conflict of interest and disqualify him/herself from participating in decisions in which he or she has a financial interest;
- respect and observe the spirit of the open meeting laws and regulations and conduct closed session only if it’s necessary in the judgment of the Board and only for purposes permitted by law;
- maintain public trust by protecting, advancing and promoting the interests of all citizens and by exercising independent judgment unbiased by private interests or special interest groups;
- recognize the authority of the Board as a whole;
- ensure District compliance with nondiscrimination laws;
- attend student ceremonies and events to demonstrate interest in and respect for student accomplishments;
- attend all Board meetings, having prepared for discussion and decision by studying all agenda materials;
- maintain confidentiality of closed sessions;
- enhance Board member effectiveness by devoting time to study contemporary educational issues and attendance at professional workshops and conferences on the duties and responsibilities of the Board;
- promote and maintain effective relationships with fellow Board members as well as the Chancellor and staff;
- be an advocate for the District in the community by encouraging support for and interest in NOCCCD.

NOCCCD Administrative Procedure 2715-Code of Ethics/Standards of Practice (IVC11.2) requires each Board member to adhere to the Code of Ethics by signing a statement to this effect at the annual organizational meeting. In addition, both NOCCCD Board Policy and Administrative Procedure 2710-Conflict of Interest address specific behaviors that are prescribed by law, including a requirement of each Board member to file a statement of economic interest (IVC11.3-AP 2710). Further, Board members are prohibited from holding two incompatible
public offices at the same time, and that upon leaving the Board, acting as an attorney, agent or otherwise representing for compensation others appearing before the Board for up to one year (IVC11.4-BP 2710). Finally, in order to further disclose any financial interests, Board members make public compensation information and travel reports (IVC11.5-Trustee Total Compensation Report; IVC11.6-Trustee Travel Report).

In order to uphold the Code of Ethics, BP 2715 has a clearly defined process when a complaint of Trustee misconduct is lodged. In order to determine the validity of the complaint, a fact-finding process shall be initiated and completed within a reasonable period of time. The three-member ad hoc committee shall make a report of its findings to the Board for action. The committee shall be guided in its inquiry by the standards set forth in the Board’s Code of Ethics. The trustee subject to the charge of misconduct shall not be precluded from presenting information to the committee (IVC11.1-BP 2715).

**Analysis and Evaluation**

**The District meets the Standard.** The NOCCCD governing board upholds both BP/AP 2715-Code of Ethics/Standards of Practice and BP/AP 2710-Conflict of Interest policies. The NOCCCD Board of Trustees members act with integrity, adhere to the code, and hold themselves to the highest ethical standards. As articulated in BP 2715, the Board has a clearly defined policy and process, which is implemented when necessary, for dealing with behavior that violates its code. As precluded by BP/AP 2710, NOCCCD Board members have no employment, family, ownership, or other personal financial interest in the District. Further, Board member interests, including compensation information and travel reports, are appropriately disclosed and do not interfere with their impartiality or outweigh their greater duty to secure and ensure the academic and fiscal integrity of the institution.

**Evidence Sources**

IVC11.1 – NOCCCD Board Policy 2715 - Code of Ethics/Standards of Practice
IVC11.2 – NOCCCD Administrative Procedure 2715 - Code of Ethics/Standards of Practice
IVC11.3 – NOCCCD Board Policy 2710 - Conflict of Interest
IVC11.4 – NOCCCD Administrative Procedure 2710 - Conflict of Interest
IVC11.5 – Trustee Total Compensation Report
IVC11.6 – Trustees Travel Report
IVC12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

NOCCCD Board Policy and Administrative Procedure 2430-Delegation of Authority (IVC12.1a; IVC12.1b) state that the Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Chancellor is empowered to reasonably interpret Board policy and to delegate powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but is specifically responsible to the Board for the execution of such delegated powers and duties. In situations where there is no Board policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Chancellor to inform the Board of such action and to recommend written Board policy if one is required. The Chancellor will perform the duties contained in the Chancellor’s job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. Interviews with the one permanent and one interim chancellor who held the office in the last six years indicate that they both feel that the Board has empowered them to perform their duties without undue interference (IVC12.2-Williams email).

In order to hold the Chancellor accountable for the effective operation of the District, as per NOCCCD Board Policy and Administrative Procedure 2435-Evaluation of the Chancellor (IVC12.3a; IVC12.3b), the Board shall conduct an evaluation of the Chancellor at least annually. The Board evaluates the Chancellor using an evaluation process developed by and jointly agreed by the Board and the Chancellor. The evaluation consists of an assessment of progress towards goals and objectives, a composite of evaluations completed by individual Board members, Chancellor’s Staff and Resource table members, and a self-evaluation completed by the Chancellor.

Analysis and Evaluation

The District meets the Standard. The NOCCCD Governing Board delegates full responsibility and authority to the Chancellor through BP/AP 2430 to implement and administer board policies. The policy elements confer on the Chancellor all the necessary powers for him or her to perform the job without board interference. The District further holds the Chancellor accountable for the operation of the district though an annual evaluation as prescribed by BP/AP 2425. The NOCCCD Board of Trustees is keenly aware of the need for the Board to lead the District with policy decisions as opposed to micro-managing operational ones.

Evidence Sources

IVC12.1a – NOCCCD Board Policy 2430 - Delegation of Authority to Chancellor
IVC12.1b – NOCCCD Administrative Procedure 2430 - Delegation of Authority to Chancellor
IVC12.2 – Fred Williams, Vice Chancellor, Finance and Facilities, Former Interim Chancellor, Board Influence email
IVC12.3a – NOCCCD Board Policy 2435 - Evaluation of the Chancellor
IVC12.3b – NOCCCD Administrative Procedure 2435 - Evaluation of the Chancellor

IVC13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

NOCCCD Board Policy 3200-Accreditation states that the Chancellor keeps the Board informed of approved accrediting organizations and the status of accreditations (IVC13.1-BP 3200). The Chancellor also ensures that the Board is involved in any accreditation process in which the Board participation is required. In addition, the Chancellor provides the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report. AP 3200 ensures compliance with eligibility standards as established by ACCJC. It also specifies a clear process for the Colleges in the District to conduct its accreditation, including the requirement of having the Board review and approve the self-evaluation report prior to submission to ACCJC (IVC13.2-AP 3200).

The Board is actively involved in the accreditation process and has made accreditation compliance one of the goals for the Chancellor (IVC13.3-Chancellor’s Welcome, Item 1). In the most recent accreditation cycle, there is stronger and regular collaboration between the College and the District Office such that the Board receives regular updates on accreditation and is provided with formal presentations on the accreditation process and timeline (IVC13.4-BOT Minutes, January 2016, p. 97). The Vice Chancellor of Educational Services and Technology has regular meetings with the Accreditation Chair and Accreditation Liaison Officer (ALO) to discuss the College’s accreditation status. In addition, as part of the regular Board evaluation required by NOCCCD Board Policy 2745-Board Evaluation (IVC13.5-BP 2745), the roles and functions of board members in the accreditation process are assessed. Board members are evaluated as to the degree to which they are knowledgeable and take an appropriate role in the accreditation process (IVC13.6-BOT Agenda, May 2015, Item 6.b.17). The District has an active and informative website on accreditation that contains information about the accreditation of all three educational entities in the District, a District-wide accreditation timeline, a functional map and links to such information as district audits, district wide planning, board policies and administrative procedures, and research and institutional effectiveness (IVC13.7-District Accreditation web page). The Board is provided the opportunity to do first and second reading of all accreditation reports and is invited to participate in any accreditation process which they deem appropriate.
The Board, though established policy supports the efforts of Cypress College to improve and excel. *NOCCCD Board Policy and Administrative Procedure 3225-Institutional Effectiveness* provide the oversight mechanism to monitor the progress the College is making in pursuit of set goals. The policy requires the College to post accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines. Once the information is reviewed the College can make decisions about necessary changes or modifications in programs and services offered (IVC13.8a-BP 3225; IVC13.8b-AP3225).

**Analysis and Evaluation**

**The College and District meet the Standard.** As required by *BP/AP 3200*, the Chancellor keeps the NOCCCD governing board informed about the Accreditation status of the College as well as ensures that the College and District meet the Eligibility Requirements, the Accreditation Standards and Commission policies established by ACCJC. Further, the Board participates in appropriate accreditation processes and supports, through policy, Cypress College’s efforts to improve and excel. As per *BP/AP 3225*, the District “measures the ongoing condition of the District’s operational environment” and ensures that institutional goals are met (IVC13.8a-BP 3225, p. 1). Finally, as part of the Board evaluation dictated by *BP 2745*, the Board regularly evaluates its roles and functions in the accreditation process.

**Evidence Sources**

IVC13.1 – NOCCCD Board Policy 3200 - Accreditation  
IVC13.2 – NOCCCD Administrative Procedure 3200 - Accreditation  
IVC13.3 – NOCCCD Chancellor’s Welcome  
IVC13.4 – NOCCCD Board of Trustees Meeting Minutes, January 26, 2016  
IVC13.5 – NOCCCD Board Policy 2745 - Board Evaluation  
IVC13.6 – NOCCCD Board of Trustees Meeting Agenda, May 12, 2015  
IVC13.7 – NOCCCD Accreditation web page  
IVC13.8a – NOCCCD Board Policy 3225 - Institutional Effectiveness  
IVC13.8b – NOCCCD Administrative Procedure 3225 - Institutional Effectiveness
## Changes Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
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<tr>
<td>Provided the Board of Trustees with enhanced information related to institutional effectiveness</td>
<td>IVC1</td>
<td>Vice Chancellor, Educational Services and Technology</td>
<td>Fall 2016</td>
<td>The District and College collaborated to provide the Board of Trustees not only Student Success Scorecard information but now also conclusions and future implications.</td>
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<tr>
<td>Analyzed and evaluated District policies</td>
<td>IVC7</td>
<td>Vice Chancellor, Educational Services and Technology</td>
<td>Fall 2016</td>
<td>The District began a process to have a more structured and in depth analysis and evaluation of District policies over a six-year cycle.</td>
</tr>
<tr>
<td>Made Board evaluation results more accessible to the public</td>
<td>IVC10</td>
<td>Chancellor</td>
<td>Spring 2017</td>
<td>The District made the results of the Board evaluations more accessible to the public by posting the results on the District website.</td>
</tr>
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Standard IVD: Multi-College Districts or Systems

IVD.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Chancellor engages employees from both credit colleges and North Orange Continuing Education (NOCE) to work together towards educational excellence and institutional integrity. With leadership and communication, the Chancellor has established clear roles, authority, and responsibility for the colleges and the District that support the effective operation of the colleges and the overall effectiveness of the District as a whole.

NOCCCD Board Policy 2430-Delegation of Authority to Chancellor clearly states, “The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action” (IVD1.1-BP 2430, p.1). The same policy also states that the Chancellor may delegate the administration of colleges and centers but is still responsible to the Board for the execution of such delegated powers and duties. The Chancellor is empowered to reasonably interpret board policy and has the power to act in situations where there is no Board policy direction as long as the Board is informed of such action. The Chancellor is required to recommend written Board policy if one is required. As per NOCCCD Board Policy/Administrative Procedure 2435-Evaluation of the Chancellor, the Chancellor is expected to perform the duties contained in the Chancellor job description and fulfill other responsibilities as determined in annual goal-setting and evaluation sessions (IVD1.2a-BP 2435; IVD1.2b-AP 2435). The Chancellor shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion. The Chancellor acts as the professional advisor to the Board in policy formation and will make available any information or give any report requested by the Board as a whole and shall meet the requests for information from individual Board members if they are not unduly burdensome or disruptive to District operations. Such information based on individual Board member requests will be provided to all trustees (IVD1.1-BP 2430).

NOCCCD Administrative Procedure 2430-Delegation of Authority to Chancellor further delineates, “the Chancellor delegates full responsibility and authority to the College Presidents and the Provost to implement and administer delegated policies and holds them accountable for the operation of their respective institution” (IVD1.3-AP 2430).

Working closely with the colleges and North Orange Continuing Education, the District has developed and implemented a clear functional map that confers primary, secondary, and shared responsibility between the colleges and District Services on all functions in the District that are in support of educational excellence and institutional integrity (IVD1.4-NOCCCD Functional Map).
The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and institutional integrity through regular participation in various faculty, staff, and student events at the colleges and the NOCE ranging from Opening Day to commencement, from quarterly coffee meetings with the Chancellor and the Board (IVD1.5-Coffee with Chancellor web page) to monthly Memos from the Chancellor (IVD1.6-Memos from the Chancellor web page). In all these communication venues, the Chancellor focuses on expectations for educational excellence, institutional integrity, and support for effective college operations. All employees are expected to engage in and support District and College accreditation activities. The Chancellor also exhibits leadership at weekly meetings with Chancellor’s Staff (senior District administrators and college presidents), as well as the District Consultation Council (DCC), where expectations are communicated, roles reviewed and discussed, and authority and responsibility between colleges and the District delineated in order to ensure effective operation of the colleges. In general, Chancellor’s Staff meetings address operational effectiveness and alignment between the District Services and the colleges, while the DCC focuses on overall District policy and direction in educational excellence and institutional effectiveness (IVD1.7-DRM).

The Chancellor communicates expectations of educational excellence and integrity during the selection and evaluation process for college presidents as well. The Chancellor holds presidents to clearly articulated standards for student success, educational excellence, and financial sustainability. Educational excellence and integrity is emphasized in their annual evaluations, goal-setting for the upcoming year, and review of their self-evaluations (see Standard IVD4).

Last, the vision and goals are posted on the Chancellor’s website. The current vision for the NOCCCD Chancellor is “an effectively-run organization that is responsive to the needs of our diverse communities; values and respects all constituents; and embraces life-long learning while putting students first” (IVD1.8-Chancellor’s Welcome). For the 2015-16 academic year, the Chancellor has the following annual goals:

- **Increase student success** – organize and expand a District wide faculty and staff development program for all groups
- **Accreditation compliance and update comprehensive master plan (education and facilities)** – midterm update to the education portion of the District’s Comprehensive Master Plan.
- **Financial planning and stability** – implement the Measure “J” bond program; develop plan for the unfunded liabilities; effective enrollment management; expand District wide grant opportunities; and maintain positive employee relations/negotiations.
- **Improve communication** – regular updates from the Chancellor to inform the Board about pertinent District activities; establishment of District legislative agenda; complete District website redesign to include a master calendar for the entire District inclusive of both credit colleges and NOCE; produce District Annual Report and present Annual Report to the Board; continue “Coffee with the Board of Trustees and Chancellor” and luncheons with new employees; Chancellor monthly memos; and electronic newsletter for District Services (inside/NOCCCD).
- **Employee diversity** – update the EEO plan as it relates to faculty and staff hiring; and annual report to the Board on the District’s diversity efforts.
- **Effective operations of the District** – fill vacant positions; develop role of the Vice Chancellor, Educational Services and Technology; increase/improve electronic processes; and Title IX compliance.

The NOCCCD has set clear expectations and provided the appropriate structure to facilitate educational excellence and integrity throughout the District. The District’s recent Chancellors have provided effective leadership in pursuit of these goals. Since the last accreditation visit NOCCCD has experienced a change in leadership. In 2015, Chancellor Ned Doffoney retired after seven years of service. Under Chancellor Doffoney’s leadership, the District adopted and implemented an integrated planning model that values the contribution of all constituency groups, sets the District strategic directions to improve student learning, eliminates the Achievement Gap, reduces students’ time in basic skills, improves communication, and increases community partnerships. Chancellor Doffoney also engaged the entire District community to adopt innovative practices and improve the overall effectiveness of the District (IVD1.9 Innovation Fund).

While searching for a new Chancellor, Vice Chancellor Fred Williams assumed the Interim Chancellor position in 2015. Interim Chancellor Williams had a “Students First” vision for the District. His focus and passion was student success. During his tenure as Interim Chancellor, he led the District in advancing the student success agenda in numerous ways. For example, Chancellor Williams completed the midterm update and review of the District’s Comprehensive Master Plan (CMP) to not only assess the strength and growth potential of the educational programs but to also forecast facilities needs to respond appropriately to the needs of the educational programs (IVD1.10-CMP Review and Update). In addition, in order to expand District wide professional learning and development efforts Chancellor Williams hosted the first-ever NOCCCD Great Teachers Seminar and initiated a District-wide New Faculty Orientation program and Cultural Competency training (IVD1.11a-New Faculty Orientation Agenda September 2016; IVD1.11b-New Faculty Orientation Agenda, January 2017).

After an unsuccessful search failed to yield an acceptable candidate, NOCCCD began a new search in 2016. Dr. Cheryl Marshall was selected as the current Chancellor of NOCCCD and began her tenure on July 5, 2016. Under her leadership the District is redoubling its effort in effective enrollment management, focusing attention and resources on pathways, creating a “Long Beach Promise” type of student success program, developing high impact practices, accessing open educational resources and experiential and work-based learning, and creating strong workforce programs (IVD1.12 Chancellor’s Goals). Chancellor Marshall is a dynamic, engaged and visionary leader who has proven her effectiveness during the short time she has been with the District.

**Analysis and Evaluation**

**The District and College meet the Standard.** The Chancellor of NOCCCD provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District. District Board Policies and Administrative Procedures 2430 and 2435 clearly establish
the authority and responsibilities of the Chancellor to assure support for the effective operation of Cypress College and the other institutions in the District.

In all communications and actions, the Chancellor demonstrates a strong commitment to educational excellence and institutional integrity. In addition, the Chancellor assures support for effective operation of the colleges when meeting individually with the college presidents on a regular basis to discuss progress on their annual goals and any concerns, needs, and opportunities for their individual campus. The Chancellor communicates expectations for educational excellence and integrity with faculty, staff, and students through monthly meetings of the District Consultation Council (DCC) (IVD1.13-DCC Meeting and Agenda web page).

Through the District Functional Map, the Chancellor works with the colleges to clearly define roles, authority, and responsibility of the colleges and the District. During this accreditation cycle and under the leadership of the interim Chancellor, the District and the colleges worked collaboratively to substantively revise and update the District’s functional map that clearly delineates college and district roles. The functional map is evaluated regularly based on discussions in Chancellor’s Staff and District Consultation Council. Update of the District’s Functional Map as a part of the District’s regular review and planning cycle further strengthens its usefulness in providing clear roles, responsibilities, and authority for employees and stakeholders across the District.

Evidence Sources

IVD1.1 – NOCCCD Board Policy 2430 - Delegation of Authority to Chancellor
IVD1.2a – NOCCCD Board Policy 2435 - Evaluation of the Chancellor
IVD1.2b – NOCCCD Administrative Procedure 2435 - Evaluation of the Chancellor
IVD1.3 – NOCCCD Administrative Procedure 2430 - Delegation of Authority to Chancellor
IVD1.4 – NOCCCD Functional Map
IVD1.5 – Coffee with the Board of Trustees and Chancellor
IVD1.6 – Memo from the Chancellor, November 2016
IVD1.8 – Chancellor’s Welcome
IVD1.9 – NOCCCD Innovation Fund 2017 – 2018
IVD1.10 – NOCCCD Mid-Term Update to the Educational Master Plan 2016
IVD1.11a – New Faculty Orientation Agenda September 2016
IVD1.11b – New Faculty Orientation Agenda January 2017
IVD1.12 – Chancellor’s Goals
IVD1.13 – District Consultation Council Meeting and Agenda web page
IVD2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

**NOCCCD Administrative Procedure 2430-Delegation of Authority to Chancellor** clearly states, “the Chancellor delegates full responsibility and authority to the College Presidents and the Provost to implement and administer delegated policies and holds them accountable for the operation of their respective institution” (IVD2.1-AP 2430). The District has operated under the provisions of this Administrative Procedure since 2003. The District offers a set of services primarily related to human resources and fiscal work. The colleges operate fairly independently as long as their resource needs are being met. With the hiring of a Vice Chancellor and the creation of a District Office of Educational Services and Technology in 2014, more questions surfaced as to the delineation of roles and responsibilities between the District and the colleges/NOCE. Specifically, all District and college/NOCE stakeholders communicated their concerns, and a new substantially revised Functional Map was jointly created in 2016. The Functional Map was then distributed to relevant stakeholders across the District (IVD2.2-NOCCCD Functional Map).

In 2012, the District developed and started to implement **The NOCCCD 2012 Decision-making Resource Manual: Structure, Function and Alignment (DRM)**(IVD2.3-DRM). The **DRM** clearly defines the structure of governance and decision-making in the District as well as the functions of different groups in policy development, student success; and institutional effectiveness. The **DRM** is reviewed and updated annually to maintain credibility as a valuable resource. The document is also evaluated every three years as a part of the overall District assessment of its planning processes (IVD2.3-DRM).

In tandem with the development of the **NOCCCD DRM**, the District also developed an **Integrated Planning Manual** (IPM)(IVD2.4-IPM). The **IPM** documents the following:

- The District Strategic Directions establish the District-wide institutional goals. The campuses in turn develop site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions.

- The annual Progress Report details progress on District Strategic Directions and District Objectives, as well as campus goals and objectives (p. 4).

The **IPM** depicts how the components in the District-level planning process link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation and re-evaluation. In this way, NOCCCD planning practices demonstrate
institutional effectiveness and a cycle of continuous quality improvement. Most importantly for this Standard, the IPM ushers in an era of District Services Administrative Review. This is an annual program review process for all District Services in which they analyze and track efforts to continually improve the quality of the services provided to the campuses (IVD2.4-IPM).

District Services are organized into several units that are subject to an annual administrative review (IVD2.5-District services web page). The District-wide Services and Communications Satisfaction Survey is one of the key instruments to provide District Services with the quantitative and qualitative data needed to complete the administrative review (IVD2.6-SCSS). The following is a brief description of the core functions of each of the District Services units (IVD2.7-NOCCCD District Services web pages):

**Chancellor’s Office** – supports the Board of Trustees; provides services to the Board of Trustees including litigation, contracting, Conflict of Interest filings, and Board Policies and Administrative Procedures review.

**Educational Services and Technology** – coordinates District-level strategic planning, accreditation, research, and institutional effectiveness, as well as District-wide educational and student services initiatives including educational technology planning and deployment, and assists in curriculum inventory and planning of the colleges; coordinates and facilitates District-wide grants and resource development activities.

**Facilities Planning and Construction** – is responsible for the long-term planning, management, and oversight of capital improvement and bond projects, as well as for working collaboratively with college administrators to identify creative, cost-effective solutions to facility challenges.

**Fiscal Affairs** – includes Budget Management and Analysis (develops revenue projections, manages funding and allocations, and ensures college compliance and reporting); the Accounting Office (responsible for District accounting, fiscal reporting, accounts payable, payroll, and student financial aid administration); Risk Management (Workers’ Comp Insurance and District Safety); and Internal Audit (oversees internal controls and manages the NOCCCD Whistleblower hotline). The Vice Chancellor of Finance and Facilities serves as the Chief Business Officer (CBO) of the District and acts as the financial advisor to the Board and the Chancellor.

**Human Resources** – assists colleges with the recruitment and hiring of academic personnel, classified staff, and management employees; manages employee performance and discipline; conducts collective bargaining; develops HR guides; administers the Employee Assistance Program; and oversees staff development and diversity initiatives and Title IX compliance and reporting.

**Information Services** – facilitates planning, budget, staffing, training, policies, system selection, backup/recovery, and business continuity for Banner including Student, Finance, HR, MIS Reporting, Financial Aid, MyGateway, and Degree Works; Online Catalog/Schedule; Assistance for campus websites; ARGOS reporting tool; Enrollment Management System (SPMS); Event Management System (EMS); Mobile Applications; and Library system.
Public and Governmental Affairs – serves as a resource to faculty, staff, students, the Board of Trustees, elected officials, and the general public for information that clarifies and enhances understanding of the District’s mission, vision and values, as well as Board policies, programs and services; and responds to Public Records Act requests. Areas of responsibility include Internal District Communications; External Communications; News Media and Public Relations; Publications; District-wide Marketing/Advertising; Web Site Content and Design; Government Relations; District Foundation and Scholarships; Board of Trustee Recognition Programs; and Printing and Design Department (Printing, Binding, Graphic Design, Copying, and Mail Delivery).

District Services have been conducting annual administrative reviews since 2011, and the results are used to improve centralized services to the campuses (IVD2.8-Administrative Review Template).

Analysis and Evaluation

The District meets the Standard. As prescribed by AP 2430, the Chancellor of NOCCCD delineates, documents, and communicates the operational responsibilities and functions of the District from those of the colleges through the Functional Map and consistently adheres to this delineation in practice. The District is comprised of two credit colleges, one large sized, one medium sized, and North Orange Continuing Education. The three educational entities in the District are not only of varying sizes but have different needs and serve different student populations; therefore, District Services strives to continuously delineate its functions and operational responsibilities.

Through District planning documents, the Decision-making Resource Manual and the Integrated Planning Manual, the Chancellor ensures that the colleges receive effective and adequate District provided services to support the colleges/NOCE in achieving their missions. Adequacy and effectiveness of District Services are evaluated through annual administrative reviews and District-wide Services and Communication Satisfaction Surveys. Through the implementation of the comprehensive program review process, District Services are engaged in a regular cycle of evaluation for continuous quality improvement.

The District continuously evaluates its resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability. While the District meets the Standard, attention to consistent and wide-spread dissemination of processes related to resource allocation and financial accountability should continue to be evaluated and strengthened. Stakeholders would benefit from an easily accessible and centralized location for dissemination of information and procedures.

Evidence Sources

IVD2.1 – NOCCCD Administrative Procedure 2430 - Delegation of Authority to Chancellor
IVD2.2 – NOCCCD Functional Map
IVD3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

In 2012, the District developed a Budget Allocation Handbook (IVD3.1-BAH). The Handbook describes in detail the process used by NOCCCD to allocate resources. At the core of NOCCCD’s resource allocation process is a governance group, the Council on Budget and Facilities (CBF). One of five District-level governance groups, CBF’s charge is to make recommendations regarding policies, planning and other matters related to NOCCCD fiscal resources and facilities. Recommendations from CBF are forwarded to the District Consultation Council (DCC). After consideration of input from the DCC, the Chancellor makes the final recommendation which is then submitted to the Board of Trustees for approval. The Handbook describes the components of the budget allocation model at the District level. Each of the NOCCCD entities, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE), also has a budget allocation model for the internal distribution of funds including evidence of how budget allocations are linked to campus and District planning.

NOCCCD Board Policy 6200 Budget Preparation further specifies that “the annual budget shall support the District’s master and educational plans” (IVD3.2 –BP 6200). The basic tenets behind the NOCCCD resource allocation model/process is to align resource allocation with the District’s mission and to link District Strategic Directions and District Objectives to the resources needed to accomplish these institutional goals. NOCCCD uses an incremental approach to budgeting. The process each year begins with the previous year’s base budget, with adjustments as necessary, based on projections of available revenue for the current year. The three major principles that guide the resource allocation process are to

- balance ongoing expenditures with ongoing revenues;
- maintain a 5% reserve for economic uncertainties;
- maintain appropriate autonomy for each NOCCCD entity to use resources in a manner that best addresses the individual entity’s needs (IVD3.1-BAH, p. 8).

A key component of the budget model is the establishment of a District-wide FTES target that approximates the expected FTES funding by the state. Once established, FTES targets are monitored closely to ensure there is no detrimental impact on future apportionment revenues.
Resource allocation in the District is done to support effective operations and sustainability of the colleges/district (IVD3.1-BAH, p. 8).

For resource allocation purposes, total estimated available resources consist of unrestricted ongoing revenues, Board discretionary funds, and carryover funds and they are used to fund expenditures throughout the District for the current budget year. In some cases, total available funds are used to supplement expenditures as restricted fund revenues and self-supported program revenues are also used to fund expenditures throughout the District (IVD3.1-BAH, p. 9).

While a methodical allocation of resources is essential to institutional success, budgeting and control of expenditures is equally important. Expenditures are primarily comprised of the following categories and are considered in the following order:

- **Personnel**: The salary and benefits for permanent employees of NOCCCD, including regular and contract faculty, management, classified, and confidential staff.
- **District-wide**: Costs that serve all of the budget centers, including insurance expenses, attorney and audit fees, election expenses, utility costs, waste disposal, and retiree medical benefits.
- **Extended Day**: Funding allocations to Cypress College, Fullerton College, and North Orange Continuing Education for part-time faculty and full-time faculty overload expenditures.
- **Operating Allocation**: Funding provided to the budget centers for discretionary expenditures, including supplies, equipment, services, and non-classified hourly staff (IVD3.1-BAH, p. 10).

As the first step in the budget allocation process, budget is allocated to fund the salary and benefit costs of existing permanent personnel positions. Personnel expenses account for over 85% of NOCCCD’s annual operating budget (IVD3.1-Budget Allocation Handbook, p. 10). Given that education is a relationship-based endeavor, personnel are essential to achieving the educational mission of the District. Personnel expenses capture the base salary and benefit categories specific to each individual employee. Therefore, the personnel costs for all permanent positions within the NOCCCD budget are closely monitored by the Fiscal Affairs and Human Resource departments and are “rolled” into the budget from the budgetary position control system, which means that the individual budget centers do not have discretion over these allocations and cannot modify these balances during the budget input process. If adjustments to the “rolled” balances are warranted, the Fiscal Affairs department will make an adjustment through the processes established in NOCCCD Board Policy and Administrative Procedure 6250 Budget Management (IVD3.3a-BP 6250; IVD3.3b-AP 6250).

Once established, the budget is monitored and discussed at Budget Officers meetings (IVD3.4-Budget Officers Meeting Agenda), reported to and discussed routinely by the Council of Budget and Facilities (IVD3.5-CBF Summary, October 2016), quarterly reported to the Board of Trustees and then submitted to the State Chancellor’s Office (IVD3.6-BOT Minutes, November 2016; IVD3.7-CCFS 311Q), and finally audited at year end by an outside accounting firm (IVD3.8-Audit Report).
The NOCCCD’s allocation of resources is transparent, well understood, and works to meet the operational needs of the colleges, North Orange Continuing Education, and District services. Each year starting in January, the Board reviews the Governor’s January budget and affirms that the District Strategic Directions are the NOCCCD priorities for the coming fiscal year. Between February and May, on a monthly basis the Council on Budget and Facilities reviews and revises the budget assumptions as warranted, based on new information and updates from the DCC on the status of the budget assumptions for the coming fiscal year. The four budget centers in the District (District Services, Cypress College, Fullerton College, and the NOCE) receive tentative allocations for the coming fiscal year based on the budget allocation model in May of each year and build a site-specific tentative budget. In June of each year, the tentative budget is presented to the Board of Trustees for approval. The presentation includes links between the budget allocations and the District Strategic Directions. Between July and August, the Vice Chancellor of Finance and Facilities and the District Director of Fiscal Affairs review state budget changes and incorporate those changes into the proposed budget assumptions. During the same time period, Budget Officers at the four budget centers analyze year-end results and incorporate these results into local planning processes. In September of every year, the final budget is presented to the Board of Trustees for approval (IVD3.1-BAH, p. 5). The budgeting process at NOCCCD is based on institutional priorities and is consultative in nature. In October of each year, CBF evaluates the allocation model for both the process and those allocations that are formula driven, and it prepares a report to the DCC. Some examples of formula-driven allocations are backfill rates, FTES targets, and operating allocation increases for COLA and growth funding (IVD3.1-BAH, p. 15).

The District also systematically assesses the effective use of financial resources and uses the results of the evaluation as a basis for improvement. Several components in the budgeting process are used in this manner:

- All expenditures related to the Strategic Plan Fund are tracked separately to provide Budget/Financial information to the Project Leaders for inclusion in their year-end report.
- Budgeted expenditures related to each District Strategic Direction will be tracked separately using a unique identifying budget code in order for financial information to be presented as part of the Annual Budget Report, as well as the annual evaluation of the District’s accomplishments toward implementing the Strategic Directions (IVD3.1-BAH, p.15).

Analysis and Evaluation

The District meets the Standard. The District has established policies and procedures for allocation and reallocation of resources in the form of NOCCCD BP/AP 6200 and 6250, as well as regular evaluation of those procedures to support the effective operations and sustainability of the colleges and the District. Under the leadership of the Chancellors, NOCCCD has been fiscally solvent for years and has exhibited effective control of expenditures.

Evidence Sources

IVD3.1 – NOCCCD Budget Allocation Handbook 2013
IVD3.2 – NOCCCD Board Policy 6200 - Budget Preparation
IVD3.3a – NOCCCD Board Policy 6250 - Budget Management
IVD3.3b – NOCCCD Administrative Procedure 6250 - Budget Management
IVD3.4 – Budget Officers Meeting Agenda, December 13, 2016
IVD3.5 – NOCCCD Council on Budget and Facilities Summary, October 10, 2016
IVD3.6 – NOCCCD Board of Trustees Meeting Minutes, November 8, 2016
IVD3.7 – California Community Colleges Chancellor’s Office Quarterly Financial Status Report, CCFS-311Q

IVD4. The CEO of the district or system delegates full responsibility and authority to the
CEOs of the colleges to implement and administer delegated district/system policies
without interference and holds college CEO’s accountable for the operation of the colleges.
The Chancellor delegates full responsibility and authority to the college presidents and
supports them in implementing District policies at their respective colleges. College
presidents are held accountable for their college’s performance by the Chancellor, the
Board, and the communities they serve.

Evidence of Meeting the Standard

NOCCCD Administrative Procedure 2430 Delegation of Authority to the Chancellor clearly
states,

the Chancellor delegates full responsibility and authority to the College Presidents and
the Provost to implement and administer delegated policies and holds them
accountable for the operation of their respective institutions (IVD4.1).

College presidents have full responsibility and authority to conduct their work without
interference from the Chancellor (see Standard IVC3). College presidents have full authority in
the selection and evaluation of their staff and management team. The framework for CEO
accountability is established through annual goal setting between the Chancellor and each
college president. College presidents then complete a yearly self-evaluation based on their
established goals. At least every three years (or sooner if requested), presidents undergo a
comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed,
recommendations for improvement. Unsatisfactory evaluations may result in suspension,
reassignment, or dismissal (IVD4.2-Management Appraisal Instrument). The role of the
Chancellor, as well as that of the presidents and the levels of authority within, is reinforced in
the NOCCCD Functional Map which is published on the District website (IVD4.3a-Functional
Map; IVD4.3b-NOCCCD Accreditation web page).
Analysis and Evaluation

The District meets the Standard. Per BP/AP 2430, the Chancellor of NOCCCD delegates full authority and responsibility to the college presidents to implement District policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges. The Cypress College President is held accountable for the college’s performance in achieving stated goals as part of the regular evaluation.

Evidence Sources

IVD4.1 – NOCCCD Administrative Procedure 2430 - Delegation of Authority to the Chancellor
IVD4.2 – Management Appraisal Instrument
IVD4.3a – NOCCCD Functional Map
IVD4.3b – NOCCCD Accreditation Functional Map web page screenshot

IVD5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The NOCCCD Integrated Planning Manual is a guide to integrated institutional planning at the District level (IVD5.1). The processes described in the document identify the ways that constituency groups participate in and contribute to District-level long-term and short-term planning. Each of the NOCCCD entities, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE), also has an integrated planning process in which components are linked to one another. At Cypress College, the Educational Master Plan (EMP) (IVD5.2) is linked to the Directions articulated in both the District Strategic Directions (IVD5.3-NOCCCD Strategic Plan) and the College’s Strategic Plan (IVD5.4). The campus-level planning processes link to District-level planning in two major ways:

- The District Strategic Directions establish the District-wide institutional goals. The campuses in turn develop site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions.
- The annual Progress Report details progress on District Strategic Directions and District objectives, as well as campus goals and objectives.

Since 2011 when the District created its Comprehensive Master Plan (CMP) (IVD5.5-CMP) and substantially revised and updated its planning process, the District has adopted and implemented the integrated planning model outlined in the Integrated Planning Manual. This integration
involves collaboration and cooperation between the colleges, NOCE, District Services, and District-level shared governance committees, organizational groups, and ad hoc workgroups.

The NOCCCD CMP and the College EMP work in conjunction to develop long term planning for student achievement and success. Based on these long range planning documents, the campus creates specific goals/objectives which are developed into action plans within the College Strategic Plan. These action plans are directly linked and developed to effectively support both the College’s EMP and the District’s Strategic Directions.

Assessments of both District and Cypress College planning processes occur on a regular basis. At the District level, The Integrated Planning Manual is reviewed and updated annually to maintain credibility as a valuable resource. The annual update is prepared by the Vice Chancellor of Educational Services and Technology and reflects minor changes, such as descriptions, timelines, or processes. In addition to this annual review of contents, the District-wide integrated planning processes are evaluated every three years. This assessment occurs as a component of NOCCCD’s assessment of its decision-making processes, which includes gathering input District-wide and then using those results to prepare an assessment report that is submitted to the District Consultation Council (DCC). The first ever assessment report is due to be completed in Fall 2017 (IVD5.6-DSAI). The DCC will review the assessment report and recommend revisions to planning processes as warranted based on that assessment, including annual updates.

The Institutional Effectiveness Coordinating Council (IECC) is the body that facilitates the assessment of the planning and decision-making processes at the District. On an annual basis and a three-year cycle, the District collectively produces an *Annual Progress Report* that details the progress made toward the District Strategic Directions (IVD5.7-Progress Report). The IECC has examined the general effectiveness of the *Annual Progress Report* and recommended a change in timeline for the District to produce a more succinct, summary progress report to coincide with the cycle of annual reporting by the colleges. Therefore, instead of the District producing an annual report in early September, the annual progress report will be completed and submitted to the Board in late spring (IVD5.8-IECC Minutes April 2016).

The District also conducts an annual District-wide Services and Communications Satisfaction Survey, which not only gathers data on the assessment of District-wide planning and decision-making process, but also gathers data for District Services Administrative Review. The IECC made a recommendation to the DCC in Fall 2015 to turn the annual District Services and Communication Satisfaction Survey into an every other year survey in order to increase efficiency and maximize responses (IVD5.9-IECC Minutes, October 2015). This recommendation was accepted by DCC. Beginning in 2017, the survey will be conducted every other year (IVD5.10-DCC Summary, October 2016).

At the College level, evaluation of planning occurs in two ways. First, the Strategic Directions Workgroup meets annually to assess the efficacy of the campus planning processes. For example, as an assessment of the resource allocation planning process, the Workgroup reviews the Strategic Plan/Institution Set Standards Fund and One-Time Funding processes to evaluate the efficacy of the resource allocation process (IVD5.11a-SP Workgroup Agenda, March 2014; IVD5.11b-SP Workgroup Agenda, March 2015).

Second, once the planning processes are evaluated, the Workgroup assigns ratings to assess the progress made towards the goals and objectives set forth in the College’s *Strategic Plan*. The *Annual Strategic Plan Report* provides updates on progress made towards meeting the goals and objectives of the *Strategic Plan* and the Workgroup’s ratings based on that progress (IVD5.12a-SPYYear 1 Report; IVD5.12b-SP Year 2 Report). The College’s Strategic Plan Directions of Student Success, Organizational Excellence, and Relations with the Community are directly linked to the District’s Strategic Directions and thus College and District planning processes are integrated.

**Analysis and Evaluation**

**The College and District meet the Standard.** The NOCCCD planning and evaluation processes are integrated with Cypress College planning and evaluation to improve student learning and achievement and institutional effectiveness. Through the annual and triennial review processes, the District-wide integrated planning is maintained to reflect the inevitable changes in planning processes that are to be expected as part of NOCCCD’s cycle of continuous quality improvement.
Through the *Educational Master Plan, Strategic Plan*, and Strategic Plan yearly reports, Cypress College engages in ongoing planning and evaluation of planning processes that are inexorably linked with District planning. The College and the District are engaged in a continuous cycle of strengthening and expanding the mechanisms to improve the effectiveness of district-college integrated planning in promoting student learning and achievement. This cycle allows for the ability to make continuous improvements at the District and the College level.

**Evidence Sources**

IVD5.1 – NOCCCD Integrated Planning Manual
IVD5.2 – Cypress College Educational Master Plan 2016 – 2026
IVD5.3 – NOCCCD District-wide Strategic Plan 2014 – 2017
IVD5.4 – Cypress College Strategic Plan 2014 – 2017
IVD5.5 – NOCCCD Comprehensive Master Plan 2011
IVD5.6 – NOCCCD District Services Assessment Instrument
IVD5.7 – NOCCCD District-wide Strategic Plan Progress Report 2015
IVD5.8 – NOCCCD Institutional Effectiveness Coordinating Council Minutes, April 18, 2016
IVD5.9 – NOCCCD Institutional Effectiveness Coordinating Council Minutes, October 19, 2015
IVD5.10 – NOCCCD District Coordinating Council Summary, October 24, 2016
IVD5.11a – Cypress College Strategic Directions Workgroup Agenda, March 7, 2014
IVD5.11b – Cypress College Strategic Directions Workgroup Agenda, March 6, 2015
IVD5.12a – Strategic Plan 2014 – 2017 at Cypress College, Year 1 Report, Progress and Evaluation June 2015

**IVD6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

**Evidence of Meeting the Standard**

The NOCCCD employs a variety of organizational structures and strategies to ensure effective communication and operations between the District and colleges. These organizational structures also provide opportunities for college-to-college interactions to assure a participatory and informed basis for decision making that will impact the colleges. District-wide councils, governance groups, and organizational groups provide for discussion and significant involvement in decision making in which District and college administrative staff, faculty, classified staff, and students regularly participate. NOCCCD employs effective communication methods, including email, Board meeting summaries, newsletters, memos, events, and the District website to relay information in an accurate and timely manner.
A key component of the communication between the District and the colleges/North Orange Continuing Education (NOCE) is Chancellor’s Staff, which meets on a weekly basis and is chaired by the Chancellor. This body includes the vice chancellors, college presidents and provost, District Director of Public and Governmental Affairs, the District Director of Information Technology, and the Executive Administrative Assistant to the Chancellor. Major issues of District operations, including FTES production, District budgeting and allocations, personnel, policy and procedures, strategic planning, community outreach, and other aspects of the District’s business are discussed at Chancellor’s Staff. These meetings provide a significant forum for input and dissemination of information (IVD6.1-DRM, p. 21).

**District-wide Decision-Making Groups**
In 2012, the District developed and implemented *The NOCCCD 2012 Decision-making Resource Manual: Structure, Function and Alignment* that clearly defines the structure of governance and decision-making within the District as well as the roles of different groups in policy development, student success, and institutional effectiveness. In particular, the *Manual* outlines the role of two types of groups in which District and college administrative staff, faculty, classified staff, and students regularly participate to ensure effective communication and operations: Governance Groups and Organizational Groups. The Groups are essential to the NOCCCD community in that they create opportunities for constituencies to be informed about issues of District-wide importance, including decision making, and they serve as conduits of information to and from the constituents (IVD6.1-DRM). All Governance Groups maintain agendas and meeting summaries/minutes on the District website (IVD6.2a-e-Group Agenda and Minutes web pages).

- **Governance Groups**
  Members of District-level governance groups represent specific constituencies and as such serve as a liaison to bring information from the constituency group to the District-level dialogue and from the District-level governance group back to its constituents. Recommendations developed by District and campus governance groups flow through a sequence of well-defined steps before the recommendations are forwarded to the Chancellor.

  Five District-wide Governance Groups meet monthly: District Consultation Council (DCC), District Curriculum Coordination Committee (DCCC), Institutional Effectiveness Coordinating Council (IECC), Technology Coordinating Council (TCC), and Council on Budget and Facilities (CBF) (IVD6.3-District Governance Groups).

- **Organizational Groups**
  Organizational groups assist the Chancellor in implementing the Board’s plans and policies by coordinating operational, procedural, and policy implementation. Members encompass a broad range of college faculty, deans, classified staff and administrators, with representatives from the unions, Academic Senates, as well as District Services administrators. Agendas are emailed to members in advance of each meeting.
Fourteen District-level organizational groups meet on a regular basis: Chancellor’s Staff, Banner Steering Committee, (Banner Steering Subcommittees: Student Team and MyGateway Steering Committee), Budget Officers, District Agenda Committee, District Equal Employment Opportunity Advisory Committee, District Facilities Committee, District Grants and Resource Development Committee, District Services Committee, District Staff Development Committee, District Technology Roundtable, Educational Technology Steering Team, and Vice Presidents’ Council (IVD6.4-District Organizational Groups).

Board of Trustee Communication
In accordance with NOCCCD Board Policies 2010-Board Membership and 2015-Student Members, NOCCCD is governed by seven elected trustees who establish all District-level policies that guide the general operations of the District. Student trustees representing each of the colleges also sit on the Board and vote in an advisory capacity on non-personnel issues (IVD6.5-BP 2010; IVD6.6a-BP 2015; IVD6.6 b-AP 2015).

- Board Meeting Communication
  Regular meetings of the Board are held at 5:30 p.m. on the second and fourth Tuesdays of each month in the Board Room of the Anaheim Campus, 1830 W. Romnaya Drive, Anaheim, CA 92801. The first Board meeting of each month focuses on regular business items, while the second meeting of the month is an information/discussion session, with business items handled as needed. The NOCCCD Public Affairs Department publishes a courtesy summary of action taken by the Board of Trustees entitled News from the Board before the official minutes are approved (IVD6.7-News from the Board). News from the Board is emailed to all employees of the District and posted to the District website (IVD6.8-News email; IVD6.9-News web page screenshot).

  In accordance with the Brown Act, all agendas and informational documents for Board of Trustee meetings are posted in the lobby of the Anaheim Campus and on the District website (IVD6.10-Board Minutes and Agendas web page). They are also distributed electronically to college presidents, college vice presidents, Academic Senates, and bargaining unit representatives prior to the meeting. Per NOCCCD Board Policy 2360-Minutes, Minutes of the meetings have the status of official legal documents and must include a record of each Board action. An audible recording of each Board of Trustees meeting is available by contacting the Chancellor’s Office (IVD6.11-BP 2360).

- Policy Changes
  District Policy and Procedures are reviewed regularly and periodically by Chancellor’s Staff and subsequently presented for discussion at the District Coordinating Council. Changes to policies and procedures, once approved by the Board of Trustees, are communicated by the Chancellor’s Office, which disseminates emails informing campuses and constituency groups of approved changes to Board Policies and Administrative Procedures (IVD6.12-Ayon email). These updates are also posted on the District’s website (IVD6.13-Policies and Procedures web page).
Chancellor Communication
The Chancellor engages employees from both credit colleges and the NOCE to work together towards educational excellence and institutional integrity. The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and institutional integrity through regular participation in various faculty, staff, and student events at the colleges and NOCE. The Chancellor employs several communication methods to keep the Board of Trustees, senior administrators, staff, and students abreast of Trustee matters, District updates and activities, legislative and public affairs updates, and community events, including

- **Board Letter**
  Each week, the Chancellor sends a letter to the Board of Trustees communicating events of the week and important information. Included with this letter are the college presidents’ and NOCE provost’s weekly letter to the Chancellor (IVD6.14-Board Letter).

- **Chancellor’s Goals**
  The Chancellor posts yearly goals on the District website and distributes them via email to all staff (IVD6.15-Chancellor’s Welcome web page). Created with the Board of Trustees each summer during an annual goal setting retreat, the Chancellor’s goals outline important objectives and areas of interest for the District’s leadership.

- **Monthly Memo**
  One of the regular channels of communication used by the Chancellor is a monthly memo. This memo is distributed to all District staff during the Fall and Spring semesters. It serves as a way to solicit input, explain upcoming operational practices or changes, and provide an overall District update (IVD6.16-Chancellor’s Memo).

- **Coffee with the Board of Trustees and Chancellor**
  Coffees with the Board of Trustees and Chancellor are informal gatherings for staff, faculty, and students to ask questions and have a dialogue with Board members and the Chancellor. Each campus hosts one “Coffee” per semester, and employees are welcome to attend any or all of the three “Coffees” at their convenience (IVD6.17-Coffee with Board and Chancellor web page).

**Newsletters**
Select District Services Departments issue regular newsletters in order to disseminate information on current events, announce new initiatives and systems, relay news items of interest, and promote success stories. Newsletters are distributed to all District staff via email and posted on the District website (IVD6.18a-Inside/NOCCCD email; IVD6.18b-inside/NOCCCD web page evidence).

- **Information Services: CaTT Tales** is a District Information Services Computer and Telecommunication Technology Initiatives Newsletter which is distributed several times per year (IVD6.19a-CaTT Tales web page; IVD6.19b-CaTT Tales email).

- **Public Affairs: Launched in March 2016, inside/NOCCCD** is published by the Public Affairs Office bi-monthly throughout the school year (IVD6.18b-inside/NOCCCD web page).
Website
In 2014, NOCCCD Public Affairs undertook a complete redesign of the District website (IVD6.20-NOCCCD website). The updated website, which allows each District Services Department to manage its own content, launched in January 2016. Creation of web links to the Board, committee, council, and program information has improved the public’s and District employees’ access to information about the District.

New gateways were added to streamline the user’s experience; a District-wide events calendar was created; job opportunities are now featured prominently on the homepage; and important sections like Planning and Governance, Campus Safety, Sexual Misconduct and Title IX, and Professional Development were added. The website now acts as a one-stop-shop for all District information.

Analysis and Evaluation

The College and District meet the Standard. Communications between Cypress College and NOCCCD are timely, accurate, and complete. The District ensures regular communication with Fullerton College, Cypress College, and the NOCE through its governance and organizational groups, website, emails, newsletters, events, and memos. Meeting minutes and agendas are posted online or distributed electronically. NOCCCD’s revamped website has facilitated easier access for District Services employees to maintain and for the public to access District information.

Adequacy and effectiveness of District communication methods are evaluated through annual administrative reviews and District-wide Services and Communication satisfaction surveys (IVD6.21-Satisfaction Survey). The multiple methods of communication ensure effective operations and decision-making of the College. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area, especially in the way of creating more District wide forums for conversation and engagement. In addition, the District would benefit from continued efforts to include all stakeholders in communication efforts. Campus leadership would benefit from review of the consistency of policy interpretation and timely communication across campus.

Evidence Sources

IVD6.2a – District Consultation Council (DCC) Agenda and Minutes web page
IVD6.2b – District Curriculum Coordinating Committee (DCCC) Agenda and Minutes web page
IVD6.2c – Institutional Effectiveness Coordinating Council (IECC) Agenda and Minutes web page
IVD6.2d – Technology Coordinating Council (TCC) Agenda and Minutes web page
IVD6.2e – Council on Budget and Facilities (CBF) Agenda and Minutes web page
IVD6.3 – NOCCCD District Governance Groups
IVD6.4 – NOCCCD District Organizational Groups
IVD6.5 – NOCCCD Board Policy 2010 - Board Membership
IVD6.6a – NOCCCD Board Policy 2015 - Student Members
IVD6.6b – NOCCCD Administrative Procedure 2015 - Student Members
IVD6.7 – News from the Board web page
IVD6.8 – News from the Board email
IVD6.9 – News from the Board web page screenshot
IVD6.10 – NOCCCD Board of Trustees MeetingMinutes and Agendas web page
IVD6.11 – NOCCCD Board Policy 2360 - Minutes
IVD6.12 – Violet Ayon, Executive Administrative Aide to the Chancellor, Changes to Board Policies email
IVD6.13 – NOCCCD Policies and Procedures web page
IVD6.15 – Chancellor’s Welcome web page
IVD6.16 – Chancellor’s Monthly Memo October 2016
IVD6.17 – Coffee with the Board of Trustees and Chancellor web page
IVD6.18a – inside/NOCCCD Newsletter email
IVD6.18b – inside/NOCCCD Newsletter web page
IVD6.19a – CaTT Tales Newsletter web page
IVD6.19b – CaTT Tales Newsletter email
IVD6.20 – NOCCCD website
IVD6.21 – District Services and Satisfaction Survey 2015

IVD7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The NOCCCD has long been committed to shared governance and the appropriate delineation of responsibilities between the District and the colleges. The Chancellor utilizes the District Consultation Council (DCC) as the primary means of evaluating and communicating the effectiveness of District and college role delineations, governance, and decision-making processes. The DCC is charged with promoting communication and fostering awareness of District-wide perspectives among relevant shared governance groups concerning the welfare, growth, and sustainable quality improvement within the District (IVD7.1-DRM).

In an effort to clarify and codify the role delineations between the District and the colleges, the NOCCCD Functional Map was created in 2016. The Functional Map documents responsibilities the District and colleges have in delivering services to meet the needs of students. As a result of the current ACCJC Self-Evaluation, relevant stakeholders from the District, colleges, and NOCE met to determine responsibilities, solicit feedback from their respective groups, and finally revise and approve the Functional Map (IVD7.2-Functional Map).
In addition to reviewing role delineations, the District also engages in ongoing evaluation of decision-making and planning. As a result of the last accreditation visit, in a concerted effort to strengthen its continuous planning and quality improvement process NOCCCD substantively revised and updated its district wide integrated planning, governance and decision-making, as well budget allocation processes. In addition to the Comprehensive Master Plan (CMP) (IVD7.3), the District publishes three major planning, decision-making and governance documents NOCCCD Decision-making Resource Manual (DRM) (IVD7.1), NOCCCD Integrated Planning Manual (IPM) (IVD7.4), and the NOCCCD Budget Allocation Handbook (BAH) (IVD7.5).

All District governance and decision-making documents are subject to regular and ongoing evaluations. The DRM and IPM are reviewed and updated annually to reflect minor changes, such as in descriptions, timelines, or processes. In addition to this annual review of content, the planning processes described in the DRM and IPM documents are evaluated every three years. These assessments occur as part of NOCCCD’s assessment of its decision-making processes that includes gathering input District-wide and then using those results to prepare an assessment report that is submitted to the DCC for review and revisions as warranted. The DRM and IPM are then updated to reflect any agreed-upon changes in the decision-making and planning processes. Through these two review processes, one completed on an annual basis and one completed every three years, the documents are maintained to reflect the inevitable changes that are to be expected as part of NOCCCD’s cycle of continuous quality improvement. In addition to utilizing the DCC to communicate updates and changes, the District also holds campus forums to inform the colleges about revisions to the DRM, IMP, and BAH (IVD7.6-Budget Allocation Forum Flyer).

Likewise, for the budget allocation process and the BAH, an assessment process is in place. In October of each year, the Council on Budget and Facilities (CBF) evaluates the allocation model for both the process and those allocations that are formula driven, and it prepares a report to the DCC. Some examples of formula-driven allocations are backfill rates, FTES targets, and operating allocation increases for COLA and growth funding. Each budget center will provide input via their respective representative(s) on CBF in this assessment process (IVD7.5-BAH, p. 15).

In addition to evaluating the planning and decision-making processes, in order to ensure the delivery of effective and adequate District services to support the colleges’ missions, the Chancellor directs District Services staff to engage in regular evaluation of their services. The components of a District Services Administrative Review include analysis of quantitative and qualitative data, such as the District-wide Services and Communications Satisfaction Survey, that reflect the Services’ strengths and weaknesses relative to meeting established standards in advancing the NOCCCD mission and supporting District Strategic Directions and District Objectives. Additionally, the review serves as a report on the progress made in achieving the previous year’s plans, and the development of a plan for the coming year to sustain or improve the services provided and to contribute to the achievement of the District Strategic Directions (IVD7.4-IPM p. 20).
Analysis and Evaluation

The District meets the Standard. The NOCCCD Chancellor, through the District Consultation Council (DCC), has processes to regularly evaluate District and Cypress College role delineations, governance, and decision-making processes in order to assist the College in meeting educational goals for student achievement and learning. Through the shared governance group DCC, as well as open campus forums, NOCCCD widely communicates the results of these evaluations and uses them as the basis for improvement.

However, while meeting the Standard, the District as a whole still faces challenges in the evaluation process. For instance, the Council on Budget and Facilities (CBF) has not regularly conducted its annual assessment of the budget allocation model and specific formulae based allocation. In addition, the results of the District-wide Services and Communications Satisfaction Survey have not been widely communicated to the entire District. Further, other governance committees are not in the practice of conducting committee self-evaluations. Finally, the District could strengthen accountability for these processes by more effectively disseminating the evaluation results to all stakeholders using multiple communication channels. Decision making processes would benefit from increased connection to student achievement and learning.

The DCC will be taking on assessment of District-wide integrated planning, decision making, and governance as a priority in the 2017-18 academic year.

Evidence Sources

IVD7.2 – NOCCCD Functional Map
IVD7.3 – NOCCCD Comprehensive Master Plan 2011
IVD7.4 – NOCCCD Integrated Planning Manual
IVD7.5 – NOCCCD Budget Allocation Handbook 2013
IVD7.6 – NOCCCD Budget Forum Flyer
### Plans Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Planned Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
</tr>
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<tbody>
<tr>
<td>Evaluate dissemination of resource allocation and financial accountability processes</td>
<td>IVD2</td>
<td>Vice Chancellor, Finance and Facilities</td>
<td>Fall 2017</td>
<td>The District will evaluate the dissemination of its resource allocation and financial accountability processes to make them easily accessible and centralized.</td>
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<tr>
<td>Improve district communication efforts to ensure effective operations</td>
<td>IVD6</td>
<td>Chancellor</td>
<td>Fall 2017</td>
<td>The District will look for ways to improve communication efforts through more District-wide forums for conversation and engagement.</td>
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<tr>
<td>Conduct annual assessments of the budget allocation model and formula allocation</td>
<td>IVD7</td>
<td>Vice Chancellor, Finance and Facilities</td>
<td>Fall 2017</td>
<td>The District will conduct an annual assessment of the budget allocation model and formula allocation and more effectively disseminate evaluation results to all stakeholders.</td>
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UC Berkeley is among the top 3 University of California destinations for Cypress College transfer students.
Quality Focus Essay

Introduction
The quality focus essay (QFE) is intended to identify two to three areas that are vital to the long-term improvement of student learning and achievement over a multi-year period. During the process of self-evaluation, the Accreditation Steering Committee at Cypress College engaged in a series of dialogues to identify the topics that are of significant importance to long-term improvement of teaching and learning. Additionally, the committee focused on topics that both encompass the overall functioning of the institution and are difficult to attribute to any specific standard. Thus, the areas identified for QFE impact the institution as a whole. As a result of this dialog and big-picture view, the following three topics were selected by the Accreditation Steering Committee:

1. Student Learning Outcomes
2. Distance Education
3. Extended-day Funding

QFE #1 – Student Learning Outcomes

Background: Cypress College began using TracDat in 2008, four years after it began the development of the course, program and institutional learning outcomes. In 2009, Cypress College received the RP Group’s “Excellence in Documenting SLO Assessment” award for its SLO activities (QFE1-Award picture). However, progress stalled due to numerous mitigating factors and in 2014, the College received feedback from the Accrediting Commission that although the College had SLOs for many of its courses, the program learning outcomes and institutional learning outcomes had not kept pace (QFE2-ACCJC Report).

The College commissioned an outside consultant, Dr. Matthew C. Lee, to examine the issues and make recommendations. His 24-page report, the Cypress College Gap Analysis Report and Recommendations: The Outcome Cycle, was provided to the College in December of 2014. The report identified several gaps in the reporting and accountability for the ILO, PLO, and SLO process, and in the connections to administrative units/support services. In addition, Dr. Lee noted that the College had not addressed some of the new accreditation requirements, including the disaggregation of student subpopulations to correct achievement gaps (QFE3-Lee Report).

In response, the College provided resources to insure 100% of the active courses, (maintained in CurricUNET) had SLOs on the approved course outlines of record. The College also provided administrative support to provide faculty with data entry assistance for entering their assessment results into TracDat (QFE4a-PBC Minutes, March 2016; QFE4b-Advanced Fund List). Currently in TracDat, 100% of the instructional programs have participated in the SLO assessment process (with at least one course assessed), and 1017 of the 1315 courses in TracDat or 77% have been assessed (QFE5-TracDat Report). Finally, the Departmental Planning and Program Review Committee worked with the Institutional Research and Planning Office to create a more robust program review.
process that provided faculty with additional “pre-populated” data that distinguishes distance education from on campus success rates, disaggregates subpopulations of students by program, and adds employment and labor market data (QFE6-AC-R PR). Each instructional department prepares a comprehensive self-study every four-years and the Program Review Committee then meets with the Department Coordinator in a collegial exchange of ideas to discuss challenges and best practices. The committee provides a written summary of all commendations and recommendations to each department. The results are summarized in a Program Review Annual Report, which is submitted to the College after it is presented to the Academic Senate (QFE7-PR Report 16/17). In the 2013-14 cycle, the Program Review Committee began making summary recommendations in its annual reports to improve SLO reporting and participation rates (QFE8-PR Report 13/14). While SLO reporting and participation rates have improved at the course and department levels, the College has identified the need for a broader effort to account for how these results and the results from the administrative unit outcomes work together to influence institutional learning outcomes, including certificates, degrees, general education, basic skills, distance education, transfer, and employment.

**Desired Goal:** Cypress College will re-double its efforts to focus on closing the identified gaps in the College’s SLO completion process and further integrate SLOs into the College’s ongoing efforts to improve student success.

**Measurable Outcomes:** Cypress College will work to streamline its current processes and accountability to improve participation rates, increase effectiveness, and provide more evidence of institutional (ILOs), program (PLOs), and course (SLOs) learning outcomes. In addition, the College will continue to enhance overall institutional effectiveness through a “Committee of Chairs” vested with a goal of improving and documenting the connections and collaboration between instructional and administrative unit outcomes (AUOs) to eliminate achievement gaps and to increase student learning and achievement. Finally, the College will look to secure improved information system capabilities for SLO tracking and disaggregation that provides cross-platform integration among the various systems (i.e. Banner, CurricUNET, MyGateway, TracDat, Blackboard, and NOCCCD), and that has the capability to load and maintain actual samples of student work and SLO assessments.

**Action Steps for Implementation**

**Action Step 1:** Improve the institutional effectiveness of outcomes by revisiting and streamlining all campus SLOs, PLOs, AUOs, and ILOs to provide meaningful connections and accountability. Outcomes will be revised to reflect the questions posed in James O. Nichols’ 5-column model below.
Nichols’ 5-column model (modified by Gary J. Williams, Crafton Hills College)

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
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<tr>
<td>Mission/Goals</td>
<td>Intended Outcomes/Objectives</td>
<td>Means of Assessment/Criteria for Success</td>
<td>Summary of Data</td>
<td>Use of Results</td>
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<td>What will the student think, feel, know or be</td>
<td>Summarize the findings. How close were the results to</td>
<td>What do the data tell us about our process? What, if</td>
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<td>and applicable goal(s) of</td>
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<td>the criteria for success? What tools were used to</td>
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<td>experience [or program]</td>
<td>establish and measure success?</td>
<td>department to improve? What resources are necessary?</td>
</tr>
<tr>
<td>or administrative unit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Timeline:** Complete ILOs by August 2018. PLOs will be completed within the existing four-year program review cycle (2017-2020). AUOs will be completed within the three-year quality review cycle (2019-20).

**Responsible parties:** Director of Research and Planning for ILOs and AUOs. Department Chairs and Deans responsible for PLOs and PLO completion. EVP Instruction and Student Services, Program Review Coordinator, SLO Coordinator

**Resources needed:** Learning Outcome Management Information System (LOMIS)

**Assessment plan to evaluate outcomes:** SLO Coordinator and AUO Coordinator to submit annual report to Academic Senate and President’s Advisory Cabinet.

**Alignment to standards:** Standard IB4, IB6, IIA1, IIA2, IIA3, IVA1, IVA2, IVA4, IVA6

**Action Step 2:** Improve the initial ILO assessment tool (ADCAP) (QFE10-ADCAP Survey). Increase the faculty and administrative Outcomes Assessment participation rates by making certain that all reporting units input their outcomes into the Learning Outcome Management Information System (LOMIS), so that the data can be aggregated to the program and institutional level and reported for the ILO assessment. Assign responsible parties for each area who will participate in Action Step 3.

**Timeline:** Begin in Spring of 2017 and complete by Fall 2020.

**Responsible parties:** EVP Instruction and Student Services, Director of Institutional Research and Planning, Program Review Coordinator, SLO Coordinator

**Resources needed:** Learning Outcome Management Information System (LOMIS)

**Assessment plan to evaluate outcomes:** EVP Instruction and Student Services, SLO Coordinator and AUO Coordinator to submit annual report to Academic Senate and President’s Advisory Cabinet.

**Alignment to standards:** Standard IB4, IB6, IIA1, IIA2, IIA3, IVA1,
IVA2, IVA4, IVA6

**Action Step 3:** Establish a “Committee of Chairs” vested with a goal of improving and documenting the connections and collaboration between instructional and administrative unit outcomes to eliminate achievement gaps and to increase student learning and achievement.

**Timeline:** Fall 2017-Spring 2020.

**Responsible parties:** EVP Instruction and Student Services, Director of Institutional Research and Planning, SLO Coordinator, Program Review Coordinator

**Resources needed:** Learning Outcome Information Management System (LOMIS)

**Assessment plan to evaluate outcomes:** Committee of Chairs Coordinator, to document results in annual report to Academic Senate and President’s Advisory Cabinet.

**Alignment to standards:** Standard IB4, IB6, IIA1, IIA2, IIA3, IVA1, IVA2, IVA4, IVA6

**Action Step 4:** Secure and utilize an improved Learning Outcome Management Information System (LOMIS) with better capabilities for Learning Outcomes (SLO, AOU, PLO, ILO). The system should be capable of tracking and disaggregating and provide cross-platform integration among the various College and District systems (i.e. Banner, CurricUNET, MyGateway, TracDat, Blackboard, and NOCCCD). Additionally, the system should have the capability to load and maintain actual samples of student artifacts and SLO assessments.

**Timeline:** Fall 2017-Spring 2020

**Responsible parties:** Director of Institutional Research and Planning, District Director of Information Services, Manager - Campus Academic Computing

**Resources needed:** Learning Outcome Management Information System (LOMIS) contract

**Assessment plan to evaluate outcomes:** purchase of Learning Outcome Management Information System (LOMIS)

**Alignment to standards:** Standard IA2, IB4, IB6, IC14, IIA1, IIA2, IIA3, IVA1, IVA2, IVA4, IVA6

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**QFE #2 – Distance Education**

**Background:** As the demand for distance education (DE) courses grows, Cypress College remains committed to offering a robust Distance Education Program with quality courses and appropriate campus support. Programs across campus have expanded DE course offerings significantly since the college conducted the last DE program review in 2011-2012 (QFE11-DE PR). Recent data indicate that approximately 25% of Cypress College students enroll in at least one DE class as a portion of their regular load (QFE12-
Furthermore, Fall 2016 data indicates that DE enrollments represent over 15% of all enrollments and about 13% of the FTES generated in fall 2016 at Cypress College (Table 1 and 2). DE enrollments have increased by about 25% over the last five years, whereas enrollment in traditional courses has remained somewhat stable, with an observed decline of about 3% between fall 2012 and fall 2016 (Table 1). This suggests that students are electing to take more DE courses rather than traditional courses.

### Table 1. Cypress College Enrollment Trends by DE Status

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Enrollments</td>
<td>5,382</td>
<td>5,667</td>
<td>5,340</td>
<td>5,984</td>
<td>6,740</td>
</tr>
<tr>
<td>Non-DE Enrollments</td>
<td>37,993</td>
<td>38,384</td>
<td>38,286</td>
<td>38,614</td>
<td>36,647</td>
</tr>
<tr>
<td>Total</td>
<td>43,375</td>
<td>44,051</td>
<td>43,626</td>
<td>44,598</td>
<td>43,387</td>
</tr>
</tbody>
</table>

(QFE13-CCCCO Data Mart)

The course success rates in DE courses have been consistently lower than in non-DE courses, with course success rates averaging 65% in DE courses and 71% in non-DE courses (Table 3). This trend has been observed historically, even at the statewide level (Table 4). It should be noted, however, that Cypress College success rates in DE courses are slightly higher than success rates in DE courses statewide.

### Table 3. Cypress College Course Success Rates by DE Status

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Success Rates</td>
<td>66.1%</td>
<td>66.5%</td>
<td>66.0%</td>
<td>63.8%</td>
<td>64.7%</td>
</tr>
<tr>
<td>Non-DE Success Rates</td>
<td>72.6%</td>
<td>71.8%</td>
<td>70.8%</td>
<td>71.4%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Overall</td>
<td>71.8%</td>
<td>71.1%</td>
<td>70.2%</td>
<td>70.4%</td>
<td>70.7%</td>
</tr>
</tbody>
</table>

(QFE14-Cypress College Data Systems)

### Table 4. Statewide Course Success Rates by DE Status

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Success Rates</td>
<td>60.5%</td>
<td>60.5%</td>
<td>60.8%</td>
<td>62.4%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Non-DE Success Rates</td>
<td>71.2%</td>
<td>70.6%</td>
<td>70.3%</td>
<td>70.8%</td>
<td>71.6%</td>
</tr>
<tr>
<td>Overall</td>
<td>70.0%</td>
<td>69.5%</td>
<td>69.2%</td>
<td>69.7%</td>
<td>70.4%</td>
</tr>
</tbody>
</table>

(QFE13-CCCCO Data Mart)
The disparity in success rates between DE and non-DE courses is explained, in part, by the competing demands and personal circumstances (health, career, and family obligations) which DE students (as a general demographic) cite as the reasons for enrolling in DE courses. Increased success and retention was a focus of the last Distance Education Plan (2011 – 2014) which outlined multiple objectives to improve program quality. Goals included educating faculty about 508 accessibility compliance for students with disabilities; establishing protocols for the authentication of DE students; increasing awareness of (and access to) student services, and insuring that DE courses provide regular and substantive contact between students and faculty (QFE15-DE Plan). The college has achieved these goals effectively.

The stability and success of Cypress College’s DE Program may also be attributed to the long term adoption of the Blackboard LMS and exceptional faculty training. The college elected a Blackboard managed host site, which provides web-based and phone support 24/7.

In order to offer a DE class at Cypress College, faculty are required to complete a three-unit “Basics” training course which provides a comprehensive review of Blackboard tools and features as well as standards for legal compliance and best practices for teaching online. The DE Program provides less intensive training for faculty who wish to utilize Blackboard to web enhance their course. The web-enhanced orientation covers relevant topics such as accessibility, copyright, and Blackboard basics. Individualized instructional design support and advanced training (in the form of workshops) are offered continuously as new tools and features are integrated to the LMS. The College also provides and promotes opportunities for professional development including attendance at online learning conferences and webinars (QFE15-DE Plan). Results of the last program review confirm that majority of faculty are satisfied with the quality of the LMS and Blackboard training (QFE11-DE PR).

The immediate needs of the DE Program identified in the accreditation Self-Evaluation include a gap in ongoing assessment and planning. One of the attributing factors was the lack of a faculty DE coordinator from 2014-2016. The College has outlined the following action steps to address these deficiencies. These include actions conducted during the 2016 – 2017 academic year and plans for implementation and change in the 2017-2019 academic years.

**Desired Goals:** Cypress College will continue its efforts to improve and expand its DE program to meet current definitions and standards for distance education and to address the needs of 21st century learners. This includes a reorganization of the DE Program, evaluation of the current courses and technology utilized, and writing and finalizing a new DE plan.

**Measurable Outcomes:** Cypress College will work to implement the newly established DE Oversight Structure, complete the DE Plan, create appropriate DE assessment processes, and promote DE courses and educate students about the DE modes available in an effort to improve the overall quality of the Cypress College DE Program.
Action Steps for Implementation:

**Action Step 1: Increase program and institutional effectiveness by reorganizing DE Program personnel.**

When the DE program was established, the college appointed a single faculty coordinator to oversee all aspects of the program – planning and review, faculty training, technical support and operations. In 2014, the last faculty DE coordinator concluded her term, and the position has remained unfilled. The DE Program was sufficiently robust that it remained successful during the 2014-2016 timeframe. However, during this time it was determined that as a result of the complexity and rapid growth of distance education, it was no longer tenable for a single faculty coordinator to oversee all aspects of the DE program. To sustain growth and program quality additional personnel were needed. The College initiated plans to reorganize the infrastructure of the DE program to optimize allocation of resources and support to DE students and faculty.

Over the course of the semester in Fall of 2016, the Academic Senate, the DE Advisory Group and administration met to outline the duties for a new DE faculty coordinator and Distance Education Technology Coordinator. Two new positions (a faculty coordinator and technology manager) were created, submitted and approved at the Academic Senate, Planning and Budget Committee, President’s Staff, and President’s Council.

Faculty: For the spring of 2017, a DE faculty coordinator was appointed to oversee pedagogical aspects of the program–training, professional growth and development, and program planning and review. The position was a one semester interim that would transition into a three-year position beginning in Fall 2017. Due to budget constraints, the position was modified to a one-year term.

Manager: A temporary Special Projects manager was appointed to oversee operations and to provide technical and design support for Spring 2017. The manager position, originally approved to be permanent beginning in Fall 2017, was also modified to be a one-year interim.

Classified Staff: Classified staffing requests have been submitted to the campus Planning and Budget Committee; the goal is to establish permanent classified positions to address support and business needs of the DE Program.

**Timeline:** Fall 2016 - Fall 2017  
**Responsible parties:** Faculty and administration  
**Resources needed:** TBD  
**Assessment plan to evaluate outcomes:** DE Quality Review  
**Alignment to standards:** IB, IIA, IIAC, IIIA
Action Step 2: Update campus literature to effectively advertise the DE program and to clarify course criteria and expectations as defined by delivery mode: “online,” “hybrid,” and “web-enhanced.”

The criteria for DE courses (“online,” “hybrid,” “web-enhanced”) are clearly defined in the schedule of classes and college catalog; these definitions reflect ACCJC standards and align with criteria outlined by the Department of Education. However, with regard to face-to-face contact frequency in hybrid courses, faculty expectations vary widely, and it is apparent that some students are confused by these variations. The college will continue to develop strategies to define DE courses more effectively so that students can identify suitable course formats.

**Timeline:** Spring 2017-Spring 2018  
**Responsible parties:** DE Coordinator, Department Coordinators, Division Deans  
**Resources needed:** None  
**Assessment plan to evaluate outcomes:**  
- Fall 2017 – DE Plan to include updated definitions  
- Spring 2018 – Schedule of Classes reflects the updated definitions

**Alignment to standards:** IC, IIA

Action Step 3: Establish ongoing assessment process through the use of surveys to identify and evaluate specific needs of DE students and faculty.

The DE Program worked in cooperation with the Chancellor’s Office to administer a student survey in the Spring 2017 semester. In addition, the Cypress College Office of Institutional Research and Planning (IRP) administered a faculty survey in the Spring 2017 semester. Both surveys seek to identify needs of students and faculty that have not been addressed in the most recent DE plan, to develop strategies to promote student equity, to target areas of deficiency with regard to training and support, and to identify resources and thus allocations for program development and improvement (QFE16a-DE Student Survey; QFE16b-DE Faculty Survey).

**Timeline:** Spring 2017-Fall 2017  
**Responsible parties:** Faculty DE Coordinator, Dean – Library/Learning Resource Center, and the Institutional Research and Planning Office  
**Resources needed:** none  
**Assessment plan to evaluate outcomes:** A review of the final results will be submitted to the Distance Education Committee for discussion related to student equity, a new DE Plan and inclusion in the DE Quality Review.  
**Alignment to standards:** IB, IC
Action Step Four: Create a DE Plan to update policies and practices related to distance education and to improve program quality.

The plan will include strategies to address the achievement gap and to improve the success and retention rates of DE students; encourage broader faculty involvement in planning for distance education; update protocols for review of DE curriculum; implement an expanded addendum for approval of distance education courses; establish a formalized DE committee with representatives from divisions across campus; amend the faculty training course to eliminate redundant training; expand training for emerging technologies; explore alternate LMS platforms and DE delivery models; expand effective usage of the LMS; revisit authentication protocols; establish a dedicated space for conducting orientations, study sessions, proctored exams, and tutoring for students enrolled in DE courses.

**Timeline:** Spring 2017 – Fall 2019

**Responsible parties:** Faculty DE Coordinator, Dean – Library/Learning Resource Center, the Institutional Research and Planning Office, and campus committees

**Resources needed:** TBD

**Assessment plan to evaluate outcomes:**

- A curriculum addendum will be implemented for all new and revised courses in Fall of 2018; the addendum will prescribe best practices for contact type/frequency and universal design standards (508 accessibility).
- A final DE Plan will be submitted and approved by Academic Senate, Planning and Budget and other related campus committees.
- A final DE Quality Review will reflect the new DE Plan and survey results and will be finalized Fall 2017 for submission to the IRP Office.

**Alignment to standards:** IB, IC, IIA, IIC, IIIA, IIIC

**QFE #3 – Extended Day Funding**

**Background:** Cypress College is a part of North Orange County Community College District – a multi-college district comprised of two colleges and the non-credit North Orange Continuing Education (NOCE). The District adopted an Extended-Day funding Model (EDFM) in 2015 in response to a recommendation in the prior accreditation cycle and after a prolonged period of deliberation in a number of district-wide committees related to allocations to the campuses. The District establishes the annual Full-Time Equivalent Student (FTES) target based upon the allocation of growth funding by the State Chancellor’s Office, available human capital, the physical infrastructure, and other available fiscal resources. FTES production is the primary source of revenue for the District and is calculated principally on the basis of hours of classroom
instruction (QFE17-BAH). While enrollment is a predominate factor in determining FTES revenue, the cost of instruction is also impacted by a variety of other factors. For example, the cost of instruction is affected by the number of faculty who are either tenured, tenure-track, or adjunct. The cost is also impacted by high-cost programs such as Nursing, Dental Hygiene and Automotive Technology which require smaller class sizes as required by outside accrediting agencies. The fiscal model currently in place requires contributions from the District and from the College to cover the cost of instruction.

Under the current funding model, the regular salary and benefits of tenured and tenure-track faculty are paid by the District directly. The District also allocates revenue to the campuses based on the established FTES targets. This allocation is intended to address salary and benefits of adjunct faculty, including overload that is paid to the tenured and tenure-track faculty members (QFE17-BAH). During 2014-2016, both the District and the College met established annual FTES targets (QFE18-SPMS). During this time, the proportion of unfunded FTES generated by Cypress College was less than 1%. However, to produce the District-established target, Cypress College expended on average approximately $1 million more per year than the District-budgeted allocation. The following table provides the deficits in extended day budget from 2013-2016.

<table>
<thead>
<tr>
<th>Table 5. Extended Day Budget – Ending Balances by Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>All NOCCCD Entities</td>
</tr>
<tr>
<td>Cypress College Portion</td>
</tr>
</tbody>
</table>

As illustrated above, in order to meet the FTES target, Cypress College is spending significantly more than the allocation as determined by the EDFM. To address this ongoing budget deficit, Cypress College has utilized locally-generated resources previously used to address one-time funding needs of the campus. The result has been diminished capacity to provide instructional-support needs such as tutoring, computer replacement, supplies and equipment. The increasing encroachment due to the implementation of the EDFM is critical and will increasingly impact the quality of Cypress College programs.

In the current student demand environment, it is not possible for the College to meet its FTES target within the District-allocation of revenue for this purpose as explained below. There are three primary drivers of the EDFM: number of faculty members on reassigned time, average class size, and average pay-rate of adjunct faculty members. Of these three factors, only one is under the control of the campus, the number of faculty members receiving reassigned time. Class size is determined by the District Curriculum process. Adjunct pay is negotiated. Although reductions in reassigned time are possible, the duties addressed would shift to other staff members. Thus, the College may not achieve any savings by such an adjustment. The class size required for full funding by the model is 35. This is much higher than the average class size of the College which is impacted by required low class sizes in the Career Technical Education and Health Science programs (QFE20-Class Size Spreadsheet). Additionally, the collectively
bargained contract between the District and United Faculty precludes the campus from addressing class size locally. Finally, use of the average pay of adjunct faculty members influences the model heavily. A campus with a large number of adjuncts who are above the average pay is impacted negatively. While establishing the EDFM, the average longevity and actual pay distribution of adjunct faculty members were not factored.

If FTES cannot be generated within the allocated amount, the College faces the choice of reducing sections to balance its budget, utilizing increasingly its One-time reserves, or a combination of both. All of these choices impact student access and success in the long term. If sections are reduced, access for students will decline. Any reductions in CTE or upper division classes will negatively impact completion, transfer and job attainment, in addition to limiting access.

If the campus continues to fund the deficits using local resources, the dollars available for funding One-time needs will diminish drastically. Cypress College has a robust process of identifying its One-time Funding needs to improve its programs and services. Additionally, some of the services such as Distance Education, Computer Replacement, and the Learning Resource Center do not have any line-item allocation in the annual budget (QFE 4b-Advanced Funding List). These critical functions are paid for through the One-time Funding process annually. If the funding for dollars used to fund these initiatives/activities is diverted to FTES production, these critical student support services for students will be compromised. The following table illustrates the extent of funding made available to critical functions of the campus to support the students during the last year.

<table>
<thead>
<tr>
<th>Table 6. Cypress College Diminishing Carryover Balances</th>
</tr>
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<tbody>
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</tbody>
</table>

(QFE 21a-Proposed Budget 2014/15, p. 10; QFE21b-Proposed Budget 2015/16, p. 20; QFE21c-Proposed Budget 2016/17, p. 24)

**Desired Goals:** Budget Centers within NOCCCD should receive from the District sufficient resources to be able to meet their FTES targets within their allocations.

**Measurable Outcomes:** District and college constituency group representatives on the Council on Budget and Facilities (CBF) will re-evaluate the EDFM and modify it accordingly. The EDFM will be modified to ensure adequate resources are provided to meet extended day expenditures in the future. Budget Centers will not use local revenue to generate FTES.

**Action Steps for Implementation**

**Action Step 1: Modify Extended Day Funding Model to provide adequate resources to meet college FTES targets.**

The Council on Budget and Facilities (CBF) will make a recommendation to the District Consultation Council (DCC) for approval and adoption of the necessary modifications to
the EDFM so that campuses are adequately funded for their extended day budgets. Approved plan will be submitted to the Board of Trustees (BOT) for final approval.

**Timeline:** Fall 2017-Spring 2019  
**Responsible parties:** CBF, DCC, Board of Trustees  
**Resources needed:** TBD  
**Assessment plan to evaluate outcomes:** evaluate the new EDFM to determine if campuses are adequately funded for their extended day budgets.  
**Alignment to standards:** IIID1, IIID2

### Evidence Sources

- QFE1 – Excellence in Documenting SLO Assessment Award  
- QFE2 – ACCJC College Status Report on SLO Implementation  
- QFE3 – Lee, Matthew, *Cypress College Gap Analysis Report and Recommendations: The Outcome Cycle, 2014*  
- QFE4a – Planning and Budget Committee Minutes, March 17, 2016  
- QFE4b – Advanced Funding List 2015 – 2016  
- QFE5 – TracDat Report, May 15, 2017  
- QFE6 – Air Conditioning and Refrigeration Department Program Review 2016  
- QFE7 – Cypress College Program Review Annual Report 2016 – 2017  
- QFE9 – James O. Nichols Model  
- QFE10 – Associate Degree and Certificate Assessment Plan (ADCAP) Survey  
- QFE11 – Campus Services Quality Review (CSQR) Distance Education 2011  
- QFE12 – Online Students Report 2015  
- QFE13 – California Community Colleges Chancellor’s Office Data Mart  
- QFE14 – Cypress College Data Systems  
- QFE15 – Cypress College Distance Education Plan 2011 – 2014  
- QFE16a – Distance Education Student Satisfaction Survey 2016  
- QFE16b – Distance Education Faculty Survey Results 2017  
- QFE17 – NOCCCD Budget Allocation Handbook 2013  
- QFE18 – Schedule Planning and Management System (SPMS) FTES Target screenshot  
- QFE20 – Class Size Spreadsheet  
Changes & Plans

Changes and Plans Arising Out of the Self-Evaluation Process
### Changes and Plans Arising Out of the Self-Evaluation Process

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

<table>
<thead>
<tr>
<th>Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised College mission statement</td>
<td>IA1</td>
<td>IRP Leadership team</td>
<td>Fall 2016</td>
<td>Revised College mission statement to include new baccalaureate degree and intended student population incorporating distance education.</td>
</tr>
<tr>
<td>Expanded Strategic Plan Fund to include Institution-Set Standards</td>
<td>IB3</td>
<td>PBC</td>
<td>Fall 2016</td>
<td>Revised eligibility for funds in the Strategic Plan Fund to include any project that improves the College’s Institution-Set Standards as well.</td>
</tr>
<tr>
<td>Included disaggregated data into Instructional Program Review</td>
<td>IB5</td>
<td>IRP</td>
<td>Fall 2016</td>
<td>Enhanced disaggregation of data for Instructional Program Review by delivery mode for each course and by age, gender, ethnicity and other variables by program.</td>
</tr>
<tr>
<td>Added Funeral Service Bachelor Degree to Program Review schedule</td>
<td>IB7</td>
<td>Program Review Chair</td>
<td>Spring 2017</td>
<td>Added a separate Program Review for the Funeral Service bachelor degree to distinguish the degree from the associates degree program.</td>
</tr>
<tr>
<td>Implemented evaluation of shared governance committee decision-making processes</td>
<td>IB7</td>
<td>IRP</td>
<td>Spring 2017</td>
<td>Conducted an evaluation of PBC and PAC as to the effectiveness of the decision-making processes utilized.</td>
</tr>
<tr>
<td>Documented procedures consistently across campus</td>
<td>IC5</td>
<td>EVP</td>
<td>Fall 2016</td>
<td>The College has prepared new SLO, Program Review and Financial Aid Guideline handbooks to document procedures and assure integrity.</td>
</tr>
<tr>
<td>Evaluated PLOs, degrees and certificates</td>
<td>IIA3</td>
<td>IRP SLO Coordinator</td>
<td>Spring 2017</td>
<td>The College conducted a survey (ADCAP) of graduates to assess whether they felt their time at Cypress met the PLOs for their program and the ILOs for the College.</td>
</tr>
<tr>
<td>Change, Improvement and Innovation</td>
<td>Standard</td>
<td>College Lead</td>
<td>Timeline</td>
<td>Outcome</td>
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<tr>
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</tr>
<tr>
<td>Selected e-Lumen as new Learning Outcomes Management and Information System (LOMIS)</td>
<td>IIA3</td>
<td>IRP</td>
<td>Spring 2017</td>
<td>PBC and Academic Senate approved the purchase of e-Lumen for all future SLO collection and storage.</td>
</tr>
<tr>
<td>Expanded databases to include materials to accommodate baccalaureate degree students</td>
<td>IIB4</td>
<td>Dean, LLRC</td>
<td>Spring 2017</td>
<td>The College expanded electronic databases to meet the needs of our new baccalaureate degree students in the Funeral Service program.</td>
</tr>
<tr>
<td>Increased online counseling services</td>
<td>IIC3</td>
<td>Dean, Counseling and Student Development</td>
<td>Spring 2017</td>
<td>ConexED allows a student to participate in a counseling session using a smartphone, tablet, laptop or computer.</td>
</tr>
<tr>
<td>Evaluated the effectiveness of an alternative placement model for assessment</td>
<td>IIC7</td>
<td>Manager, SSSP, IRP</td>
<td>Spring 2017-Spring 2019</td>
<td>The College evaluated the effectiveness of the alternative placement model using the Multiple Measures Assessment Project incorporating high school transcript data along with placement test scores.</td>
</tr>
<tr>
<td>Pilot ed a new full-time faculty evaluation process.</td>
<td>IIIA5</td>
<td>Vice Chancellor, Human Resources United Faculty</td>
<td>Fall 2016</td>
<td>The District and UF negotiated a pilot evaluation process to share student evaluations with the supervising Dean for use in evaluations.</td>
</tr>
<tr>
<td>Created a committee to renew the review of the Faculty Code of Ethics.</td>
<td>IIIA13</td>
<td>Academic Senate</td>
<td>Spring 2017</td>
<td>The Academic Senate created a committee to revise the Faculty Code of Ethics to include updates and consequences for violations.</td>
</tr>
<tr>
<td>Conducted an evaluation of the shared governance process</td>
<td>IVA7</td>
<td>IRP</td>
<td>Spring 2017</td>
<td>The College conducted an evaluation of the shared governance process along with specific processes with PBC and PAC.</td>
</tr>
<tr>
<td>Developed a more consistent process of recordkeeping in President’s Staff</td>
<td>IVB2</td>
<td>President</td>
<td>Spring 2017</td>
<td>The College developed a more consistent process for recording decisions made in President’s staff by having the President’s Confidential Executive Assistant attend meetings and record decisions.</td>
</tr>
<tr>
<td>Change, Improvement and Innovation</td>
<td>Standard</td>
<td>College Lead</td>
<td>Timeline</td>
<td>Outcome</td>
</tr>
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</tr>
<tr>
<td>Provided the Board of Trustees with enhanced information related to institutional effectiveness</td>
<td>IVC1</td>
<td>Vice Chancellor, Educational Services and Technology</td>
<td>Fall 2016</td>
<td>The District and College collaborated to provide the Board of Trustees not only Student Success Scorecard information but now also conclusions and future implications.</td>
</tr>
<tr>
<td>Analyzed and evaluated District policies</td>
<td>IVC7</td>
<td>Vice Chancellor, Educational Services and Technology</td>
<td>Fall 2016</td>
<td>The District began a process to have a more structured and in depth analysis and evaluation of District policies over a six-year cycle.</td>
</tr>
<tr>
<td>Made Board evaluation results more accessible to the public</td>
<td>IVC10</td>
<td>Chancellor</td>
<td>Spring 2017</td>
<td>The District made the results of the Board evaluations more accessible to the public by posting the results on the District website.</td>
</tr>
</tbody>
</table>
## Plans Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Lead</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formalize and communicate the Student Complaint process</td>
<td>Commission Policy</td>
<td>EVP Dean, Counseling</td>
<td>Fall 2017</td>
<td>The EVP and Dean of Counseling will formalize the Student complaint process to include maintaining records for a minimum of six years. The Student Complaint Process will be included in the Student Handbook and posted on the College website.</td>
</tr>
<tr>
<td>Create a distinct and separate Program Review for new baccalaureate program</td>
<td>IA2 IIB3</td>
<td>Program Review Chair</td>
<td>Fall 2017</td>
<td>The Program Review Committee will create a distinct and separate Instructional Program Review process for the baccalaureate degree in Funeral Service.</td>
</tr>
<tr>
<td>Evaluate all instructional budgets</td>
<td>IB7</td>
<td>Vice President, Administrative Services</td>
<td>Fall 2017</td>
<td>The Vice President of administrative Services will conduct an evaluation of all instructional supply budgets and resource management processes.</td>
</tr>
<tr>
<td>Develop a BP and AP to ensure 120 units for the pilot baccalaureate degree</td>
<td>IB7 IIA5</td>
<td>Vice Chancellor, Educational Services and Technology</td>
<td>Fall 2017</td>
<td>The District will prepare the necessary BP and AP to comply with the 120 minimum units degree requirement prescribed by Title V for the pilot baccalaureate degree.</td>
</tr>
<tr>
<td>Provide more uniform dissemination of College information</td>
<td>IB8</td>
<td>Director, Campus Communications</td>
<td>Fall 2017</td>
<td>To improve reliability and accuracy, the College will engage in a review to make better use of more systemic, public dissemination of college information.</td>
</tr>
<tr>
<td>Change, Improvement and Innovation</td>
<td>Standard</td>
<td>College Lead</td>
<td>Timeline</td>
<td>Anticipated Outcome</td>
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<tr>
<td>Improve local process of information provided to students and the public</td>
<td>ICI</td>
<td>Director, Campus Communications Catalog Schedule Coordinator</td>
<td>Fall 2017</td>
<td>The College will improve the process that ensures the integrity and accuracy of non-printed information and the increasing number of projects printed outside the District print shop process.</td>
</tr>
<tr>
<td>Restructure the DE program personnel, policies, procedures and documentation</td>
<td>IIA2</td>
<td>DE Coordinator Academic Senate</td>
<td>Fall 2017</td>
<td>The College will restructure the DE program with more clearly established areas of responsibility for faculty and management along with a review of relevant policies, procedures and documentation.</td>
</tr>
<tr>
<td>Disaggregate data in the SSQR and CSQR process</td>
<td>IIA7</td>
<td>IRP</td>
<td>Fall 2017</td>
<td>The College will disaggregate data based on demographics in the next review cycle for the Student Services quality Review and Campus Services Quality Review.</td>
</tr>
<tr>
<td>Revise Mortuary Science PLOs</td>
<td>IIA12</td>
<td>Mortuary Science Department Coordinator</td>
<td>Fall 2017</td>
<td>The Mortuary Science Department will revise its PLO to include the baccalaureate degree in Funeral Service.</td>
</tr>
<tr>
<td>Evaluate DE course success rates across campus</td>
<td>IIA16</td>
<td>IRP DE Coordinator Program Review Coordinator</td>
<td>Fall 2017</td>
<td>The College will conduct a systematic evaluation of DE course success rates and implement any necessary changes.</td>
</tr>
<tr>
<td>Enhance student services to DE and off-site students</td>
<td>IIC3</td>
<td>Dean, Counseling and Student Development</td>
<td>Fall 2017</td>
<td>The Financial Aid office, Veterans Resource Center and Transfer Center will expand online services to meet the needs of DE and off-site students.</td>
</tr>
<tr>
<td>Change, Improvement and Innovation</td>
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<tr>
<td>Improve DE faculty evaluation process</td>
<td>IIA5</td>
<td>Vice Chancellor, Human Resources United Faculty</td>
<td>Fall 2017</td>
<td>The District and UF will work on revising the evaluation process to require DE faculty to be evaluated in DE courses taught.</td>
</tr>
<tr>
<td>Review and revise the Management Appraisal Instrument</td>
<td>IIA5</td>
<td>Vice Chancellor, Human Resources District Management Association (DMA)</td>
<td>Fall 2017</td>
<td>The District will work with the DMA to review and revise the Management Appraisal Instrument to assess the effectiveness in encouraging improvement through the use of Learning Outcomes.</td>
</tr>
<tr>
<td>Include SLO participation in the adjunct evaluation process</td>
<td>IIA6</td>
<td>Vice Chancellor, Human Resources Adjunct Faculty United (AdFac)</td>
<td>Fall 2019</td>
<td>The District will initiate discussions with AdFac to include participation in the SLO assessment process in the evaluation of adjunct faculty.</td>
</tr>
<tr>
<td>Conduct a longitudinal analysis pertaining to the six EEO categories.</td>
<td>IIA12</td>
<td>Vice Chancellor, Human Resources District Management Association (DMA)</td>
<td>Fall 2017</td>
<td>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.</td>
</tr>
<tr>
<td>Develop a full-time faculty professional code of ethics with articulated consequences</td>
<td>IIA13</td>
<td>Vice Chancellor, Human Resources United Faculty Academic Senate</td>
<td>Fall 2017</td>
<td>The District will work with Academic Senate to develop a professional code of ethics with articulated consequences for violations of professional ethics.</td>
</tr>
<tr>
<td>Improve security through replacement of campus locks</td>
<td>IIB1</td>
<td>Vice President, Administrative Services Director, Physical Plant</td>
<td>2017-2018</td>
<td>The College will replace locks on campus with interior locking mechanisms to provide extra security in case of emergency lockdown.</td>
</tr>
<tr>
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<tr>
<td>Complete the assessment of the Network Refresh Project</td>
<td>IIC2</td>
<td>District Director, Information Services</td>
<td>2017-2018</td>
<td>District Information Services will complete an assessment of the wired, wireless video and voice network to better serve students and staff.</td>
</tr>
<tr>
<td>Increase collaboration and solicitation of input in financial decision-making</td>
<td>IID1 IID2</td>
<td>Vice Chancellor, Finance and Facilities, Vice President, Administrative Services</td>
<td>Fall 2017</td>
<td>The College and District will work together to increase collaboration and solicitation of input from constituency groups as an intrinsic element of the financial decision-making process.</td>
</tr>
<tr>
<td>Submit a substantive change for awards 50% or more online</td>
<td>IVA4</td>
<td>ALO</td>
<td>Fall 2017</td>
<td>The College will submit a substantive change with more than 50 awards that can now be achieved more than 50% online.</td>
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<tr>
<td>Evaluate dissemination of resource allocation and financial accountability processes</td>
<td>IVD2</td>
<td>Vice Chancellor, Finance and Facilities</td>
<td>Fall 2017</td>
<td>The District will evaluate the dissemination of its resource allocation and financial accountability processes to make them easily accessible and centralized.</td>
</tr>
<tr>
<td>Improve district communication efforts to ensure effective operations</td>
<td>IVD6</td>
<td>Chancellor</td>
<td>Fall 2017</td>
<td>The District will look for ways to improve communication efforts through more District-wide forums for conversation and engagement.</td>
</tr>
<tr>
<td>Conduct annual assessments of the budget allocation model and formula allocation</td>
<td>IVD7</td>
<td>Vice Chancellor, Finance and Facilities</td>
<td>Fall 2017</td>
<td>The District will conduct an annual assessment of the budget allocation model and formula allocation and more effectively disseminate evaluation results to all stakeholders.</td>
</tr>
<tr>
<td>Revisit and streamline all PLOs, AUOs and ILOs</td>
<td>QFE 1</td>
<td>SLO Coordinator, Department Chairs</td>
<td>Fall 2017-20</td>
<td>The College will improve the institutional effectiveness of outcomes by revisiting and streamlining all campus PLOs, AUOs and ILOs.</td>
</tr>
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<td>Change, Improvement and Innovation</td>
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<tr>
<td>Increase faculty and administration participation in learning outcomes</td>
<td>QFE 1</td>
<td>SLO Coordinator</td>
<td>Spring 2017-19</td>
<td>The College will increase faculty and administration participation rates in learning outcomes reporting.</td>
</tr>
<tr>
<td>Establish and implement a Committee of Chairs</td>
<td>QFE 1</td>
<td>SLO Coordinator, AUO Coordinator</td>
<td>Fall 2017-20</td>
<td>The College will establish a Committee of Chairs to improve collaboration to eliminate achievement gaps and increase student achievement.</td>
</tr>
<tr>
<td>Secure and utilize an improved information system for SLO tracking and disaggregation</td>
<td>QFE 1</td>
<td>SLO Coordinator, AUO Coordinator</td>
<td>Fall 2017-20</td>
<td>The College will secure an improved information system to house SLO tracking and disaggregation amongst cross platform integration.</td>
</tr>
<tr>
<td>Reorganize DE personnel</td>
<td>QFE 2</td>
<td>President, Academic Senate</td>
<td>Fall 2016–2017</td>
<td>The College will increase program and institutional effectiveness by reorganizing the DE program Personnel.</td>
</tr>
<tr>
<td>Update literature to advertise the DE program</td>
<td>QFE 2</td>
<td>DE Coordinator, Department Coordinators, Deans</td>
<td>Spring 2017-18</td>
<td>The College will update campus literature to effectively advertise the DE program and clarify course criteria and expectations as defined by delivery mode.</td>
</tr>
<tr>
<td>Identify and evaluate the needs of DE students and faculty</td>
<td>QFE 2</td>
<td>DE Coordinator, Faculty DE Coordinator, IRP</td>
<td>2017</td>
<td>The College will administer a survey to identify and calculate the specific needs of DE students and faculty.</td>
</tr>
<tr>
<td>Create a DE plan to update policies and practices</td>
<td>QFE 2</td>
<td>DE Coordinator, Faculty DE Coordinator</td>
<td>Spring 2017-18</td>
<td>The College will create a DE plan to update policies and practices related to distance education and improve program quality.</td>
</tr>
<tr>
<td>Modify the Extended Day Funding Model</td>
<td>QFE 3</td>
<td>District Consultation Council (DCC) Board of Trustees</td>
<td>Fall 2017-18</td>
<td>The College will work with the District to modify the EDFM to provide adequate resources to meet and sustain college FTES targets.</td>
</tr>
</tbody>
</table>
## Acronym List

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;R</td>
<td>Admissions and Records</td>
</tr>
<tr>
<td>AA-T</td>
<td>Associate of Arts transfer degree</td>
</tr>
<tr>
<td>ABFSE</td>
<td>American Board of Funeral Service Education</td>
</tr>
<tr>
<td>ACCESS</td>
<td>Achieving Cypress College Educational Student Success</td>
</tr>
<tr>
<td>ACCJC</td>
<td>Accrediting Commission for the Community and Junior Colleges</td>
</tr>
<tr>
<td>ACCT</td>
<td>Accounting</td>
</tr>
<tr>
<td>ACES</td>
<td>Active Collaborative Engagement Strategies</td>
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<tr>
<td>ACR</td>
<td>Auto Collision Repair</td>
</tr>
<tr>
<td>AC-R</td>
<td>Air Conditioning and refrigeration</td>
</tr>
<tr>
<td>ACT</td>
<td>Academic Computing Technology</td>
</tr>
<tr>
<td>AD</td>
<td>Active Directory</td>
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<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<td>ADCAP</td>
<td>Associate Degree and Certificate Assessment Plan</td>
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<td>AdFac</td>
<td>Adjunct Faculty</td>
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<tr>
<td>ALO</td>
<td>Accreditation Liaison Officer</td>
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<td>AP</td>
<td>Administrative Procedure</td>
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<td>ARC</td>
<td>Annual Required Contribution</td>
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<td>AS</td>
<td>Associated Students</td>
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<td>ASCIP</td>
<td>Alliance for Schools for Cooperative Insurance Programs</td>
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<tr>
<td>AS-T</td>
<td>Associate of Science transfer degree</td>
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<tr>
<td>AUO</td>
<td>Administrative Unit Outcomes</td>
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<td>BAH</td>
<td>Budget Allocation Handbook</td>
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<tr>
<td>BAM</td>
<td>Budget Allocation Model</td>
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<td>BDPP</td>
<td>Baccalaureate Degree Pilot Program</td>
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<td>BIO</td>
<td>Biology</td>
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<td>BOT</td>
<td>Board of Trustees</td>
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<td>BSCC</td>
<td>Basic Skills Coordinating Committee</td>
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<td>BSI</td>
<td>Basic Skills Initiative</td>
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<td>CAI</td>
<td>Common Assessment Initiative</td>
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<tr>
<td>CalWORKs</td>
<td>California Work Opportunity &amp; Responsibility to Kids</td>
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<tr>
<td>CARE</td>
<td>Cooperative Agencies Resources for Education</td>
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<tr>
<td>CBF</td>
<td>Council on Budget and Facilities</td>
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<tr>
<td>CBO</td>
<td>Chief Business Officer</td>
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<td>CC</td>
<td>Cypress College</td>
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<td>CCCAA</td>
<td>California Community College Athletic Association</td>
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<tr>
<td>CCCCO</td>
<td>California Community College Chancellor's Office</td>
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<tr>
<td>CCFS</td>
<td>Community College Financial Statement</td>
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<td>CCLC</td>
<td>Community College League of California</td>
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<td>CCS</td>
<td>Campus Climate Survey</td>
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<td>Acronym</td>
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<td>CDG</td>
<td>Collection Development Guidelines</td>
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<td>Combined English Language Skills Assessment</td>
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<td>Chief Executive Officer</td>
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<td>California Funeral Board</td>
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<td>Chemistry</td>
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<td>C-ID</td>
<td>Course Identification Numbering System</td>
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<td>CIF</td>
<td>California Interscholastic Federation</td>
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<td>CIS</td>
<td>Computer information Systems</td>
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<td>CMP</td>
<td>Comprehensive Master Plan</td>
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<td>Course Outline of Record</td>
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<td>Campus Related Programs and Activities</td>
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<td>Counseling and Student Development</td>
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<td>Facts Rules Impact Suggestions Knowledge</td>
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<td>Grade Point Average</td>
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<td>Institutional Effectiveness Coordinating Council</td>
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<td>Institutional Effectiveness Report</td>
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<td>Institutional Learning Outcome</td>
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<td>Integrated Planning Manual</td>
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<td>Description</td>
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</table>
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