



Cypress College

2019 Follow-Up Accreditation Report

In Support of Reaffirmation of Accreditation



Follow-up Report

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

March 1, 2019

Institutional Self-Evaluation Report – Certification Page

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

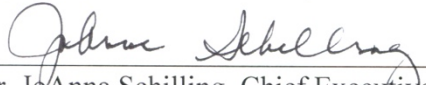
From:

Dr. JoAnna Schilling, President
Cypress College
9200 Valley View Street
Cypress, CA 90630

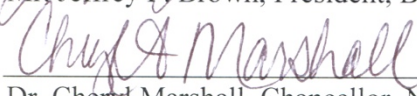
This Follow-up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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.

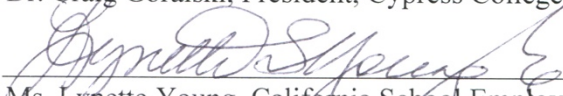
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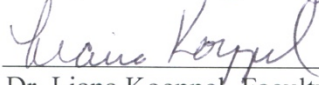

Dr. JoAnna Schilling, Chief Executive Officer 2/26/19
(Date)


Mr. Jeffrey P. Brown, President, Board of Trustees NOCCCD 2/26/19
(Date)


Dr. Cheryl Marshall, Chancellor, NOCCCD 2-26-19
(Date)


Dr. Craig Goralski, President, Cypress College Academic Senate 2/19/19
(Date)


Ms. Lynette Young, California School Employees (CSEA) Chapter 167 02/26/19
(Date)


Dr. Liana Koeppel, Faculty Co-Chair, Accreditation 2/26/19
(Date)


Mr. Philip Dykstra, Co-Chair and Accreditation Liaison Officer 2/26/19
(Date)

Table of Contents

Statement of Report Preparation	4
Response to the Commission Action Letter.....	8
Background	8
Response	9
Conclusion	15
Appendices.....	18
Appendix A – Cypress College Outcomes Assessment Review Cycle Plan	18
Appendix B – Cypress College Institutional Student Learning Outcomes Grid.....	22
Appendix C – Evidence	23

Statement of Report Preparation

Cypress College received the results of the Accreditation Self-Evaluation Report and Visit from ACCJC on January 26, 2018. The letter indicated that Cypress College's Accreditation had been reaffirmed for 18 months with a follow-up report due no later than March 1, 2019 ([RP1-Letter](#)).

The letter also identified the single compliance recommendation that was to be addressed in the follow-up report as follows:

Standard II.A.2, II.A.16 (College Recommendation 2): In order to meet the standards, the college must complete a full review of its processes related to the assessment and review cycle of Student Learning Outcomes for all instructional courses/programs to ensure that all courses, programs, and directly related services are improved ([RP1-Letter](#)).

The College had previously identified Student Learning Outcomes (SLOs) as the first of the Quality Focus Essay (QFE) projects presented in the Self-Evaluation Report ([RP2-ISER](#)). In fact, work on the SLO cycle was already in progress. After receiving the letter, the Accreditation Chairs, QFE1 Lead and SLO Coordinator formed the initial workgroup that focused attention on the issues specified in the compliance recommendation and began work on the plan proposal.

In addition, in order to address all of the ACCJC recommendations, the Accreditation Chairs, in consultation with the President, identified the necessary personnel and created the Accreditation Compliance and Recommendation Committee (ACRC) to address both the compliance and improvement recommendations for the Follow-up and Midterm Reports respectively.

The members of the ACRC were,

Liana Koeppel, Faculty Accreditation Chair (Co-Chair)
Philip Dykstra, Accreditation Liaison Officer, Director of Research and Planning (Co-Chair)
JoAnna Schilling, President
Santanu Bandyopadhyay, Executive Vice President
Bryan Seiling, Academic Senate President
Kathleen Reiland, QFE1 Lead
Kathleen McAlister, QFE2 Lead, Faculty Distance Education Coordinator
Treisa Cassens, QFE2 Lead, Dean of Distance Education
Christie Diep, SLO Coordinator
Nicole Ledesma, Assistant SLO Coordinator
David Halahmy, Program Review Co-Chair
Jolena Grande, Program Review Co-Chair
Peter Maharaj, Systems Technology Services and Academic Computing Service Manager
Ty Volcy, Confidential Executive Assistant
Kristina Oganessian, Senior Research Analyst

On February 21, 2018, the ACRC met to review the ACCJC Action Letter, the College Outcomes Assessment (COA) Review Cycle Plan and to provide feedback on the initial plan proposal drafted by the aforementioned workgroup ([RP3-ACRC Agenda](#); [RP4-COA Plan](#)). As a result of that meeting, two subcommittees were established to make the necessary revisions to the plan proposal. Over the next two months, the Course SLO Subcommittee and the Program and Institutional Learning Outcomes (PLO/ILO) Subcommittee met several times both individually and in conjunction to work out the details of the newly conceived College Outcomes Assessment (COA) Review Cycle Plan Proposal ([RP5a-Agenda, March 21](#); [RP5b- Agenda March 23](#); [RP6-Agenda April 20](#)).

Course SLO Subcommittee

Liana Koepfel, Accreditation Co-Chair
Philip Dykstra, Accreditation Co-Chair
Christie Diep, SLO Coordinator
Nicole Ledesma, Asst, SLO Coordinator
Kathleen Reiland, QFE1 Lead
Kristina Oganessian, Sr. Research Analyst

PLO/ILO Subcommittee

Liana Koepfel, Accreditation Co-Chair
Philip Dykstra, Accreditation Co-Chair
Kathleen Reiland, QFE1 Lead
Treisa Cassens, Student Service SLO Lead
Kristina Oganessian, Sr. Research Analyst

During that time, the COA Review Cycle Plan Proposal was vetted by the SLO Committee ([RP7a-Minutes, February 26](#); [RP7b – Minutes April 16](#)). Program Review Committee ([RP8a-Report, Feb 19](#); [RP8b- Report April 9](#)), Distance Education Committee ([RP9a-Agenda, April 5](#); [RP9b- Agenda, May 3](#)), and Student Services Council ([RP10a-Minutes, February 15](#), [RP10b-Minutes, April 19](#)). After incorporating feedback from these groups, the final Plan Proposal was presented to the ACRC on April 6, 2018 ([RP11- Minutes, April 2018](#)). Once approved, the Proposal was presented to the Academic Senate ([RP12a- Minutes, April 12](#); [RP12b-Minutes, April 26](#)) and President's Advisory Council (PAC) ([RP13- Minutes, May 3](#)) for their approvals. The approved plan was disseminated to the campus via email on May 17, 2018 ([RP14- Koepfel email](#)).

The ACRC met for a third time on May 24, 2018 to approve and discuss the implementation of the COA Review Cycle Plan. Training sessions, necessary resources, and completion benchmark goals were discussed and determined for the Fall 2018 semester ([RP15-Minutes, May 2018](#)). The Chairs then met over the summer to begin writing the Follow-up Report.

Semester	Accreditation Follow-up Report Timeline
Spring 18	<ul style="list-style-type: none"> Revise College ISLOs/PSLOs Revise College ISLOs and PSLOs for Catalog Increase FT Faculty eLumen participation for Fall 17 Maximize FT Faculty eLumen participation for Spring 18 Facilitate Adjunct Faculty eLumen Training and data entry participation Communicate to District need for Adjunct Participation in SLO process Review ADCAP for revision
Summer 18	<ul style="list-style-type: none"> Send ADCAP to 2017 graduates Make ISLO/PSLO revisions to eSchedule and eCatalog

Semester	Accreditation Follow-up Report Timeline
	<ul style="list-style-type: none"> Accreditation Chairs begin first draft of Follow-up Report
Fall 18	<ul style="list-style-type: none"> Accreditation Chairs present update on Follow-Up Report at Opening Day Begin implementation of College Outcomes Assessment and Review Cycle Plan Facilitate necessary training Revise SSPR and CSPR to reflect new ISLO/PSLOs Begin mapping SLOs (CSLO, SSSLO, ASO) to PSLO/ISLOs Revise Resource Allocation request forms to include COA participation Revise Resource Allocation prioritization rubrics to include COA participation Continue revision of other necessary forms and processes Post first draft to website for Campus feedback Hold Campus Feedback Open Forum Present first draft to Board of Trustees
Spring 19	<ul style="list-style-type: none"> Present final draft to the Board of Trustees for approval Post final document to College website. Send final document to ACCJC (MAR 1) Revise Department PSLO descriptions in Catalog (for 2019-20 Catalog) Implement revised Resource Allocation Request forms and prioritization matrices Review and revise CSLO syllabi inclusion confirmation process
Fall 19	<ul style="list-style-type: none"> Assess progress of COA Review Cycle Plan Facilitate Plans for Improvement (PFI) and QFE implementation Implement revised CSLO syllabi inclusion confirmation process

Evidence Sources

- RP1 – Cypress College Accrediting Commission for Community and Junior Colleges Letter, January 26, 2018
- RP2 – Cypress College 2017 Institutional Self-Evaluation Report
- RP3 – Cypress College Accreditation Compliance and Recommendation Committee Agenda February 21, 2018
- RP4 – Cypress College Outcomes Assessment Review Cycle Plan
- RP5a – Cypress College Accreditation Compliance and Recommendation Sub-Committee Agenda, March 21, 2018
- RP5b – Cypress College Accreditation Compliance and Recommendation Sub-Committee Agenda, March 23, 2018
- RP6 – Cypress College Accreditation Compliance and Recommendation Sub-Committee Agenda, April 20, 2018
- RP7a – Cypress College Student Learning Outcomes Committee Minutes, February 26, 2018
- RP7b – Cypress College Student Learning Outcomes Committee Minutes, April 16, 2018
- RP8a – Cypress College Program Review Committee Academic Senate Report February 19, 2018
- RP8b – Cypress College Program Review Committee Academic Senate Report April 9, 2018
- RP9a – Cypress College Distance Education Committee Agenda, April 5, 2018

- RP9b – Cypress College Distance Education Committee Agenda, May 3, 2018
 RP10a – Cypress College Student Services Council Minutes, February 15, 2018
 RP10b – Cypress College Student Services Council Minutes, April 19, 2018
 RP11 – Cypress College Accreditation Compliance and Recommendation Committee Minutes
 April 6, 2018
 RP12a – Cypress College Academic Senate Meeting Minutes, April 12, 2018
 RP12b – Cypress College Academic Senate Meeting Minutes, April 26, 2018
 RP13 – Cypress College President’s Advisory Council Minutes, May 3, 2018
 RP14 – Liana Koeppel, Accreditation Co-Chair, College Outcomes Assessment Review Cycle
 Plan email, May 17, 2018
 RP15 – Cypress College Accreditation Compliance and Recommendation Committee Minutes,
 May 24, 2018

Acronyms List	
Accreditation Compliance and Recommendation Committee	(ACRC)
Administrative Service Outcomes	(ASOs)
Administrative Services Program Review	(ASPR)
Administrative Unit Outcomes	(AUOs)
Associate Degree and Certificate Assessment Plan.....	(ADCAP)
College Outcomes Assessment	(COA)
Course Student Learning Outcomes	(CSLOs)
Institution Set Standards	(ISS)
Institutional Learning Outcomes	(ILOs)
Instructional Program Review.....	(IPR)
Learning Outcomes Management Information System	(LOMIS)
Planning and Budget Committee	(PBC)
President’s Advisory Council	(PAC)
Program Student Learning Outcomes	(PSLOs)
Student Service Student Learning Outcomes	(SSSLOs)
Student Services Program Review	(SSPR)

Response to the Commission Action Letter

Response to College Recommendation 2 (Compliance)

In order to meet the standards, the team recommends that the college complete a full review of its processes related to the assessment and review cycle of Student Learning Outcomes for all instructional courses/programs to ensure that all courses, programs, and directly related services are improved (II.A.2, II.A.16)

Background

The Cypress College Outcomes Assessment (COA) Review Cycle Plan was created in response to the ACCJC Compliance Recommendation received in January 2018 ([CR1- ACCJC Letter](#)). However, Student Learning Outcomes (SLO) assessment had been a focus of the campus for quite some time. The College had been working consistently on SLO development, integration, and participation for the last several years. Across the campus, departments had been working to develop SLOs, collect assessment data, and analyze results, in an effort to improve instruction and services in order to increase student learning and success. Improvements in participation rates and integration of SLOs into campus procedures also had been increasing at the instructional, student service, and administrative service levels.

At the instructional level, over the last several years course SLOs (CSLOs) were created for all active courses, and assessment data collection participation rates had increased ([CR2-PR Annual Report](#), p.7). SLO participation was added to the Instructional Program Review process, and the SLO Committee had completed the SLO Handbook ([CR3- Handbook](#)) to help facilitate training and participation for instructional departments and faculty. At the Student Services level, Student Service Student Learning Outcomes (SSSLOs) were created and assessed regularly for various areas including Counseling and Student Development, the Learning Resource Center, and the Library, among others ([CR4a- C&SD SSSLO](#); [CR4b- LRC SSSLO](#); [CR4c-Library SSSLO](#)). The Student Services areas had also developed cycle themes such as Student Equity and the Achievement Gap, to help focus attention on areas of need and interest. At the Administrative Services level, Administrative Unit Outcomes (AUOs) were identified and plans for data collection were set to begin in the next cycle of review. All areas had established regular assessment cycles and completion goals.

While progress was being made in outcomes assessment overall, each of these areas worked independently, so the College lacked an integrated effort and a clear link between outcomes assessment and the processes of the campus as a whole. While a required element in all campus area Program/Quality Reviews, the use of SLO data and analysis was not complete or comprehensive. The focus was on increasing participation rates as opposed to a full integration of SLOs into procedures and processes. The campus was aware of these deficiencies and had already identified SLO Assessment as one of the Quality Focus Essay (QFE) projects in the 2017 Institutional Self-Evaluation Report ([CR5- ISER](#)). The Compliance Recommendation issued by

ACCJC focused the attention of the College on integrating Outcomes Assessment into campus procedures.

Response

As prescribed by the compliance recommendation, **in Spring 2018, the College completed a full review of the assessment and review cycle of SLOs and upon that review created the College Outcomes Assessment (COA) Review Cycle Plan** in order to more fully integrate outcomes assessment into the practices, processes, and procedures of the campus as a whole (See Appendix A; [CR6-COA Plan](#)). The COA Review Cycle Plan has a three-fold purpose

- to facilitate a culture of assessment for the campus,
- to improve a regular and on-going cycle of assessment for all campus areas and
- to provide the structure to more fully integrate the use of SLOs in campus practices and procedures

Culture of Assessment

In order to facilitate the integration of outcomes assessment into campus processes and procedures, the College began by recognizing the need for a culture of assessment across the campus. As previously identified, the various areas of the campus (Instruction, Student Services and Administrative Services) had been working on assessments. However, they were doing so independently, in their own “silos” without a clear collective goal and purpose. Lacking a collective goal, some areas perceived an inequity in responsibility for SLOs. This perception was partially manifested by a lack of consistent terminology and identification of the role of SLOs across the campus. With different areas utilizing their own terminology regarding outcomes assessment (SLOs vs Quality Review etc.), the collective purpose of the SLO assessment process was lost. The College recognized the need to create a culture of assessment, thereby standardizing both the expectations of assessment and the terminology. Establishing a “College Outcomes Assessment” (COA) mindset was an important first step towards establishing a common goal and purpose. In the COA Review Cycle Plan, all areas on campus engage in ongoing assessment **to ensure that all courses, programs, and directly related services are improved** ([CR6-COA Plan](#)).

To that end, the College has begun utilizing terminology that is more inclusive of all campus areas - specifically, in the use of the term “College Outcomes Assessment” (COA) - to describe the outcomes assessment process regardless of specific work area. Student Learning Outcomes (SLOs) have now been delineated by specific area.

College Outcomes Assessment (COA) Student Learning Outcomes (SLOs)	
<ul style="list-style-type: none"> • Institutional Student Learning Outcomes (ISLOs) 	<ul style="list-style-type: none"> • Course Student Learning Outcomes (CSLOs)
<ul style="list-style-type: none"> • Program Student Learning Outcomes (PSLOs) 	<ul style="list-style-type: none"> • Student Service Student Learning Outcomes (SSSLOs)
	<ul style="list-style-type: none"> • Administrative Service Outcomes (ASOs)

In addition, the terminology used for Program Review was also modified to increase consistency and parallel processes. Previously, the various areas on campus utilized different terms such as Program Review and Quality Review to describe each department's cycle of review. As a result of the COA Plan, the campus modified the terms to the following.

Cypress College Program Review	
FORMER	NEW
Departmental Planning and Program Review (DPPR)	Instructional Program Review (IPR)
Campus Service Quality Review (CSQR)	Administrative Services Program Review (ASPR)
Student Services Quality Review (SSQR)	Student Services Program Review (SSPR)

Creating the lexicon of terms and utilizing the new terminology consistently will be an ongoing effort across the campus with the goal of creating a common experience for all. In addition, elevating the prominence of COAs will occur through multiple means including regular COA reports at campus meetings such as Opening Day and Leadership Team, providing COA progress reports to deans to facilitate regular and ongoing assessment, increasing campus COA dialog, and utilizing parallel language and cycles across the campus ([CR7-Opening Day Presentation](#)).

Cycle of Assessment

The College has three primary areas of service to promote student success: Instruction, Student (Support and Learning) Services and Administrative Services. Each of these areas works to provide the support necessary for students to learn, progress, and complete their particular educational goals. While the areas work collectively to achieve these goals, they each have their individual outcomes and thus their own type of assessment.

Instruction: Course Student Learning Outcomes (CSLOs) are used to assess all courses offered on campus.

Student Services: Student Service Student Learning Outcomes (SSSLOs) are used to assess the Support and Learning Services provided to students on campus

Administrative Services: Administrative Service Outcomes (ASOs) are used to assess the administrative services utilized by faculty and staff to facilitate student learning (formerly called Administrative Unit Outcomes (AUOs))

All areas on campus undergo a regular comprehensive review in the form of Instructional Program Review (IPR), Student Services Program Review (SSPR) and Administrative Services Program Review (ASPR) on 4-year cycles ([CR8-CPR Cycle](#)). SLOs are an intrinsic part of each of these reviews ([CR9-IPR Review Form](#); [CR10-SSQR Form](#); [CR11-CSQR Form](#)). However, while the Program Review cycles were set and consistent, individual departments determined their own SLO data collection and assessment cycles that ranged from every semester to every three years. The COA Review Cycle Plan institutes a more consistent SLO cycle that has all areas collecting and analyzing their area's SLO data annually and semi-annually (for courses). The Plan also sets the following parameters for completion:

- All Courses must be assessed at least once within the Review Cycle
- All Departments will assess a minimum of 1 (one) SSSLO or ASO each year ([CR6-COA Plan](#))

Departments then summarize the results of their SLO analysis in their regularly scheduled Program Review cycles ([CR12-New IPR form](#); [CR13- New SSPR form](#); [CR14-New ASPR form](#)). In this way, the SLO assessment process is more consistent across campus areas and a collective experience for the College as a whole.

During the campus Follow-up Report Open Forum discussion, the College determined it could further improve the Program Review process across the campus. While Instructional Program Review (IPR) included the submission of a department's completed IPR to the Program Review Committee, no such review body existed in the Student Services and Administrative Services areas. Instead, the relevant administrator was the only person to review the submitted reports. In the spirit of promoting the Culture of Assessment, the College recognized the need for the Student Services Program Review (SSPR) and the Administrative Services Program Review (ASPR) to also be submitted to an appropriate review body as well. As a result of the Follow-up Report, the Student and Administrative Services areas are both in the process of determining the appropriate committee for their PR submissions and developing the necessary evaluation component to the process. In addition, the Instructional Program Review Committee has begun the process of revising their own "review" function to provide more of an evaluative component to IPR, in order to provide increased accountability and assessment to the IPR process.

In addition to improving the SLO assessment cycle for the primary areas identified above, the COA Review Cycle Plan also included an added review cycle for Program Student Learning Outcomes (PSLOs) and Institutional Student Learning Outcomes (ISLOs) ([CR6-COA Plan](#)). Prior to the implementation of the COA Review Cycle Plan, PSLO and ISLO assessments were

not directly connected to CSLOs, SSSLOs and ASOs. PSLO and ISLO assessments relied on other forms of data such as degree completion and transfer rates, and the Associate Degree and Certificate Assessment Plan (ADCAP) ([CR15-ADCAP Survey](#); [CR16a-ADCAP Report, 2017](#); [CR16b-ADCAP Report, 2018](#)).

The lack of connection between the various SLOs was a result of two issues. First, the College had focused efforts on improving CSLO, SSSLO, and ASO assessment participation rates in response to the previous accreditation recommendations. In addition, TracDat, the previous Learning Outcomes Management Information System (LOMIS), was deemed to be inadequate for PSLO and ISLO data analysis, and research on a substitute system was being completed. In Fall 2017 the College adopted the eLumen data management system for its SLO data storage needs ([CR17-Diep email Nov. 12, 2017](#)). One of the reasons eLumen was selected was to more easily facilitate the integration/mapping of CSLOs, SSSLOs, and ASOs to the College's PSLOs and ISLOs. Incorporating PSLOs and ISLOs into the assessment and review cycle necessitated a revision of the former ISLOs so that clearer connections between Courses, Programs, and Institutional Outcomes could be identified (see Appendix B; [CR18-ISLO Grid](#)).

As part of their regular Program Review cycle, departments will review their SLOs to determine their necessity and efficacy, and make modifications as deemed appropriate ([CR6-COA Plan](#)). Staff will then identify how those SLOs link to their department's PSLOs, which will ultimately be mapped to the College's ISLOs. Finally, SLO assessment results, improvements made based on those results, and review/revision of PSLOs have been added to all department Program Review processes ([CR12-New IPR form](#); [CR13-New SSPR Form](#); [CR14- New ASPR Form](#)).

The following Table identifies how the Student Learning Outcomes integrate with Program Student Learning Outcomes and Institutional Learning Outcomes.

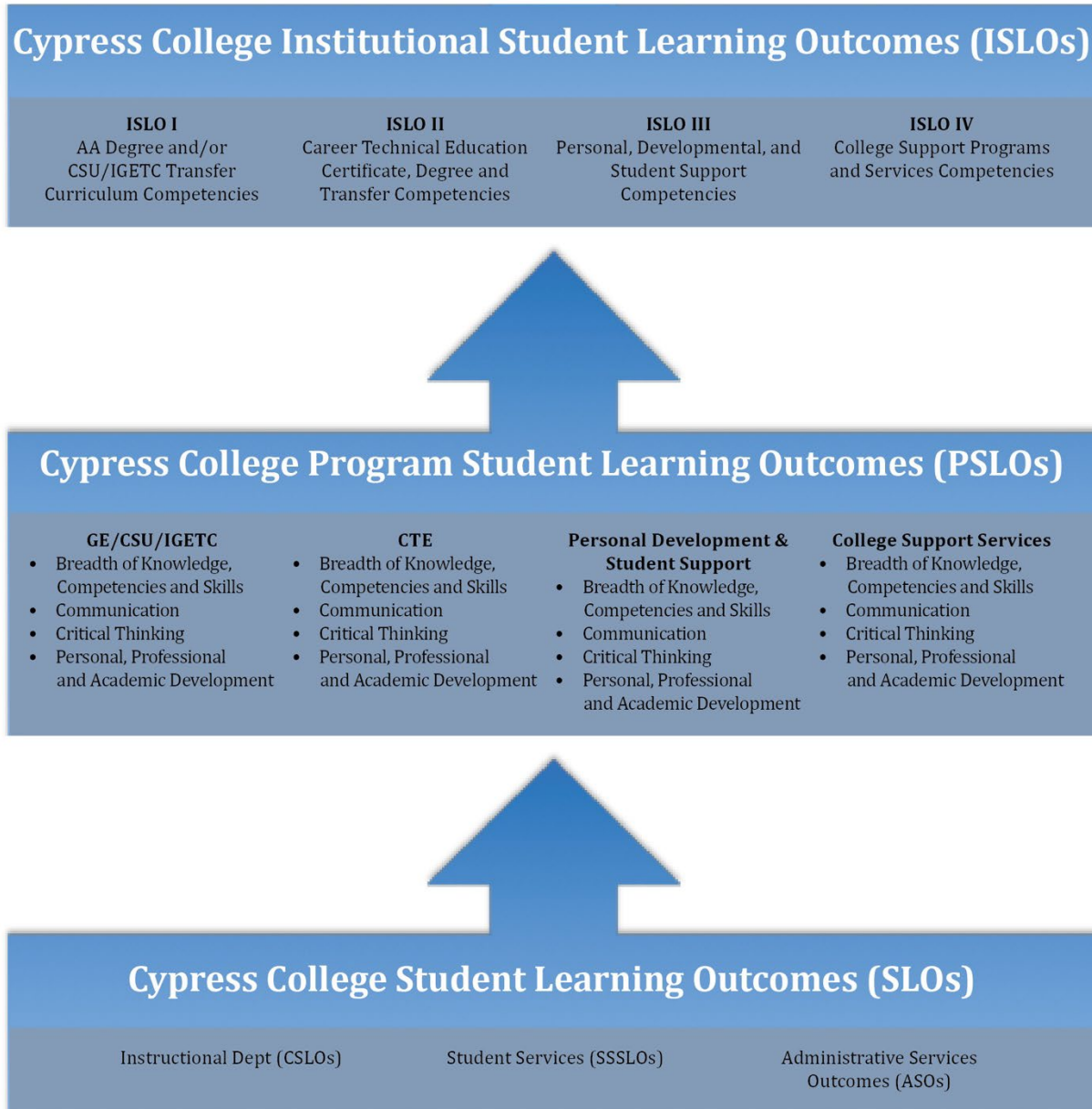


Table 1 – Student Learning Outcomes Mapping

In Fall 2018, instructional departments undergoing their scheduled Program Review conducted the initial CSLO to PSLO mapping in eLumen. Currently, all 20 Student Services departments are undergoing a similar review as part of their Program Review Process ([CR8- CPR Cycle](#)). Administrative Services will review their SLOs during their Program Review cycle scheduled for 2019-20. While the Program Reviews are conducted on a 4-year cycle, as prescribed by the COA Review Cycle Plan, all areas will assess Student Learning Outcomes on an annual basis.

	Administrative Services	Instruction	Student Support Services
2018-2019		11	20
2019-2020	20	11	
2020-2021		14*	
2021-2022		11	

Table 2- Comprehensive Program Review Participation Schedule

* modified to accommodate faculty turnover

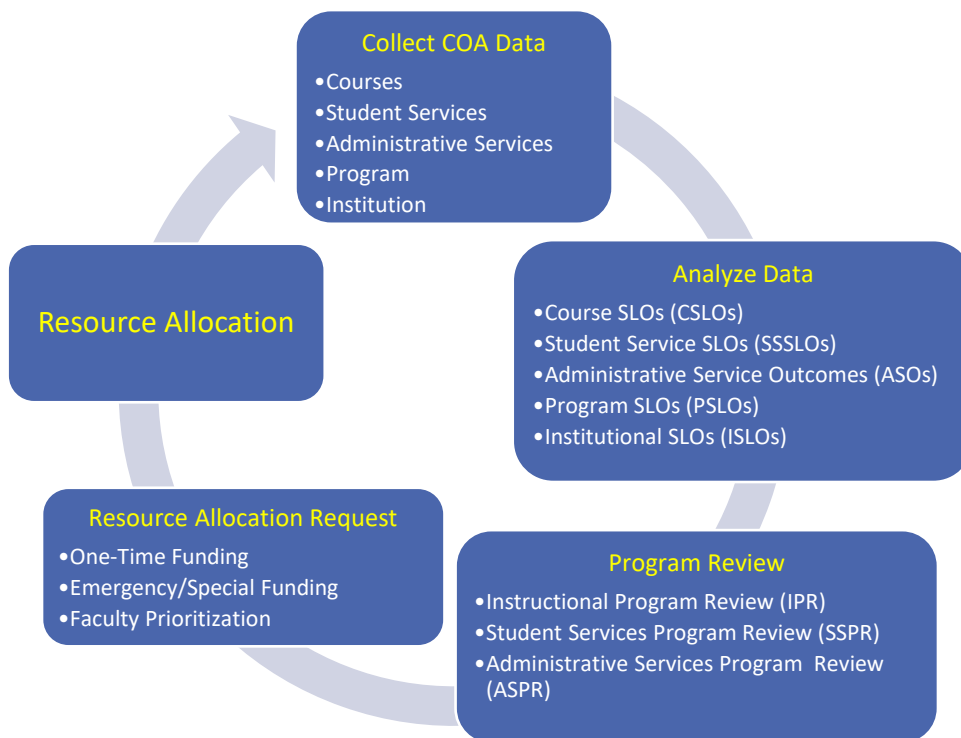
Practices and Procedures

The final goal of the College Outcomes Assessment (COA) Review Cycle Plan is the integration of SLO assessment into College practices and procedures. While outcomes assessment had long been a component of the previous Program/Quality Review process at all levels, and the inclusion of Program/Quality Review a requirement in the funding request process, those elements were not necessarily an explicit part of the evaluation and prioritization of those funding decisions ([CR19- One-time Funding Rubric](#)). The result was a loose connection between significant and meaningful participation in outcomes assessment and the decision-making processes utilized by the campus. Departments had little incentive (or disincentive) to engage in regular assessment because there was little reward or consequence for that participation. Thus, the College needed to elevate the importance of outcomes assessment in campus decision-making.

The COA Review Cycle Plan addresses this issue in two ways. First, Program Review procedures were modified to require not only participation/completion rates of a department's SLOs but also the improvements made and needs identified based on SLO results ([CR12- New IPR Form](#); [CR13- New SSPR Form](#); [CR14-New ASPR Form](#)). In this way, COAs are made a more prominent component of the Program Review process across the campus. Second, outcomes assessment is more fully integrated into the evaluation and prioritization processes utilized in decision-making by the Planning and Budget Committee (PBC). Funding Request Forms and rubrics are being reviewed and revised to include COA participation status as a more significant evaluative factor in prioritization of funding requests ([CR20- New One-time Equipment Request Form](#); [CR21-New One-time Equipment Rubric](#); [CR22- New One-time Special Request Form Draft](#)). Increasing the significance of College Outcomes Assessment in

campus resource allocation procedures has made them an integral part of the COA Review Cycle.

College Outcomes Assessment Cycle



Conclusion

The College has met the compliance recommendation and meets Standards IIA2 and IIA16. Cypress College completed a full review of the College's assessment and review cycle of SLOs for all instructional courses/programs in Spring 2018. As a result of that review, the College created and implemented the College Outcomes Assessment (COA) Review Cycle Plan that will work to ensure that all courses, programs, and directly related services across the campus are improved. Initial implementation of the COA Review Cycle Plan began in Fall 2018 with 11 instructional departments completing their Program Reviews. Beginning in Spring 2019, 20 Student Services departments will conduct their Program Reviews. Beginning in Fall 2019, all 20 Administrative Services departments will complete their Program Reviews. All Instructional departments will assess CSLOs each semester, and Student and Administrative Services will assess SSSLOs and ASOs respectively each year.

The COA Review Cycle Plan implementation will continue through the upcoming regular department Program Review cycles. A progress report on the continued implementation and subsequent implications of the COA Review Cycle Plan will be included in the College's Accreditation Mid-term Report, which will be submitted to ACCJC in October 2021.

The College continues to meet Standard IIA2. Through the regular 4-year Instructional Program review process faculty engage in the curriculum review process to ensure that the content and methods of instruction meet generally accepted academic and professional standards

and expectations. Additionally, faculty use multiple measures of student achievement, including Institution Set Standards (ISS) such as course completion, degree and certificate completion, and transfers, as well as Associate Degree and Certificate Assessment Plan (ADCAP) data, job placement/licensure rates, and Course Student Learning Outcomes (CSLOs) data to monitor and continuously improve instructional courses and directly related services. The implementation of the College Outcomes Assessment (COA) Review Cycle Plan has provided a structure that more fully systematizes the evaluation of courses. As part of the plan, instructional departments are required to assess a minimum of one CSLO for each section taught during the fall and spring semesters. Further, within a department's 4-year Program Review cycle, all courses and CSLOs are to be assessed at least once. A summary of CSLO results and the improvements made based on those results are now a required element of a department's Program Review. All of the aforementioned assessment data work together to help assure currency, improve teaching and learning strategies, and promote student success.

The College continues to meet Standard IIA16. During the regular evaluation of all instructional programs via the established Program Review process, the College regularly evaluates and improves the quality of instruction at all levels (collegiate and pre-collegiate) and in all delivery modes. The College utilizes trend data, Institution Set Standards (ISS) results, SLO data and more, to monitor the success of the institution. The implementation of the COA Review Cycle Plan further systematizes the use of outcomes assessment and the integration of COA into the College's decision-making and resource allocation processes across the campus. The COA Review Cycle Plan also provides the structure for the systematic review of department Program Student Learning Outcomes (PSLOs) and the College's Institutional Learning Outcomes (ISLOs) to facilitate improvement in programs and courses at the institutional level in order to enhance learning outcomes and student achievement.

Evidence Sources

- CR1 – Cypress College Accrediting Commission for Community and Junior Colleges Letter, January 26, 2018ACCJC Letter
- CR2 – Cypress College Program Review Annual Report 2016-17, p. 7
- CR3 – Cypress College Student Learning Outcomes Handbook, 2017
- CR4a – Cypress College Student Services Student Learning Outcomes Cycle VIII, Counseling and Student Development
- CR4b – Cypress College Student Services Student Learning Outcomes Cycle VIII, Learning Resource Center
- CR4c – Cypress College Student Services Student Learning Outcomes Cycle VIII, Library
- CR5 – Cypress College 2017 Institutional Self-Evaluation Report
- CR6 – Cypress College Outcomes Assessment Review Cycle Plan
- CR7 – Cypress College Opening Day Accreditation Presentation, August 17, 2018
- CR8 – Cypress College Program Review and Comprehensive Survey Schedule 2017-2022
- CR9 – Cypress College Program Review Form
- CR10 – Cypress College Student Services Quality Review Form
- CR11 – Cypress College Campus Services Quality Review Form

- CR12 – Cypress College Instructional Program Review Form Revised
- CR13 – Cypress College Student Services Program Review Form Revised
- CR14 – Cypress College Administrative Services Program Review Form Revised
- CR15 – Cypress College Associate Degree and Certificate Assessment Plan Survey
- CR16a – Cypress College Associate Degree and Certificate Assessment Plan Report, 2017
- CR16b – Cypress College Associate Degree and Certificate Assessment Plan Report, 2018
- CR17 – Christie Diep, Student Learning Outcomes Coordinator, eLumen training email,
November 12, 2017
- CR18 – Cypress College Institutional Student Learning Outcomes Grid
- CR19 – Cypress College One-Time Funding Request Rubric
- CR20 – Cypress College One-Time Equipment Funding Request Form Revised
- CR21 – Cypress College One-Time Equipment Funding Request Rubric Revised
- CR22 – Cypress College One-time Special Funding Request Form Revised Draft

Appendices

Appendix A – Cypress College Outcomes Assessment Review Cycle Plan

I. Campus Culture of Assessment and Improvement

A. Elevate prominence of College Outcomes Assessment (COA) on campus

- Regular COA Reports at Opening Day and Leadership Team meetings
- IRP send COA Participation Report to deans and faculty department coordinators to facilitate regular and ongoing assessment
- Increase Campus COA dialog
- Utilize parallel cycles across all areas (Course, Student Service, & Administrative Service)
- Utilize parallel language across all areas (Course SLOs, Student Service, & Administrative Service)
 - College Outcomes Assessment (COA)
 - Institutional Student Learning Outcomes (ISLOs)
 - Program Student Learning Outcomes (PSLOs)
 - Course Student Learning Outcomes (CSLOs)
 - Student Service Student Learning Outcomes (SSSLOs)
 - Administrative Service Outcomes (ASOs)

II. Course Student Learning Outcomes (CSLOs)

A. Departments will review current CSLOs and assessment tools to determine effectiveness/need for revision during the 4-year Program Review (PR) cycle.

- Will include need for training (workshops, videos, etc.)
- Will include need for additional researchers and support staff
 - Need dedicated COA system (eLumen) classified staff support
- Need integrated CSLO and Curriculum approval system (e.g. eLumen Curriculum)

B. All Faculty will assess a minimum of 1 (one) CSLO for each section taught during the Fall and Spring semesters.

- Department faculty will determine which CSLO(s) is/are to be assessed.
- Department faculty will set outcome standards (percentage of students meeting the standard) based on department culture and discipline needs
- District needs to facilitate adjunct faculty participation (stipend, contract, FLEX, etc) in the COA process
- CSLO Cycle to be re-evaluated in four years.

C. Institutional Research and Planning (IRP) will generate COA Reports annually for department review and analysis to identify

- success strategies
- potential changes (to assessment tools, teaching methodology, CSLOs, PSLOs)
 - Need a new CSLO revision process for Curriculum (CORs)
 - Need integrated system (eLumen Curriculum)

- resources needed (FLEX sessions and credit, funding, Professional Development, adjunct compensation)
- D. Instructional Program Review (IPR) will continue to include 4-year CSLO results
- Program Student Learning Outcomes (PSLOs) assessment data and student survey results (ADCAP) for certificates and degrees will be added to IPR
 - Review/Revision of Department PSLOs will be added to IPR
 - Revised PSLOs will be added to the Catalog by Department
 - Programs will utilize the new ISLO/PSLOs
 - Programs with outside accrediting agencies will include additional PLOs as needed
 - Improvements made based on CSLO/PLO results will be added to IPR
 - CSLO assessment by delivery mode will be added to IPR
 - Within a department's 4-year IPR cycle, all courses and CSLOs must be assessed at least once.
 - Within the 4-year IPR Cycle, departments will review and modify or delete CSLOs as needed through the regular curriculum review process
- E. The College will continue to utilize existing impacts for non-participation
- Program Review (including COA participation data) will continue to be required and verified in all Planning and Budget Committee (PBC) funding requests (One-Time, Emergency, Advanced) and Faculty Prioritization
 - Funding Request Forms and rubrics to be reviewed for more prominent inclusion of COA participation status
 - PBC funding and Faculty Prioritization requests without verified COA participation will be returned to the applicable department(s)
- F. The SLO Coordinators/Committee will facilitate the campus CSLO participation efforts
- Develop Campus CSLO Campaign
 - Help departments review CSLOs and Assessment tools
 - Develop and conduct trainings/workshops on:
 - Assessment tool development
 - eLumen tools and techniques
 - Canvas and eLumen integration
 - Will explore FLEX credit, Professional Development Increments etc.
 - Review CSLO, PSLO and ISLO Assessment annually
 - Prepare Annual CSLO Report
 - Review and Revise CSLO Handbook and website
- G. Curriculum
- The College will explore the integration of Curriculum Approval, SLO assessment, Course Management System (Canvas) and grade submission into single or compatible systems (e.g. eLumen Curriculum).
 - Curriculum Committee will allow for block approval of SLO changes.

- Curriculum Committee will add an SLO representative to the Curriculum approval queue (akin to DE).
- H. Need to develop a uniform and consistent system for deans to confirm CSLO accuracy and inclusion in syllabi (Investigate syllabi software. SEE <https://apps.lbcc.edu/curriculum/>)
- III. Program and Institutional Student Learning Outcomes (PSLOs and ISLOs)
 - A. Change the current ISLOs/PSLOs (see ISLO Chart)
 - Align PSLOs with current ISLO “Pathways”
 - Rename/label “Pathways” and sub-categories
 - Create new ISLO IV College Support Programs and Services
 - All departments will map CSLOs, SSSLOs or ASOs to PSLOs
 - B. Integrate SSSLO and ASO assessments into Student and Administrative Program Review (SSPR and CSPR)
 - Link Student Services Student Learning Outcomes (SSSLOs), Administrative Service Outcomes (ASOs), Student Services Program Review (SSPR), Administrative Services Program Review (ASPR) to new PSLO/ISLOs
 - May include need for training (workshops, videos, etc.)
 - May include need for additional researchers and support staff
 - Need dedicated COA system support (eLumen)
 - Align SSSLO and ASO review cycles to parallel CSLOs
 - All Departments will assess a minimum of 1 (one) SSSLO or ASO each year.
 - Revise SSSLO forms for alignment with PSLOs and ISLOs
 - Create ASO forms and align with PSLOs and ISLOs
 - Add improvements made based on SSSLO and ASO results to SSPR and ASPR
 - C. Implement Changes
 - Make changes to Catalog and Schedule. (eCatalog and eSchedule)
 - Review and implement Associate Degree and Certificate Assessment Plan (ADCAP) annually
- IV. Action Plan/Timeline
 - A. Spring 2018
 - Revise College ISLOs/PSLOs (APRIL 26, MAY 3)
 - Revise College ISLOs and PSLOs for Catalog (MAY)
 - Increase FT Faculty eLumen participation for Fall 17 (JUNE 5)
 - Maximize FT Faculty eLumen participation for Spring 18 (JUNE 5)
 - Facilitate Adjunct Faculty eLumen Training and data entry participation (JUNE 5)
 - Communicate to District need for Adjunct Participation in SLO process
 - Review ADCAP for revision
 - B. Summer 2018
 - Send ADCAP to 2017 graduates
 - Make ISLO/PSLO revisions to eSchedule and eCatalog
 - Revise SSQR and CSQR to reflect new ISLO/PSLOs

C. Fall 2018

- Begin implementation of College Outcomes Assessment and Review Cycle Plan
- Facilitate necessary training
- Begin mapping SLOs (CSLO, SSSLO, ASO) to PSLO/ISLOs
- Revise Department PSLO descriptions in Catalog (for 2019-20 Catalog)
- Revise Resource Allocation request forms to include COA participation
- Revise Resource Allocation prioritization matrices to include COA participation
- Continue revision of other necessary forms and processes
- Post Final Draft to website for Campus feedback (OCT 1)
- Campus Feedback Open Forum held (OCT 16)
- Present to Academic Senate (NOV 8)
- First draft distributed to Board of Trustees (NOV 27)

D. Spring 2019

- Self-Evaluation Chair & ALO present update Follow-Up Report at Opening Day (JAN 25)
- Self-Evaluation Chair & ALO finalize report
- Final document presented to the Board of Trustees for approval (JAN 22)
- Final document posted to College website.
- Final document sent to ACCJC (MAR 1)
 - Implement revised Resource Allocation Request forms and prioritization matrices
 - Review and revise CSLO syllabi inclusion confirmation process

E. Fall 2019

- Assess progress of COA Review Plan
- Facilitate Plans for Improvement (PFI) and QFE implementation
- Implement revised CSLO syllabi inclusion confirmation process

Appendix B – Cypress College Institutional Student Learning Outcomes Grid

ISLO I Associate Degree and/or CSU/IGETC Transfer Curriculum Competencies	ISLO II Career Technical Education Certificate, Degree and Transfer Competencies	ISLO III Personal, Developmental, and Student Support Competencies	ISLO IV College Support Programs and Services Competencies
<p>A. Breadth of Knowledge, Competencies, & Skills</p> <ol style="list-style-type: none"> Humanities and the Arts: Develop aesthetic awareness, critical analysis, creativity, human reason and culture Science, Technology, Engineering, and Mathematics: Interpret scientific principles, scientific method, mathematical systems Social Sciences: Distinguish cultural competence, global perspective, human experience Kinesiology and Athletics: Instilling fitness, health and nutrition, movement competence <p>B. Communication</p> <ol style="list-style-type: none"> Reading: Comprehend, interpret, and evaluate written information Writing: Communicate thoughts, ideas, information and messages in appropriate writing Communicating: Perceive and respond to verbal and nonverbal messages Presenting: Organize ideas and orally communicate appropriate to an audience in group setting <p>C. Critical Thinking, Problem-Solving, and Information Competency</p> <ol style="list-style-type: none"> Analysis: Apply rules and principles to new situations, use logic to draw conclusions, differentiation of facts, inferences, assumptions, and conclusions Computation: Use basic numerical concepts, tables, graphs, charts, and geometric shapes Research: Effectively and ethically acquire information and data through print and electronic technology, and then organize, analyze, evaluate, synthesize, and communicate research findings Problem-solving: Define a problem, create a plan of action, execute a resolution, and evaluate the effectiveness of the resolution Technology: Utilize current and emerging technology effectively, and ethically <p>D. Personal, Academic, & Professional Development</p> <ol style="list-style-type: none"> Personal Responsibility: Develop self-awareness skills, and identify values and goals for personal, academic, career, professional growth, health and fitness, and life-long learning Global Citizenship: Understand the interconnection between current events and civic responsibility, and the influence of ethical, environmental, political, and personal choices within our world 	<p>A. Breadth of Knowledge, Competencies, & Skills</p> <ol style="list-style-type: none"> Business and Computer Information Systems: Acquire knowledge, skills, and competencies necessary for employment Career Technical Education: Acquire knowledge, skills, and competencies necessary for employment Health Sciences: Acquire knowledge, skills, and competencies necessary for employment Arts, Sciences, and Kinesiology Career Technical Education: Acquire knowledge, skills, and competencies necessary for employment <p>B. Communication</p> <ol style="list-style-type: none"> Reading: Comprehend, interpret, and evaluate written information relative to industry standards Writing: Communicate thoughts, ideas, information, and messages in writing appropriate to a specific career Communicating: Perceive and respond to verbal and nonverbal messages Presenting: Organize and orally communicate ideas, instructions, and information to an audience within professional standards <p>C. Critical Thinking, Problem-Solving, and Information Competency</p> <ol style="list-style-type: none"> Analysis: Apply rules and principles to new situations, use logic to draw conclusions, differentiation of facts, inferences, assumptions, and conclusions Computation: Use numerical concepts, tables, graphs, charts, and principles relative to industry requirements in a particular field Research: Effectively and ethically acquire information and data through print and electronic technology, and then organize, analyze, evaluate, synthesize, and communicate research findings Problem-solving: Define a problem, create a plan of action, execute a resolution, and evaluate the effectiveness of the resolution Technology: Utilize current and emerging technology effectively, and ethically <p>D. Personal, Academic, & Professional Development</p> <ol style="list-style-type: none"> Personal Responsibility: Develop self-awareness skills, and identify values and goals for personal, academic, career, professional growth, health and fitness, and life-long learning Global Citizenship: Understand the interconnection between current events and civic responsibility, and the influence of ethical, environmental, political, and personal choices within our world 	<p>A. Breadth of Knowledge, Competencies, & Skills</p> <ol style="list-style-type: none"> Basic Skills: Acquire and develop foundational skills for core concepts and applications <p>B. Communication</p> <ol style="list-style-type: none"> Reading: Comprehend, interpret, and/or evaluate various written information at the developmental level Writing: Communicate thoughts, ideas, information and messages in appropriate writing at the developmental level Communicating: Perceive and respond to verbal and nonverbal messages Presenting: Organize ideas and orally communicate appropriate to an audience in a group setting <p>C. Critical Thinking, Problem-Solving, and Information Competency</p> <ol style="list-style-type: none"> Analysis: Apply and identify principles related to academic and career success Computation: Use basic numerical concepts and principles Research: Effectively and ethically acquire information and data through print and electronic technology, and then organize, analyze, evaluate, synthesize, and communicate information Problem-solving: Define a problem, create a plan of action, execute a resolution, and evaluate the effectiveness of the plan for academic and personal success Technology: Utilize current and emerging technology effectively, and ethically <p>D. Personal, Academic, & Professional Development</p> <ol style="list-style-type: none"> Personal Responsibility: Develop self-awareness skills, and identify values and goals for personal, academic, career, professional growth, health and fitness, and life-long learning Global Citizenship: Understand the interconnection between current events and civic responsibility, and the influence of ethical, environmental, political, and personal choices within our world 	<p>A. Breadth of Knowledge, Competencies & Skills</p> <ol style="list-style-type: none"> Educational Programs and Student Services: Facilitate students' achievement by providing excellent instructional resources, and student support services and programs. Administrative Services: Ensure resources are available to meet essential instructional, student support, and administrative needs. President's Office Services: Foster the premier image of Cypress College <p>B. Communication</p> <ol style="list-style-type: none"> Educational Programs and Student Services: Disseminate information about instructional programs and services aimed at helping students succeed. Administrative Services: Disseminate timely information about campus services President's Office Services: Disseminate information about the College to strengthen campus and community relationships <p>C. Critical Thinking, Problem-Solving and Information Competency</p> <ol style="list-style-type: none"> Educational Programs and Student Services: Develop and implement strategies to enhance student access and success Administrative Services: Improve campus climate by fostering an environment that is consistent with the College's Core Values. President's Office Services: Create and support organizational structures and practices that enhance participatory governance, a sense of ownership of decision-making processes, and campus engagement. <p>D. Personal, Academic, & Professional Development</p> <ol style="list-style-type: none"> Educational Programs and Student Services: Emphasize and support the campus community's dedication to student success. Administrative Services: Provide an environment that promotes safety, aesthetics, sustainability, technology, and fiscal responsibility President's Office Services: Promote a culture of inclusiveness, diversity, collegiality, excellence and integrity.

Appendix C – Evidence

Report Preparation Evidence

- RP1 – Cypress College Accrediting Commission for Community and Junior Colleges Letter, January 26, 2018
- RP2 – Cypress College 2017 Institutional Self-Evaluation Report
- RP3 – Cypress College Accreditation Compliance and Recommendation Committee Agenda February 21, 2018
- RP4 – Cypress College Outcomes Assessment Review Cycle Plan
- RP5a – Cypress College Accreditation Compliance and Recommendation Sub-Committee Agenda, March 21, 2018
- RP5b – Cypress College Accreditation Compliance and Recommendation Sub-Committee Agenda, March 23, 2018
- RP6 – Cypress College Accreditation Compliance and Recommendation Sub-Committee Agenda, April 20, 2018
- RP7a – Cypress College Student Learning Outcomes Committee Minutes, February 26, 2018
- RP7b – Cypress College Student Learning Outcomes Committee Minutes, April 16, 2018
- RP8a – Cypress College Program Review Committee Academic Senate Report February 19, 2018
- RP8b – Cypress College Program Review Committee Academic Senate Report April 9, 2018
- RP9a – Cypress College Distance Education Committee Agenda, April 5, 2018
- RP9b – Cypress College Distance Education Committee Agenda, May 3, 2018
- RP10a – Cypress College Student Services Council Minutes, February 15, 2018
- RP10b – Cypress College Student Services Council Minutes, April 19, 2018
- RP11 – Cypress College Accreditation Compliance and Recommendation Committee Minutes April 6, 2018
- RP12a – Cypress College Academic Senate Meeting Minutes, April 12, 2018
- RP12b – Cypress College Academic Senate Meeting Minutes, April 26, 2018
- RP13 – Cypress College President’s Advisory Council Minutes, May 3, 2018
- RP14 – Liana Koeppel, Accreditation Co-Chair, College Outcomes Assessment Review Cycle Plan email, May 17, 2018
- RP15 – Cypress College Accreditation Compliance and Recommendation Committee Minutes, May 24, 2018

College Recommendation Evidence

- CR1 – Cypress College Accrediting Commission for Community and Junior Colleges Letter, January 26, 2018ACCJC Letter
- CR2 – Cypress College Program Review Annual Report 2016-17, p. 7
- CR3 – Cypress College Student Learning Outcomes Handbook, 2017
- CR4a – Cypress College Student Services Student Learning Outcomes Cycle VIII, Counseling and Student Development
- CR4b – Cypress College Student Services Student Learning Outcomes Cycle VIII, Learning Resource Center
- CR4c – Cypress College Student Services Student Learning Outcomes Cycle VIII, Library

- CR5 – Cypress College 2017 Institutional Self-Evaluation Report
- CR6 – Cypress College Outcomes Assessment Review Cycle Plan
- CR7 – Cypress College Opening Day Accreditation Presentation, August 17, 2018
- CR8 – Cypress College Program Review and Comprehensive Survey Schedule 2017-2022
- CR9 – Cypress College Program Review Form
- CR10 – Cypress College Student Services Quality Review Form
- CR11 – Cypress College Campus Services Quality Review Form
- CR12 – Cypress College Instructional Program Review Form Revised
- CR13 – Cypress College Student Services Program Review Form Revised
- CR14 – Cypress College Administrative Services Program Review Form Revised
- CR15 – Cypress College Associate Degree and Certificate Assessment Plan Survey
- CR16a – Cypress College Associate Degree and Certificate Assessment Plan Report, 2017
- CR16b – Cypress College Associate Degree and Certificate Assessment Plan Report, 2018
- CR17 – Christie Diep, Student Learning Outcomes Coordinator, eLumen training email,
November 12, 2017
- CR18 – Cypress College Institutional Student Learning Outcomes Grid
- CR19 – Cypress College One-Time Funding Request Rubric
- CR20 – Cypress College One-Time Equipment Funding Request Form Revised
- CR21 – Cypress College One-Time Equipment Funding Request Rubric Revised
- CR22 – Cypress College One-time Special Funding Request Form Revised Draft

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