



2023 Institutional Self-Evaluation Report

in support of reaffirmation of accreditation



Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Cypress College
9200 Valley View Street
Cypress, CA. 90630

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

November 2023

Certification

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

From: JoAnna Schilling, Ph.D.
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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. JoAnna Schilling, Chief Executive Officer Date

Mr. Ed Lopez, Chair, Board of Trustees NOCCCD Date

Dr. Byron D. Clift Breland, Chancellor NOCCCD Date

Ms. Kathleen McAlister, Academic Senate President Date

Ms. Pamela Spence, Classified School Employees Association
(CSEA) Chapter 167 President Date

Mr. Jesus Ramirez, Jr., Cypress College Student Trustee

Date

Mr. Arjun Ayyappan, Associated Students President

Date

Ms. Jill Bauer, Accreditation Faculty Chair

Date

Mr. Bryan Ventura, Accreditation Liaison Officer

Date

Contents

A. Introduction	1
College History	1
Student Enrollment Data	3
Labor Market Data	8
Demographic Data	11
Socio-economic Data	13
Sites.....	17
Specialized or Programmatic Accreditation	17
B. Presentation of Student Achievement Data and Institution-Set Standards.....	18
C. Organization of the Self-Evaluation Process.....	26
D. Organizational Information	31
E. Certification of Continued Compliance with Eligibility Requirements	35
F. Certification of Continued Institutional Compliance with Commission Policies	37
G. Institutional Analysis.....	46
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity.....	46
A. Mission.....	46
B. Assuring Academic Quality and Institutional Effectiveness	51
C. Institutional Integrity	68
Standard II: Student Learning Programs and Support Services.....	81
A. Instructional Programs	82
B. Library and Learning Support Services	108
C. Student Support Services	116
Standard III: Resources	132
A. Human Resources	133
B. Physical Resources.....	152
C. Technology Resources	159
D. Financial Resources	169
Standard IV: Leadership and Governance	191
A. Decision-Making Roles and Processes.....	192
B. Chief Executive Officer.....	200
C. Governing Board.....	207
D. Multi-College Districts or Systems	218
H. Quality Focus Essay	227

A. Introduction

College History

Cypress College, a member of the 116-campus California Community College system, 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.” Since 1966, the campus has grown from a few temporary buildings and structures to 110 acres with 25 buildings. The College is now supported by nearly 900 employees and serves approximately 20,000 students annually by offering 256 programs, including 1 bachelor’s degree, 37 associate degrees for transfer, 63 associate degrees, and 155 certificates.

Buen Cypress! We Take This Journey Together

President Dr. JoAnna Schilling has led the College since the spring of 2017. In her first Opening Day in fall 2017, Dr. Schilling compared the College’s role in supporting students on their education journeys to the Camino de Santiago, a well-known pilgrimage in which travelers greet one another with *¡Buen Camino!*, to saying “Buen Cypress! We are on this good path together. Buen Cypress! Our students need each one of us to be at our best in order to complete their own journeys. Buen Cypress! We walk together, we serve together, and we will succeed together.” From that point forward, “Buen Cypress! We Take This Journey Together” became the College’s clarion call in fulfilling our mission in investing in our students’ success at Cypress College.

College Mission:

Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.

College Vision:

We strive to be a premier, innovative, and equitable learning community recognized for supporting students and enriching society.

The Aspen Institute College Excellence Program recognized the commendable work that the College has achieved on this shared journey in November 2021 by naming Cypress College as an Aspen Prize Top 150 U.S. Community College. Additionally, Cypress College has twice been named the top community college in California (in 2018 and 2020) and was named an Equity Champion in 2021 and 2022.

Reorganization and Leadership Changes

Following a recommendation from the 2017 NOCCCD Organizational Structure Analysis report conducted by the Collaborative Brain Trust, the College reorganized the executive leadership team. Starting in spring 2019, the Executive Vice President position, which oversaw both student and academic services, became two positions: Vice President of Instruction and Vice President of Student Services.

Dr. Carmen Dominguez served as the College's Vice President of Instruction for one year, followed by Dr. O. Lee Douglas, who served from fall 2020 to summer 2021. Dr. Kathleen Reiland, former Dean of Career and Technical Education, served as the Interim Vice President of Instruction until spring 2023 when she was selected for the permanent position. Dr. Paul de Dios, former Dean of Counseling, Student Development, and Admissions & Records, has served as the College's Vice President of Student Services since spring 2019. In the same term, Alex Porter began as Vice President of Administrative Services (VPAS) to replace Karen Cant, who retired in 2017. Porter served as the College's VPAS until spring 2022. Stephen Schoonmaker began serving as the Interim Vice President of Administrative Services in summer 2022.

Capital Projects

The College has changed visibly since 2017. Completed Measure J Bond Program projects include the new 106,000-square-foot Science, Engineering, and Math (SEM) building, which opened in fall 2021. The state-of-the-art space features research and teaching laboratories, interactive student resource areas, a multidisciplinary classroom, lecture spaces, and conference rooms. In fall 2021, the Student Life and Leadership and Veterans Resource Center, including a tribute garden, veterans' memorial bridge, and an outdoor event plaza, opened to students. Now underway is a complete renovation of the Fine Arts building, an existing 1969, three-story (plus mezzanine), 66,765-square-foot facility.

Pandemic Response

In response to the global COVID-19 pandemic, the College halted in-person coursework on March 13, 2020, and offered services and nearly all instruction remotely for the remainder of the spring 2020 term. For the safety of employees and students, as well as continuity of service, the College continued to offer most courses and services in a remote or online format for two years. Fall 2022 marked a return to campus for instruction and student services; however, remote services and distance education offerings continued. Though responding to the pandemic proved challenging, faculty, students, and staff discovered new ways of teaching, learning, and working during this time. The College continues to evaluate the most effective ways to serve students whether online, remote, in person, or through hybrid formats.

Student Success and Equity

In the fall of 2019, Cypress College received a \$2.8 million federal Title V grant to improve students' graduation and transfer outcomes through full implementation of an updated Completion by Design through the Guided Pathways model. With this grant, the College formed eight completion teams, one for each academic pathway, comprised of a division dean, a student support coach, a student academic coach, a faculty peer coach, a faculty data coach, an embedded counselor, a financial aid coach, a career coach, and a transfer coach. Equity for Grading, Course Redesign, and Ascend are highlights of the completion teams' efforts. These professional development opportunities help faculty to improve student engagement and narrow equity gaps in student achievement. Guided Pathways implementation has also included a College Scheduler pilot, renamed Student Education Plans, additional Counseling 140 offerings, and revised certificate awarding and transcript review processes.

In early 2020, the College was selected to participate in Caring Campus, an initiative of the Institute for Evidence-Based Change (IEBC) funded by the California Community Colleges Chancellor's Office. Through the Caring Campus initiative, classified professionals have developed behavioral commitments to ensure that students feel welcomed and connected to the College. To continue enhancing students' experience and success, the program provides ongoing guidance and coaching to student services and operational department staff in developing strategies that can easily be implemented campus-wide by all staff members.

In 2020, the College participated in the National Assessment of Collegiate Campus Climate (NACCC) as a part of the University of Southern California Equity Leadership Alliance. A total of 1,914 Cypress College students completed the survey (12.95%). Results revealed that although students of color felt supported during the COVID-19 pandemic, there was more work to be done. Therefore, the College began the work of implementing a campuswide Equity Framework to operationalize the College's core values with an equity lens. The Equity Framework Group has developed a draft framework that is undergoing revisions.

Core Values:

Equity

Eliminating barriers to educational success and career goals by ensuring fairness and access to resources and support.

Collegiality

Promoting teamwork, collaboration, communication, courtesy, and respect both on campus and with the surrounding community.

Excellence

Pursuing the highest quality in learning and teaching, supporting students, enhancing the college environment, and implementing sustainable practices.

Inclusiveness

Fostering a community that embraces diversity, individuality, accessibility, a supportive climate, and encourages a variety of perspectives and opinions.

Integrity

Upholding an ethical standard of honesty, accountability, and trust.

Student Enrollment Data

The College enrollment has ranged from a high of 16,553 students and 44,598 enrollments in fall 2015 to a low of 13,539 students in fall 2022 and 37,359 enrollments in fall 2021. Prior to the COVID-19 pandemic, the number of students enrolled was stable and typically between 15,000 to 16,000, while the number of enrollments was typically above 42,000. Since fall 2013, student headcount has decreased by 16.5%, while enrollments have decreased by 13.6% (see Figure 1).

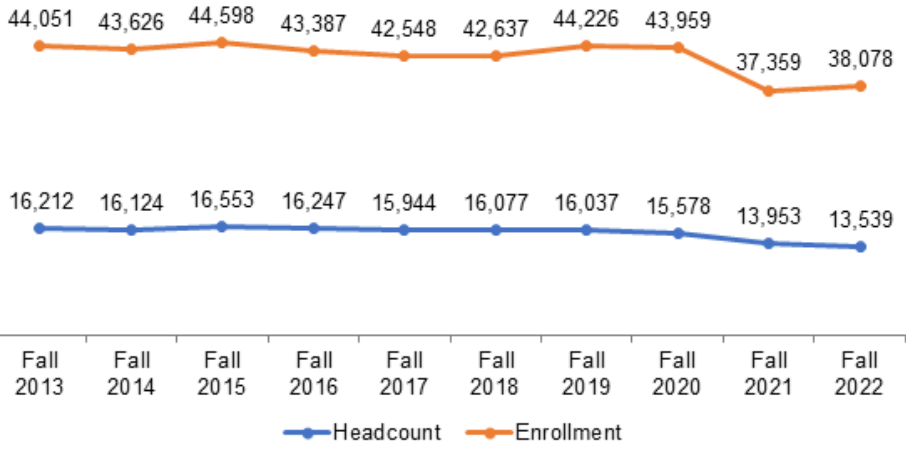


Figure 1. 10-year fall enrollment trend
 Source: Cypress College Academic History data file

Over 50% of the College’s students are female. This trend has remained consistent throughout the past five fall terms. Male students comprise approximately 40% of students (see Figure 2).

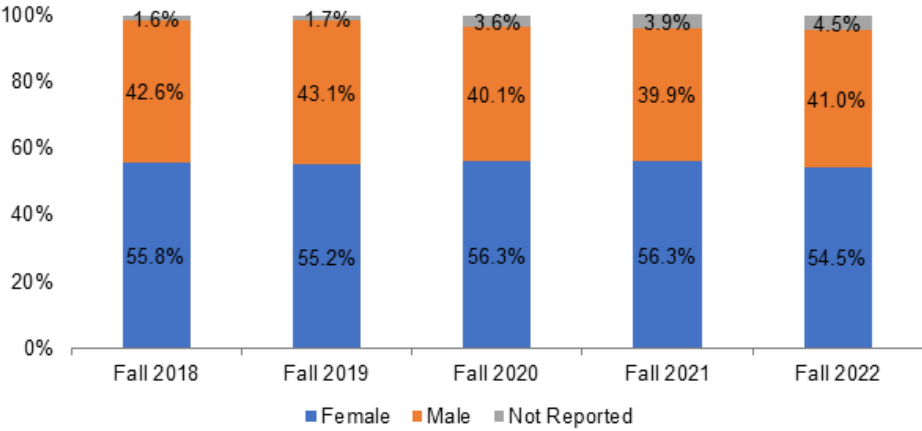


Figure 2. Proportion of students by gender, 5-year trend
 Source: Cypress College Academic History data file

Over 50% of the College’s students are Hispanic or Latinx. Around 20% of students are Asian or Pacific Islander. Slightly over 10% are White non-Hispanic, while approximately 4% are African-American (see Figure 3).

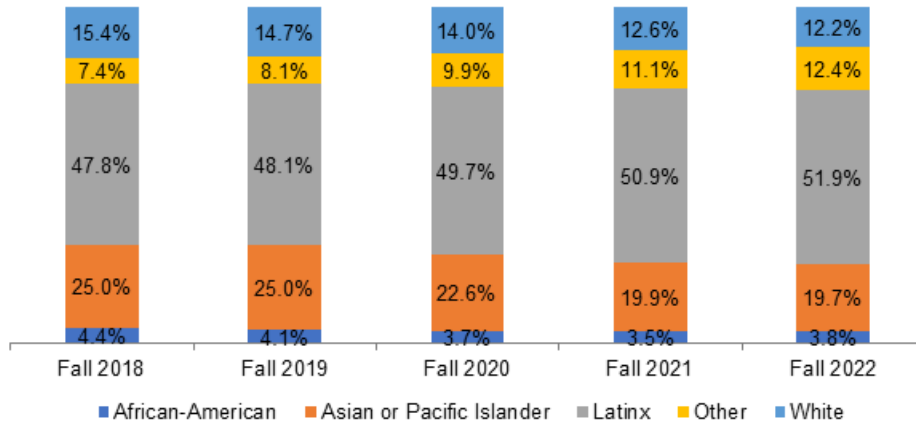


Figure 3. Proportion of students by ethnicity, 5-year trend
 Source: Cypress College Academic History data file

With the expansion of the College’s dual enrollment program, and the creation of the North Orange Promise Program, the College has begun serving a higher percentage of students aged 19 and younger. The percentage of students aged 25 or older has remained relatively stable over the past five fall terms (see Figure 4). The average Cypress College student is 24 years old.

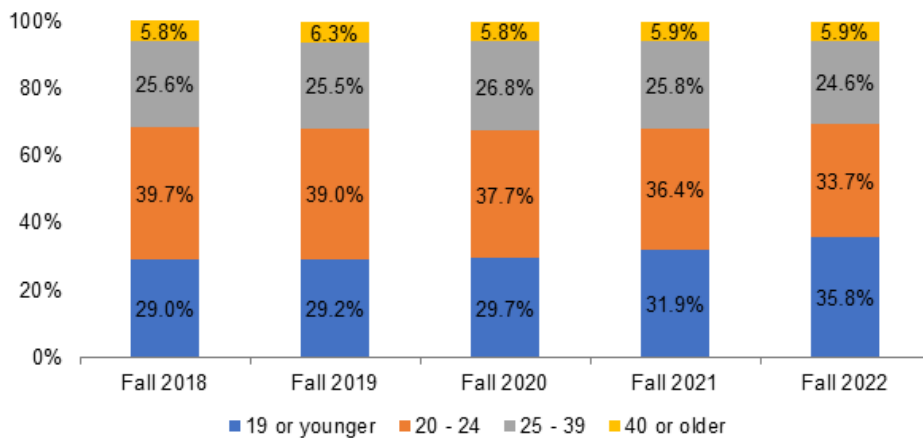


Figure 4. Proportion of students by age, 5-year trend
 Source: Cypress College Academic History data file

Most of the College’s students receive financial aid. These trends have not varied significantly within the last five fall terms. Figure 5 provides the percentage of students receiving financial aid by term.

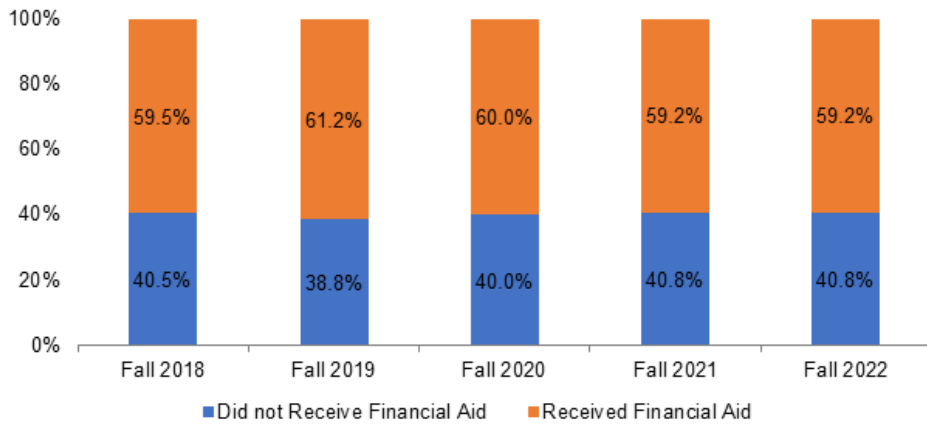


Figure 5. Proportion of students receiving financial aid, 5-year trend

Source: Cypress College Academic History data file

Special populations of students typically comprise less than 5% of students enrolled at the College. Students who have disclosed disabilities comprised 5.7% of students in fall 2022. Furthermore, LGBT+ and military-affiliated students each comprised approximately 5% of students. The College also serves a small percentage of former foster youth (see Figure 6).

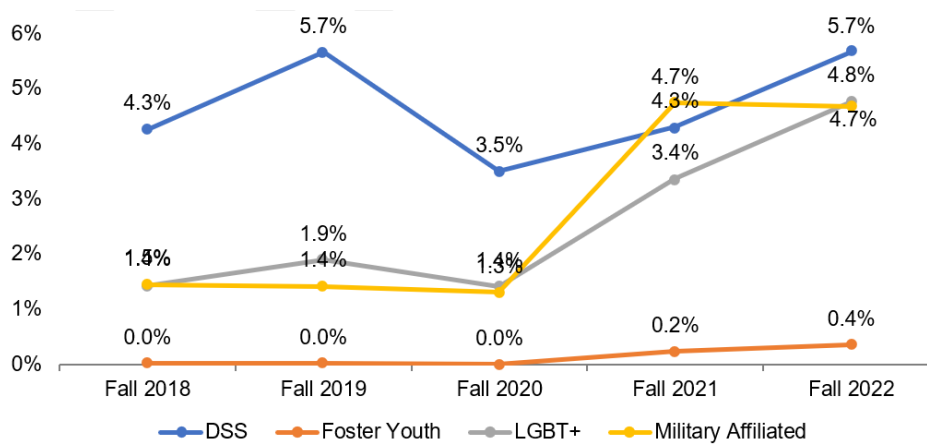


Figure 6. Special populations of students, 5-year trend

Source: Cypress College Academic History, DSS, CCCApply, and Military Affiliated data files

Slightly less than half of the College’s students are first-generation college students. This has not varied significantly within the past five fall semesters. Figure 7 provides the percentage of first-generation college students enrolled by term.

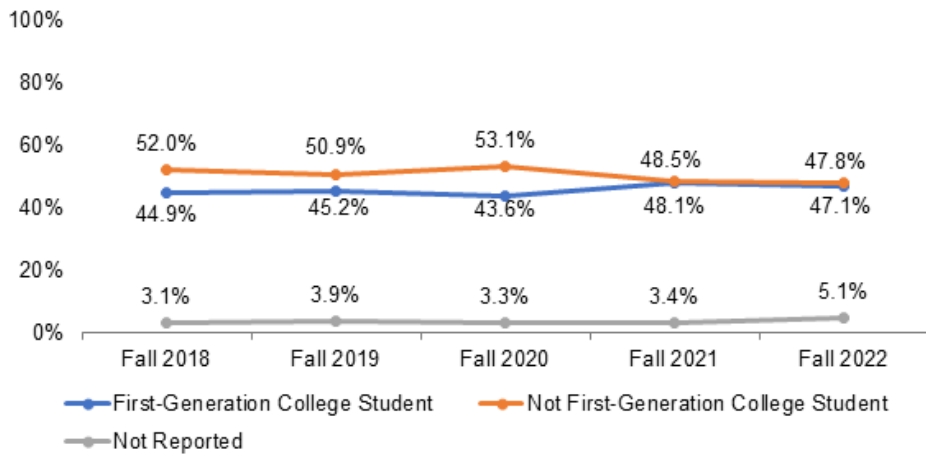


Figure 7. First-generation college students, 5-year trend
 Source: Cypress College Academic History and Student Characteristics data files

Figure 8 showcases the number of units attempted by students in the last five fall semesters. The percentage of students enrolling full-time in 12 or more units has remained stable at around 33% in the last three fall semesters. The percentage of students enrolled in 15 or more units has increased from 8.6% in fall 2018 to 11.5% in fall 2022.

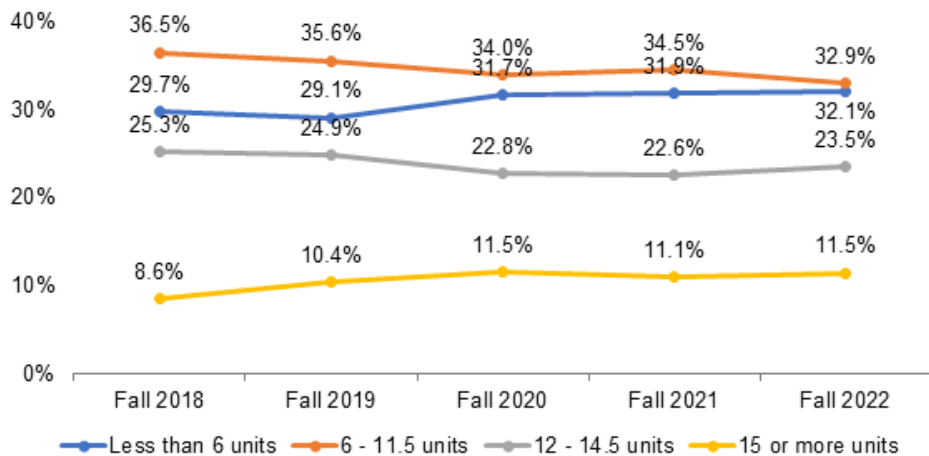


Figure 8. Student enrollment by number of units, 5-year trend
 Source: Cypress College Academic History data file

Nearly half of the students who attend the College aim to obtain an associate degree and transfer to a four-year university. In fall 2022, 12.4% of students aimed to obtain an associate degree only, while 9.4% aimed to transfer to a four-year university without obtaining an associate degree. Over 30% of students aim to obtain an *Other* educational goal (see Figure 9).

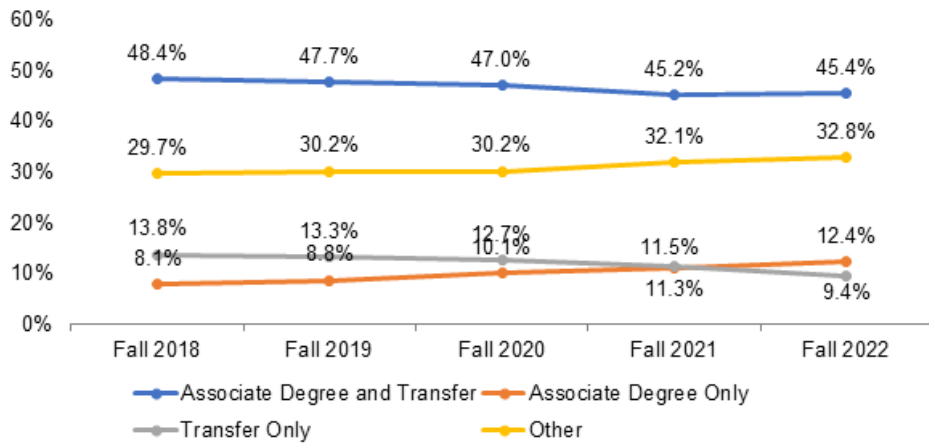


Figure 9. Student enrollment by education goal, 5-year trend

Source: Cypress College Academic History data file

The College offers a Bachelor of Science degree program in funeral services. This program has ranged from a low of five students and nine enrollments in fall 2021 to a high of nine students with 22 enrollments in fall 2019. For the 2022-23 academic year, there were seven students with 14 enrollments in fall 2022 (see Figure 10).

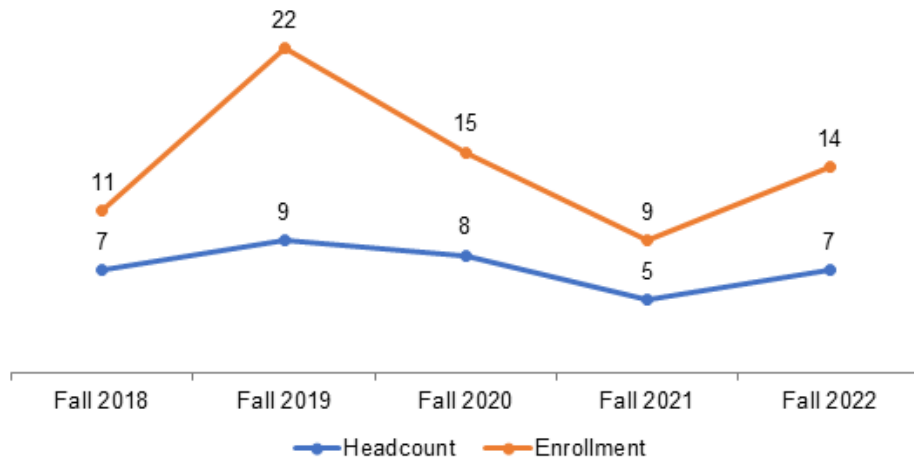


Figure 10. Bachelor degree program enrollments, 5-year trend

Source: Cypress College Academic History data file

Labor Market Data

The labor force in Orange County, California decreased from January 2019 to January 2023. This is most likely due to the COVID-19 pandemic. Unemployment reached a high of 117,700 in January 2021 but decreased to near pre-pandemic levels in January 2023. The unemployment rate has decreased as of January 2023 to pre-pandemic levels.

Table 1

Unemployment Labor Market Profile for Orange County, 5-year trend

Unemployment Rate - January 5-year Trend	Labor Force	Unemployment	Unemployment Rate
2019	1,617,500	54,100	3.3%
2020	1,619,000	47,300	2.9%
2021	1,531,200	117,700	7.7%
2022	1,577,300	66,600	4.2%
2023	1,593,400	53,700	3.4%

Source: <https://labormarketinfo.edd.ca.gov/geography/orange-county.html>

Occupations with the most job openings in Orange County typically included those with low median hourly and annual wages. Most of the occupations listed with the most job openings do not require postsecondary education. Table 2 outlines the occupations with the most job openings in Orange County from 2018 to 2028.

Table 2

Occupations with the Most Job Openings, 2020-2030 Orange County

Occupational Title	Total Job Openings 2020-30	Median Hourly Wages	Median Annual Wages
Fast Food and Counter Workers	97,630	\$15.99	\$33,261
Home Health & Personal Care Aides	75,100	\$15.99	\$33,261
Laborers & Freight, Stock, & Material Movers, Hand	64,050	\$18.47	\$34,429
Cashiers	62,510	\$15.62	\$32,499
Retail Salespersons	53,190	\$15.62	\$32,499
Waiters & Waitresses	50,340	\$15.99	\$33,261
Stockers & Order Fillers	42,460	\$17.45	\$36,280
Janitors & Cleaners	42,380	\$15.99	\$33,261
Cooks, Restaurant	38,240	\$18.71	\$38,906
Office Clerks, General	33,280	\$19.14	\$39,826

Source: <https://labormarketinfo.edd.ca.gov/data/employment-projections.html>

The fastest growing occupations in Orange County were comprised of more specialized areas in the food and entertainment industries. A few of these occupations require postsecondary education. Median hourly and annual wages for the fastest growing occupations were similar, when compared to the occupations with the most job openings; however, Orange County also displayed a demand for an increased number of nurse practitioners with median annual wages above \$100,000 (see Table 3).

Table 3

Fastest Growing Occupations, 2020-2030 Orange County

Occupational Title	Percentage Change	Median Hourly Wages	Median Annual Wages
Amusement & Recreation Attendants	93.0%	\$15.99	\$33,261
Miscellaneous Entertainers & Performers, Sports & Related Workers	88.7%	\$0.00	\$0
Cooks, Restaurant	74.0%	\$18.71	\$38,906
Ushers, Lobby Attendants, & Ticket Takers	72.5%	\$15.99	\$33,261
Manicurists & Pedicurists	59.8%	\$15.99	\$33,261
Bartenders	59.2%	\$15.99	\$33,261
Fitness Trainers & Aerobics Instructors	58.1%	\$24.99	\$51,983
Nurse Practitioners	56.7%	\$64.80	\$134,792
Dining Room & Cafeteria Attendants & Bartender Helpers	54.7%	\$15.99	\$33,261
Chefs & Head Cooks	51.0%	\$32.12	\$66,811

Source: <https://labormarketinfo.edd.ca.gov/data/employment-projections.html>

The largest occupations in Orange County include sales, office and administrative support, and food preparation; some of which require postsecondary education. Hourly earnings range from \$15.08 for building and grounds cleaning and maintenance to \$45.56 for management occupations (see Table 4).

Table 4

Largest Occupations, 2019 – 2026 Orange County

Occupational Title	2019 Jobs	2026 Jobs	% Change	2021 Hourly Earnings
Sales & Related Occupations	54,743	47,890	-12.5%	\$17.89
Office & Administrative Support Occupations	44,269	39,724	-10.3%	\$20.59
Food Preparation & Serving Related Occupations	39,166	31,340	-20.0%	\$14.16
Management Occupations	29,320	30,944	5.5%	\$45.56
Construction & Extraction Occupations	28,575	27,488	-3.8%	\$28.86
Transportation & Material Moving Occupations	28,380	28,037	-1.2%	\$17.72
Healthcare Support Occupations	26,230	33,887	29.2%	\$14.16
Business & Financial Operations Occupations	24,673	26,354	6.8%	\$36.13
Production Occupations	23,947	19,844	-17.1%	\$18.12
Building & Grounds Cleaning & Maintenance Occupations	20,909	18,755	-10.3%	\$15.08

Source: Highest Ranked Occupations

Top 20 Occupations (2-Digit) in Cypress College Service Areas Lightcast Q4 2022 Data Set

The highest paying occupations in Orange County range from installation, maintenance, and repair

occupations earning \$25.82 hourly to management occupations earning \$45.56 hourly. Some of the top highest paying occupations are expected to increase, while others, including architecture and engineering occupations, construction and extraction occupations, and installation, maintenance, and repair occupations are expected to decrease in number. Three of the highest paying occupations are also some of the largest occupations as reflected in Table 4: business and financial operations occupations, management occupations, and construction and extraction occupations (see Table 5).

Table 5
Highest Paying Occupations, 2019 – 2026 Orange County

Occupational Title	2019 Jobs	2026 Jobs	% Change	2021 Hourly Earnings
Legal Occupations	2,359	2,626	11.3%	\$46.65
Management Occupations	29,320	30,994	5.7%	\$45.56
Healthcare Practitioners & Technical Occupations	14,886	16,706	12.2%	\$45.22
Architecture & Engineering Occupations	7,108	5,949	-16.3%	\$45.01
Computer & Mathematical Occupations	7,462	7,579	1.6%	\$44.59
Business & Financial Operations Occupations	24,673	26,354	6.8%	\$36.13
Life, Physical, & Social Science Occupations	2,714	2,883	6.2%	\$35.98
Educational Instruction & Library Occupations	17,432	17,911	2.7%	\$28.74
Construction & Extraction Occupations	28,575	27,488	-3.8%	\$26.86
Installation, Maintenance, & Repair Occupations	13,520	12,555	-7.1%	\$25.82

Source: Highest Paying Occupations
 Top 20 Occupations (2-Digit) in Cypress College Service Areas Lightcast Q4 2022 Data Set

Demographic Data

The following tables compare Cypress College students to the percentage of people living in the service area in fall 2022 (see Tables 6 – 7). Similar to the service area, there are more females compared to males. Comparatively, Asian and Pacific islander and White Non-Hispanic students are underrepresented in the College population. In contrast, Hispanic and Latinx students are overrepresented in the College population, compared to the service area.

Table 6
Comparison of Cypress College Students to the Cypress College Service Area by Gender

Gender	Service Area	% of Area	Cypress College Fall 22	% of College
Female	378,822	50.8%	7,383	54.5%
Male	367,156	49.2%	5,550	41.0%
Unknown	N/A	N/A	606	4.5%
Total	745,978	100.0%	13,539	100.0%

Source: [American Community Survey 5-Year Estimates and Data Profiles using Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach, Stanton](#)

Table 7

Comparison of Cypress College Students to the Cypress College Service Area by Ethnicity

Ethnicity	Service Area	% of Area	Cypress College Fall 22	
			College Fall 22	% of College
Am. Indian/ Alaska Native	784	0.1%	23	0.2%
Asian or Pacific Islander	201,693	27.0%	2,662	19.7%
Black	15,662	2.1%	515	3.8%
Hispanic	323,645	43.4%	7,029	51.9%
Two or More Races	19,910	2.7%	1,483	11.0%
White	182,300	24.4%	1,651	12.2%
Unreported/Other	1,984	0.3%	176	1.3%
Total	745,978	100.0%	13,539	100.0%

Source: [American Community Survey 5-Year Estimates and Data Profiles using Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach, Stanton](#)

Table 8 summarizes the top 10 zip codes for all enrolled students in fall 2022 as compared to fall 2018. Of the top 10 zip codes, 90% ($n = 9$) were in cities from the College's service area. Enrollment growth was most evident for Garden Grove (see Table 8).

Table 8

Top 10 Zip Codes of Residence for Cypress College Students, Fall 2018 and Fall 2022 Comparison

Zip Code and City	Fall 2018		Fall 2022		# Change	% Change
	<i>n</i>	%	<i>n</i>	%		
92804 ¹ Anaheim	1,643	10.2%	1,500	11.1%	-143	-8.7%
90630 ¹ Cypress	1,191	7.4%	1,115	8.2%	-76	-6.4%
90620 ¹ Buena Park	1,137	7.1%	954	7.0%	-183	-16.1%
92801 ¹ Anaheim	819	5.1%	790	5.8%	-29	-3.5%
90680 ¹ Stanton	520	3.2%	493	3.6%	-27	-5.2%
92805 ¹ Anaheim	457	2.8%	486	3.6%	29	6.3%
92802 ¹ Anaheim	348	2.2%	358	2.6%	10	2.9%
92841 ¹ Garden Grove	301	1.9%	353	2.6%	52	17.3%
90621 ¹ Buena Park	410	2.6%	346	2.6%	-64	-15.6%
90650 Norwalk	491	3.1%	270	2.0%	-221	-45.0%
All Other Zip Codes	8,753	54.5%	6,874	50.8%	-1,879	-21.5%

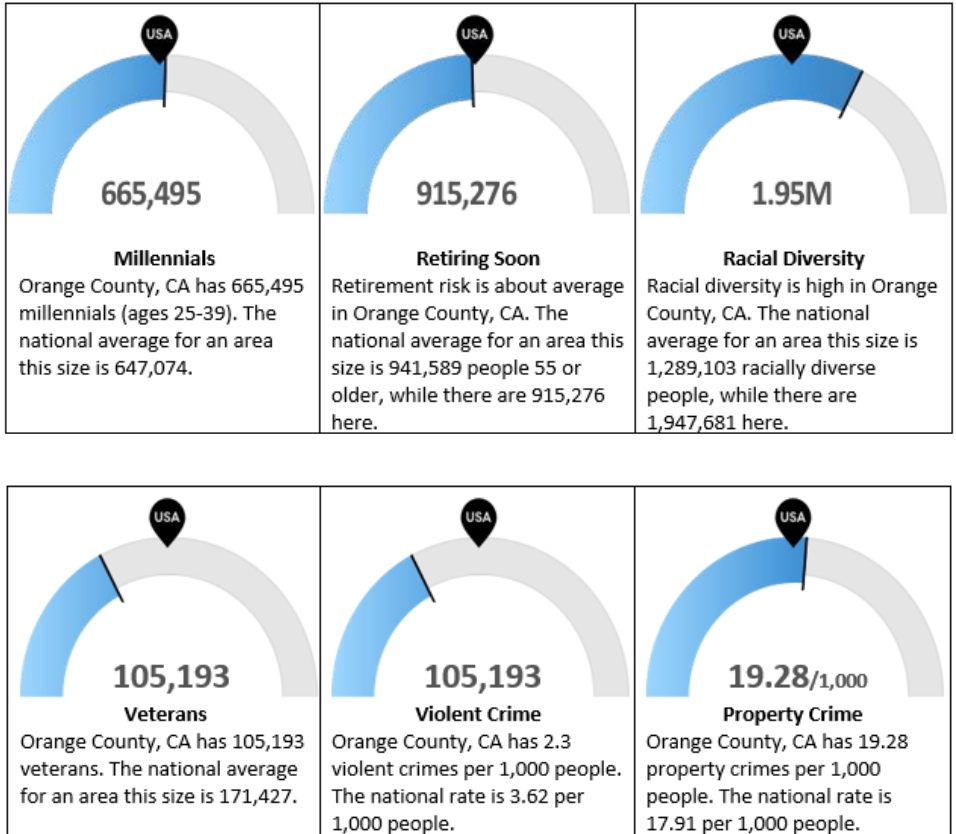
¹ zip code is within the service area

Source: Cypress College Academic History data file

Orange County is comparable to the national averages in terms of the number of millennials, those who are retiring soon, and property crime. Racial diversity is higher in Orange County compared to other areas of the same size. In contrast, Orange County has fewer veterans and less violent crime compared to similar areas (see Table 9).

Table 9

Population Characteristics of Orange County CA



Source: Economy Overview Orange County, CA Lightcast Q4 2022 Data
 Set www.economicmodeling.com

Socio-economic Data

One landmark of the college service area refers to the cost of living for the area being 152.8% higher than that of the US as a whole. Alongside the high cost of living, the area also produces a substantial number of imports and exports. Jobs represent 44.2% of the population of the service area (see Table 10).

Table 10

Economy Overview of Orange County, CA

	Population (2022)	Labor Force (Sept. 2022)	Jobs (2021)	Cost of Living	GRP	Imports	Exports
OC Region	3,172,671	1,603,801	1,785,137	152.8%	\$282.93B	\$185.63B	\$187.64B
NOCCCD District	1,110,959	N/A	511,433	157.6%	\$72.40B	\$91.26B	\$78.71B
Cypress College Service Area	786,956	N/A	347,457	152.8%	\$50.08B	\$64.09B	\$51.07B
Nation	334,161,482	164,462.62	163,715.17	100.0%	\$22.76T	\$0	\$10.95T

Source: Economy Overview Orange County, CA Lightcast Q4 2022 Data Set

www.economicmodeling.com

Slightly over two-thirds of the Orange County, California population (68.6%, $n = 1,517,891$) has attended some form of postsecondary education ranging from *some college* to attaining a *graduate degree or higher*. Over 40% have a bachelor's degree or higher. Less than one third of the population (31.3%, $n = 694,147$) has not attempted postsecondary education.

Table 11

Educational Attainment of Orange County, CA population

	Population	% of Population
Less Than 9th Grade	169,212	7.6%
9th Grade to 12th Grade	142,228	6.4%
High School Diploma	382,707	17.3%
Some College	428,647	19.4%
Associate's Degree	172,688	7.8%
Bachelor's Degree	584,293	26.4%
Graduate Degree & Higher	332,263	15.0%

Source: Economy Overview Orange County, CA Lightcast Q4 2022 Data Set www.economicmodeling.com

Annual averages for unemployment rates for the College's service area in 2021 ranged from a low of 4.2% in La Palma to a high of 8.3% in Los Alamitos (see Table 12). Larger cities, such as Anaheim and Garden Grove, have the highest labor force.

Table 12

Monthly Labor Force Data for Cities and CDPs Annual Average 2021 – Revised

Cypress College Service Area	Labor Force	Employment	Unemployment	
			Number	Rate
Anaheim	168,400	156,800	11,600	6.9%
Buena Park	38,900	36,100	2,800	7.1%
Cypress	24,400	22,900	1,500	6.2%
Garden Grove	79,700	73,700	6,000	7.5%
La Palma	7,200	6,900	300	4.2%
Los Alamitos	5,700	5,200	500	8.3%
Seal Beach	9,600	9,000	600	6.0%
Stanton	17,900	16,700	1,300	7.0%
Orange County	1,560,700	1,467,300	93,400	6.0%

Source: Orange County + Service Areas Cities – Unemployment Rate 2021 Average
<https://labormarketinfo.edd.ca.gov/file/lfhist/21aasub.xls>

The Orange County unemployed population was 43,764 in September of 2022. Of the unemployed population, the highest proportion of unemployed by age group was for the 25 to 34 age range, as well as the 35 to 44 age range. These two age groups represented nearly half of the unemployed population in Orange County (see Table 13).

Table 13

Unemployment by Age Group for Orange County

Age	Unemployment (Sep 2022)	% of Unemployed
< 22	1,219	2.8%
22-24	2,576	5.9%
25-34	11,982	27.4%
35-44	9,452	21.6%
45-54	8,230	18.8%
55-59	3,675	8.4%
60-64	3,439	7.9%
65+	3,192	7.3%
Total	43,764	100.0%

Source: Economy Overview Orange County, CA Lightcast Q4 2022 Data Set
www.economicmodeling.com

The Orange County unemployed population was 43,764 in September of 2022. This was split nearly evenly when comparing the female and male proportions of the unemployed population (see Table 14).

Table 14

Unemployment by Gender for Orange County

Gender	Unemployment (Sep 2022)	% of Unemployed
Female	21,099	48.2%
Male	22,665	51.8%
Total	43,764	100.0%

Source: Economy Overview Orange County, CA Lightcast Q4 2022 Data Set

www.economicmodeling.com

The Orange County unemployed population was 43,764 in September of 2022. The White population in Orange County represented 62.2% of the unemployed population. Asians and Black or African-Americans represented 22.5% and 13.7% of the unemployed population, respectively (see Table 15).

Table 15

Unemployment by Race for Orange County

Race	Unemployment (Sep 2022)	% of Unemployed
American Indian or Alaskan Native	686	1.6%
Asian	9,857	22.5%
Black or African American	5,996	13.7%
Native Hawaiian or Other Pacific Islander	0	0.0%
White	27,225	62.2%
Total	43,764	100.0%

Source: Economy Overview Orange County, CA Lightcast Q4 2022 Data Set

www.economicmodeling.com

The Hispanic or Latinx unemployed population of Orange County represented 44.7% of the unemployed population in Orange County. In contrast, the non-Hispanic or Latinx unemployed population represented 55.3% of the unemployed population.

Table 16

Unemployment by Ethnicity for Orange County

Ethnicity	Unemployment (Sep 2022)	% of Unemployed
Hispanic or Latino	19,560	44.7%
Not Hispanic or Latino	24,204	55.3%
Total	43,764	100.0%

Source: Economy Overview Orange County, CA Lightcast Q4 2022 Data Set

www.economicmodeling.com

Sites

The College houses its Hotel, Restaurant, and Culinary Arts program at the North Orange County Community College District (NOCCCD) building (1830 West Romneya Drive, Anaheim, CA 92801). The program offers six associate in science degrees and 10 certificates, including:

Degrees

- Baking and Pastry Arts Associate in Science Degree
- Food and Beverage Management Associate in Science Degree
- Culinary Management Associate in Science Degree
- Hospitality Management Associate in Science Degree
- Hospitality Management Associate in Science Degree for Transfer (AS-T)
- Nutrition and Dietetics Associate in Science Degree for Transfer (AS-T)

Certificates

- Baking and Pastry Arts Certificate
- Baking Fundamentals Certificate
- Culinary Fundamentals Certificate
- Culinary Management Certificate
- Food and Beverage Fundamentals Certificate
- Food and Beverage Management Certificate
- Food Science Fundamentals Certificate
- Hospitality Management Certificate
- Hotel Fundamentals Certificate
- Special Event Management Certificate

Specialized or Programmatic Accreditation

The College holds nine programmatic accreditations:

- Air Conditioning & Refrigeration: HVAC Excellence
- Auto Collision Repair and Auto Technology: ASE Education Foundation
- Dental Assisting and Dental Hygiene: Commission on Dental Accreditation
- Diagnostic Medical Sonography: Commission on Accreditation of Allied Health Education Programs
- Health Information Technology: Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
- Mortuary Science: American Board of Funeral Service Education, Committee on Accreditation (ABFSE)
- Nursing: Accrediting Commission for Education in Nursing (ACEN) and California Board of Registered Nursing
- Psychiatric Technology: Board of Vocational Nursing and Psychiatric Technicians
- Radiologic Technology: Joint Review Committee on Education in Radiologic Technology

B. Presentation of Student Achievement Data and Institution-Set Standards

Table 17 below details the institution-set standards (ISS) for student achievement. In 2021-22 the College revised and approved the new ISS. The revisions were based on a methodology that examines standard deviations above (for stretch goals) or below (for standard goals) the mean or highest value in five years. These standards are approved through 2023-2024, which aligns with the College's strategic planning cycle. This allows the College to monitor whether standards and corresponding stretch goals are being met across time instead of the previous practice of revising standards annually.

Table 17

Institution Set-Standards for Student Achievement

Standard	Updated Standards (PBC Approved)	Previous Standards (2020-21)
Course Success Rates	Standard ("floor") = 71.2% Stretch Goal ("aspiration") = 75.3%	Standard ("floor") = 73.3% Stretch Goal ("aspiration") = 77.5%
Certificates (16+ units)	Standard ("floor") = 1,298 Stretch Goal ("aspiration") = 2,499	Standard ("floor") = 1,919 Stretch Goal ("aspiration") = 2,564
Associate Degrees	Standard ("floor") = 1,266 Stretch Goal ("aspiration") = 2,123	Standard ("floor") = 1,749 Stretch Goal ("aspiration") = 1,953
Transfers	Standard ("floor") = 575 Stretch Goal ("aspiration") = 957	Standard ("floor") = 823 Stretch Goal ("aspiration") = 895
Bachelor's Degrees	Standard ("floor") = 2 Stretch Goal ("aspiration") = 11	Standard ("floor") = 6 Stretch Goal ("aspiration") = 9

Success rates are presented for the previous five academic years in Table 18. Success rates slightly decreased in the 2022-2023 academic year to 70.8%, falling below the floor goal for the institution-set standard for success rates. Success rates do not vary much when examining students by gender, disability status, veteran status, or financial aid status. However, former foster youth students typically displayed lower success rates, compared to non-former foster youth. Additionally, Asian students displayed the highest success rates by ethnicity, while a large opportunity gap emerged for African-American, Latinx, and Pacific Islander students.

Table 18

Success Rates by Demographic Groups, 5-Year Trend

Success Rates	2018-19	2019-20	2020-21	2021-22	2022-23
Gender					
Female	73.8%	74.1%	74.4%	72.4%	70.0%
Male	72.2%	71.2%	72.6%	72.8%	71.7%
Unknown	75.0%	72.8%	74.3%	72.2%	72.7%
Age					
19 or less	73.0%	72.2%	74.2%	72.6%	71.8%
20-24	71.7%	72.3%	72.5%	71.6%	70.8%
25-39	75.5%	74.9%	75.4%	74.0%	69.7%
40+	75.2%	72.7%	75.4%	74.1%	68.9%
Ethnicity					
African-American	64.4%	64.2%	62.5%	67.5%	62.5%
American Indian	64.5%	69.1%	76.8%	73.9%	71.4%
Asian	81.5%	82.1%	83.7%	82.4%	81.6%
Filipino	78.3%	78.5%	82.4%	75.7%	77.0%
Latinx	68.8%	68.6%	68.9%	67.4%	66.6%
Pacific Islander	68.9%	67.6%	66.7%	69.5%	54.5%
Two or More Races	76.3%	73.4%	75.6%	75.9%	74.4%
Unreported	71.2%	68.5%	71.8%	71.0%	72.2%
White	76.1%	75.9%	75.8%	74.8%	70.5%
Disability Status					
No	73.2%	73.0%	73.7%	72.7%	70.9%
Yes	71.9%	69.5%	72.2%	71.2%	69.4%
Veteran Status					
No	73.1%	72.8%	73.7%	72.6%	70.7%
Yes	75.4%	74.4%	74.1%	73.1%	74.9%
Foster Youth Status					
No	73.2%	72.9%	73.7%	72.7%	70.9%
Yes	54.5%	64.4%	57.1%	61.8%	62.3%
Financial Aid Status					
No	75.3%	74.0%	75.5%	73.7%	72.9%
Yes	71.9%	72.3%	72.7%	72.0%	69.7%
Overall	73.1%	72.8%	73.7%	72.6%	70.8%

Source: Cypress College Academic History data file

Five-year trends for retention rates did not display much variation when examining students by gender, disability status, or financial aid recipient status. In contrast, when examining students by age, students aged 19 or younger typically displayed slightly higher retention rates, compared to older students. Additionally, when examining students by ethnicity, Asian students throughout the five-year trend displayed the highest retention rates compared to all other ethnic groups. Veteran students also had slightly higher retention rates

when compared to non-veterans, while former foster youth students displayed slightly lower retention rates compared to non-foster youth (see Table 19).

Table 19

Retention Rates by Demographic Groups, 5-Year Trend

Retention Rates	2018-19	2019-20	2020-21	2021-22	2022-23
Gender					
Female	85.7%	83.5%	84.7%	84.8%	85.2%
Male	85.4%	81.8%	83.7%	85.3%	86.1%
Unknown	85.1%	82.4%	83.0%	84.4%	85.9%
Age					
19 or less	87.1%	84.2%	86.6%	86.8%	87.4%
20-24	84.5%	82.0%	82.9%	83.9%	85.7%
25-39	85.3%	82.2%	83.0%	83.6%	83.1%
40+	83.8%	80.2%	82.8%	83.0%	81.2%
Ethnicity					
African-American	81.9%	78.2%	77.3%	82.4%	79.9%
American Indian	82.3%	79.1%	85.6%	88.7%	86.6%
Asian	89.3%	88.1%	89.3%	89.7%	90.2%
Filipino	87.8%	85.7%	88.4%	84.5%	88.9%
Latinx	83.7%	80.5%	82.0%	82.6%	84.2%
Pacific Islander	81.1%	79.7%	80.4%	84.9%	79.5%
Two or More Races	86.8%	82.5%	85.0%	86.5%	86.9%
Unreported	84.7%	80.8%	83.6%	84.9%	88.5%
White	86.6%	83.8%	85.3%	86.0%	84.4%
Disability Status					
No	85.5%	82.8%	84.2%	85.0%	85.6%
Yes	85.5%	81.2%	83.8%	83.5%	84.6%
Veteran Status					
No	85.4%	82.6%	84.1%	84.9%	85.5%
Yes	91.6%	88.4%	89.1%	89.5%	91.7%
Foster Youth Status					
No	85.5%	82.7%	84.2%	85.0%	85.6%
Yes	72.5%	79.9%	75.4%	78.9%	82.7%
Financial Aid Status					
No	87.3%	83.6%	85.5%	85.5%	86.9%
Yes	84.5%	82.3%	83.6%	84.7%	84.9%
Overall	85.5%	82.7%	84.2%	85.0%	85.6%

Source: Cypress College Academic History data file

Success rates by modality have displayed some slight variations throughout the five-year trend, possibly due

to the COVID-19 pandemic. Success rates for asynchronous online courses initially slightly increased, compared to pre-pandemic levels, but in 2022-2023 the success rate for this course modality decreased below pre-pandemic levels. In-person course success rates increased in 2020-2021, while the number of in-person courses offered significantly decreased compared to previous academic years. In 2020-2021, the College began to offer mostly synchronous online instruction due to the COVID-19 pandemic, and success rates have been similar to in-person sections. In 2022-2023, the number of in-person course offerings and enrollments increased, while the number of synchronous, online offerings and enrollments decreased. The number of enrollments in hybrid courses have decreased through the past five academic years, while success rates for this course modality have decreased (see Table 20).

Table 20
Success Rates by Modality, 5-Year Trend

Modality	Asynchronous		Hybrid		In-Person		Synchronous	
	n	%	n	%	n	%	n	%
2018-19	11,673	70.7%	7,942	77.4%	70,709	73.1%	0	-
2019-20	13,992	72.1%	8,487	77.2%	70,198	72.5%	0	-
2020-21	20,720	75.0%	12,531	75.5%	2,041	92.8%	51,337	71.9%
2021-22	21,929	73.4%	16,692	69.2%	11,693	75.7%	26,557	72.9%
2022-23	25,199	69.4%	16,653	66.1%	33,035	74.1%	3,652	73.6%
Overall	93,513	72.1%	62,305	71.8%	187,676	73.4%	81,546	72.3%

Source: Cypress College Academic History data file

Starting 2018-19, Cypress College students began to earn more certificates than associate degrees; this trend has continued through the 2021-2022 academic year. The 2019-2020 academic year marked the highest level of achievement for students who earned a combined total of 4,519 awards. Otherwise, trends in award attainment have remained relatively stable throughout the COVID-19 pandemic.

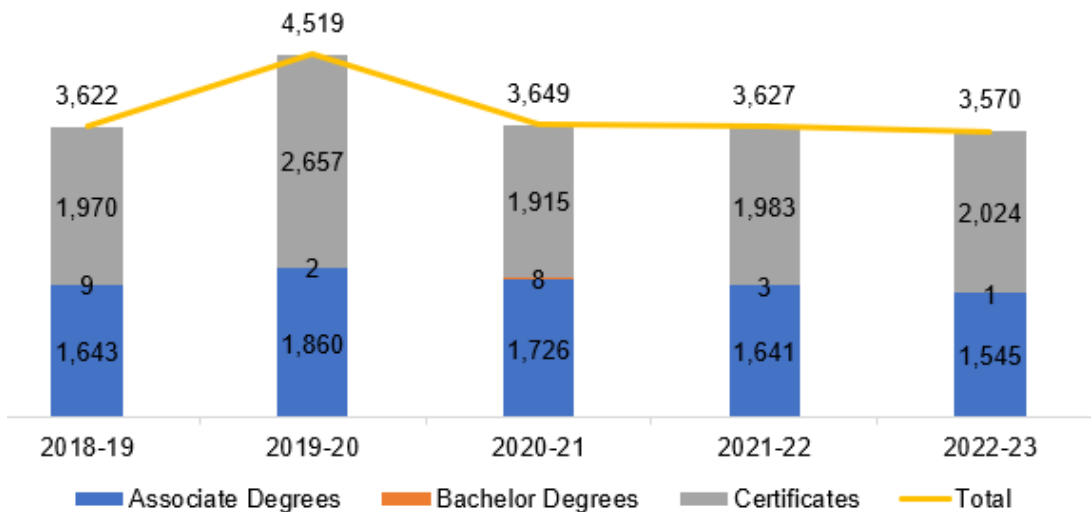


Figure 11. Degrees and certificates awarded, 5-year trend

The fall 2020 cohort of first-time students was tracked for three years to determine trends in short-term, mid-term, and long-term outcomes, including educational planning, completion of transfer-level English and math, unit attainment, persistence, and completion. Achievement gaps were evident for all metrics when examining students by ethnicity. More specifically, Asian students represented the highest achieving ethnic group in all metrics, while large gaps emerged for African-American, Latinx, and White students (see Figure 12).

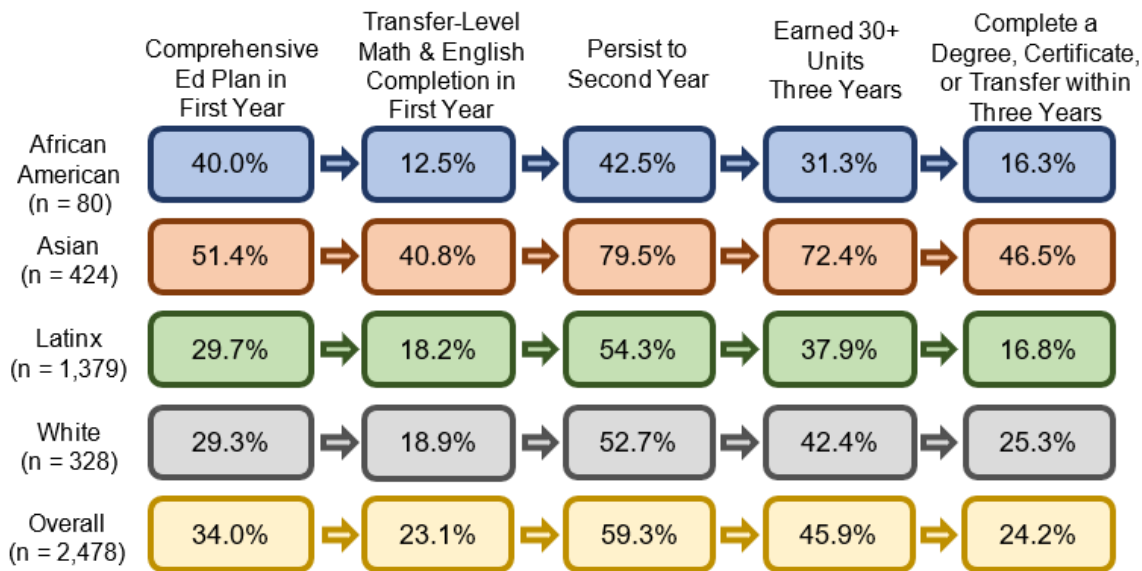


Figure 12. Guided pathways momentum points by ethnicity, fall 2020 cohort

Table 21 indicates disproportionately impacted student groups, based upon data from the 2022-2025 Student Equity and Completion Plan. The highlighted areas with an “X” denote equity gaps related to the achievement of these metrics. As a result of the examination of these data, the College decided to focus efforts on female students for successful enrollment, Black or African-American students for transfer and completion, and Hispanic students on transfer-level English and math completion, persistence, transfer, and Vision for Success goal completion. (Note: The California Community Colleges Student Success Metrics use the term “Hispanic,” while the College uses the term Latinx for the same population of students.)

Table 21

Disproportionally impacted student groups by student equity and achievement metric

Equity Group	Enrolled Successfully	Transfer-Level Math & English Completion	Persistence after First Term	Attained Vision for Success Completion Goal	Transferred to 4-Year Institution
Ethnicity					
American-Indian/Alaska Native		X		X	X
Asian	X				
Black or African-American		X		X	X
Filipino					
Hispanic		X	X	X	X
Multi-Ethnicity					
Pacific Islander		X			
Two or More Races					
White	X	X			
Gender					
Female	X				
Male		X	X	X	X
Multiple Values Reported					
Non-Binary	X				
Special Populations of Interest					
DSS		X		X	
First-Generation		X	X	X	X
Foster Youth		X			
Homeless		X			
LGBT					
Economically Disadvantaged					X
Veteran					

Source: Cypress College 2022-25 Student Equity and Achievement Plan

Institution-Set Standards for licensure exam pass rates are set by each Career Technical Education (CTE) program. Each program sets a standard, or floor goal, as well as a stretch, or aspirational goal. Pass rates for most programs have either met or exceeded the standard (see Table 22).

Table 22

Institution-Set Standards for Licensure Exam Pass Rates

Program	Exam Type	ISS Floor	ISS Aspirational	Pass Rate for 2019-20	Pass Rate for 2020-21	Pass Rate for 2021-22
Dental Assisting	State	75%	100%	100%	100%	75%
Dental Hygiene	National	90%	100%	100%	100%	100%
Dental Hygiene Law and Ethics Written Exam	State	90%	100%	100%	100%	100%
Dental Hygiene WREB	State	90%	100%	100%	100%	100%
Diagnostic Medical Sonography - Abdomen	National	90%	100%	100%	100%	100%
Diagnostic Medical Sonography - OB/GYN	National	75%	100%	100%	100%	100%
Diagnostic Medical Sonography - Physics (SPI)	National	75%	100%	100%	100%	100%
Health Information Technology	National	75%	90%	100%	85%	86%
Mortuary Science - Arts	National	60%	100%	89%	92%	91%
Mortuary Science - Sciences	National	60%	100%	91%	97%	97%
Nursing NCLEX-BRN	National	75%	100%	90%	85%	78%
Psychiatric Technology	State	67%	75%	63%	59%	59%
Radiologic Technology	National	89%	100%	100%	100%	100%

Goals for employment rates for the College's programs are set and evaluated through the Perkins process. Floor and stretch goals are established for all programs, with all programs having the same floor and stretch goal. However, the goal can change annually. Employment rates for most programs have met the established standards (see Table 23).

Table 23

Institution-Set Standards for Employment Rates

Program	Floor	Stretch	2019-20	2020-21	2021-22
Accounting	73%	90%	86%	83%	83%
Automotive Collision Repair	73%	90%	73%	70%	76%
Automotive Technology	73%	90%	84%	91%	90%
Aviation and Airport Management	73%	90%	N/A	N/A	77%
Business Administration	73%	90%	57%	89%	79%
Commercial Music	73%	90%	92%	69%	80%
Computer Networking	73%	90%	N/A	67%	60%
Culinary Arts	73%	90%	78%	80%	91%
Dental Assistant	73%	90%	100%	75%	88%
Dental Hygienist	73%	90%	96%	100%	88%
Diagnostic Medical Sonography	73%	90%	95%	95%	94%
Environmental Control Technology	73%	90%	95%	85%	91%
Flight Attendant	73%	90%	N/A	83%	82%
Health Information Technology	73%	90%	94%	73%	92%
Hospitality	73%	90%	69%	80%	100%
Human Services	73%	90%	84%	91%	85%
Mortuary Science	73%	90%	89%	90%	84%
Piloting	73%	90%	N/A	66%	58%
Psychiatric Technician	73%	90%	95%	93%	84%
Radiologic Technology	73%	90%	96%	87%	81%
Registered Nursing	73%	90%	94%	88%	93%

Source: Perkins Core Indicator Report, Core 4 - Employment

C. Organization of the Self-Evaluation Process

The Accreditation Steering Committee (ASC), led by the Accreditation Liaison Officer (ALO) and Accreditation Faculty Chair (AFC), organizes the self-evaluation process for the College.

Accreditation Steering Committee

Bryan Ventura	Accreditation Liaison Officer
Jill Bauer	Accreditation Faculty Chair
Dr. Liana Koeppel	Past Accreditation Faculty Chair
Dr. JoAnna Schilling	President
Dr. Damon de la Cruz	(Past) Academic Senate President
Kathleen McAlister	Academic Senate President (Elect)
Dr. Kathleen Reiland	Vice President of Instruction
Dr. Paul de Dios	Vice President of Student Services
Dr. Stephen Schoonmaker (Interim)	Vice President of Administrative Services
Krystofer Bagunu and Ashlynn Smith Ashari	Student Representatives
Belinda Allan	Classified Representative
Kristi Valdez	Confidential Representative
Dr. Annette Letcher	Standard I Representative
Gisela Verduzco and Celeste Phelps	Standard II Representative
José Sanchez	Standard III Representative
Dr. Damon de la Cruz	Standard IV Representative

The ASC set three guiding principles — (re)engagement, shared understanding, and resilience — to establish the tone for the College’s self-evaluation.

(Re)engagement

The College began its self-study at the end of a two-year period when most faculty and staff worked remotely, with little in-person interaction. As employees transitioned from remote to hybrid operation, the self-evaluation presented an opportunity for all to (re)connect to the College and each other. For this reason, it was especially important to establish accreditation teams that reflect the College community. The ALO and AFC intentionally recruited Standard Leads who represent faculty from every instructional division, and managers from various levels of the College organization. Furthermore, most accreditation teams have full-time classified professionals (C), full-time faculty (F), adjunct faculty (A), and managers (M) to ensure involvement from various constituencies. These teams have worked together to interpret the standards in their areas and to select relevant evidence to show that the College meets (or exceeds) the standards.

Accreditation Teams

	Co-Leads	Team Members
I.A	Dr. Annette Letcher (F), Language Arts Kristina Ogenesian (C), Senior Research and Planning Analyst	Diana Domingo (C), Title V Office Michael Brydges (F), Language Arts Wes McCurtis (M), Kinesiology & Athletics
I.B	Taylor Anderson-McGill (F), Science, Engineering & Math Dr. Eileen Haddad (C), Senior Research and Planning Analyst	Maria Teresa Romero (A), Social Sciences Cynthia Acosta (F), CTE Dr. Kathleen Reiland (M), Instruction
I.C	Dr. Craig Goralski (F), Social Sciences Marc Posner (M), Director, Campus Communications	Angela Haugh (C), Institutional Research James Bunker (A), Language Arts Willis Heuser (F), Social Sciences Margaret Fernandez (M), CTE
II.A	Kathryn Wada (F), Language Arts Sara Jones (F), Language Arts Dr. Lisa Gaetje (M), Dean, Social Sciences Division Dr. Janet Vera (M), Dean, Language Arts	Marbelly Jairam (C), Instruction Vincent Taylor (A), CTE Shinah Ji (F), Health Science Brady Wakham-Miller (M), Title V
II.B	Leslie Palmer (F), Library & Learning Support Services Dr. Treisa Cassens (M), Dean, Library & Learning Support Services	Ivan Luque (C), Library Janelle Salinas (C), LRC Nora Simoes (A), Language Arts Kirk Domke (F), SEM
II.C	Kelly Carter (F), Counseling Gisela Verduzco (M), Director, Student Equity & Success Celeste Phelps (M), Director DSS	Tuan Nguyen (C), Admissions & Records Jennifer Jennings (C), EOPS/CARE/CalWORKs Shelby McIntyre (A), Counseling Virgil Adams (F), Social Sciences AnnMarie Ruelas (M), EOPS/CARE/CalWORKs

	Co-Leads	Team Members
III.A	Jacqueline Aguet (F), CTE Colin Preston (F), Dean, Kinesiology & Athletics and Health Science	Barbara Woolner (C), Administrative Services Gloria Ortega (C), Student Services David Alfaro (A), Counseling Jonathan Johannsen (F), Business/CIS
III.B	Maha Afra (F), Visual and Performing Arts Allison Colburn (M), Manager, Campus Capital Projects	Ben Chacon (C), Campus Safety Giovanni Hortua (F), Social Science Philip Fleming (M), Director, M&O
III.C	Peter Molnar (F), Business/CIS Jose Sanchez (M), Director, Academic Computing Technology	Peggi Lelesi (A), Health Science Kathleen McAllister (F), Language Arts Henry Hua (M), Business/CIS
III.D	Margaret Mohr (F), Kinesiology & Athletics Dr. Stephen Schoonmaker (M), Interim VP, Administrative Services	Thu Nguyen (C), Administrative Services Dr. Jolena Grande (F), Health Science Gabriela de la Cruz (M), Financial Aid
IV.A	Thu Pham (F), Health Science Bryan Ventura (M), Director, Institutional Research & Planning	Cari Jorgensen (C), Campus Communications Loyal Lebdeh (A), SEM Donivan Howard (F), Visual and Performing Arts AnnMarie Ruelas (M), EOPS/CARE/CalWORKs
IV.B	Dr. Damon De La Cruz (F), Health Science Dr. JoAnna Schilling (M), President	Kristi Valdez (C), President's Office Giovanni Magginietti (A), Social Sciences Samantha Simmons (F), Language Arts Dr. Kellori Dower (M), Visual and Performing Arts
IV.C	Tony Maher (F), Visual and Performing Arts Howard Kummerman (M), Executive Director, Foundation & Community Relations	Dr. Temperance Dowdle (C), Assessment Chrystal Johnson (A), SEM Jaclyn Magginietti (F), Social Sciences David Vakil (M), SEM

	Co-Leads	Team Members
IV.D	Dr. Jane Jepson (F), Counseling Dr. JoAnna Schilling (M), President Marc Posner (M), Director, Campus Communications	Belinda Allan (C), Career Planning Center James Bunker (A), Language Arts Christie Diep (F), Language Arts
QFE	Dr. JoAnna Schilling (M), President Marc Posner (M), Director, Campus Communications Dr. Liana Koeppel (F), Language Arts	
ISER Production	Marc Posner (M), Director, Campus Communications Cari Jorgensen (C), Campus Communications Melanie Nabahani (F), Language Arts	

Shared Understanding

Many of the leaders in the ASC and Accreditation Teams are new to the self-evaluation process, the College, or their position (and in a few cases, all three). Therefore, a shared understanding of what accreditation is and why the College seeks continuous improvement through accreditation became an essential component of our approach. The AFC attended the Academic Senate for California Community Colleges' (ASCCC) Accreditation Institute, and together with the ALO, created trainings and presentations to educate and inform the College community about accreditation. The AFC also presented accreditation to Associated Students to ensure their understanding and to encourage their participation.

Accreditation Self-Evaluation Timeline

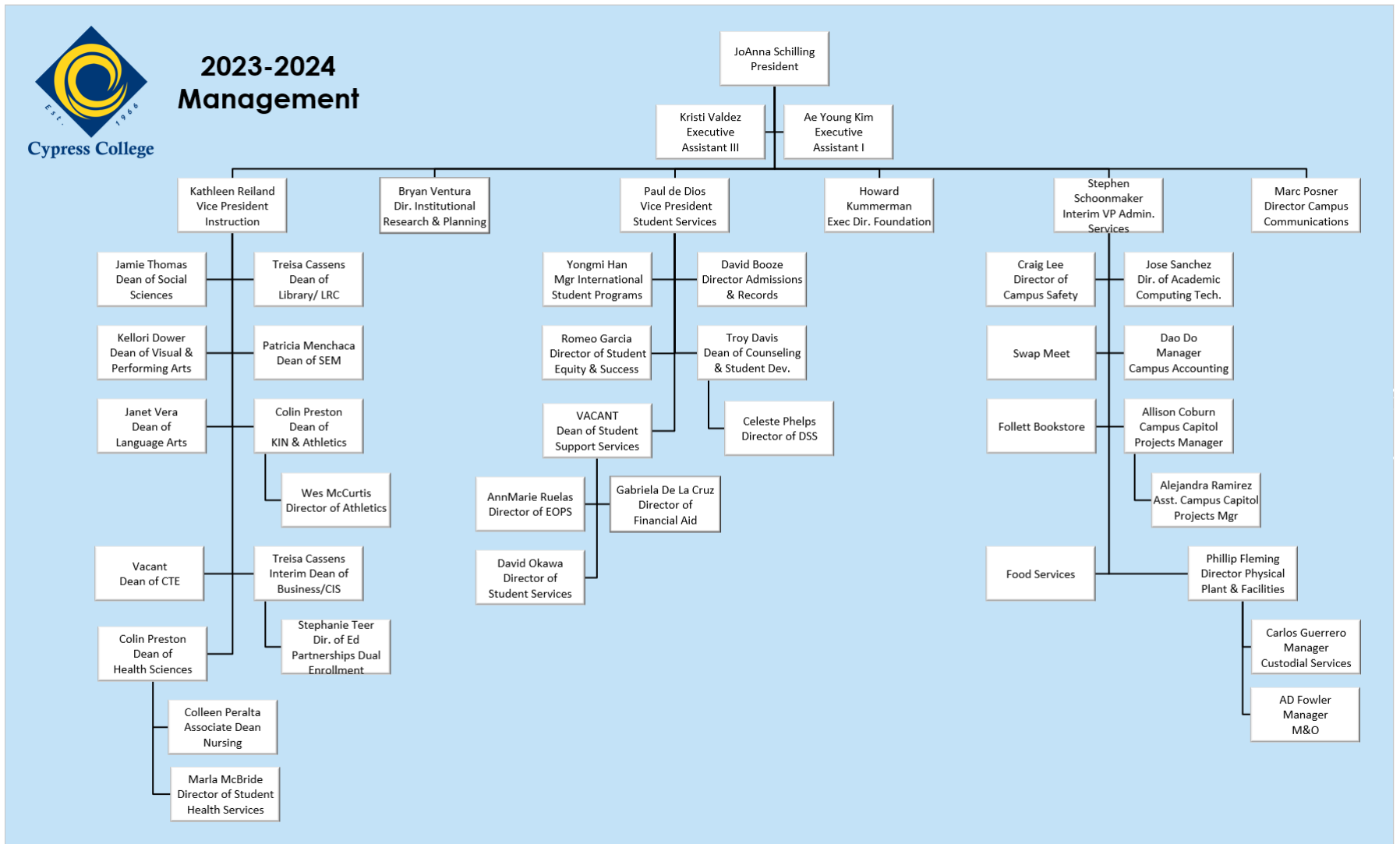
2022	ACTIVITY
February 4 February 15 February 24 February 25-26 March-May March 15	<ul style="list-style-type: none"> • Applications for AFC due • Interviews for AFC • Academic Senate approves AFC • AFC attends ASCCC Accreditation Institute (Virtual) • ALO and AFC identify Standard Leads and ASC membership • College-wide call for participants on accreditation teams • ACCJC District Training with NOCCCD and Fullerton College
May-June June 7 June-August August 15 August 18 August 19	<ul style="list-style-type: none"> • Cypress and Fullerton begin District Function Map development • Standard Lead training • Standard analysis and evidence collection begins • Onboarding of Accreditation Teams • Accreditation Session on Flex Day • ALO and AFC present at Opening Day

2022	ACTIVITY
September-October September 7 September 8 September 12 September 23 October-January October 27-28 November November 16	<ul style="list-style-type: none"> • Accreditation Teams continue evidence collection • ASC reconvenes • Cypress, Fullerton, and NOCCCD Accreditation Team Meeting • AFC presents Accreditation to Associated Students • ACCJC Advanced ISER Training • Accreditation Teams draft their reports • Lake Arrowhead Retreat • First draft of District Function Map is completed • Lake Arrowhead Retreat Follow-up Meeting
2023	ACTIVITY
January January 23 January-April February March-April February 3 February-June May	<ul style="list-style-type: none"> • Second draft of District Function Map is completed • Accreditation Teams report drafts due • ALO and AFC prepare first draft of ISER • Accreditation Teams complete self-evaluation of ISER drafts • Accreditation Teams complete peer review of ISER drafts • Lake Arrowhead Retreat Follow-up Meeting • QFE Planning and Drafting • Campus open forum for ISER feedback (Draft 1) • AFC and ALO present the ISER draft to Associated Students
June-July July August August	<ul style="list-style-type: none"> • ALO and AFC revise and finalize ISER with Office of Campus Communications • Faculty/Classified Staff editors review ISER • Update ISER presentation of data section • ALO and AFC present ISER draft at Opening Day
October October 10 November 14 December 15	<ul style="list-style-type: none"> • Begin shared governance review process (Associated Students, Academic Senate, Classified Senate, PBC, and PAC) • BOT first read • BOT approval • Submit ISER to ACCJC

Resilience

The College has faced unique challenges in recent years. Like all colleges, the College has been impacted by the COVID-19 pandemic and its ongoing effects. At the same time, the College has experienced numerous leadership changes in vice president, dean, and manager positions. Finally, in January of 2022, the College experienced a data breach in which it lost all files on its shared drive. Despite these changes and setbacks, the College has persevered in pursuing its vision “to be a premier, innovative, and equitable learning community recognized for supporting students and enriching society.” The ASC recognized the self-evaluation process as an opportunity to celebrate the College’s resilience and to demonstrate its growth and improvement.

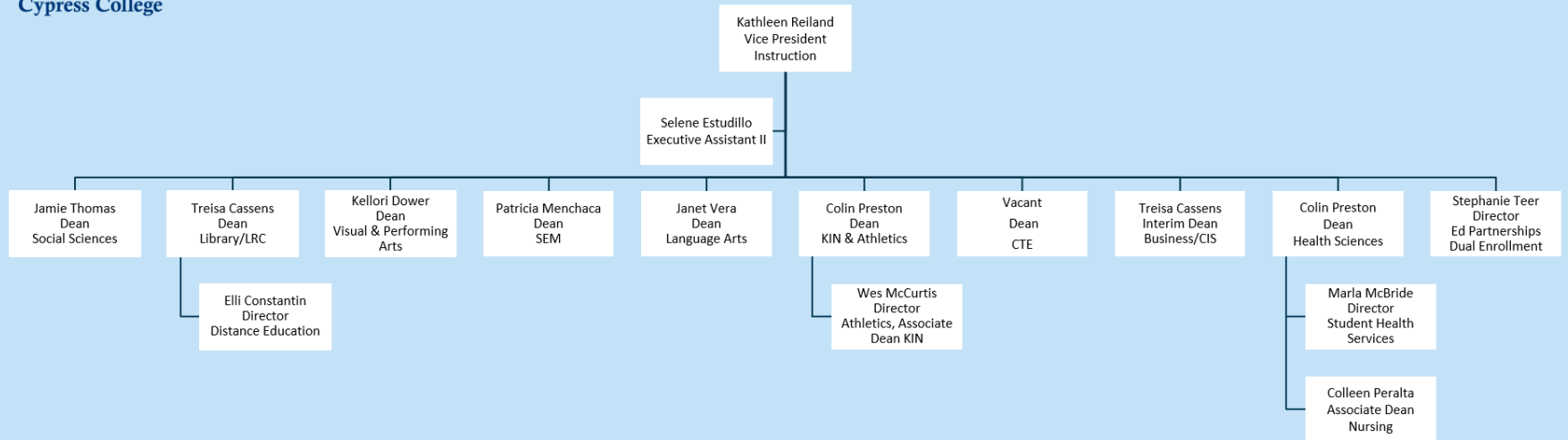
D. Organizational Information





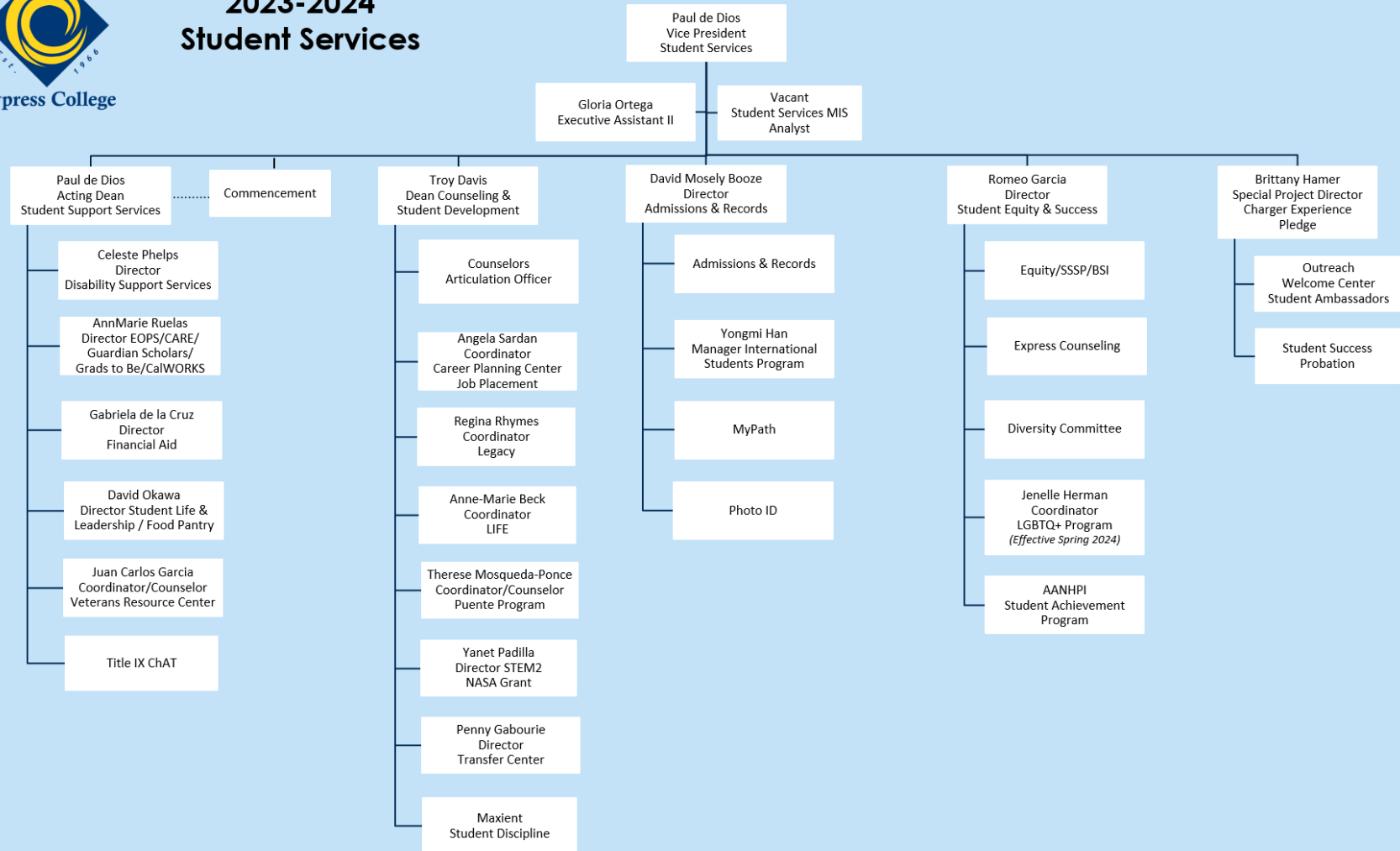
2023-2024 Instruction

Cypress College



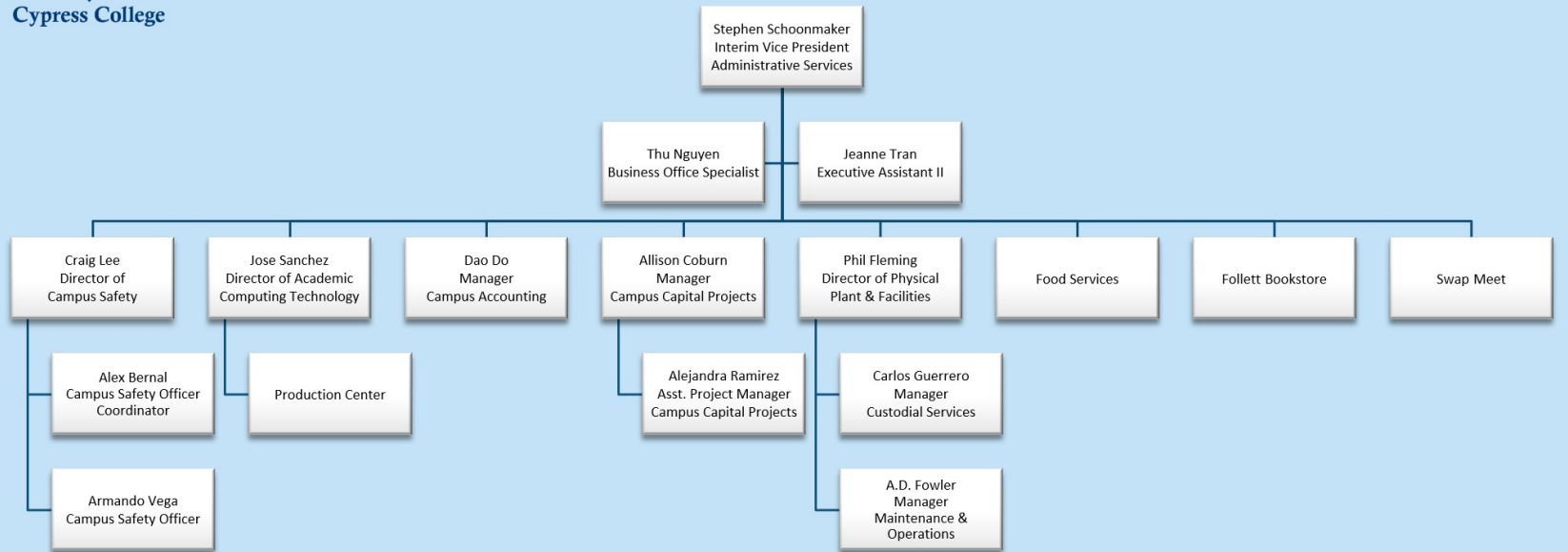


2023-2024 Student Services





2023-2024 Administrative Services



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

The State of California authorizes the College to operate as a California Community College and to award degrees (ER1-01). The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, has accredited the College since its initial accreditation in 1968 and has currently accredited the College through 2025 (ER1-02).

The Board of Governors of the California Community Colleges approved the College to offer a bachelor's degree in Funeral Service in 2015 (ER1-03) as part of the Baccalaureate Pilot Program. In 2021, the California Assembly passed AB 927, extending the operation of the Baccalaureate Pilot Program indefinitely. Section 6 of the bill states that "baccalaureate degree programs approved by the Board of Governors of the California Community Colleges pursuant to this article before January 1, 2022, may continue to operate" (ER1-04).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

The College is operational, serving approximately 22,500 students annually (ER2-01). Students are enrolled in courses (ER2-02) in a wide range of programs. In the 2022-2023 academic year, 67.4 percent of enrolled students were pursuing transfer or degree.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College offers 256 programs, including 1 bachelor's degree, 37 associate degrees for transfer, 63 associate degrees, and 155 certificates (ER3-01). The College's associate degree programs are designed to be two years in length (ER3-02, ER3-03). The majority of the College's courses are degree applicable; others provide training or skill development opportunities (ER3-04, ER3-05). The College's catalog identifies course coding that denotes whether a course is general education, degree applicable, transferrable, and/or a graduation requirement (ER3-06 pp.5-6, ER3-07). In the 2022-2023 academic year, 67.4 percent of enrolled students were pursuing transfer or degree.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Dr. JoAnna Schilling, President of Cypress College, was hired on July 1, 2017 to serve under the direction of the Chancellor to plan, organize, coordinate and direct the educational programs and activities of the College in accordance with the District plan and the policies of the Board of Trustees (ER4-01). Per Board Policy (BP) 2010, as a current District employee, Dr. Schilling cannot be a member of the governing board. (ER4-02).

Dr. JoAnna Schilling announced her retirement in fall 2022, effective June 30, 2023. However, Dr. Schilling agreed to remain in her role through fall 2023 to allow for an extended presidential search. The ACCJC will be formally notified when the 13th President of Cypress College is selected.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The College is audited on an annual basis by an external certified public account as a part of the NOCCCD annual audit (ER5-01). The Board of Trustees reviews these audit reports annually, and the results of the audits are made public (ER5-02). Information regarding the College’s compliance with Title IV federal regulations can be found in the College’s response to the Policy on Institutional Compliance with Title IV.

Certification of Compliance with Eligibility Requirements Evidence List	Website Link
ER1-01 California Education Code Title 3 Division 7 Part 43	ER1-01
ER1-02 ACCJC Reaffirmation Letter	ER1-02
ER1-03 California Community Colleges Chancellor’s Office Bachelor’s Degree Letter	ER1-03
ER1-04 Assembly Bill 927	ER1-04
ER2-01 2020-2021 Cal-PASS Student Success Metrics Cypress College All Students	ER2-01
ER2-02 Spring 2023 Cypress College Class Schedule Screenshot	ER2-02
ER3-01 List of Cypress College Programs from Chancellor’s Office Curriculum Inventory	ER3-01
ER3-02 Program Mapper for Associate in Science Degree Computer Information Systems	ER3-02
ER3-03 Program Mapper for Associate in Arts Degree Spanish	ER3-03
ER3-04 College Catalog Non-Degree Credit Courses Page	ER3-04
ER3-05 College Catalog Non-Credit Courses Page	ER3-05
ER3-06 College Catalog Course Descriptions Page	ER3-06
ER3-07 College Catalog Program Descriptions for Economics	ER3-07
ER4-01 2016 Cypress College President Job Announcement	ER4-01
ER4-02 NOCCCD Board Policy 2010	ER4-02
ER5-01 NOCCCD Board Policy 6400	ER5-01
ER5-02 NOCCCD Audit Reports Webpage	ER5-02

F. Certification of Continued Institutional Compliance with Commission Policies

Cypress College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The College has notified the College community about the fall 2024 scheduled peer review team visit on its Accreditation webpage (CP1-01), through campus committees (CP1-02), and at collegewide events (CP1-03 Slide 6). The College will communicate the peer review visit schedule to the College community as required by the visit.

The College has posted the ACCJC's Third Party Comment form to the Accreditation webpage (CP1-01) at cypresscollege.edu to allow for the College community or public to comment on the institution's ability to meet the Standards. The College is committed to the Accreditation process and will address any follow-up required by the peer review visiting team regarding third party comments.

Standards and Performance with Respect to Student Achievement

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

The College has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Institution-set standards (ISS) and aspirational goals have been approved for course success rates, certificates, associate degrees, transfers, and bachelor's degrees (CP2-01). In spring 2022, the College adopted a new methodology for setting and evaluating ISS and aspirational goals. The College will evaluate the achievement in relation to the ISS and aspirational goals in alignment with the Strategic Plan. Current standards and goals will be evaluated and revised as needed during the development of the 2024-2027 Strategic Plan. (See also Section B Presentation of Student Achievement Data and Institution-set Standards and Standard I.B.3.) Historically, the College has always met the ISS, yet in two areas, course success rate and baccalaureate degrees awarded, the College fell below standard for the 2022-2023 academic year (CP2-02). In fall 2023, the Institutional Research and Planning Office brought this data to the Planning and Budget Committee (PBC), Presidents Advisory Cabinet (PAC), and the Academic Senate to initiate planning efforts to address the issue.

In addition to the ISS, the College sets standards of achievement for programs with licensure examinations based on exam pass rates. These standards are set by the individual programs to meet or exceed their licensing body requirements. Career Technical Education (CTE) programs set job placement rates based on the Federal Perkins Core Indicator Reports. Both licensure examination and job placement rate pass rates and the ISS are reported in the ACCJC Annual Report (CP2-03).

Through instructional program review, ISS informs departments' evaluation of their programs. Departments are asked to reflect on student success data in relation to ISS. Resource requests, including staffing, are prioritized by the departments' analysis of data resulting in their plans for improving learning outcomes. Instructional program review is also the means for the College to analyze program performance and

document areas where performance does not meet expectations. When this occurs, a department may use the program review process to discuss appropriate measures to address achievement concerns. For example, when the licensure pass rates for Psychiatric Technology fell eight percentage points below the ISS, the program set a goal to increase passing rates for graduates taking the exam for the first time, along with specific objectives to reach that goal (CP2-04 p. 20). Additionally, the Instructional Program Review Committee (IPRC) may make additional recommendations to support the program's improvement. In the case of the Psychiatric Technology program, the IPRC recommended the program strengthen the selection criteria by adding an English prerequisite (CP2-05), which the program has done (CP2-06 "Program Prerequisites and Requirements").

At the college level, course success rates and the number of degrees, certificates, and transfers are used throughout the planning process (CP2-07). During major planning activities, the College examines degree, certificate, and transfer data for cohort students and for students across demographic groups (CP2-08 slide 2, CP2-09 slides 5-6). Through this process, plans are created to improve student success and reach the aspirational goals set as part of the College's ISS process and in alignment with the college mission. (See also Standards I.B.3 and I.B.9).

Across the campus, the College reports the results of ISS through instructional program review forms (CP2-10 pp.1-3), institutional effectiveness reports (IER)s (CP2-11), and the ACCJC Annual Report (CP2-03). These reports are broadly communicated through the college website (CP2-12), the annual State of the College Board of Trustees presentations (CP2-13), and college committees (CP2-14).

Credits, Program Length, and Tuition

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

Board Policies (BP) 4020 (CP3-01) and 4100 (CP3-02) and Administrative Procedures (AP) 4020 (CP3-03) and 4100 (CP3-04) align the College's program and curriculum development with the California Education Code and Title 5 of the California Code of Regulations (CCR). The College's local development process relies upon the credit hour assignment and degree program length standards outlined in the California Community Colleges (CCC) Program and Course Approval Handbook (PCAH). The College uses the standard formula for credit hour calculations (CP3-05 p. 57). Associate and baccalaureate degree programs follow requirements delineated in AP 4100, including the number of units required for completion (CP3-04).

The District developed the Course Scheduling Manual (CP3-06) in compliance with the CCC Student Attendance Accounting Manual (SAAM) to ensure that all courses throughout the District are scheduled correctly and consistently with minimal loss of instructional time while maximizing apportionment. The college schedule (CP3-07) and state Apportionment Attendance Report, CCFS-320, verifies that the College is implementing the manual reliably and accurately. All instructors, as a condition of employment, agree to teach in accordance with the course outline of record (COR), including the number of instructional hours (CP3-03 p.1, 3.0). (See also Standard II.A.9.)

Per BP 4020 (CP3-01 p.2, 9.0), the District assesses and designates each of its programs as either a "credit hour" program or a "clock hour" program in accordance with the federal conversion formula. The Vice Chancellor of Educational Services & Technology establishes the procedures to assure that curricula in the District comply with the definition of "credit hour" or "clock hour" where applicable. The Vice Chancellor, Educational Services & Technology also establishes procedures for using a clock-to-credit hour conversion

formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour operation has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

BP 5030 (CP3-08) and AP 5030 (CP3-09) align the College's tuition and fees with the California Education Code and CCR Title 5. The College's enrollment fees are standard across all programs, with the exception of the baccalaureate program. Enrollment fees are set at \$46/unit (CP3-10) and baccalaureate program fees at \$84/unit (CP3-11 p.4). (See also Standard I.C.6.)

Transfer Policies

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

The articulation statement (CP4-01) in the online college catalog and the articulation webpage (CP4-02) explain the College's transfer policies, list the institutions with which the College has established articulation agreements, and direct the public and students to assist.org, the official repository for articulation in the State of California, as well as the Cypress College Transfer Center (CP4-03) for the articulation agreements that the College maintains. (See also II.A.10.)

The Student Handbook section "Planning to Transfer" (CP4-04 pp.33-42) also provides transfer information, guides, and checklists to students.

The Transfer of Credit (CP4-05) catalog page clearly explains how to initiate transfer of credit to the College, referred to internally as "pass along," by meeting with an academic counselor in a student's major. Counselors follow criteria detailed in the Pass Along Policies & Procedures Manual (CP4-06) to accept credits for transfer. (See also II.A.10.)

Board Policy 4235 (CP4-07) states that students may attain credit for prior learning through credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, or standardized exams. Administrative Policy 4235 (CP4-08) outlines the procedures for attaining credit through these means. The catalog pages on External Exam Credit (CP4-09), CLEP Scores Applied to General Education (CP4-10), Credit by Examination (CP4-11), and Credit for Prior Learning (CP4-12) provide further information on criteria for evaluation leading to the award of credit.

Distance Education and Correspondence Education

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

The College's distance education (DE) courses adhere to the same curriculum approval policies and procedures as other college courses (CP5-01 2.2), which ensures their alignment to the College's mission and the inclusion of clearly defined student learning outcomes.

The Regular and Substantive Interaction Policy for Distance Education Courses (CP5-02 pp.2-3) specifies that all DE courses will include frequent instructor-initiated contact, ongoing opportunities for instructor-student interaction and student-student interaction, and clear expectations for course communications. As part of the curriculum approval process, all DE courses must include the Distance Education Addendum (CP5-03) indicating the types of interaction for instructor to student, student to student, and student to content.

Faculty must demonstrate their ability to deliver distance education courses with regular and substantive interaction (RSI) by completing Online Teacher Training (or establishing equivalency). RSI is also assessed during faculty performance reviews in accordance with full-time and adjunct faculty union contract evaluation processes, standards, and timelines.

DE students can access any College learning support service or student service, as services are offered in multiple modalities. For example, through Cranium Café, students can meet with counselors face-to-face for a 30-minute counseling appointment (CP5-04), or students can complete electronic Directed Learning Activities (eDLAs) with an English Success Center tutor via Canvas and Zoom (CP5-05).

Per Administrative Procedure (AP) 4105 (CP5-01 p.2), the District will verify that the student who registers in a DE program is the same person who participates every time and completes the course or program and receives the academic credit through secure credentialing/login and password, proctored examinations, or other technologies and practices that are effective in verifying student identification. Cypress College Distance Education requires that all DE coursework be accomplished through a secure course management system (i.e., Canvas) with unique usernames and passwords used each time a student engages in online coursework (CP5-06 p.42).

AP 4105 (CP5-01 p.2) also designates that the President will establish procedures for providing each student, at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any. (See also Standard I.C.8.)

Cypress College Distance Education maintains Canvas as the exclusive Learning Management System for the College. To ensure additional technology infrastructure is sufficient, faculty must identify the faculty and student resources necessary for effective delivery and completion of a distance education course during the curriculum approval process (CP5-03 p.6-7). (See also Standard III.C.1.)

The College does not offer correspondence education.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The policies and procedures for filing complaints, disputes, and grievances are accessible to students. The Complaints, Disputes, and Grievances webpage at cypresscollege.edu clearly summarizes policies and procedures for students (CP6-01). Here, students can submit a formal complaint or concern regarding college faculty, staff, services, instruction, and/or classes to the Dean of Counseling and Student Development by using the online student complaint form (CP6-02). Since 2019, the College has used Maxient software to centralize student conduct reporting and record keeping. All student complaint cases are retained in Maxient (CP6-03).

The webpage also communicates the process for academic appeals, including grade changes, and directs students to the college catalog for the official policies. The Petitions and Appeals page in the catalog addresses student complaints related to admissions and records, including grades (CP6-04). The catalog also clearly states that “a student has a right to challenge a final grade in a course only to the extent allowable under Education Code Section 76224(a),” and provides the procedures that students and the College should follow if a student challenges a final grade (CP6-05).

Finally, in addition to the webpage, the policy and procedure for filing an unlawful discrimination or sexual harassment complaint is accessible to students in the Student Handbook (CP6-06 p.102), available on the college website. The college catalog (CP6-07) includes the District's non-discrimination statement and directs students to the Vice Chancellor of Human Resources, who the District designates as the Responsible Officer for receiving and coordinating the investigation of all unlawful discrimination complaints, including sexual harassment. This information is further communicated to students via required syllabi statements (CP6-08 p.5). Administrative Procedure 3434 (CP6-09) outlines the procedure for responding to harassment based on sex under Title IX, including that the District will retain complaints or reports and their related documents for a period of at least seven years. (CP6-09 p.18).

The College publicly and accurately communicates its accreditation status on its website (CP6-10) via a direct link from the footer on each page (CP6-11). The Accreditation webpage includes a link to the Program-Specific Accrediting Bodies page, which lists the names of and contact information for associations, agencies, and governmental bodies that accredit, approve, or license the College's programs (CP6-12).

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

The College exhibits integrity and responsibility in advertising, and in the representation of its accredited status through continual review of advertising materials, publications, and its website.

The College catalog serves as the official source of information for the College's programs, services, locations, and policies. The catalog is made publicly available on its website and updated annually. The College makes every reasonable effort to determine that everything stated in this catalog is accurate (CP7-01). The catalog depicts current information concerning general college information; academic policies; administrative procedures; admission requirements; programs of study, including required licensure information; and student support services.

The College website provides easily accessible information for students and the public. The Office of Campus Communications' Web Content Specialist oversees additions, updates, and changes to the College website. Through the program review process, instructional programs (CP7-02 p.7), campus services (CP7-03 p.5), and student services (CP7-04 p.14) conduct a publication review to ensure all website and print publication information is accurate.

The College communicates its accreditation status on the College website (CP7-05) as required, and on page one of the College catalog (CP7-01).

The College upholds the ACCJC's policy on student recruitment for admissions by adhering to the laws of the State of California and to supplementary regulations prescribed by the Board of Trustees (CP7-06).

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 United States Department of Education (ED) approves Cypress College for full certification to administer Title IV aid (CP8-01) and provides eligibility for the College to participate in Title IV (CP8-02).

The College's loan default rates fall within an acceptable range and comply with the responsibilities outlined

by the DE. The table below demonstrates the ED’s published cohort default rates for the College. The Cohort Year 2019 is an anomaly due to the ED COVID-19 flexibilities, which included halting federal student loan interest and collections to all defaulted loans and return to good standing. (See also III.D.15.)

Cohort Year	2016	2017	2018	2019
Default Rate Percentage	11.27%	9.63%	8.59%	1.8%

The College’s Financial Aid department had one audit finding for the 2020 fiscal year relating to the COVID-19 Higher Education Emergency Relief Funds (HEERF) Student Share (CP8-03 pp.100-101). Section 18004(a)(1) of The Coronavirus Aid, Relief, and Economic Security Act required institutions that received the HEERF 18004(a)(1) Student Aid Portion award to publicly post certain information on their website no later than 30 days after their award allocation date and to update that information every 45 days thereafter. Auditors found that the College made the report publicly available 36 days after. The delay was due to the changing award program guidance, efforts to quickly distribute funds to students, remote work challenges, and transition to a new website. The Financial Aid department now ensures that requirements are met by increased communication with all staff and by working with the Office of Campus Communications to post reports online in a timely manner (CP8-04, p.105).

The College does not contract educational programming that results in the awarding of credit.

Certification of Continued Compliance with Commission Policies Evidence List	Website Link
CP1-01 Cypress College Accreditation Webpage	CP1-01
CP1-02 President’s Advisory Cabinet Minutes 09-22-22	CP1-02
CP1-03 Opening Day Presentation Fall 2022	CP1-03
CP2-01 2021-2024 Institutional-Set Standards	CP2-01
CP2-02 2021-2024 Institutional-Set Standards Dashboard	CP2-02
CP2-03 2022 ACCJC Annual Report	CP2-03
CP2-04 Psychiatric Technology Program Review Form	CP2-04
CP2-05 Instructional Program Review Committee Evaluation Psychiatric Technology Program	CP2-05
CP2-06 Psychiatric Technology Application Checklist	CP2-06
CP2-07 Course Redesign Data Presentation January 2023	CP2-07
CP2-08 Leadership Team Meeting Presentation November 2022	CP2-08
CP2-09 Guided Pathways for Division Meetings Presentation Fall 2022	CP2-09
CP2-10 Instructional Program Review Form Fall 2023	CP2-10
CP2-11 2022-2023 Institutional Effectiveness Report	CP2-11
CP2-12 Cypress College Institutional Effectiveness Webpage	CP2-12
CP2-13 NOCCCD Board of Trustees Agenda 03-22-22	CP2-13
CP2-14 Academic Senate Agenda 05-05-22	CP2-14
CP3-01 NOCCCD Board Policy 4020	CP3-01
CP3-02 NOCCCD Board Policy 4100	CP3-02
CP3-03 NOCCCD Administrative Procedure 4020	CP3-03
CP3-04 NOCCCD Administrative Procedure 4100	CP3-04
CP3-05 CCCO Program and Course Approval Handbook 8 th Edition	CP3-05

CP3-06 NOCCCD Course Scheduling Manual	CP3-06
CP3-07 Spring 2023 Cypress College Class Schedule Screenshot	CP3-07
CP3-08 NOCCCD Board Policy 5030	CP3-08
CP3-09 NOCCCD Administrative Procedure 5030	CP3-09
CP3-10 California Education Code Title 3 Division 7 Part 47	CP3-10
CP3-11 Assembly Bill 927	CP3-11
CP4-01 Cypress College Catalog Articulation Statement	CP4-01
CP4-02 Cypress College Articulation Webpage	CP4-02
CP4-03 Cypress College Transfer Center Webpage Screenshot	CP4-03
CP4-04 Cypress College Student Handbook 2023-2024	CP4-04
CP4-05 Cypress College Catalog Transfer of Credit Page	CP4-05
CP4-06 Cypress College Pass Along Policies and Procedures Manual 2022-2023	CP4-06
CP4-07 Board Policy 4235	CP4-07
CP4-08 NOCCCD Administrative Procedure 4235	CP4-08
CP4-09 Cypress College Catalog External Exam Credit Page	CP4-09
CP4-10 Cypress College Catalog College Level Examination Program (CLEP) Scores Page	CP4-10
CP4-11 Cypress College Catalog Credit by Examination Page	CP4-11
CP4-12 Cypress College Catalog Credit for Prior Learning Page	CP4-12
CP5-01 Administrative Procedure 4105	CP5-01
CP5-02 Cypress College Regular and Substantive Interaction Policy	CP5-02
CP5-03 Distance Education Addendum	CP5-03
CP5-04 Cypress College Website Online Counseling Page	CP5-04
CP5-05 Cypress College Website English Success Center Page	CP5-05
CP5-06 Distance Education Plan 2017-2023	CP5-06
CP6-01 Cypress College Website Complaints, Disputes, and Grievances Page	CP6-01
CP6-02 Cypress College Student Dispute Form	CP6-02
CP6-03 Maxient Screenshot	CP6-03
CP6-04 Cypress College Catalog Petitions and Appeals Page	CP6-04
CP6-05 Cypress College Catalog Student Final Grade Challenge Procedures Page	CP6-05
CP6-06 Cypress College Student Handbook 2022-2023	CP6-06
CP6-07 Cypress College Catalog Title IX and Civil Rights Grievances Page	CP6-07
CP6-08 Syllabus Guidelines	CP6-08
CP6-09 NOCCCD Administrative Procedure 3434	CP6-09
CP6-10 Cypress College Accreditation Webpage	CP6-10
CP6-11 Cypress College Website Footer Screenshot	CP6-11
CP6-12 Cypress College Website Program-Specific Accrediting Bodies Page	CP6-12
CP7-01 Cypress College Catalog Home Page	CP7-01
CP7-02 Instructional Program Review Form Fall 2023	CP7-03
CP7-03 Campus Services Program Review Form	CP7-04
CP7-04 Student Services Program Review Form	CP7-05
CP7-05 Cypress College Website Accreditation Page Screenshot	CP7-06
CP7-06 NOCCCD Board Policy 5010	CP7-07
CP8-01 US Department of Education Eligibility and Certification Approval Report	CP8-01
CP8-02 US Department of Education Program Federal Student Aid Participation Agreement	CP8-02

CP8-03 NOCCCD Final Audit Report 2020	CP8-03
CP8-04 NOCCCD Final Audit Report 2021	CP8-04

Standard I



Everything we do at Cypress College culminates with celebrating students at commencement.

G. Institutional Analysis

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. **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 **Mission & Vision page on the college website** (IA1-01) states the College's mission statement.
- **North Orange County Community College District (NOCCCD) Board of Trustees Action Item 4.b.1** (IA1-02) along with the **approved minutes from 06-09-20** (IA1-03) documents the review and approval of the college mission statement.
- The **President's Advisory Cabinet (PAC) minutes from 05-14-20** (1A1-04) show that the revised mission statement was approved through the College's shared governance process.
- The **Spring 2021 Strategic Planning Retreat timeline** (IA1-05) presents the stages in the College's strategic planning process and shows that the review of the College's mission, vision, and core values is the first stage of the planning process.
- The **Mission, Vision, and Core Values survey** (IA1-06) was the initial step in the College's mission statement review and revision process.
- The **Guided Pathways webpage** (IA1-07) explains how the Guided Pathways model focuses the College on the student perspective, which informs the College's mission statement.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 6.

The mission statement (IA1-01) approved by the Board of Trustees on June 9, 2020 (IA1-02, IA1-03 p.87) reads:

Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.

The mission statement clearly describes each area of Standard I.A.1:

Area of the Standard	Wording from the Mission
the institution's broad educational purposes	Cypress College transforms lives through lifelong learning with educational opportunities...
intended student population	... support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society
the types of degrees and other credentials it offers, including baccalaureate degree	... including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree.
commitment to student learning and achievement	We are dedicated to forging academic and career pathways to support the achievement of our students...

The revision of the current college mission statement began in fall 2019 and was approved through the college governance process (IA1-04 pp.2-3, 6) in spring 2020. The College's strategic planning process begins with a review of the mission statement to guide the development of the College's strategic plan (IA1-05). This revision included a student and employee survey to obtain feedback on the previous mission statement (IA1-06).

The approved revisions highlight the College's responsibility to transform the lives of all students with an emphasis on fostering equity. Additionally, the College revised the mission statement to reflect its commitment to Guided Pathways, by which the College supports student learning and promotes completion in the most efficient timeline possible (IA1-07). Finally, with the College's many Career Technical Education programs, it was also important to emphasize career pathways within the mission statement.

2. 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 **Strategic Plan Two-year Evaluation 2021-2024** (IA2-01), currently in process, uses evidence to determine how effectively the College is accomplishing its mission as operationalized by the Strategic Plan goals.
- The **Institutional Effectiveness Report (IER)** (IA2-02) presents the College's achievement data, disaggregated by demographic student groups in alignment with the College mission, and summarizes the College's plans for improving practices and processes.
- The **Institution-Set Standards (ISS)** (IA2-03a) present course success rates, certificates, associate degrees, transfers, and bachelor's degree data. Data are reviewed annually by the **Planning and Budget Committee (PBC)** as evidenced by the **09-21-23 PBC minutes** (IA2-03b) and **ISS Dashboard screenshot** (IA2-03c).
- The **Guided Pathways Dashboard screenshot** (IA2-04) presents the data used in the College's Guided Pathways implementation, which also informs strategic goals related to the student journey.
- The **Division and Department Overview Dashboard screenshot** (IA2-05) contains enrollment data,

student demographics, course success and retention rates, and awards (degrees, certificates, and bachelor's degrees), which are measures also used in program review.

- The **Strategic Plan 2021-2024** (IA2-06) communicates the College's strategic directions in alignment with the mission – student experience and success, employee experience, stewardship of resources, collective impact and partnerships, and physical environment – and their corresponding goals.
- The **Vision for Success Goals** (IA2-07) align the College's strategic directions and goals with outcomes identified by the California Community College Chancellor's Office.
- The **Student Equity and Achievement (SEA) Plan** (IA2-08) focuses the College's strategic directions and goals for improving support and achievement outcomes for disproportionately impacted students.
- The **Digging into the Data Activity Instructions** (IA2-09) from the November 2022 Leadership Meeting focused on Guided Pathways materials exemplify how the College regularly uses data to improve practices and processes toward fulfilling its mission.
- The **04-25-23 Board of Trustees Minutes** (IA2-10) show that the College reports enrollment and award (degrees and certificates) data in the annual State of the College presentation.

Analysis and Evaluation

The College meets the Standard.

The College uses data to assess how it accomplishes its mission and to guide institutional priorities. The Strategic Plan Evaluations (IA2-01), IER (IA2-02), ISS (IA2-03), state and locally developed data dashboards (IA2-04, IA2-05), and program reviews are the formal reporting mechanisms for evaluating the College's mission.

The Strategic Plan (IA2-06) is how the College operationalizes its mission statement. The development of 2021-2024 Strategic Plan was informed by the ISS (IA2-03), Vision for Success goals (IA2-07), SEA Plan (IA2-08), and Guided Pathways measures (IA2-04). The formal process for using data to evaluate the Strategic Plan is the annual Strategic Plan Evaluation (IA2-01). However, ongoing evaluation of the data related to the mission occurs throughout the academic year through the Guided Pathways Dashboard (IA2-04, IA2-09) and through the Division and Department Overview Dashboard (IA2-05).

Mission-related data is also analyzed and presented through the annual IER (IA2-02), which is provided to the Board of Trustees and expands upon the data presented in the President's annual State of the College (IA2-10 p. 192-193).

To assess progress and inform future goal setting, the College analyzes ISS and stretch goals annually through the shared governance committees (IA2-03b) and regularly through program review. Program review, discussed further in I.A.3, is the process by which the College uses data to identify areas of improvement and to develop goals to advance its mission.

- 3. 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.**

Evidence of Meeting the Standard

- The **Strategic Planning Framework diagram** (IA3-01) from the Strategic Plan 2021-2024 illustrates that the College's mission is the foundation of the College's planning and decision-making.
- The **Strategic Plan 2021-2024** (IA3-02) provides a framework with five different strategic directions and 20 separate goals. The mission and strategic plan guide the college's planning and decision-making, including resource allocation.
- The Governance and Decision-Making Handbook (IA3-03) states that decision-making bodies align all key decisions, including resource allocation decisions, with the College's mission, especially its commitment to student learning and student achievement.
- All college programs, including the College's baccalaureate degree program, are required to describe how their department, program, or service supports the college mission in the first section of their program review form:
 - IA3-04a Campus Services Example: **Academic Computing Technology Spring 2023**
 - IA3-04b Instructional Example: **Geography Program Review Fall 2022**
 - IA3-04c Baccalaureate Program: **Funeral Service Program Review Fall 2022**
 - IA3-04d Specialized Instructional: **English Success Center Program Review Fall 2021**
 - IA3-04e Student Services: **EOPS Program Review Fall 2021**
- All College resource request forms require alignment with the college mission:
 - IA3-05a **Classified Position Prioritization**
 - IA3-05b **Full-time Faculty Prioritization**
 - IA3--5c **One-Time Funding Request Form**
- The **One-Time Funding Instructional Equipment Request Process Memo** (IA3-06) reiterates how the mission, strategic plan, and program review guide the College's planning and decision-making.

Analysis and Evaluation

The College meets the Standard.

The college mission guides functional plans and decision-making processes (IA3-01). All planning and decisions must support the College's mission and align with the Strategic Plan directions (IA3-02), which thematically communicate college priorities and actions. The program review and resource allocation request processes are the consistent link between planning, approvals by decision-making bodies (IA3-03 p.3), and the College's mission.

As assessed through the program review process, all college programs and services are required to maintain alignment with the mission, especially their commitment to student learning and achievement (IA3-04).

The College's resource allocation requests require justification in support of the College's mission and strategic plan (IA3-05). Additionally, funding requests require the use of program review to align program efforts and goals with resource allocation decisions (IA3-06).

4. 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)

Evidence of Meeting the Standard

- **NOCCCD Board of Trustees (BOT) Action Item 4.b.1** (IA4-01), along with the **approved minutes from 06-09-20** (IA4-02), document the review and approval of the college mission statement.
- The **college website Mission & Vision webpage** (IA4-03) is the primary way the College widely publishes

its mission.

- The **Cypress College Catalog About Cypress College page** (IA4-04) states the college mission alongside its vision, core values, strategic plan directions, and instructional learning outcomes.
- The **Cypress College Student Handbook** (IA4-05) states the college mission.
- The **Strategic Plan 2021-2024** (IA4-06) states the college mission.
- The **Institutional Effectiveness Report (IER)** (IA4-07) states the college mission.
- The **Office of Campus Communications webpage** screenshots of their general media (IA4-08) and social media (IA4-09) policies show the set standards for promoting the College’s mission to the public.
- The **Mission, Vision, and Core Values Workgroup Meeting presentation** (IA4-10) presents the results of the Mission, Vision, and Core Values survey.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 6.

The BOT approved the current college mission statement on June 9, 2020 (IA1-01, IA1-02). The mission statement is widely published and disseminated (IA4-03, IA4-04, IA4-05 p.4, IA4-06 p.2, IA4-07 p.6, IA4-08), and the Office of Campus Communications centers the mission in its media policies (IA4-08, IA4-09).

The mission is the first step in the three-year strategic planning process. It was last revised in 2019 following an employee and student survey indicating necessary thematic changes (IA4-10, slide 5). A workgroup dedicated to the revision of the mission, vision, and values for the College was formed, consisting of representatives from faculty, classified, and managers. The revised mission statement emerged from this workgroup in spring 2020. It was heavily disseminated and approved through the College’s shared governance process and ultimately approved by the BOT as described in I.A.1.

Conclusions on Standard I.A: Mission

The College’s mission statement describes educational purpose, broadly identifies the student population, describes the degrees and certificates offered, and indicates commitment to student learning and achievement. Data related to the mission informs institutional goal setting processes. Additionally, the College uses data to evaluate the mission, align programs and services, and guide decision-making, planning, and resource allocation. Lastly, the mission is widely published and disseminated to students, employees, and the public.

Improvement Plan(s)

Not applicable.

Evidence List

Standard I.A Mission Evidence List	Website Link
IA1-01 Cypress College Website Mission & Vision Webpage	IA1-01
IA1-02 NOCCCD Board of Trustees 06-09-20 Agenda Action Item 4.b.1	IA1-02
IA1-03 NOCCCD Board of Trustees Minutes 06-09-20 Item 4.b	IA1-03
IA1-04 President’s Advisory Cabinet Minutes 05-14-20	IA1-04
IA1-05 Spring 2021 Strategic Planning Retreat Timeline	IA1-05

IA1-06 Mission, Vision, and Core Values Survey	IA1-06
IA1-07 Cypress College Guided Pathways Webpage	IA1-07
IA2-01 Strategic Plan Two-Year Evaluation 2021-2024	IA2-01
IA2-02 Institutional Effectiveness Report 2022-2023	IA2-02
IA2-03a Institution-Set Standards	IA2-03a
IA2-03b Planning and Budget Committee Minutes 09-21-23	IA2-03b
IA2-03c Cypress College Institution-Set Standards Dashboard Screenshot	IA2-03c
IA2-04 Guided Pathways Dashboard Screenshot	IA2-04
IA2-05 Division and Department Overview Dashboard Screenshot	IA2-05
IA2-06 Cypress College Strategic Plan 2021-2024	IA2-06
IA2-07 Vision for Success Goals	IA2-07
IA2-08 Student Equity and Achievement Plan	IA2-08
IA2-09 Digging into the Data Activity Instructions	IA2-09
IA2-10 NOCCCD Board of Trustees Minutes 03-22-22	IA2-10
IA3-01 Strategic Planning Framework Diagram	IA3-01
IA3-02 Cypress College Strategic Plan 2021-2024	IA3-02
IA3-03 Cypress College Decision-Making and Governance Handbook	IA3-03
IA3-04a Academic Computing Technology Campus Services Review Spring 2023	IA3-04a
IA3-04b Geography Program Review Fall 2022	IA3-04b
IA3-04c Funeral Service Program Review Fall 2022	IA3-04c
IA3-04d English Success Center Program Review Fall 2021	IA3-04d
IA3-04e EOPS Program Review Fall 2021	IA3-04e
IA3-05a Classified Position Prioritization Request Form	IA3-05a
IA3-05b Full-time Faculty Prioritization Request Form	IA3-05b
IA3-05c One-Time Funding Request Form	IA3-05c
IA3-06 One-Time Funding Instructional Equipment Request Process Memo	IA3-06
IA4-01 NOCCCD Board of Trustees 06-09-20 Agenda Action Item 4.b.1	IA4-01
IA4-02 NOCCCD Board of Trustees Minutes 06-09-20 Item 4.b	IA4-02
IA4-03 Cypress College Website Mission & Vision Webpage	IA4-03
IA4-04 Cypress College Catalog About Cypress College Page	IA4-04
IA4-05 Cypress College Student Handbook	IA4-05
IA4-06 Cypress College Strategic Plan 2021-2024	IA4-06
IA4-07 Institutional Effectiveness Report 2022-2023	IA4-07
IA4-08 Office of Campus Communications Webpage: Media Policy	IA4-08
IA4-09 Office of Campus Communications Webpage: Social Media Policy	IA4-09
IA4-10 Mission, Vision, and Core Values Workgroup Meeting Presentation	IA4-10

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

- 1. 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

- The **Instructional Program Review (IPR) Handbook** (IB1-01) states that the purpose of program review is to ensure substantive dialog regarding academic quality and continuous improvement in instructional areas.
- The **Student Services Program Review (SSPR) Purpose, Mission, and Membership** (IB1-02) articulates the emphasis on collaborative dialog and continuous improvements within and across student services.
- The **Program Review Schedule** (IB1-03) ensures that structured dialog on programmatic effectiveness and improvement is occurring regularly, on an established cycle, through the program review process.
- The **Biology Program Review Fall 2021** (IB1-04) is an example of the structured, substantive, and collegial dialog among faculty within departments about student outcomes, student equity, and academic quality, and demonstrates that this dialog is based on the evaluation of data and stimulates plans for improvement.
- The **Veteran's Resource Center Program Review Spring 2022** (IB1-05) is an example of the structured, substantive, and collegial dialog within student services areas for supporting students, and demonstrates that this dialog is informed by the analysis of data and is used for programmatic improvements.
- The **Institutional Research and Planning Program Review Spring 2023** (IB1-06) is an example of the structured, substantive, and collegial dialog within campus services areas on how their services support the campus, and demonstrates that this dialog inspires goals for improvements based on data and other evidence.
- The **President's Advisory Cabinet (PAC) Minutes from 04-14-22** (IB1-07) are an example of when the Instructional Program Review Chair shared highlights and themes from IPR with constituency groups and executive leadership to inform dialog on institutional priorities.
- The **PAC Minutes from 03-25-21** (IB1-08) are an example of when the Student Services Program Review Chair shared information with constituency groups and executive leadership about the SSPR process and how it is used for dialog on student support and continuous improvement.
- The **05-18-23 Academic Senate Minutes** (IB1-09) show the approval of a one-year annual update as part of the instructional program review process.
- The **12-08-22 PAC Minutes** (IB1-10) show the approval of a one-year annual update as part of the campus services review process.
- The **Strategic Planning Retreats (Part I and Part II)** (IB1-11a, IB1-11b) were opportunities for campus-wide, data-driven, structured dialog on student achievement, student equity, and strategic planning that stimulated short- and long-term institutional plans for improvements in support of the college mission.
- The **Completion Team Meetings** (see **presentation**, IB1-12) that occur monthly within each division (or each meta-major) to support Guided Pathways efforts are venues for cross-functional teams to have data-informed discussions and to implement strategies to support students within their respective divisions.
- The **Spring 2022 Leadership Team Meeting on Guided Pathways** (IB1-13) was an example of intersegmental dialog on student success and equity that included all managers, department coordinators, and invited guests, and was an opportunity to broadly share updates, data, and dialog on the Guided Pathways efforts taking place throughout the campus.
- The **Spring 2023 Flex Day Program** (IB1-14) demonstrates how Flex Day sessions have been utilized as a venue for faculty discourse on student learning outcomes, equity, academic quality, and related data, including training on how to access this data. These sessions brought faculty together to collaborate on improvements to curriculum, instructional practices, and equity in the classroom.
- The **Cypress College Black Lives Matter Taskforce (BLMTF) Recommendations Report** (IB1-15) outlines recommendations from the BLMTF in the areas of the Legacy Program, community relations, documents and language, curriculum, Black student funding, hiring, and promotions.

- The President provided a BLMTF update to the Black Faculty and Student Association (BFSA) in fall 2021 (see **report**, IB1-16a) and spring 2022 (see **presentation**, IB1-16b).

Analysis and Evaluation

The College meets the Standard.

The College engages in a variety of processes and practices to facilitate sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement. Specifically, the College's robust program review process, campus-wide retreats focused on equity and strategic planning, Leadership Team Meetings focused on Guided Pathways, and Flex Day activities provide venues for regularly occurring structured dialog to stimulate use of data and plans for improvement.

The College's instructional and non-instructional program review processes have been designed to inspire regularly occurring dialog about and improvement of student outcomes, equity, and academic quality both within and across departments and programs (IB1-01, IB1-02). During program review, which occurs on a four-year staggered cycle (IB1-03), faculty and staff within the respective departments and programs collaboratively reflect on student success and equity data, develop plans for improvements based on the data, and document their plans in their program review reports (IB1-04, IB1-05, IB1-06). Highlights and themes from the program review reports are annually compiled by the respective program review committees and shared in PAC, which includes representation from all constituency groups and executive leadership, to help inform dialog on institutional priorities (IB1-07, IB1-08). Beginning in the 2023-24 academic year, campus services and instructional areas will complete annual update reviews (IB1-09, IB1-10). Student service areas will discuss implementing a similar annual update in 2023-24.

Campus-wide retreats have also provided opportunities for structured and substantive dialog. For example, the College held a series of Strategic Planning Retreats to inform the development of the 2021-2024 Strategic Plan (IB1-11). The well-attended retreats included presentations of student outcomes and equity data to guide planning efforts and goal setting and utilized small group breakouts with activities to structure the dialog on strategies for improvement and measuring effectiveness.

Additionally, Guided Pathways has provided a framework for intersegmental dialog on student success and equity in a variety of ways. The College has established Completion Teams for each division (representing the College's meta-majors), comprised of faculty, student support staff, counselors, and managers, who meet monthly for data-informed discussions and to implement strategies to support students within their respective divisions (IB1-12). On a larger scale, the College has held several Leadership Team meetings focused on Guided Pathways, which include all managers, department coordinators, and invited guests. The Leadership Team meetings provide opportunities to broadly share updates, data, and dialog on the Guided Pathways efforts throughout the College (IB1-13).

Flex Day sessions have been utilized as a venue for faculty discourse on student learning outcomes, equity, academic quality, and related data, including training on how to access this data (IB1-14). These sessions bring faculty together to collaborate on improvements to curriculum, instructional practices, and equity in the classroom.

To examine the College's core value of equity during a critical time of racial injustice and social unrest, President Schilling made a request to the Black Faculty and Staff Community to recommend how to combat

racism at the College. In response to the request, the Black Faculty and Staff Task Force published a comprehensive report in the summer of 2020 (IB1-15). Moreover, Dr. Schilling approved a Black Lives Matter Oversight Task Force to aid in the implementation of these recommendations. While many of the recommendations have been implemented, the College acknowledges that this work needs to continue (IB1-16).

2. 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

- The College implemented the **College Outcomes Assessment (COA) Plan** (IB2-01) to integrate outcomes assessment more fully into the practices, processes, and procedures of the College.
- The **Program Review Schedule** (IB2-02) ensures that assessment and reflection on student learning outcomes (SLOs) occurs regularly on an established cycle.
- The Instructional Program Review (IPR) Form (see the **Biology Program Review Report Fall 2021** example, IB2-03) includes a section in which faculty report on their SLO assessments, results, and how the findings were used to improve their course or program. The integration into the program review process ensures regular and systematic review of SLOs.
- The Student Services Program Review (SSPR) Form (see the **Veteran's Resource Center Program Review Spring 2022** example, IB2-04) includes a section where staff report on their student services student learning outcomes (SSSLOs) assessments, results, and how the findings have been used to improve services. The integration into the program review process ensures regular and systematic review of SSSLOs.
- The Campus Services Program Review Form (see the **Institutional Research and Planning Program Review Spring 2023 example**, IB2-05) includes a section in which staff report on their administrative unit outcomes (AUOs) assessments, results, and how the findings have been used to improve services. The integration into the program review process ensures outcomes are regularly and systematically reviewed.
- The CurricUNET curriculum management system stores the official **Course Outline of Record (COR)** (see **ACCT 011 C** example, IB2-06), which states the Course Student Learning Outcomes (CSLOs).
- The **SLO Handbook** (IB2-07) outlines the established process faculty use to assess their CSLOs each semester.
- The **eLumen** (see **access instructions**, IB2-08) is the software platform for student learning outcomes assessment. In eLumen, CSLOs are mapped to Program Student Learning Outcomes (PSLOs) and to Institutional Student Learning Outcomes (ISLOs).
- The **Associate Degree and Certificate Assessment Plan (ADCAP)** (IB2-09) is an annual survey of graduates that asks former students to respond to a series of questions assessing their attainment of PSLOs and ISLOs after completing their studies.
- The **American Board of Funeral Service Education (ABFSE)** standards (IB2-10) state the learning outcomes for ABFSE-accredited programs.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 11.

For instructional programs, the College defines and assesses SLOs at the course (CSLOs), department (PSLOs), degree/certificate (PSLOs), and institutional levels (ISLOs). Similarly, both student services and campus services define and assess SLOs (SSSLOs and ASOs respectively). (See IB2-07 p. 4 for a graphic representation of the College's SLO mapping.) The College's SLO mapping process is part of the Cypress College Outcome

Assessment Plan (COA), which was developed in response to a previous ACCJC compliance recommendation (IB2-01).

Per the COA Plan, all faculty will assess a minimum of one CSLO for each section taught during the fall and spring semesters, while all campus services and student services departments will assess a minimum of one SSSLO or ASO each year. Assessments of SLOs are embedded in the program review processes for campus services, instructional programs, and student services and are reported on regularly through their respective program review cycles (IB2-02). Specifically, the program review forms for instruction, student services, and campus services each include an SLO section in which faculty or staff define their SLOs and report on their assessments, results, and how the findings were used to improve their course, program, or service (IB2-03, IB2-04, IB2-05). The program review process ensures regular and systematic review and assessment of SLOs for all campus services, instructional programs, and student services.

CSLOs are defined in the official COR, which is updated by faculty in CurricUNET as part of the curriculum review process and are included on all course syllabi (IB2-06). The SLO Handbook outlines the established process faculty use to assess their CSLOs each semester (IB2-07). CSLO assessments are entered by faculty into eLumen, which is the software program used by the College as an SLO database. In eLumen, CSLOs are mapped to PSLOs and institutional ISLOs to inform SLO assessments beyond the course level (IB2-08). The SLO Committee monitors CSLO participation and provides support to faculty as needed.

In addition to the mapping in eLumen, degree/certificate PSLOs and ISLOs are assessed using the Associate Degree and Certificate Assessment Plan (ADCAP), an annual survey of graduates that asks former students to respond to a series of questions assessing their attainment of PSLOs and ISLOs after completing their studies (IB2-09).

The College's baccalaureate degree program aligns its student learning outcomes with the ABFSE Standard 2.1 (IB2-10 p.9-3), which has a minimum set of prescribed outcomes regardless of level of degree.

3. 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

- The **Institution-Set Standards (ISS) for Student Achievement Report** (IB3-01) summarizes the processes and criteria used to establish ISS for student achievement and the metrics, which align with the College's mission. The report includes "floor" and "aspirational" goals to both monitor and challenge institutional performance.
- The **Biology Program Review Report Fall 2021** (IB3-02) demonstrates how ISS are integrated into the instructional program review (IPR) process as a means for maintaining continuous dialog on student achievement and demonstrates use of the metrics.
- The **Presentation on ISS** (IB3-03) shared in the Planning and Budget Committee (PBC) is an example of how the purpose of ISS is broadly shared and how awareness is maintained.
- The **PBC Meeting Minutes from 04-22-21** (IB3-04) provide evidence of ISS college priorities and show that dialog occurred regarding how to set appropriate standards and how to evaluate them annually.
- The **Academic Senate Meeting Minutes from 05-05-22** (IB3-05) are evidence that ISS are shared with faculty to ensure broad awareness of the institutional standards for student achievement.
- The **PAC Meeting Minutes from 04-28-22** (IB3-06) are evidence of the broad-based understanding and

dialog on ISS occurring in the College's primary shared governance group.

- The **Institutional Effectiveness Report (IER)** (IB3-07) is a comprehensive annual report that includes an analysis and evaluation of ISS. The IER is shared broadly with the campus and the Board of Trustees and posted on the Institutional Research and Planning (IRP) webpage.
- The **ACCJC Annual Report** (IB3-08) includes an analysis of the ISS in comparison to institutional performance.
- The **IRP Webpage** (IB3-09) includes published and publicly accessible links to the ISS for the Student Achievement Report.
- The **Accreditation Webpage** (IB3-10) includes published and publicly accessible links to the ACCJC Annual Reports, which include both ISS and the US Department of Education (ED) College Scorecard metrics.
- The **Cypress College ISS Dashboard** (IB3-11) visualizes the floor and aspirational ISS goals and shows five years of student achievement metrics.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 11.

The College has established processes and criteria to determine ISS for student achievement. The student achievement metrics for ISS include course success rates, degrees and certificates earned, transfer to four-year institutions, employment outcomes, and licensure exam pass rates (IB3-01). The standards align with the College's mission to provide "educational opportunities including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree," as well as "enhancing economic mobility, fostering equity, and enriching society." The College both monitors and challenges institutional performance by setting "floor" and "aspirational" targets for each ISS and maintains continuous dialog on performance through the IPR process (IB3-02) and regular presentations in Academic Senate, PBC, and PAC (IB3-03, IB3-04, IB3-05, IB3-06). The integration of the ISS into the IPR process and committee presentations ensures awareness and application of the metrics and provides venues for the necessary dialog and plans if targets are not met. The ISS are also evaluated in the annual IER and ACCJC Annual Reports (IB3-07, IB3-08), both of which are published on the College website (IB3-09, IB3-10).

At the time of the Institutional Self-Evaluation Report submission the ISS for course success rates and bachelor's degrees awarded fell below their respective standards (IB3-11). The College is currently discussing the ISS results with Academic Senate, PBC, and PAC and will create a response to address falling below standards.

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

Evidence of Meeting the Standard

- The **Guided Pathways Tableau Dashboard** (IB4-01) is an example of how the College's implementation of Guided Pathways has placed data at the forefront of its efforts. The widely used dashboard tracks key metrics on student progress and completion and allows for disaggregation by various subgroups.
- The **email to high unit students** (IB4-02) distributed by the Campus Communications Office is an example of how data informs institutional processes to support student achievement.
- The **Biology Program Review Report Fall 2021** (IB4-03) is evidence that departments review assessment data on course and program outcomes, student learning outcomes (SLOs), and equity, and that this data is used to inform changes to curriculum, program requirements, teaching practices, and other plans for improvements.

- The **Instructional Program Review (IPR) Tableau Dashboard** (IB4-04) is an example of how assessment data is made accessible to faculty to use for department planning.
- The **Student Services Program Review (SSPR) Survey** (IB4-05) is an example of how assessment data is collected for student support services.
- The **Veteran's Resource Center Program Review Spring 2022** (IB4-06) is an example of how assessment data is reviewed and used to inform program planning and improve student support services.
- The **Strategic Planning Retreats (Part I and Part II)** (IB4-07a, IB4-07b) included data-informed dialog to help inform institutional goals and strategies to support student learning and student achievement.
- The **2021-2024 Cypress College Strategic Plan** (IB4-08) was developed based on the data-informed dialog that occurred within the Strategic Planning Retreats.
- The **Student Equity and Achievement (SEA) Plan** (IB4-09) utilized data as a foundational element of the plan to identify student support for disproportionately impacted groups.
- The **Perkins V Core Indicator Data** (IB4-10a) is used to identify achievement gaps and guide the allocation of resources and plans as proposed in the **Workforce Development Funding Proposal Request for Perkins V and/or Strong Workforce FY2023-2024-2025 Application** (IB4-10b).

Analysis and Evaluation

The College meets the Standard.

The College's planning processes are grounded in data and are coordinated and implemented to support student success. This is shown in various ways including campus Guided Pathways efforts, program review processes, and large-scale plans, such as the Strategic Plan and SEA Plan.

The utilization of data to drive practice is exemplified in the College's implementation of Guided Pathways, which has placed data at the forefront of its efforts since its inception. The IRP Office has been instrumental in providing widely used Tableau dashboards to track key Guided Pathways metrics on student progress and completion by various subgroups and demographics (IB4-01). These data helped the College identify areas of inequity and barriers to student achievement which could be addressed by modifying institutional processes. Examples include the coordination of communication to students with a high number of units and encouraging them to meet with a counselor to determine if they have met their degree requirements (IB4-02), as well as the implementation of changes to counseling course offerings to help increase completion of comprehensive student educational plans.

Another area in which assessment data is utilized to inform planning is program review. During IPR, departments review assessment data on course and program outcomes, student learning outcomes, and equity to identify trends. This data is provided to faculty in their program review form and is available in an IPR Tableau Dashboard for on-demand access (IB4-03, IB4-04). The data is used to inform changes to curriculum, program requirements, teaching practices, and other plans for improvements, and is documented in the program review form. Student and campus services work with the IRP Office to distribute surveys to assess quality of service and/or use data collected internally within the department to inform their processes and practices to best support students. An analysis and reflection are included in their program review reports (IB4-05, IB4-06).

Finally, the College ensures large-scale plans, such as the 2021-2024 Strategic Plan, the SEA Plan, and Perkins V Plan, utilize data as a foundational element (IB4-07, IB4-08, IB4-09, IB4-10). The IRP Office works closely with the appropriate groups or committees to establish trackable, meaningful data metrics and to measure the short- and long-term progress on the metrics during the implementation of the plans.

Institutional Effectiveness

- 5. 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

- The **Instructional Program Review (IPR) Handbook** (IB5-01) documents the established and robust instructional program review process and its various components.
- The **Program Review Schedule** (IB5-02) ensures systematic and ongoing evaluations across all instructional, student services, and campus services areas.
- The IPR Form (see the **Biology Program Review Report Fall 2021** example, IB5-03) includes a comprehensive set of data that faculty analyze and evaluate to use for department planning, integrated goal setting, and requesting resources, and includes an assessment of how the College mission is being accomplished and supported within the department.
- The Student Services Program Review (SSPR) Form (see the **Veteran's Resource Center Program Review Spring 2022** example, IB5-04) includes data specific to the department or program goals and is used to assess quality of services, track progress on goals, identify areas for improvement, and request resources needed for continuous quality improvement, and includes an assessment of how the department or program mission aligns with and supports the College mission.
- The Campus Services Program Review (CSPR) Form (see the **Institutional Research and Planning Spring 2023 example**, IB5-05) includes data specific to the department or program goals and is used to assess quality of services, track progress on goals, identify areas for improvement, and request resources needed for continuous quality improvement, and includes an assessment of how the department or program mission aligns with and supports the College mission.

Analysis and Evaluation

The College meets the Standard.

The College has established robust program review processes that assess the accomplishment of the college mission, and evaluate goals, objectives, learning outcomes, and student achievement using both quantitative and qualitative measures (IB5-01). The program review processes follow a four-year staggered cycle to ensure systematic and ongoing evaluations across all instructional, student services, and campus services areas, with the exception of Career Technical Education (CTE) programs, which are reviewed every two years (IB5-02).

In IPR, departments are provided enrollment-related trends, course success rates, completion outcomes, student demographics, and equity measures, including disaggregation by course modality and various subpopulations. These data are evaluated by faculty and used for department planning, goal setting, and resource requests to make progress toward addressing identified gaps and improving student learning and achievement. Additionally, the program review process assesses how well the College is achieving its mission by explicitly asking faculty to describe how their department supports the College mission, contextualizing Institutional-Set Standards for student achievement with department data, and ensuring department goals align with the directions of the Strategic Plan (IB5-03).

Similarly, SSPR and CSPR processes utilize data specific to their program or department goals. This data is either gathered in collaboration with the Institutional Research & Planning Office or collected internally and

used to assess quality of services, track progress on goals, identify areas for improvement, and request resources needed for continuous quality improvement. The goal-setting process is intentionally aligned with campus plans and initiatives, and program and department staff must describe how their area supports the college mission, ensures equitable services, and serves students in various delivery methods (IB5-04, IB5-05).

During the 2023-24 academic year, the IPR and CSPR will be implementing an annual update. The annual update will allow for more standardized reporting on department or program goal progress and ensuring resource requests are aligned to achieve department or program goals.

6. 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

- The **Student Equity and Achievement (SEA) Plan** (IB6-01) used disaggregated student outcome data to identify equity gaps and subsequently identified goals, strategies, and resources needed to mitigate the gaps.
- The **Guided Pathways Plan** (IB6-02a) relied heavily on disaggregated data (see **Guided Pathways Dashboard screenshots**, IB6-02b) to inform plans, resource allocations, and to ensure the work remains grounded in equity.
- The Title V Completion Teams regularly review disaggregated data, as seen in the **08-30-22 Title V Faculty Coaches Meeting presentation** (IB6-03), to inform plans to support students and close achievement gaps within their divisions.
- The **Guided Pathways Steering Committee 04-19-22 presentation** (IB6-04) is an example of disaggregated data and achievement gaps being shared and discussed in the context of institutional support and resource allocation.
- The **Title V Hispanic Serving Institution (HSI) Grant Metrics** (IB6-05) are an example of specific metrics and targets tied to equity and student success and are linked to the allocation of resources specified in the Title V HSI grant.
- The **Institutional Effectiveness Report (IER)** (IB6-06) is an annual report that includes a high-level overview of demographic trends and student outcomes, each disaggregated by various subpopulations, and includes institutional effectiveness, planning, and accreditation updates.
- The **04-25-23 Board of Trustees Meeting Minutes** (IB6-07) document the President's State of the College presentation in which the Institutional Effectiveness Report is presented.
- The Instructional Program Review (IPR) Form (see the **Biology Program Review Report Fall 2021** example, IB6-08a) includes comprehensive disaggregated data that is evaluated and used to set goals, which are subsequently linked to resource requests. Starting in fall 2022, the IPR form includes a Guided Pathways section with disaggregated data for instructional programs to analyze and reflect upon (see the **Hospitality, Restaurant, and Culinary Program Review Report Fall 2022**, IB6-08b).
- The Student Service Program Review (SSPR) Form (see the **Veteran's Resource Center Program Review Spring 2022** example, IB6-09) includes equity-related data that is evaluated and used to set goals, which are subsequently linked to resource requests.
- The **Faculty Hiring Prioritization Request Form** (IB6-10) is an example of how data and program review are utilized in resource allocation decision-making.
- The **One-Time Funding Request Form** (IB6-11) is an example of how data and program review are utilized in resource allocation decision-making.

Analysis and Evaluation

The College meets the Standard.

The College disaggregates and analyzes learning outcomes data to identify and address gaps across various student subpopulations including but not limited to ethnicity, gender, disability status, veteran status, financial aid recipient, and foster youth status. In addition, there are several processes in place to implement strategies and allocate resources to mitigate the identified gaps.

One example is the process for developing the College's SEA Plan, which begins with the SEA Plan Work Group reviewing disaggregated student outcomes data. After reviewing the data, the SEA Work Group identifies goals, strategies, and resources needed to mitigate equity gaps and documents them in the SEA Plan (IB6-01).

The College's implementation of Guided Pathways followed a similar process in that it relied heavily on disaggregated data to inform plans and ensure this work remains grounded in equity (IB6-02). Disaggregated data is reviewed regularly at Completion Teams meetings and at Guided Pathways Steering Committee meetings to evaluate progress and identify areas in which additional efforts and resources are needed (IB6-03, IB6-04). Additionally, the College has specific metrics and targets tied to equity, driven by our Title V HSI grant that focuses on Guided Pathways, to help ensure gaps are closing (IB6-05).

Institution-wide reports such as the annual IER include an overview of demographic trends and student outcomes, each disaggregated by various subpopulations (IB6-06). This report is shared broadly with the campus as well as with the NOCCCD Board of Trustees (IB6-07) and provides a high-level examination of institutional data with an equity lens.

Finally, program review is a core process for identifying and addressing gaps through equity data, particularly with its utilization in various resource allocation processes. Question 8 of the IPR form specifically asks departments to identify equity gaps and discuss strategies to improve success rates for impacted student groups. As seen in the instructional, student services, and campus services program review forms, data is examined to inform goal setting, which is subsequently linked to resource requests (IB6-08, IB6-09).

The College ensures resource allocation processes are driven by program review. Specifically, processes such as Faculty Hiring Prioritization and One-Time Funding require program review as an evaluative component of their request (IB6-10, IB6-11).

7. 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 **Cypress College Governance and Decision-Making Handbook** (IB7-01a) documents the shared governance and decision-making processes and provides evidence that each campus governance group is expected to conduct an annual evaluation (see **Annual Committee Self-Evaluation form**, IB7-01b) of its effectiveness.
- The **12-02-19 Planning and Budget Committee (PBC) Meeting Minutes** (IB7-02) provide evidence of the dialog and review of the One-Time Funding process.

- The **One-Time Funding Requests Memo** (IB7-03) summarizes the changes made based on the evaluation of the One-Time Funding Request process in the PBC.
- The **05-06-21 PBC Meeting Minutes** (IB7-04) document the approval of the revised Faculty Hiring Prioritization process based on the evaluation of the subcommittee.
- The **05-13-21 President’s Advisory Council (PAC) Meeting Minutes** (IB7-05) document the approval of the revised Faculty Hiring Prioritization process based on the evaluation of the subcommittee.
- The **Faculty Hiring Prioritization Process Memo** (IB7-06) is evidence of the revised process and forms being implemented the following year.
- The **Employee Campus Climate Survey** (IB7-07) is conducted every two years. A key component of the survey is to evaluate the perceived effectiveness of planning, shared governance, and decision-making.
- The **COVID-19 Student Needs Survey** (IB7-08) is an example of an assessment of student support intended to guide the allocation of resources to best meet the identified needs of students during the pandemic.
- The **Outdoor Study Space** (see **media release**, IB7-09) was established in response to student needs identified in the COVID-19 Student Needs Survey.
- The **Program Review Schedule** (IB7-10) shows the regular evaluation of all areas of the College.
- The **Student Services Program Review (SSPR) Survey** (IB7-11) is an example of how student support is assessed through the program review cycle.
- The **Instructional Program Review (IPR) Process Evaluation** (IB7-12) is an example of how the program review process is evaluated.
- The **Funeral Service Program Review Report Fall 2022** (IB7-13) confirms that the baccalaureate degree participates in the College’s program review process.

Analysis and Evaluation

The College meets the Standard.

The Board of Trustees establishes the policies for the District and College. For information on the regular evaluation of board policies, including the policy review cycle, please see IV.C.7. The College implements board policies through procedures and practices which it regularly reviews using large-scale surveys and program review. In spring 2023, the College approved a Governance and Decision-Making Handbook that documents the shared governance process and related procedures at the College. The handbook specifically includes a section stating that all committees are expected to be assessed annually to assess functionality and effectiveness (e.g., resource management) in support of the College mission (IB7-01a). The Accreditation Steering Committee piloted the Annual Committee Self-Evaluation form at the end of the spring 2023 semester and identified two key opportunities for improving procedures and processes (IB7-01b). This will be expanded to all committees in spring 2024.

In some cases, specific decision-making and resource allocation processes are evaluated within a committee or subcommittee. For example, in the PBC, the One-Time Funding process was reviewed and discussed by committee members (IB7-02). This evaluation resulted in meaningful changes, including a more direct link to program review and the removal of request limits to improve the process (IB7-03). Another example is the Faculty Hiring Prioritization process, which was reviewed by a subcommittee of the Faculty Hiring Prioritization Committee to make improvements and to formally document the process. The changes and documentation from the evaluation were shared with PBC and PAC for approval, and the revised, improved process was implemented the following year (IB7-04, IB7-05, IB7-06).

On a larger scale, the College conducts an Employee Campus Climate Survey every two years (IB7-07). The

survey includes a series of questions that specifically address the effectiveness of planning, shared governance, and decision making. The results are disaggregated by employee type to identify potential group differences and to identify specific areas for improvements.

The College also administered a series of large-scale student and employee surveys in response to the COVID-19 pandemic. The purpose of these surveys was to determine student and employee needs and to guide the allocation of resources to best meet these needs (IB7-08). For example, the student survey results indicated that students needed a quiet place to do their schoolwork during the pandemic. In response to this finding, the College developed an outdoor study space that students could utilize (IB7-09).

Also, program review ensures instructional programs, student services, and campus services are regularly evaluated (IB7-10). An example is through SSPR Surveys, in which feedback is gathered from students on the processes and services provided by a program to support students. Additionally, the program review process itself is continuously being evaluated through the committees. Specifically, the program review forms are reviewed and revised with improvements each year, and the program review process itself is evaluated to gather feedback from departments who have participated in the process to assess its effectiveness. Changes are made to the processes accordingly (IB7-11, IB7-12).

The College has integrated the baccalaureate degree into all evaluative processes. Any program reviews or funding requests are completed by Mortuary Science faculty to ensure resource allocation and support services meet the unique aspects and requirements of the program (IB7-13).

8. 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

- The **Institutional Effectiveness Report (IER)** (IB8-01) is a broadly shared annual report summarizing various effectiveness measures related to institutional performance and planning to support the College mission, vision, and core values. It is shared with the Board of Trustees and published on the Institutional Research and Planning (IRP) Office webpage for public accessibility.
- The **Instructional Program Review Committee (IPRC) Annual Report** (IB8-02a) provides a high-level summary of thematic strengths and challenges that arose out of program review reports completed during the cycle year. The IPRC Annual Report is shared with faculty at Academic Senate (see **04-27-23 Academic Senate Minutes**, IB8-02b) and in shared governance groups, such as the President's Advisory Council (PAC), **05-11-23 PAC Minutes**, IB8-02c).
- The Instructional Program Review Annual Report, Student Services Program Review reports, and Campus Services Program Review reports are broadly available on the **Program Review webpage** (IB8-03). Department Instructional Program Review reports are available to the college community through the IPRC SharePoint.
- The **AB 705 Reports** (see **Math Validation**, IB8-04a and **English Validation** IB8-04b) are examples of evaluative reports that assessed and communicated the positive impact of changes to curricular practices on student success and resulted in changes to institutional priorities and practices. The reports and the implications of the data were shared with the Academic Senate (see **03-10-22 Academic Senate Minutes**, IB8-04c).
- The **Employee Campus Climate Survey** (IB8-05) includes a section asking employees to indicate their perceived strengths and weaknesses of the College; results are summarized and shared broadly to help

inform institutional priorities.

- The **IRP Webpage** (IB8-06) houses various evaluative reports that can be accessed by both internal and external stakeholders, such as data on AB 705 and large-scale survey results on campus climate, employment outcomes, and COVID-19 needs assessments.
- The **Opening Day Events** (see the **Opening Day Agenda Spring 2023**, IB8-07) are campuswide events in which important updates and information are shared with the campus community.
- The State of the College Presentation to the Board (documented in the **03-22-22 Board of Trustees Minutes**, IB8-08) is an annual presentation given by the President that highlights the College's strengths, progress on key metrics, and institutional priorities.
- The **Leadership Team Meeting on Guided Pathways** (IB8-09) is an example of the engagement around this initiative to discuss campus priorities, strengths, and challenges through data-driven discussions as the implementation of Guided Pathways continues.
- The **Strategic Plan Retreats Part I** (IB8-10a) **and Part II** (IB8-10b) are examples of campuswide events that bring the College together to discuss both the strengths and weaknesses of previous years and to plan and set goals for continued improvement.
- The **Cypress College Strategic Plan 2021-2024** (IB8-11) broadly communicates institutional priorities to both internal and external stakeholders.

Analysis and Evaluation

The College meets the Standard.

The College broadly communicates the results of assessment and evaluation activities in a variety of ways to both internal and external stakeholders. The communication occurs through the distribution of large-scale reports such as the IER and IPRC Annual Report (IB8-01, IB8-02), as well as through area-specific reports such as instructional, student services, and campus services program review reports (IB8-03), AB 705 reports (IB8-04), and survey results (IB8-05), all of which are accessible through the IRP webpage (IB8-06). In addition to reports, communication occurs through presentations at Opening Day and the State of the College (IB8-07, IB8-08), and at gatherings such as Leadership Team Meetings and the Strategic Planning Retreats (IB8-09, IB8-10), which lead to the development of the Cypress College Strategic Plan 2021-2024 (IB8-11). These reports, presentations, and gatherings ensure that the College uses data-supported discussions to establish institutional priorities with a mutual understanding of institutional strengths and weaknesses.

See I.B.3 for a discussion on how the College evaluates and communicates Institution-Set Standards (ISS) to identify institutional strengths and weaknesses.

- 9. 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)**

Evidence of Meeting the Standard

- The **Cypress College Strategic Plan 2021-2024** (IB9-01) is the College's primary planning document that outlines broad based short-term and long-term goals leading toward the accomplishment of its mission and improved institutional effectiveness. It is grounded in both the district and college missions, integrated with other plans, processes, and decision making, and includes an evaluation plan to ensure progress.

- The **Cypress College Strategic Plan 2017-2020** (IB9-02) is the College’s previous strategic plan, demonstrating that integrated strategic planning occurs regularly on a three-year cycle.
- The **Cypress College Strategic Plan 2017-2020 Annual Evaluations** (IB9-03) is evidence of the systematic evaluation of the planning process documenting progress on the various goals.
- The **Cypress College Strategic Planning Retreats Part I** (IB9-04a) **and Part II** (IB9-04b) were well-attended collegewide events that were foundational in the development of the Cypress College Strategic Plan 2021-2024, and were the basis for data-informed discussions, goal setting, and planning. The **Strategic Planning Retreat Breakout Session Activity Spreadsheet** (IB9-04c) documents the level of participation from college constituents with each group tab listing the group members’ names in row 3.
- The **North Orange County Community College District (NOCCCD) Educational and Facilities Master Plan (EFMP) 2020-2030** (IB9-05) is the districtwide long-range plan that serves as the framework for the Cypress College Strategic Plan 2021-2024, demonstrating the integration of planning processes.
- The **Instructional Program Review (IPR) Form** (see the **Biology Program Review Report Fall 2021**, IB9-06) demonstrates that the program review process is linked to the College’s Strategic Plan by ensuring that department goals align with the strategic directions and are related to resource allocation requests including human, physical, technology, and financial resources.
- The **Student Services Program Review (SSPR) Form** (see the **Veteran’s Resource Center Program Review Spring 2022**, IB9-07) demonstrates that the program review process aligns with the College’s Strategic Plan and other institutional plans by ensuring that department goals are linked with institutional plans and with resource allocation requests including human, physical, technology, and financial resources.
- The Campus Services Program Review (CSPR) Form (see the **Institutional Research and Planning Spring 2023**, IB9-08) demonstrates that the program review process aligns with the College’s Strategic Plan and other institutional plans by ensuring that department goals are linked with institutional plans and resource allocation requests including human, physical, technology, and financial resources.
- The **One-Time Funding Process** (IB9-09) is an example of a fiscal resource allocation process that is tied to strategic planning and program review.
- The **Faculty Hiring Prioritization Process** (IB9-10) is an example of a human resource allocation process tied to strategic planning and program review.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 19.

The College engages in continuous, broad-based, systematic evaluation and planning, as evidenced by several comprehensive institutional planning efforts. The Cypress College Strategic Plan 2021-2024 is the College’s primary planning document that outlines short-term and long-term goals leading toward the accomplishment of the mission and to improving institutional effectiveness (IB9-01). This plan was preceded by the Cypress College Strategic Plan 2017-2020 (IB9-02), which was annually evaluated for progress through a comprehensive process (IB9-03). The development of the current plan was based on information gathered at two well-attended collegewide Strategic Planning Retreats, which included discussion of data and institutional priorities to inform the goals documented within the plan (IB9-04). The strategic planning process occurs on a three-year cycle, annually evaluated, and is guided by the five strategic directions outlined in the NOCCCD EFMP 2020-2030 (IB9-05). Beyond integration with district-level plans, the Cypress College Strategic Plan 2021-2024 is integrated into the College’s program review processes (IB9-06, IB9-07, IB9-08), as well as other resource allocation processes (IB9-09, IB9-10).

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

The College’s accomplishment of academic quality and institutional effectiveness is demonstrated through evidence of collegial, substantive, and continuous dialog about student equity and achievement, assessments of student learning outcomes across all areas of the College, and through Institution-Set Standards for student achievement that are in alignment with the college mission. Additionally, data is used as a key element in planning, decision making, and resource allocation; disaggregated data is regularly examined to ensure equity remains at the forefront of these processes. In pursuit of continuous improvement, the College regularly evaluates and modifies its processes and practices to improve institutional effectiveness and to accomplish its mission.

Improvement Plan(s)

The College Outcomes Assessment (COA) Plan has provided much needed structure and accountability for the College in defining and assessing its student learning outcomes (SLOs). However, due to the pandemic and staffing changes, campus services have not consistently assessed their student learning outcomes (i.e., administrative unit outcomes [AUOs]). The campus services areas need to revisit their AUOs to ensure they are applicable and measurable outcomes. Then, the College needs to identify a body to review the campus services’ program reviews, which includes the SLO assessments, for accountability and continuous improvement.

The Accreditation Steering Committee (ASC) is currently charged with the accreditation self-evaluation process and annual reporting. Through the current self-evaluation process, the College identified a need for the committee to expand its work beyond the institutional self-evaluation report. There is a need for a governance group to lead the implementation of the Governance and Decision-Making Handbook for consistent and transparent decision making, to oversee improvement plans, ACCJC recommendations (if needed), and Quality Focus Essay ideas for ongoing improvement, and to create an integrated planning manual to increase constituency understanding of the College’s processes and plans. For this reason, the ASC will propose that the Accreditation Steering Committee become the Accreditation and Institutional Effectiveness Committee, which will carry out the aforementioned work throughout the accreditation cycle.

Evidence List

Standard I.B Academic Quality and Institutional Effectiveness Evidence List	Website Link
IB1-01 Instructional Program Review Handbook	IB1-01
IB1-02 Student Services Program Review Purpose, Mission, and Membership	IB1-02
IB1-03 Program Review Schedule	IB1-03
IB1-04 Biology Program Review Report Fall 2021	IB1-04
IB1-05 Veteran’s Resource Center Program Review Spring 2022	IB1-05
IB1-06 Institutional Research and Planning Program Review Spring 2023	IB1-06
IB1-07 President’s Advisory Cabinet Minutes 04-14-22	IB1-07
IB1-08 President’s Advisory Cabinet Minutes 03-25-21	IB1-08
IB1-09 Academic Senate Minutes 05-18-23	IB1-09
IB1-10 President’s Advisory Cabinet Minutes 12-08-22	IB1-10
IB1-11a Strategic Planning Retreat Part I Presentation	IB1-11a
IB1-11b Strategic Planning Retreat Part II Presentation	IB1-11b
IB1-12 Completion Team Meetings Presentation	IB1-12
IB1-13 Leadership Team Meeting on Guided Pathways Presentation	IB1-13
IB1-14 Spring 2023 Flex Day Program	IB1-14

IB1-15 Black Lives Matter Taskforce Recommendations Report	IB1-15
IB1-16a Black Faculty and Student Association Report 11-22-21	IB1-16a
IB1-16b Black Faculty and Student Association Cypress College Updates	IB1-16b
IB2-01 College Outcomes Assessment Plan	IB2-01
IB2-02 Program Review Schedule	IB2-02
IB2-03 Biology Program Review Report Fall 2021	IB2-03
IB2-04 Veteran's Resource Center Program Review Spring 2022	IB2-04
IB2-05 Institutional Research and Planning Program Review Spring 2023	IB2-05
IB2-06 ACCT 011 C Course Outline of Record	IB2-06
IB2-07 Student Learning Outcomes Handbook	IB2-07
IB2-08 eLumen Access Instructions	IB2-08
IB2-09 Associate Degree and Certificate Assessment Plan Survey	IB2-09
IB2-10 American Board of Funeral Service Education Standards	IB2-10
IB3-01 Institution-Set Standards for Student Achievement Report	IB3-01
IB3-02 Biology Program Review Report Fall 2021	IB3-02
IB3-03 Institution-Set Standards Presentation	IB3-03
IB3-04 Planning and Budget Committee Minutes 04-22-21	IB3-04
IB3-05 Academic Senate Minutes 05-05-22	IB3-05
IB3-06 President's Advisory Council Minutes 04-28-22	IB3-06
IB3-07 Institutional Effectiveness Report 2022-2023	IB3-07
IB3-08 ACCJC Annual Report	IB3-08
IB3-09 Institutional Research & Planning Webpage	IB3-09
IB3-10 Accreditation Webpage	IB3-10
IB4-01 Guided Pathways Tableau Dashboard Screenshot	IB4-01
IB4-02 Email to Students with High Units 06-01-23	IB4-02
IB4-03 Biology Program Review Report Fall 2021	IB4-03
IB4-04 Instructional Program Review Dashboard	IB4-04
IB4-05 Student Services Program Review Survey Results – VRC	IB4-05
IB4-06 Veteran's Resource Center Program Review Spring 2022	IB4-06
IB4-07a Strategic Planning Retreat Part I Presentation	IB4-07a
IB4-07b Strategic Planning Retreat Part II Presentation	IB4-07b
IB4-08 2021-2024 Cypress College Strategic Plan	IB4-08
IB4-09 Student Equity and Achievement Plan	IB4-09
IB4-10a Perkins V Core Indicator Data Screenshot	IB4-10a
IB4-10b Workforce Development Funding Proposal Request for Perkins V and/or Strong Workforce FY2023-2024-2025 Application	IB4-10b
IB5-01 Instructional Program Review Handbook	IB5-01
IB5-02 Program Review Schedule	IB5-02
IB5-03 Biology Program Review Report Fall 2021	IB5-03
IB5-04 Veteran's Resource Center Program Review Spring 2022	IB5-04
IB5-05 Institutional Research and Planning Program Review Spring 2023	IB5-05
IB6-01 Student Equity and Achievement Plan	IB6-01
IB6-02a Guided Pathways Plan	IB6-02a
IB6-02b Guided Pathways Dashboard Screenshots	IB6-02b
IB6-03 Title V Coaches 08-30-22 Meeting Presentation	IB6-03

IB6-04 Guided Pathways Steering Committee 04-19-22 Presentation	IB6-04
IB6-05 Title V Hispanic Serving Institution Grant Metrics	IB6-05
IB6-06 Institutional Effectiveness Report 2022-2023	IB6-06
IB6-07 NOCCCD Board of Trustees Minutes 04-25-23	IB6-07
IB6-08a Biology Program Review Report Fall 2021	IB6-08a
IB6-08b Hospitality, Restaurant, and Culinary Arts Program Review Report fall 2022	IB6-08b
IB6-09 Veteran's Resource Center Program Review Spring 2022	IB6-09
IB6-10 Faculty Hiring Prioritization Request Form	IB6-10
IB6-11 One-Time Funding Request Form	IB6-11
IB7-01a Cypress College Governance and Decision-Making Handbook	IB7-01a
IB7-01b Annual Committee Self-Evaluation Form	IB7-01b
IB7-02 Planning and Budget Committee Minutes 12-02-19	IB7-02
IB7-03 One-Time Funding Request Memo	IB7-03
IB7-04 Planning and Budget Committee Minutes 05-13-21	IB7-04
IB7-05 President's Advisory Cabinet Minutes 05-13-21	IB7-05
IB7-06 Faculty Hiring Prioritization Process Memo	IB7-06
IB7-07 Employee Campus Climate Survey	IB7-07
IB7-08 COVID-19 Student Needs Survey	IB7-08
IB7-09 Outdoor Study Space Media Release	IB7-09
IB7-10 Program Review Schedule	IB7-10
IB7-11 Student Services Program Review Survey	IB7-11
IB7-12 Instructional Program Review Process Evaluation	IB7-12
IB7-13 Funeral Service Program Review Report Fall 2022	IB7-13
IB8-01 Institutional Effectiveness Report 2022-2023	IB8-01
IB8-02a Instructional Program Review Committee Annual Report	IB8-02a
IB8-02b Academic Senate Minutes 04-27-23	IB8-02b
IB8-02c President's Advisory Cabinet Minutes 05-11-23	IB8-02c
IB8-03 Cypress College Program Review Webpage	IB8-03
IB8-04a AB 705 Math Validation Report	IB8-04a
IB8-04b AB 705 English Validation Report	IB8-04b
IB8-04c Academic Senate Minutes 03-10-22	IB8-04c
IB8-05 Employee Campus Climate Survey	IB8-05
IB8-06 Institutional Planning & Research Office Webpage	IB8-06
IB8-07 Opening Day Agenda Spring 2023	IB8-07
IB8-08 NOCCCD Board of Trustees Minutes 03-22-22	IB8-08
IB8-09 Spring 2022 Leadership Team Guided Pathways Presentation	IB8-09
IB8-10a Strategic Planning Retreat Part I Presentation	IB8-10a
IB8-10b Strategic Planning Retreat Part II Presentation	IB8-10b
IB8-11 Cypress College Strategic Plan 2021-2024	IB8-11
IB9-01 Cypress College Strategic Plan 2021-2024	IB9-01
IB9-02 Cypress College Strategic Plan 2017-2020	IB9-02
IB9-03 Cypress College Strategic Plan 2017-2020 Annual Evaluations	IB9-03
IB9-04a Strategic Planning Retreat Part I Presentation	IB9-04a
IB9-04b Strategic Planning Retreat Part II Presentation	IB9-04b

IB9-04c Strategic Planning Retreat Breakout Session Activity Spreadsheet	IB9-04c
IB9-05 NOCCCD Educational and Facilities Master Plan	IB9-05
IB9-06 Biology Program Review Report Fall 2021	IB9-06
IB9-07 Veteran’s Resource Center Program Review Spring 2022	IB9-07
IB9-08 Institutional Research and Planning Program Review Spring 2023	IB9-08
IB9-09 One-Time Funding Process	IB9-09
IB9-10 Faculty Hiring Prioritization Process	IB9-10

C. Institutional Integrity

- 1. 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

- The **College Website** (IC1-01) is the primary vehicle for informing the public and community about the College’s educational programs, mission statement, and student support services. Documents, such as the college catalog and schedule, are available via the website.
- The **Career Education Website** (IC1-02) was created to provide clear and consistent information for programs that fall under Career Education (CE) Taxonomy of Programs (TOP) codes.
- The **10-05-22 Accreditation Steering Committee minutes** (IC1-03) document the website restoration process.
- The **Cypress College Identity Guide** (IC1-04) and **Editorial Style Guide** (IC1-05) provide the approval and review process for publications, along with details on the use of color, logos, language, names, and abbreviations to maintain a consistent voice, style, and brand.
- **Instructional** (IC1-06), **Campus Services** (IC1-07), **Student Services** (IC1-08), and **Specialized Instructional** (IC1-09) **Program Review forms** contain a publications review, prompting all areas to review their webpage and publications for accuracy and make necessary corrections or updates.
- The **Office of Campus Communications Web Change Request Form** (IIC1-10) is the means that employees use to update the website, as exemplified in this **email exchange** between the Web Content Specialist, Cari Jorgensen, and the Articulation Officer, Jacquelyn Rangel (IIC1-11).
- The **College’s website footer** (IC1-12) employs a single click to the Accreditation webpage on every webpage.
- The **Accreditation webpage** (IC1-13) provides information on the College’s accreditation status and its programmatic accreditations, which are reemphasized on the programs’ pages, such as the **Nursing program** (IC1-14) and the **Radiologic Technology program** (IC1-15) pages.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 20.

Since the prior accreditation cycle, the College has worked on improving the local processes that ensure the accuracy and integrity of information provided to students and the public on the website by reorganizing and relaunching the College website (IC1-01), and by creating a careers-focused site (IC1-02) in 2018. The new sites ended a distributive model of information ownership, replacing it with a single-contact point with the

Web Content Specialist. This has ensured consistency in formatting and eliminated duplicate and inconsistent content. In January 2022, the College suffered a data breach resulting in over 6,000 broken links on the website. To rebuild the website, the Web Content Specialist has focused on restoring document links from 2019 to present (IC1-03).

For additional clarity, accuracy, and integrity of information, the Office of Campus Communications introduced a revised identity guide (IC1-04) and a new Editorial Style Guide (IC1-05).

All campus service units, instructional programs, and student services regularly review the website and other publications through the program review process, described in more detail in I.C.5 (IIC1-06 to IC1-09). However, website updates can be made at any time, as needed (IIC1-10, IIC1-11).

The College's website provides accurate information to students and the public about its accreditation status (IC1-12 to IC1-15) as the accreditation information is monitored by the Accreditation Liaison Officer (ALO) and Accreditation Faculty Chair (AFC). In spring 2023, the Instructional Program Review Committee added question 27 to the Program Review Form (IC1-06) to prompt CTE programs to review and update their accreditation status.

Please see I.C.2 for evidence on the College Catalog content, including student learning outcomes and review processes. Please see I.C.3 for evidence on public information on student achievement.

2. 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

- The **NOCCCD Catalog Timeline** (IC2-01) outlines the catalog development process.
- The **College catalog** (see standalone evidence document) contains the requisite information per Eligibility Requirement 20.
- The **Catalog Office Hours email** to the Language Arts division (IC2-02) describes the office hours that David Soto, the district project manager assigned to the catalog, implemented at the College for catalog corrections and updates.
- **NOCCCD Board Policy 4020** (IC2-03) establishes the program and curriculum development process which informs the catalog.
- The **03-06-23 Student Services Council Meeting Notes** (IC2-04) show the catalog review that student services conducted.
- The **02-15-23 Accreditation Steering Committee minutes** (IC2-05) document College discussions about improving the catalog development and review process.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 20.

The District and College share the responsibility of providing an annual online catalog for students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (IC2-01). To ensure that the catalog accurately reflects the courses and programs offered by the College, the College provides information via the Curriculum Committee and the Office of the Vice President of Instruction, and in consultation with deans, division office managers, and department

coordinators (IC2-02), and adheres to NOCCCD Board Policy 4020 (IC2-03) guidelines. 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 (IC2-04).

The College will revisit the catalog and schedule production processes to improve local control and communication related to content and updates. In the hopes of improving efficiency, changes in the production process were made subsequent to the last accreditation cycle with the goal of facilitating an evolution to digital-first documents, and as a result of staff retirements. Results from these changes have been mixed and discussions are underway to return control and responsibility back to the College to address concerns with content and widespread participation (IC2-05). (See also Improvement Plan(s).)

3. 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

- **Administrative Procedure (AP) 3225** (IC3-01) states that the District shall publicly post measurable goals in four areas, one of which is student performance and outcomes.
- The College produces, presents, and publishes online an annual **Institutional Effectiveness Report** (IER) (IC3-02), which includes student achievement data and analysis of its meaning, specifically in Chapter 2. The IER is presented to the Board of Trustees and to the public as a part of the annual State of the College report, as described in the **03-24-22 News Release** (IC3-03).
- The **Institution-Set Standards (ISS)** (IC3-04), published on the Institutional Effectiveness webpage, are reviewed annually by the Planning and Budget Committee (PBC) and publicly reported via the **ACCJC Annual Report** (IC3-05), published on the Accreditation webpage.
- The **Associate Degree and Certificate Assessment Plan (ADCAP) report** (IC3-06) communicates the achievement of Institutional Student Learning Outcomes (ISLOs) and Program Student Learning Outcomes (PSLOs) for students who earned degrees or certificates; it is published online.
- The **Institutional Research & Planning (IRP)** office publishes on their **webpage** (IC3-07) student achievement and learning reports or survey results, such as the Associate Degrees for Transfer, AB 705 Math and English Validation Reports, and the CTE Employment Outcomes Survey.
- **Tableau Dashboards, such as Guided Pathways** (IC3-08), **Enrollment and Course Details** (IC3-09), and **Mind the Gap Student Equity** (IC3-10) present a variety of student achievement data.
- The “Digging Into Our Data: Tableau Dashboards for Faculty” presentation on the **Spring 2019 Flex Day schedule** (IC3-11) shows that the IRP office trains faculty on how to access and use Tableau Dashboards.
- The **California Community Colleges Chancellor’s Office (CCCCO) Data Mart** (IC3-12) provides data on students, courses, student services, outcomes, faculty, and staff.
- The **Cal-PASS Plus LaunchBoard** (IC3-13), a statewide data system supported by the CCCCCO and hosted by Cal-PASS Plus, provides data to California community colleges on progress, employment, and earnings outcomes for both Career Technical Education (CTE) and non-CTE pathways.
- Program Review forms, such as the **Instructional Program Review (IPR)** (IC3-14) and **Student Services Program Review (SSPR)** (IC3-15) forms, populated with data from the IRP, disseminate and document assessment of student learning for evaluation.
- The **Instructional Program Review Committee (IPRC)** publishes an **annual report** (IC3-16) that includes overall recommendations based on student learning outcomes.
- Completed Student Services program reviews, posted on the **Program Review webpage** (IC3-17) provide Student Services Student Learning Outcome (SSSLO) results and proposed changes based on the results.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 19.

As per AP 3225 (IC3-01) and to ensure academic quality, the College IRP collects, analyzes, and publishes student achievement data (IC3-02 to IC3-07). In addition to making this information public via the College website, the President presents an annual State of the College report to the Board (IC3-03). Internally, all College employees have access to student achievement data through Tableau dashboards (IC3-08 to IC3-11), while externally, all have access to data through the CCCCO Data Mart (IC3-12) and Cal-Pass Plus LaunchBoard (IC3-13).

Through program review, faculty and staff within instructional and student services programs regularly review student achievement and student learning data, including Course Student Learning Outcomes, PSLO or SSSLO assessment results (IC3-14, IC3-15). Once completed, all reports are made public online (IC3-16, IC3-17).

4. 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 Career Education website provides a standardized template for each Career Technical Education (CTE) certificate, degree, and transfer option, including an overview, FAQs, faculty information, degrees & certificates, and prerequisites and requirements. This program-level page also contains admission requirements when different from the College admission requirements, as seen in the **Nursing program's webpage** (IC4-01), and a link to create a **personalized program brochure** like this Test Brochure (IC4-02).
- All programs' webpages contain each discipline's purpose, what students will study, catalog link, careers and salary, and faculty information as shown in the **Ethnic Studies webpage** (IC4-03).
- All programs' webpages include a link to Program Mapper, like these for the **Associate in Arts for Transfer (AA-T) in Theatre Arts** (IC4-04) and the **Certificate of Achievement in Digital Illustration** (IC4-05), which outline the course sequences.
- The College catalog provides degree and certificate pages containing the purpose, content, and course requirements for each award, as exemplified in the **Bachelor of Science (B.S.) in Funeral Service degree page** (IC4-06), the **Associate in Science Degree for Transfer (AS-T) in Biology degree page** (IC4-07), and the **ESL Milestone Certificate - Pathway in Aviation and Travel Careers certificate page** (IC4-08).
- All departments' catalog pages include a section for the Department PSLOs, as seen on the **Administration of Justice's program page** (IC4-09).
- As demonstrated by the **Degree/Certificate PSLOs pages from the SLO handbook** (IC4-10), all programs must now create Degree and Certificate PSLOs. As these PSLOs are approved through the curriculum process, they will appear in the degree or certificate's catalog page, as seen on the **Communication Studies Associate in Arts Degree for Transfer page** (IC4-11).

Analysis and Evaluation

The College meets the Standard.

All students, potential students, employees, and others can rely upon the website (IC4-01 to IC4-05) and catalog (IC4-06 to IC4-11), noted in Standards I.C.1 and I.C.2, to find accurate information about each

certificate and degree's purpose, content, course requirements, and expected learning outcomes. For learning outcomes, every department has general learning outcomes, called Department PSLOs, which are published on the program's catalog page (IC4-09). All degrees and certificates are creating or revising their degree and certificate PSLOs as they complete their full program reviews. Upon completion of the full four-year program review cycle (Fall 2027), all programs will also have published Degree and Certificate PSLOs on their catalog pages (IC4-10, IC4-11).

5. 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

- The **Board Policy and Administrative Procedure Review Cycle** (IC5-01) documents regular policy review.
- The **Program Review schedule** (IC5-02) displays the regular program review cycle for all areas.
- **Instructional** (IC5-03), **Campus Services** (IC5-04), **Student Services** (IC5-05), and **Specialized Instructional** (IC5-06) **Program Review forms** guide all areas of the College in comprehensive review.
- One purpose of creating the **Governance and Decision-Making Handbook** (IC5-07a) was to establish a process to review and update shared governance procedures, using an **Annual Committee Self-Evaluation form** (IC5-07b).
- The **05-17-23 Accreditation Steering Committee (ASC) Minutes** (IC5-08) document the pilot of the committee's self-evaluation and the committee's ideas for improving the process.
- The **Curriculum Committee Training Guide** (IC5-09), **Instructional Program Review Handbook** (IC5-10), and **SLO Handbook** (IC5-11) are examples of committee manuals. The Instructional Program Review and SLO handbooks have been recently revised. For the Curriculum Committee Training Guide, the committee has started the revision process, but has intentionally delayed approving all revisions until further guidance from the State has been provided for curriculum legislation.

Analysis and Evaluation

The College meets the Standard.

The Board of Trustees sets and reviews the policies that the College implements through local procedures (IC5-01; see also IV.C.7.). At the College-level, program reviews are the vehicle for regular evaluation of all instructional, student, and campus services (IIC1-02). The Institutional Research & Planning Office prepares program review forms for each area (IC1-03 to IC5-06) to guide them in the examination of their program, including procedures and publications.

For committees, the new Governance and Decision-Making Handbook establishes an annual assessment of committee effectiveness (IC4-07a p.13, IC4-07b). The ASC piloted the evaluation form in May 2023 to refine the process (IC7-08); all committees will begin using the form for regular review in spring 2024. Many committees have written handbooks or guidelines to codify college procedures (IC5-09, IC5-10, IC5-11). Currently, these handbooks and guidelines are subject to regular review per their own established standards (e.g., IC5-10 p.12). To increase consistency in review, the Annual Committee Self-Evaluation form will include a three-year publication and will document review for all committees (IC5-07 b, Question 3).

6. 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

- The **Fees page** in the College catalog (IC6-01) explains the various fees.
- The **Admissions & Records webpage** (IC6-02) includes tuition and fees information in the “Additional Important Registration Information” section.
- The **Enrollment Fees webpage** (IC6-03) provides an overview of fees.
- The Financial Aid webpage is the central location for all information on total cost of education, and includes a **Cost of Attendance webpage** (IC6-04), an **Estimated Cost of Attendance webpage (IC6-05)**, and a **Net Price Calculator** (IC6-06).
- **Board Policy 5030** (IC6-07) and **Administrative Procedure 5030** (IC6-08) align tuition with California Education Code and CCR Title 5.
- The **Charger Book Pass webpage** (IC6-09) explains the cost and opt out option for course materials.
- The College sends email communication to students to inform them of their enrollment in the **Charger Book Pass** (IC6-10a) and **Charger All-Access Passport** (IC6-10b).

Analysis and Evaluation

The College meets the Standard.

The College accurately informs current and prospective students of 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 (IC6-01), website (IC6-02, IC6-03), and financial aid webpage (IC6-01, IC6-02, IC6-03). Per board policy and administrative procedure (IC6-07, IC6-08), the College’s enrollment fees are standard across all programs (\$46/unit), with the exception of the baccalaureate program (\$84/unit). Non-resident students pay \$362/per unit plus the standard enrollment fee.

Starting in fall 2023, the College will offer the Charger Book Pass to all enrolled students. The Charger Book Pass provides a single price option for reducing textbook costs. The College created a webpage, email notifications, and short videos to inform students of Charger Book Pass costs (IC6-09, IC6-10).

- 7. 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

- **Board Policy 4030** (IC7-01) and **Administrative Procedure 4030** (IC7-02) are the governing board policy on academic freedom and responsibility.
- The **North Orange County Community College District (NOCCCD) Website** (IC7-03) publishes all board policies and administrative procedures.
- The **Academic Freedom Catalog page** includes AP 4030 (IC7-04).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 13.

The College uses published board policy (IC7-01 to IC7-04) on academic freedom and responsibility to assure institutional and academic integrity on behalf of its faculty and students. (Board policies are reviewed on a six-year cycle as validated in I.C.5 and IV.C.7.) The District and College clearly assert and support that “faculty

members are entitled to freely discuss issues germane to their subject matter as measured by professional standards set by the community of scholars. This freedom involves the right to introduce controversial topics, as long as the manner of presentation involves objective reasoning and rational discussion” (IC7-02 2.0).

- 8. 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

- **Board Policy (BP) 3050** (IC8-01) establishes a written code of professional ethics that applies to all personnel.
- **Administrative Procedure (AP) 3050** (IC8-02) further states that 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.”
- **BP 5500** (IC8-03) specifies that students enrolled in the programs and services of the North Orange County Community College District (NOCCCD) assume an obligation to conduct themselves with honesty and academic integrity, and outlines misconduct that warrants disciplinary action, including academic dishonesty.
- **AP 5500** (IC8-04) specifies the different levels and types of disciplinary actions depending on the nature of the violations.
- Faculty or staff report student violations of BP 5500 using **NOCCCD Conduct Reports** (IC8-05 and C8-06), accessible on the College website.
- The College catalog includes the **Academic Honesty Policy** (IC8-07a), a required element of all class syllabi (see **Policy and Guidelines Concerning the Syllabus**, IC8-07b), to promote academic integrity, defined as a student’s ethical obligation to complete his/her own work.
- **AP 4105** (IC8-08) upholds federal regulations to authenticate that the student who registers in a distance education (DE) course is the same student who participates in, completes, and receives credit for the course.
- The District uses **secure credentialing with login and password** (IC8-09) into Canvas, the College’s sole Learning Management System (LMS), as the primary means to authenticate student identity.
- In the **DE Addendum** (IC8-10), faculty identify all external apps or publisher sites required for a specific course so that apps and sites can be integrated into Canvas for students to access via single sign on.
- The **Resources for Continuous Instruction Canvas Site** (see **modules**, IC8-11) provides DE Faculty instructions on how to use Canvas Integrations, such as Lockdown Browser and Respondus Monitor, Proctorio, or Turnitin.com, to further promote academic honesty and deter plagiarism and cheating.
- The **04-23-23 Academic Senate Minutes** (IC8-12) document the formation of a ChatGPT/Technology Guidelines taskforce, including students, adjuncts, and full-time faculty, to address new AI technology impact on teaching and learning.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 13.

The College 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 student behavior, academic honesty, and the consequences for dishonesty (IC8-01 to IC8-06).

Specific to DE, per administrative procedure (IC8-07) students use their unique Student ID and password to

access Canvas (IC8-08), and the College mandates use of the Cypress instance of Canvas for DE delivery. If faculty require use of external apps (e.g., MyMath Lab), they are integrated into Canvas at the course level (IC8-10). To ensure academic integrity, faculty may further require students to use Canvas integrations (IC8-11) when submitting assignments or taking exams.

The College is addressing the questions and concerns that faculty and students have regarding OpenAI and academic integrity by forming a taskforce (IC8-12) to further study the issue and develop a set of guidelines.

9. 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

- **Board Policy** (IC9-01) and **Administrative Procedure 4030** (IC9-02) balance professors' academic freedom with students' rights to learn in an environment characterized by civility, open inquiry, and rigorous attention to the search for the truth, free of unlawful discrimination.
- The **Student Rights and Responsibilities College catalog page** (IC9-03) enumerates students' classroom rights, including the right to "expect professional treatment of their views, beliefs, or political associations."
- The **Code of Ethics for Faculty** (IC9-04) explicitly states that instructors should treat student views with equal respect and grade fairly and objectively.
- The **Instructor Evaluation form** (IC9-05) includes specific questions regarding efficacy of instruction, interest and knowledge of subject matter, solicitation of input from students, and professionalism.
- The **United Faculty Collective Bargaining Agreement** (IC9-06) includes the evaluation procedures for probationary tenure-track and tenured faculty, as the **Adjunct Faculty Collective Bargaining Agreement** (IC9-07) does for adjunct faculty.

Analysis and Evaluation

The College meets the Standard.

The College establishes a clear expectation that faculty distinguish between personal conviction and professionally accepted views by upholding student rights (IC9-01, IC9-02, IC9-03) and a code of ethics (IC9-04). The faculty evaluation further affirms this expectation (IC9-05). Furthermore, probationary tenure-track faculty and tenured faculty are evaluated by other faculty and their deans as to the appropriateness of course materials and lecture content (IC9-06 Articles 17 and 18, Appendices F, G, H and I). Adjunct faculty are similarly evaluated by their peers and their deans (IC9-07 Article 9, Appendix B).

10. 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

Not applicable.

Analysis and Evaluation

The College does not require conformity to specific codes of conduct of its staff, faculty, administrators, or students, or seek to instill specific beliefs or world views.

11. 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

Not applicable.

Analysis and Evaluation

The College does not operate in foreign locations.

12. 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

- **Board Policy (IC12-01) and Administrative Procedure (IC12-02) 3200** maintain the College's commitment to compliance with all aspects of ACCJC's accreditation process and standards.
- The **Emergency DE Addendum correspondence with the ACCJC** (see **emails**, IC12-03a and IC12-03b) shows that the College received approval under the Emergency DE conditions as an example of how the College complies with ACCJC requirements in a timely manner.
- The **Accreditation webpage (IC12-04)** houses all accreditation-related reports, documents, information, and official correspondence for public view.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 21.

The 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 (IC12-01, IC12-02, IC12-03).

The College has a dedicated Accreditation webpage (IC12-04) for informing the public about its accredited status and all its work pertaining to accreditation. The site contains links to recent reports, such as annual reports, the 2021 Midterm Report, the 2019 Follow-up Report, and the 2017 Institutional Self-Evaluation Report, demonstrating that the College has met its ACCJC reporting deadlines. Here, the College also publicly shares ACCJC Correspondence, such as the 2022 Accreditation Timeline and Policy on Transfer of Credit Letter and 2019 ACCJC Reaffirmation Letter.

The Accreditation Steering Committee posted the ACCJC's Third Party Comment form to the Accreditation webpage (IC12-03) in the summer 2023, well before the six-month requirement, to allow for the College community and public to comment on the institution's ability to meet the Standards.

The College is committed to the Accreditation process and will provide the review team with any evidence that they request and will act in response to any ACCJC recommendations.

13. 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 **College’s website footer** (IC13-01) includes an Accreditation link to the **Accreditation webpage** (IC13-02), which clearly and consistently communicates the College’s accredited status. The webpage includes key accreditation documentation, as discussed in I.C.12.
- The **Program-Specific Accrediting Bodies webpage** (IC13-03) communicates the accredited status held by eleven of the College’s CTE programs.
- The College regularly provides data to the **Integrated Postsecondary Education Data System (IPEDS) Data Collection System** (IC13-04) in compliance with 20 USC 1094, Section 487(a)(17) of Title IV of the Higher Education Act of 1965.
- The **email confirmation** (IC13-05) from the National Postsecondary Student Aid Study (NPSAS), a mandated project through the National Center for Education Statistics (NCES), confirms the College’s compliance with data requested from the NPSAS Study.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 21.

The College communicates its current status with all accrediting bodies via the College website (IC13-01, IC13-02, IC13-03), which indicates that the College advocates and demonstrates honesty and integrity with external agencies, namely the ACCJC; HVAC Excellence; the ASE Education Foundation; the Commission on Dental Accreditation, Commission on Accreditation of Allied Health Education Programs; the Commission on Accreditation for Health Informatics and Information Management Education; the American Board of Funeral Service Education, Committee on Accreditation; the Accrediting Commission for Education in Nursing; California Board of Registered Nursing; the Board of Vocational Nursing and Psychiatric Technicians; and the Joint Review Committee on Education in Radiologic Technology.

In addition, the College clearly and accurately communicates with the ED through reporting requirements (IC13-04, IC13-05).

14. 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

Not applicable.

Analysis and Evaluation

Since the College is a publicly funded, open-access, not-for profit institution that is part of the California Community College System, it does not generate returns for investors, contribute to related or parent organizations, or support external interests.

Conclusions on Standard I.C: Institutional Integrity

The College demonstrates integrity in its policies, actions, and communication. It aims to communicate

information accurately and clearly in all policies, procedures, and publications through regular review. The administration, faculty, staff, and governing board are held to standards of honest ethics and fairness in the performance of their duties, while students are held to standards of academic honesty. The College complies with accrediting bodies to maintain its accreditation status and the accreditation status of its many CTE programs.

Improvement Plan(s)

As discussed in I.C.2, the self-evaluation process revealed numerous omissions and errors within the College’s catalog. For example, a significant catalog change had been previously discussed and addressed as part of the midterm reporting; however, the change was not fully implemented due to staffing issues at the District office, which oversees all catalog updates and production. As a result, the College’s Accreditation Faculty Chair (AFC) assumed the responsibility of coordinating updates and corrections across the College’s three divisions – Administrative Services, Instruction, and Student Services – as well as governance groups. While updates and corrections have been made through the self-evaluation process, this responsibility falls outside the AFC’s responsibilities. More importantly, the catalog information will need to be consistently updated promptly to ensure students receive accurate information. The College is open to solutions. However, it has historically been successful in meeting this Standard through local control over the catalog; therefore, the Accreditation Steering Committee will explore changes in the catalog coordination and production process that include a college and/or district catalog coordinator(s).

Evidence List

Standard I.C Institutional Integrity Evidence List	Website Link
IC1-01 Cypress College Website Screenshot	IC1-01
IC1-02 Cypress College Career Education Screenshot	IC1-02
IC1-03 Accreditation Steering Committee Minutes 10-05-22	IC1-03
IC1-04 Cypress College Identity Guide	IC1-04
IC1-05 Cypress College Editorial Style Guide	IC1-05
IC1-06 Instructional Program Review Form	IC1-06
IC1-07 Campus Services Program Review Form	IC1-07
IC1-08 Student Services Program Review Form	IC1-08
IC1-09 Specialized Instructional Program Review Form	IC1-09
IC1-10 Office of Campus Communications Web Change Request Form	IC1-10
IC1-11 Web Content Specialist and Articulation Officer Email Exchange	IC1-10
IC1-12 Cypress College Website Footer Screenshot	IC1-12
IC1-13 Cypress College Accreditation Webpage Screenshot	IC1-13
IC1-14 Nursing Program Webpage Screenshot	IC1-14
IC1-15 Radiologic Technology Program Webpage Screenshot	IC1-15
IC2-01 Catalog Timeline Guide	IC2-01
IC2-02 Catalog Office Hours Email	IC2-03
IC2-03 NOCCCD Board Policy 4020	IC2-04
IC2-04 Student Services Council Minutes 03-16-23	IC2-05
IC2-05 Accreditation Steering Committee Minutes 02-15-23	IC2-06
IC3-01 NOCCCD Administrative Procedure 3225	IC3-01
IC3-02 Cypress College Institutional Effectiveness Report 2022-2023	IC3-02
IC3-03 News Release 03-24-22	IC3-03

IC3-04 Institution-set Standards	IC3-04
IC3-05 ACCJC Annual Report	IC3-05
IC3-06 Associate Degree and Certificate Assessment Plan Report	IC3-06
IC3-07 Cypress College Institutional Research & Planning Webpage	IC3-07
IC3-08 Guided Pathways Tableau Dashboard Screenshot	IC3-08
IC3-09 Enrollment and Course Details Tableau Dashboard Screenshot	IC3-09
IC3-10 Mind the Gap Student Equity Tableau Dashboard Screenshot	IC3-10
IC3-11 Spring 2019 Flex Day Schedule	IC3-11
IC3-12 CCCCCO Data Mart	IC3-12
IC3-13 Cal-PASS Plus LaunchBoard	IC3-13
IC3-14 Instructional Program Review Form	IC3-14
IC3-15 Student Services Program Review Form	IC3-15
IC3-16 Instructional Program Review Committee Annual Report	IC3-16
IC3-17 Cypress College Program Review Webpage	IC3-17
IC4-01 Cypress College Nursing Program Webpage	IC4-01
IC4-02 Personalized Program eBrochure	IC4-02
IC4-03 Cypress College Ethnic Studies Webpage	IC4-03
IC4-04 Program Mapper: AA-T in Theatre Arts	IC4-04
IC4-05 Program Mapper: Certificate of Achievement in Digital Illustration	IC4-05
IC4-06 Cypress College Catalog B.S. in Funeral Service Page	IC4-06
IC4-07 Cypress College Catalog AS-T in Biology Page	IC4-07
IC4-08 Cypress College Catalog ESL Milestone Certificate Page	IC4-08
IC4-09 Cypress College Catalog Administration of Justice Page	IC4-09
IC4-10 SLO Handbook: Degree/Certificate PSLO Pages	IC4-10
IC4-11 Cypress College Catalog AA-T Communication Studies Page	IC4-11
IC5-01 Board Policy and Administrative Procedure Review Cycle	IC5-01
IC5-02 Program Review Schedule	IC5-02
IC5-03 Instructional Program Review Form	IC5-03
IC5-04 Campus Services Program Review Form	IC5-04
IC5-05 Student Services Program Review Form	IC5-05
IC5-06 Specialized Instructional Program Review Form	IC5-06
IC5-07a Governance and Decision-Making Handbook	IC5-07a
IC5-07b Annual Committee Self-Evaluation Form	IC5-07b
IC5-08 Accreditation Steering Committee Minutes 05-17-23	IC5-08
IC5-09 Curriculum Committee Training Guide	IC5-09
IC5-10 Instructional Program Review Handbook	IC5-10
IC5-11 SLO Handbook	IC5-11
IC6-01 Fees Webpage	IC6-01
IC6-02 Cypress College Admissions & Records Webpage	IC6-02
IC6-03 Cypress College Enrollment Fees Webpage	IC6-03
IC6-04 Cypress College Cost of Attendance Webpage	IC6-04
IC6-05 Cypress College Estimated Cost of Attendance Webpage	IC6-05
IC6-06 Net Price Calculator	IC6-06
IC6-07 NOCCCD Board Policy 5030	IC6-07
IC6-08 NOCCCD Administrative Procedure 5030	IC6-08

IC6-09 Cypress College Charger Book Pass Webpage	IC6-09
IC6-10a Charger Book Pass Student Email	IC6-10a
IC6-10b Charger All-Access Passport Student Email	IC6-10b
IC7-01 NOCCCD Board Policy 4030	IC7-01
IC7-02 NOCCCD Administrative Procedure 4030	IC7-02
IC7-03 NOCCCD Policies and Procedures Webpage	IC7-03
IC7-04 Cypress College Catalog Academic Freedom Page	IC7-04
IC8-01 NOCCCD Board Policy 3050	IC8-01
IC8-02 NOCCCD Administrative Procedure 3050	IC8-02
IC8-03 NOCCCD Board Policy 5500	IC8-03
IC8-04 NOCCCD Administrative Procedure 5500	IC8-04
IC8-05 Classroom/Instruction Related Student Conduct Report	IC8-05
IC8-06 Non-Classroom Related Student Conduct Report	IC8-06
IC8-07a Academic Honesty Policy	IC8-07a
IC8-07b Policy and Guidelines Concerning the Syllabus	IC8-07b
IC8-08 NOCCCD Administrative Procedure 4105	IC8-08
IC8-09 Canvas Login Page Screenshot	IC8-09
IC8-10 Distance Education Addendum	IC8-10
IC8-11 Resources for Continuous Instruction Canvas Site Modules	IC8-11
IC8-12 Academic Senate Minutes 04-23-23	IC8-12
IC9-01 NOCCCD Board Policy 4030	IC9-01
IC9-02 NOCCCD Administrative Procedure 4030	IC9-02
IC9-03 Cypress College Catalog Student Rights and Responsibilities Page	IC9-03
IC9-04 Code of Ethics for Faculty	IC9-04
IC9-05 Instructor Evaluation Form	IC9-05
IC9-06 United Faculty Collective Bargaining Agreement	IC9-06
IC9-07 Adjunct Faculty Collective Bargaining Agreement	IC9-07
IC12-01 NOCCCD Board Policy 3200	IC12-01
IC12-02 NOCCCD Administrative Procedure 3200	IC12-02
IC12-03a Approved Emergency DE Addendum Notification 05-21-20	IC12-03a
IC12-03b Approved Emergency DE Addendum Notification 07-09-20	IC12-03b
IC12-04 Cypress College Accreditation Webpage	IC12-04
IC13-01 College Website Footer Screenshot	IC13-01
IC13-02 Cypress College Accreditation Webpage	IC13-02
IC13-03 Cypress College Program-Specific Accrediting Bodies Webpage	IC13-03

Standard II



The Charger Experience (Promise) Program welcomes new students to Cypress College.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. **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

- The **Program Review Handbook Appendices C and F (IIA1-01)** demonstrates that programs are required to examine how their department mission aligns with the College mission. **The Hotel, Restaurant, and Culinary (HRC) Arts Program Review Fall 2022 (IIA1-02)** and **Dental Assisting Program Review Fall 2022 (IIA-03)** are examples of programs revising their missions to align with the focus of the College mission.
- The **Funeral Service Program Review (IIA1-04)** shows that the baccalaureate degree mission aligns with the College mission.
- The **Mortuary Science Program Application to Participate in the California Community College (CCC) Baccalaureate Degree Pilot Program (IIA1-05)** details the student demand for funeral services.
- The **O*NET Online Occupational Keyword Search Funeral screenshot (IIA1-06)** shows that careers in funeral services continue to have a bright outlook.
- The **O*NET Online California Training for Morticians, Undertakers, and Funeral Arrangers screenshot (IIA1-07)** shows that the College remains the only community college in Southern California to offer an associate degree in funeral services and the only CCC that offers a bachelor's degree in funeral services.
- **California Code of Regulations (CCR), Title 5, §55002 (IIA1-08)** outlines the standards for approval for courses, and the **Curriculum Committee webpage "The Title 5 Policies" (IIA1-09)** demonstrates that the College's curriculum adheres to CCR Title 5, §55002.
- The **Curriculum Committee Training Guide (IIA1-10)** ensures course content and methods meet standards for CCCs per CCR Title 5 and the Program and Course Approval Handbook (PCAH) for difficulty and level.
- The **Program and Course Approval Handbook (PCAH) (IIA1-11)** describes standards for curriculum development for CCC.
- The **Curriculum Committee Training presentation (IIA1-12)** demonstrates the requirement for courses to be appropriate for post-secondary education.
- The **Degrees and Certificates catalog page (IIA1-13)** lists all programs – certificates, associate degrees, and bachelor's degree – offered by the College. The catalog lists the student learning outcomes (SLOs) and program requirements as exemplified by catalog pages for the **Associate in Arts Degree for Transfer (AA-T) (IIA1-14a)** offered by the Communication Studies department and a **certificate** offered by the Administration of Justice department (IIA1-14b).

- The **Cypress College Institutional Student Learning Outcomes (ISLOs) by Division Fall 2017-Spring 21 report** (IIA1-15) from **Dr. Kathleen Reiland’s, Interim Vice President of Instruction, 05-16-22 email** (IIA1-16) confirms that through the College’s instructional programs, students attain ISLOs. (Note: The baccalaureate program in Funeral Service is part of the Health Science division.)
- The **Spring 2022 Associate Degree and Certificate Assessment Plan Survey (ADCAP): ISLOs** (IIA1-17) demonstrates that college graduates attain the ISLOs.

Analysis and Evaluation

The College meets the Standard, Eligibility Requirement 9, and Eligibility Requirement 11.

All instructional programs at the College, regardless of location or means of delivery, including distance education, are offered in fields of study consistent with the College’s mission. The first part of the instructional program review ensures this consistency and allows for ongoing revision as needed (IIA1-01 p.31 and p.45 to IIA1-04). The demand and need for funeral services training and education (IIA1-05 pp.4-6, IIA1-06, IIA1-07) correlates with the College’s mission to transform lives through educational opportunities by offering a baccalaureate degree program.

All College instructional programs are appropriate to higher education and the mission of community college education. This is accomplished through the curriculum review process in which all programs align with CCR Title 5 §55002 (IIA1-08, IIA1-09). The Curriculum Committee (IIA1-10, pp. 17-18) ensures course content and methods meet standards for CCCs per CCR Title 5 and the PCAH (IIA1-11) for difficulty and level. In addition, Curriculum Committee members (IIA1-12, slides 15-16) uphold the requirement for courses to be appropriate for post-secondary education.

Finally, the College’s instructional programs, including the baccalaureate program, culminate in student attainment of identified student learning outcomes (IIA1-13 to IIA1-17 and II.A.3 and II.A.11 for details on SLOs) and result in achievement of degrees, certificates, employment, or transfer to other higher education programs. (See Section B. Presentation of Student Achievement Data and Institution-Set Standards.)

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

- The **Curriculum Committee Bylaws** (IIA2-01) state the College’s Curriculum Committee composition.
- The **Curriculum Committee Training Manual** (IIA2-02) and **Curriculum Committee Training** (see **presentation**, IIA2-03) ensure course content and methods meet standards for California Community Colleges (CCC) per the Program Course and Approval Handbook (PCAH).
- **Board Policy (BP)** (IIA2-04) and **Administrative Procedure (AP) 4020** (IIA2-05) state the District’s curriculum development and review standards and processes.
- The **Curriculum Approval Process Flowchart** (IIA2-06) illustrates the college approval process, persons responsible, and faculty involvement.
- The **Instructional Program Review (IPR) Handbook** (IIA2-07) documents the program review process.
- The **IPR Form** (IIA2-08) includes sections on the following:

- Mission Statement;
 - Department Data Trends, including degree & certificate awards, transfer rates, course success rates, guided pathways, and labor market and employment data for CTE programs;
 - Course Student Learning Outcomes (CSLOs) and Program Student Learning Outcomes (PSLOs);
 - Curriculum;
 - Diversity and Equity;
 - Student Support Services and Campus Involvement;
 - Department Objectives, including past action plans and new or updated action plans, in support of at least one of the College's Strategic Plan areas or ISLOs;
 - Resources Needed and Budget Implications;
 - Publication Review; and
 - Instructional Program Review Participation.
- Completed **program review forms** from the **Foreign Language Department (IIA2-09)** and the **Dental Assisting Program (IIA2-10)** exemplify the analysis, reflection, and planning by faculty during the program review process. Both program reviews were used as support in the faculty hiring prioritization process documented in the **10-06-22 Planning and Budget Committee (PBC) meeting minutes (IIA2-11)**, resulting in **full-time dental assisting instructor and foreign language instructor positions posted on 02-07-23 (IIA2-12)**. The Foreign Language Department's program review led to the implementation of a new campus-wide **International Cultural Festival** (see **event notice, IIA2-13**).
 - The **Geography (IIA2-14a)** and **Management & Marketing (IIA2-15a) Program Review presentations**, along with the corresponding **Instructional Program Review Committee (IPRC) minutes** from **11-14-21 (IIA2-14b)** and **11-21-22 (IIA2-15b)**, exemplify program presentations and subsequent discussions.
 - The **IPR Annual Report (IIA2-16)** responds to each program's program review form and presentation with a summary evaluation, including commendations, recommendations, and compliance status.

Analysis and Evaluation

The College meets the Standard.

The Curriculum Committee, which is comprised of full-time faculty, adjunct faculty, classified staff, and management (IIA2-01 2.2), regularly engages in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations (IIA2-02, IIA2-03). Through the faculty-driven curriculum review and approval processes (IIA2-04, IIA2-05, IIA2-06), faculty exercise collective ownership over the design and improvement of the learning experience.

Faculty also conduct systematic and inclusive program review for all programs, regardless of type or mode of delivery (IIA2-07). The program review process (IIA2-08, IIA2-09, IIA2-10) uses analysis of student achievement data and CSLO and PSLO assessment results to continuously improve instructional courses and programs, ensuring program currency, relevancy, and appropriateness. The remaining sections of the program review form (IIA2-08) guide programs in reflection and planning, which is used in institutional planning (IIA2-11, IIA2-12, IIA2-13). The program review department presentations (IIA2-07 pp.50-51), summarized in the IPR annual report (IIA2-16 pp.26-72), provide a platform for rich discussion (IIA2-14, IIA2-15), identifying solutions for department obstacles, and celebrating department successes.

- 3. 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

- The **Student Learning Outcomes (SLO) Handbook** (IIA3-01) details the established process for regularly assessing learning outcomes for courses (CSLOS), programs (Department PSLOs), and certificates and degrees (Degree & Certificate PSLOs).
- The **Curriculum Committee Training Manual** (IIA3-02) explains the process of curriculum development which requires CSLOs on all course outlines of record (COR) for approval.
- The **Instructional Program Review (IPR) Handbook** (IIA3-03) provides the program review cycle, which is the platform for the regular assessment and reporting of CSLOs and PSLOs.
- The **IPR Annual Report** (IIA3-04) describes the program review reporting process in terms of SLOs and provides a summary of the given reporting period.
- The **English 100 Syllabi** for an **online section** (IIA3-05) and an **in-person section** (IIA3-06) demonstrate that the CSLOs are consistent regardless of modality.
- Emails from the SLO Coordinator, such as the **07-23-22 email from Jennifer Coopman** (IIA3-07), communicate regular reminders to deans and faculty to assess CSLOs and include CSLOs on syllabi.
- **CSLO Status Reports** from **fall 2019** (IIA3-08a), **spring 2022** (IIA3-08b), and **fall 2022** (IIA3-08c) show that the percentage of CSLO assessment and faculty participation has been steadily increasing and is now over 90 percent.
- The **GEOL 100 COR** from CurricUNET (IIA3-09) is an example of CSLOs included in a COR.
- The **Final Syllabus Guidelines** (IIA3-10) from the Ad Hoc Academic Senate Syllabus Subcommittee indicate that every instructor is required to prepare and distribute a syllabus at the beginning of the course and to include college standards for course syllabi.
- The **excerpt from the 2021 Midterm Report** (IIA3-11) reports the College's improvement efforts in response to the recommendation that "the College ensure that in every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outlines."
- The **Generic Dean's Manual** (IIA3-12) includes instructions on collecting and checking syllabi every semester to ensure CSLOs are included in syllabi.
- The **Syllabi Review Qualtrics form** (IIA3-13) from Cindy Guzman, Language Arts Administrative Assistant, and the **syllabus review email to Language Arts faculty member, Kathryn Wada** (IIA3-14), show the administrative process check for CSLOS in course syllabi in action.

Analysis and Evaluation

The College meets the Standard.

The College identifies and regularly assesses learning outcomes for all courses (CSLOS), programs (Department PSLOs), and certificates and degrees (Degree & Certificate PSLOs), including the baccalaureate program, by using established institutional procedures. This is accomplished through the identification and approval of CSLOs and PSLOs by content-specific faculty and the Curriculum Committee (IIA3-01 pp. 4-9, IIA3-02 pp. 23-24), and the review of CSLOs and PSLOs during the program review cycle (IIA3-03 p.8, IIA3-04 pp.8-10). Learning outcomes are identified and approved at the course and program level ensuring that outcomes are the same in distance education and traditional course sections (IIA3-05, IIA3-06). The College's commitment and attention to improving SLO assessment and faculty participation (IIA3-07) is substantiated by the regular CSLO data reports (IIA3-08) provided by the Institutional Research & Planning office. Faculty incorporate all approved CSLOs into the official COR as viewed in CurricUNET, the tool used to create official course outlines of record (IIA3-01 pp.10-11, IIA3-09), and include them on all course syllabi distributed to students (IIA3-10). Division deans review faculty syllabi each semester to ensure this practice is maintained

(IIA3-11, IIA3-12 p.13, IIA3-13, IIA3-14). (The Syllabus Sample folder in the standalone evidence folder contains a five percent, random sample of active course syllabi from fall 2022.)

4. 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.

Evidence of Meeting the Standard

- The **college catalog Course Numbering page** (IIA4-01) outlines the course numbering system, which distinguishes pre-collegiate level curriculum from college-level curriculum.
- The **Limitations on Credit tab on the Course Descriptions catalog page** (IIA4-02a) explains **Non-Credit** (see **page IIA4-02b**) and **Non-Degree Credit** (see **page IIA4-02c**) and links to lists of the non-credit and non-degree courses offered by the College.
- The catalog distinguishes pre-collegiate courses with a "Non-Degree Credit" notation in the course descriptions as shown on the **English as a Second Language (ESL) page** (IIA4-03) in the ESL 051 C, 052 C, 054 C, 062 C, and 066 C descriptions.
- The online schedule of classes also indicates courses as "Non-Degree Credit" as shown on the **ESL 051 C screenshot** (IIA4-04).
- The catalog course descriptions for non-credit courses also state "This course is non-credit.", as seen on the **Court Reporting page** (IIA4-05) on CTRP 042 C, 043 C, 044 C, 045 C, 046 C, 047 C, 048 C, and 049 C.
- **Board Policy (BP) 4020** (IIA4-06) ensures alignment with educational code and policy for appropriate credit type, delivery mode, and location.
- **Administrative Procedure (AP) 4020** (IIA4-07) states the curriculum development process moves from faculty to division to other curriculum approval processes.
- The **Curriculum Committee Training Guide** (IIA4-08) outlines the process and criteria for determining the appropriate credit type, delivery mode, and location of its courses and programs:
 - the level element requires credit type (i.e., appropriate for a college course) to be included in the COR (p.18);
 - the DE Addendum requires faculty to indicate modes of delivery for courses offered in hybrid or online modalities (p.40); and
 - the process includes assigning courses to appropriate disciplines, or locations (p.3-4).
- The **Class Schedule Resource Guide** (IIA4-09) includes the Chemistry and ESL pathways, illustrating that the pre-collegiate courses are not part of the required sequence.
- Staffed by trained tutors as well as English and ESL faculty, the **English Success Center (ESC)** (IIA4-10) offers individualized writing assignment tutor meetings, Directed Learning Activities (DLAs), and faculty-led workshops to support students with academic reading and writing skills.
- The **Mathematics Learning Center (MLC)** (IIA4-11) offers DLAs and one-on-one tutoring to support students enrolled in mathematics, physics, and statistic courses.
- Through the **Learning Resource Center (LRC)**, **online virtual Tutoring Services** (IIA4-12) are available for Accounting, Biology, Chemistry, French, Japanese, Psychology, Physics, and Spanish subjects.
- The College provides online tutoring and writing assistance through **Smarthinking 24/7 online tutoring** (see screenshot, IIA4-13a) and **Net Tutor** (see screenshot, IIA4-13b).

Analysis and Evaluation

The College meets the Standard.

The College offers some non-credit and non-degree credit courses and distinguishes that curriculum from
Cypress College Institutional Self-Evaluation Report

college-level curriculum in the catalog and schedule (IIA4-01 to IIA4-05).

In accordance with California Code of Regulations Title 5 and the Program and Course Approval Handbook, the College curriculum approval process establishes the criteria for determining the appropriate credit type, delivery mode, and location of its courses whether they are designated as pre-collegiate or college level. At the local level, BP 4020, AP 4020, and the Curriculum Committee Training Guide (IIA4-06, IIA4-07, IIA4-08) ensure adherence to the criteria. Per AP 4020, the process for all courses, including pre-collegiate courses, is faculty-driven and begins at the department level for later review by the Curriculum Committee and the District Curriculum Coordinating Council to ensure appropriateness of the College' courses and programs.

Although the College offers pre-collegiate courses, such as CHEM 060 and ESL electives, these courses are not part of the sequence leading to college-level courses (IIA4-09 p.10, 13). Rather, they are elective courses designed to prepare students for success in college-level courses.

The College directly supports students in learning the knowledge and skills necessary to advance to and succeed in all college-level curriculum through the English Success Center, Math Learning Center, and tutoring services, including Smarthinking Live on-demand online tutoring (IIA4-10 to IIA4-13).

5. 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

- **California Code of Regulations (CCR) Title 5 §55061** (IIA5-01) establishes associate degree requirements for general education breadth, depth, and synthesis of learning.
- **Board Policy (BP) 4025** (IIA5-02) aligns college degrees and programs to CCR Title 5 §55061.
- **CCR Title 5 §55063** (IIA5-03) specifies the associate degree requirements for competency in reading, written expression, mathematics, and degree-applicable credit coursework, including both major or area or emphasis and general education, and the minimum requirement of 60 units.
- **BP** (IIA5-04a) and **Administrative Procedure (AP) 4100** (IIA5-04b) ensure that district graduation requirements align with CCR Title 5 requirements, including 60 semester units for the associate degree and 120 semester units for the bachelor's degree. This is communicated in the catalog, for example:
 - o the **Accounting Associate in Science (A.S.) Degree catalog page** (IIA5-05a);
 - o the **Dance Associate in Arts (A.A.) Degree catalog page** (IIA5-05b); and
 - o the **Bachelor's in Science (B.S.) Degree of Funeral Service catalog page**, (IIA5-05c) which states the total degree units as 120-131 units; 41-50 of which are from the prerequisite A.S. degree.
- **CCR Title 5 § 55009** (IIA5-06a) states that the **Baccalaureate Degree Program Pilot Handbook** (IIA5-06b) details the requirements for community college baccalaureate programs.
- **CCR Title 5 §55000.5** (IIA5-07) establishes the Program Course Approval Handbook (PCAH) as the detailed handbook containing course and program approval criteria and procedures.
- **CCR Title 5 §55130** (IIA5-08) outlines the requirements for programs to be approved by the California Community College Chancellor's Office (CCCCO) in accordance with the PCAH, including "an explanation of how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning."
- The **Curriculum Training Guide** (IIA5-09) ensures alignment at the college level for courses in:
 - o Intensity (p.18): Courses treat subject matter with a scope and intensity that requires students to

- study independently outside of class time;
- o Rigor (p.18): The difficulty of the course requires critical thinking and understanding and application of concepts determined to be at the college level; and
- o Sequencing (p.20): The need for prerequisites and co-requisites is determined or reviewed by the curriculum approval process.
- The **catalog Course Numbering page** (IIA5-10) states that courses numbered from 300-400 are upper division courses for the baccalaureate program, clearly distinguishing academic credit awarded for upper division courses within baccalaureate programs from that of lower division courses.
- **BP** (IIA5-11a) and **AP** (IIA5-11b) **4020** outline the curriculum and program development process, which is illustrated by the **Curriculum Approval Process Flowchart from CurricUNET** (IIA5-12). This chart also highlights that college programs are not offered until approved by the CCCC.
- **Curriculum Committee Training: Cypress College 2022-2023 presentation** (IIA5-13) demonstrates that the Curriculum Committee is trained to approve courses in alignment with CCR Title 5, specifically the PCAH, Part II, Section 3, which covers all credit degree programs standards and criteria.
- The **Funeral Services Administration program description** (IIA5-14) from the State University of New York (SUNY) College of Technology at Canton is the model for the College’s baccalaureate program.
- The **ABFSE Directory of Programs - California webpage** (IIA5-15) shows that the Mortuary Science program is accredited by the American Board of Funeral Service Education (ABFSE) Accreditation Committee through 2027.
- The **ABFSE accreditation standards** (IIA5-16) “ensure that the same basic elements of funeral service education apply regardless of where a student is educated,” specifically in the areas of curriculum (Standard 5), delivery mode (Standard 5), and program length (Standard 1).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 12.

The College associate and baccalaureate degree programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning through alignment with CCR Title 5 (IIA5-01 to IIA5-09). Accordingly, College A.S. or A.A. degrees require a minimum of 60 degree-eligible units with a minimum GPA of 2.0 (IIA5-05a, IIA5-05b). For the B.S. in Funeral Service, students must satisfactorily complete at least 40 upper division semester units or equivalent, including the major and general education courses, and a total of 120 semester units (IIA5-05c, IIA5-10).

Through its systematic and regular program and curriculum development process (IIA5-11, IIA5-12) and the ongoing training of the Curriculum Committee (IIA5-13), the College ensures that all degree programs uphold CCR Title 5 minimum requirements and demonstrate high quality. The baccalaureate degree program is modeled after and consistent with the Funeral Services program at the SUNY College of Technology at Canton (IIA5-14). Reaccredited by the ABFSE in May 2020 for a period of seven years (IIA5-15), the program meets standards (IIA5-16) related to program learning outcomes, curriculum, length, and delivery mode, ensuring the instructional level and curriculum are consistent with other baccalaureate degrees in the field and reflect the appropriate rigor and complexity of methods of instruction, course materials, and expectations of students.

6. 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

- Deans use **Tableau Dashboards** (see **screenshots**, IIA6-01) to review enrollment trends when developing schedules.
- **Self-service reports** from the student information system, **Argos**, (see **screenshot**, IIA6-02) provide enrollment information from previous years for fall-to-fall and spring-to-spring comparisons for schedule development.
- The College uses live registration data including **the schedule of classes** (IIA6-03) to review waitlists and determine whether or not to add classes.
- The College employs **DegreeWorks** (see **sample student plan**, IIA6-04) and **Program Mapper** (IIA6-05) as tools to align class schedules with student needs and programs.
- **College Scheduler** (see **webpage**, IIA6-06a, and **screenshot**, IIA6-06b) is a student-centered schedule planning and course registration tool that simplifies the registration process.
- The **Spring 2022 Leadership Meeting** (IIA6-07) and the **Fall 2022 Guided Pathways Division presentations** demonstrate the College's commitment to improving students' time to completion through the Guided Pathways initiative.
- The **ESL Department Program Review Fall 2021** (IIA6-09) shows that programs review enrollment data and when needed and set goals for enrollment management to ensure students can complete their programs.
- The **Dental Assisting Program Review Fall 2022** (IIA6-10) exemplifies that the instructional program review process (IPR) now includes analysis and reflection about Guided Pathways-related outcomes, including time to completion.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 9.

The College takes a data-driven approach to enrollment management by utilizing various enrollment tools (IIA6-01, IIA6-02, IIA6-03). By reviewing enrollment trends and registration activity, deans ensure they develop a schedule that allows students to complete their degrees or certificates in a timely manner.

Through the Guided Pathways initiative, the College has made a commitment to improve all aspects of the student experience, but specifically, to help students identify academic pathways for timely completion of their degrees or certificates. Faculty encourage students to meet with their embedded counselors, who use DegreeWorks (IIA6-04) to develop a student's educational plan, a semester-by-semester plan that incorporates outstanding program requirements. To aid students with more efficient scheduling at the time of registration, the College now offers College Scheduler (IIA6-06), which pulls the student's educational plan from DegreeWorks to develop a schedule that incorporates out-of-class obligations including co-curricular activities and off-campus employment. Additionally, through each Division's website, students have access to Program Mapper (IIA6-05), a self-help tool that provides a visual representation of the coursework students need to complete for a certificate or degree program.

For the baccalaureate degree, students are required to complete an educational plan during their first semester. The cohort size and needs drive the scheduling of courses to ensure the efficient completion of program components. The development of the schedule is under the purview of the Dean of Health Sciences, who works in collaboration with the embedded counselor and full-time department faculty to ensure alignment of the class schedule with cohort needs.

The College's Guided Pathways Committee has led the institution in reflecting on time-to-completion data

and devising plans for improvement (IIA6-07, slides 26-47, IIA6-08). Programs have always reflected upon enrollment data and set goals for improvement through IPR (IIA6-09 pp.32-33). However, starting in fall 2022, IPR includes Guided Pathways data, allowing programs to analyze student's time to completion among other guided pathways related outcomes (IIA6-10 pp.7-8).

7. 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

- The **College's Vision and Mission Statements** (IIA7-01) and **Core Values** (IIA7-02) affirm the College's commitment to equity and to eliminating barriers to educational success and career goals by ensuring fairness and access to resources and support.
- The **SEA Plan** (IIA7-03) disaggregates student achievement data, identifies achievement gaps, and serves as the planning document which outlines how the College plans to address these achievement gaps.
- The **Learning Resource Center (LRC)** (IIA7-04) provides online and in-person tutoring and directed learning activities through the Math Learning Center (MLC) and English Success Center (ESC).
- The **MLC Electronic Directed Learning Activities (eDLA) Analysis Report** (IIA7-05) provides a sample of how an SEA-funded learning support service leads to equity in success for students, particularly in the area of transfer-level math completion.
- The **Distance Education (DE) Plan** (IIA7-06) documents the College's DE program objectives accomplished during 2017-2019, and outlines goals for 2020-2023.
- The **Opening Day Gensler Survey presentation** (IIA7-07) communicates the results of the survey administered to North Orange County Community College District in spring 2021. The survey provided student perspectives on students' changing learning needs during pandemic and their expectations for returning to campus.
- The charts in the **Fall 2023 Schedule #s (comparison with last year) as of Today email** (IIA7-08) show a comparison of sections offered by modality.
- The **DE Addendum** (IIA7-09) in the **Curriculum Approval Process** (IIA7-10) is the established protocol for determining the appropriate delivery modes for courses and ensuring compliance with federal definitions of DE.
- The **01-26-23 Academic Senate minutes** (IIA7-11a) and the **02-02-23 DE Committee Agenda** (IIA7-11b) indicate the College's forward progress in joining the California Virtual College (CVC).
- Faculty in Accounting, Foreign Language, and ESL departments are piloting Hy-Flex offerings as evidenced by the **One-time Funding Request from the Foreign Language Department** (IIA7-12a), the **Spring 2023 Schedule of Classes screenshot** showing JAPN 200 C, JAPN 203 C, and JAPN 204 C offered in person and on Zoom (IIA7-12b), and **Dean of Business and CIS, Henry Hua's, email to Institutional Research and Planning (IRP)** (IIA7-12c).
- **Instructional Program Review (IPR) Annual Report** (IIA7-13) provides an overview of the IPR process, provides a summary of program review findings, and makes global commendations and recommendations in the given reporting period.
- The **Special Instructional Program Review Summaries for the ESC** (IIA7-14) and **MLC** (IIA7-15) confirm that learning services participate in the program review process, highlighting that both services respond to the diverse needs of students and support student success.
- **Tableau screenshots** (IIA7-16a, IIA7-16b) illustrate how student success and equity gap data is presented to faculty for analysis.
- The **Accounting Program Review Fall 2020** (IIA7-17) and **HRC Program Review Fall 2022** (IIA7-18) exemplify how departments focus on student diversity and equity, as well as effectiveness of delivery

modes during the program review process.

- The **email from Angela de Dios, the Social Sciences Completion Team Data Coach**, (IIA7-19) reports the number of faculty who have completed the Long Beach Community College (LBCC) Curriculum Audit and Cypress College Course Redesign (CoRe).
- The **Curriculum Audit Impact Analysis** (IIA7-20a) and the **CoRe Research presentation** (IIA7-20b) present the initial outcomes of faculty participation in the LBCC Curriculum Audit and CoRe, an improvement aimed at increasing equitable delivery of online instruction.
- The **Ascend Showcase presentation** (IIA7-21) highlights the impact of the Ascend program, a data-driven program that enables faculty to learn how their students are experiencing courses through disaggregated data and provides specific tools to address equity gaps.
- The **Starfish Spring 2023 Pilot Debrief Meeting presentation** (IIA7-22) summarizes the results from the initial pilot of Starfish, a student engagement platform.
- The **Equity Framework** (see **draft**, IIA7-23), developed by the Student Equity and Achievement (SEA) committee, is in the revision process. Once finalized, it will be a tool to assess whether policies, procedures, or practices foster equity.

Analysis and Evaluation

The College meets the Standard.

To fulfill the College's mission and vision (IIA7-01) and practice its core values (IIA7-02), the College continually seeks to understand the diverse and changing needs of its students. The SEA (IIA7-03) Plan outlines the College's approach to equity gaps in student achievement and delineates how the College will improve learning support services. For example, the SEA funds eDLAs, delivered by the LRC for both DE and traditional on-campus students (IIA7-04, IIA7-05).

The College formed a six-year DE Plan (IIA7-06) as a comprehensive guide for its evaluation, assessment, and improvement of DE instruction and services. While most of the 2017-2023 plan goals (IIA7-06 pp. 23-30) will still be accomplished, the COVID-19 pandemic forced the College to deliver instruction and offer services in ways and at a pace that could not have been anticipated in the original plan. Therefore, following nearly two years of primarily remote operations, the College conducted the Gensler Education Engagement Index Survey confirming students' need for flexible online and hybrid classes to remain alongside in-person offerings (IIA7-07 p.17-18, 21). The College continues to offer a range of delivery modes (IIA7-08), following a process of approval through curriculum (IIA7-09, IIA7-10), and pursues new classroom and teaching innovations (IIA-11a pp.4-5 to IIA12c).

IPR (IIA7-13 pp.4-5) is the established process for regularly assessing the effectiveness of delivery modes, teaching methodologies, and learning support services (IIA7-14, IIA7-15), and making plans for improvement at the department level. Through IPR, programs review disaggregated student data (IIA7-16, IIA7-17 pp.7-10, IIA7-18 pp.8-12), including gender, ethnicity, age, financial aid status, foster youth status, disability status, and veteran status to identify and examine gaps within subpopulations and programs. In addition to the data review, the IPR process now includes a "Diversity and Equity" section with questions designed to foster conversations about the work being done by programs to promote diversity, equity, and inclusion across campus and in the surrounding community (IIA7-13 pp. 4-5, IIA7-18, pp.19-20). The Instructional Program Review Committee (IPRC) globally commended programs on their Diversity, Equity, and Inclusion (DEI) work, and specifically commended the work of the Title V completion teams (IIA7-13 p.11). The IPRC recommended the continued participation of all faculty in CoRe (IIA7-13 p. 12), which has had a positive impact on grades and equity building blocks (IIA7-19, IIA7-20). Another Title V completion team program, Ascend, also has had

a measurable impact on improving learning conditions (IA7-21 slides 7-9). Furthermore, the IPR process also requires faculty to analyze data disaggregated by delivery mode for continuous improvement leading to student success (IIA7-17 pp.4-7, IIA7-18 pp.5-8).

The College continually seeks to find tools that aid in the support of equity in success for all students. Recently, a group of faculty piloted Starfish with the goal of increasing engagement between faculty, staff, students, and support services (IIA7-22).

Once developed, the equity framework (IIA7-23) will help the College to continue evaluating delivery modes, teaching methodologies and learning support services to reduce equity gaps.

8. 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

Not applicable.

Analysis and Evaluation

The College does not use examinations shared by an entire course or program to determine student completion. There are, however, some departments that prepare students for state or national certification. For example, the Automotive Department T-TEN program prepares students to take Automotive Service Excellence (ASE) exams, which are certification exams administered by ASE and taken outside of the course using ASE proctored testing centers. Likewise, the Nursing Department offers programs including Assessment Technologies Institute (ATI) Comprehensive Predictor, Virtual-ATI, and ATI Live Review that will prepare a graduate to take the National Council for Licensure Examination (NCLEX) for the Registered Nurse (RN) licenses. The program assesses and analyzes students' readiness to take the NCLEX using nationwide statistics and data; however, this does not determine students' completion of the course or program.

9. 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

- **California Code of Regulations (CCR) Title 5 §55002** (IIA9-01) establishes the course as the means for measurement of student performance and the grade based on demonstrated proficiency and learning outcomes.
- **Administrative Procedure (AP) 4220** (IIA9-02) establishes the grading standards for credit courses offered by the College, which are included and explained on the catalog **Grading System page** (IIA9-03).
- The **Curriculum Training Manual** (IIA9-04) outlines the curriculum review process to ensure courses include clear grading criteria for awarding course credit based on student learning outcomes and learning objectives, documented on the Course Outline of Record (COR). The manual further outlines standards for units of credit and instructional hours in accordance with CCR Title 5 §55002.5.
- The **Course Outline of Record (COR)** for **COMM 100 C** (IIA9-05), **MATH 120 C** (IIA9-06), and **ATC 100 C** (IIA9-07) exemplify course student learning outcomes (CSLOs) directly related to course-level assignments and the minimum of hours of work per unit of credit awarded.

- **Board Policy (BP) 4025** (IIA9-08) states that an associate degree or bachelor's degree "facilitate[s] measurable student learning outcomes in career and technical and liberal arts education."
- **AP 4025** (IIA9-09) establishes the philosophy that "the awarding of the degree is based on the concept that students must achieve a defined level of knowledge" and the criteria for degrees.
- **BP 4100** (IIA9-10) outlines the degree requirements which include attainment of learning outcomes for both subject and general education; it also outlines certificate requirements which include attainment of learning outcomes of a more focused pattern of learning.
- **AP 100** (IIA9-11) outlines the District standards to grant associate degrees, bachelor's degrees, and certificates based on attainment of learning outcomes related to general education, a major listed in the CCC "Taxonomy of Programs," or other courses of study.
- The College completes the **Annual Curriculum Approval Certification affidavit** (IIA9-12), which requires the Chief Executive Officer, Chief Instruction Officer, Academic Senate President, and Curriculum Chair to acknowledge and certify compliance with state regulations regarding:
 - Correct course hours and units in accordance with California Community College Chancellor's Office (CCCCO) course calculations; and
 - Developed local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit.
- **CCR Title 5 §55002.5** (IIA9-13) aligns state regulations with federal regulations for clock-to-credit-hour conversions.
- The **Program and Course Approval Handbook (PCAH)** (IIA9-14) outlines standards for credit hour calculations.
- **BP 4020** (IIA9-15) aligns district policy with Title 5 §55002.5 and establishes the criteria for developing curriculum, including the definition of a unit of credit and credit hour.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 10.

Consistent with CCR Title 5 (IIA9-01), BP and AP (IIA9-02) dictate that the College use grading criteria to award course credit based on student learning outcomes (IIA9-03 to IIA9-07). In the same manner (IIA9-08 to IIA9-11), the College awards degrees, including the baccalaureate degree, and certificates. The College attests (IIA9-12) to its compliance with State education code and regulation in awarding units of credit. Through Title 5 §55002.5 (IIA9-13, IIA9-14 pp.57-61, IIA9-04, pp.7-11) compliance, the College follows federal regulations for clock-to-credit hours conversions as defined by BP 4020 (IIA9-15).

10. 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

- **Board Policy (BP) 4050** (IIA10-01) establishes the District's procedures for articulation with baccalaureate and other institutions, including the designation of an articulation officer.
- **Administrative Policy (AP) 2410** (IIA10-2) ensures that Board policies, including those related to articulation, are regularly reviewed by the District Consultation Council (DCC) for currency and

compliance with state and federal laws.

- **AP 4050** (IIA10-03) outlines the responsibilities of the campus articulation officer, including curriculum submissions to the University of California (UC) and California State University (CSU) systems for transfer of credit.
- The **Course Identification Numbering System (C-ID)** (IIA10-04) is the state supra numbering system to facilitate transfer and articulation to California's higher education institutions.
- The **CSU Long Beach** (IIA10-05) and **UC Irvine** (IIA10-06) **articulation agreements** examples are from ASSIST, the official repository of articulation for California's public colleges and universities.
- The **Articulation webpage** (IIA10-07) lists the private institutions, such as **Concordia University** (IIA10-08) and the **University of Southern California** (IIA10-09), with which the College has **articulation agreements**.
- The **Pass-Along Policies & Procedures Manual 2022** (IIA10-10) serves as a resource guide for counselors and evaluators about the process of pass along.
- The **Pass Along Dynamic Form** screenshot (IIA10-11) is the form used to identify enrollment patterns and to determine which courses should be articulated in the student information system. This form also certifies that faculty have affirmed comparable learning outcomes.
- The **Transfer Evaluation System (TES) manual** (IIA10-12) explains how counselors can view courses that have been approved and listed in the College's repository.
- **AP 4100** (IIA10-13) outlines the requirements for programs, including the bachelor's degree, which includes a minimum of 120 semester units and lower division and upper division general education (GE) coursework.
- The **Mortuary Science Program Application Information** page (IIA10-14) outlines the baccalaureate program prerequisites, general education, and graduation requirements, with instructions for students to submit official transcripts from other colleges to Admission and Records.
- The **catalog Transfer of Credit page** (IIA10-15) outlines the process for the transfer of credit from and to other institutions.
- The **catalog How to Transfer to a Four-Year College page** (IIA10-16) provides additional information for students planning to transfer from the College to a baccalaureate institution.
- The **Student Handbook** (IIA10-17) communicates transfer requirements and policies for students.
- The **Counseling/Educational Planning FAQs webpage** (IIA10-18) includes the question "If I've completed courses at another college or university, can I use them to meet degree requirements at Cypress College?", which outlines the procedure for the review of transcripts.
- The **Transfer Center** (IIA10-19) provides students with a variety of transfer services and resources to guide them in the transfer process.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 10.

BP 4050 (IIA10-01), which is regularly reviewed (IIA10-02), establishes the District's policies for articulation with baccalaureate and other institutions, including a designated articulation officer (IIA10-03).

The College has 261 courses approved in the C-ID system (IIA10-04), and ASSIST (IIA10-05, IIA10-06) is updated throughout the year and is ongoing following CSU and UC GE course approval decisions. Where patterns of student enrollment between institutions are identified, the College develops articulation agreements; articulation agreements with private institutions are available through the Transfer Center or a counselor (IIA10-07, IIA10-08, IIA10-09).

Initiated by counselors, the "pass along" process (IIA10-10, IIA10-11) facilitates the transfer of classes from other institutions and ensures comparable learning outcomes for courses used for the major. Pass Along requests are primarily reviewed by evaluators and faculty, though the articulation officer may also review them. Once reviewed, the credit is processed by evaluators and posted on a student's record. Using TES (IIA10-12), counselors can view courses that have been previously approved.

Policies and requirements (IIA10-13, 11A10-14) for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

Transfer-of-credit policies and procedures are clearly stated to students through the College catalog (IIA10-15, IIA1016), the student handbook (IIA10-17 pp. 33-43), and the website (IIA10-18). The College's Transfer Center (IIA10-19) exists to assist students with all transfer-related policies procedures.

11. 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

- **California Code of Regulations (CCR) Title 5, §53200** (IIA11-01) establishes curriculum as one of a faculty's academic and professional matters.
- The **Curriculum Training Manual** (IIA11-02) outlines how programs and curriculum are developed.
- The **SLO Handbook** (IIA11-03) outlines the SLO mapping process, the assessment cycle, and the review of Course Student Learning Outcomes (CSLOs), Program Student Learning Outcomes (PSLOs), and Institutional Student Learning Outcomes (ISLOs).
- The **Math CSLO Map in eLumen** (IIA11-04) shows the mapping of the department's CSLOs to PSLOs/ISLOs.
- The **Academic Senate 04-08-21** (IIA11-05) and **President's Advisory Cabinet 04-22-21** (IIA11-06) minutes confirm that the College's ISLOs and PSLOs were approved through the shared governance process.
- **Board Policy (BP) 4025** (IIA11-07) identifies the philosophy and criteria for institutional learning outcomes.
- The **Instructional Program Review (IPR) Annual Report** (IIA11-08) outlines the program review process and provides a summary of SLOs (CSLOs, PSLOs, and ISLOs) in the given reporting period.
- The **Funeral Service Program Review** (IIA11-09) for the College's baccalaureate degree program demonstrates the program review process, including the assessment of PSLOs and CSLOs.
- The **Outcomes Assessment Special Report on the 11-04-21 Academic Senate Minutes** (IIA11-10) summarizes the work of the Degree and Certificate PSLO workgroup, which established procedures for the creation and assessment of Degree & Certificate PSLOs.
- The **Associate Degree and Certificate Assessment Plan (ADCAP) survey** (IIA11-11), used in program review, is the tool used to collect data for degree and certificate assessment.

Analysis and Evaluation

The College meets the Standard.

As curriculum-based learning objectives, CSLOs and PSLOs are under faculty purview through CCR Title 5 (IIA11-01). The College curriculum development process requires all programs to have CSLOs and PSLOs

which align to ISLOs (IIA11-02 pp.22-23, IIA11-03 pp.4-5, IIA11-04).

The College has two types of Program Student Learning Outcomes (PSLOs): Department Program Student Learning Outcomes and Degree & Certificate Program Student Learning Outcomes.

Department PSLOs

The adopted College ISLOs and PSLOs (II-A11-03 p.29, IIA11-05, IIA11-06), which accord with BP 4025 (IIA11-07), meet the Standard as follows:

- Breadth of Knowledge, Competencies, and Skills = **information competency**
- Communication Skills = **communication competency**
- Critical Thinking, Problem Solving, and Information Competency = **analytic inquiry skills and information competency**
- Personal, Academic, and Professional Development = **ethical reasoning, the ability to engage diverse perspectives**

The Department PSLOs are assessed by means of the PSLO Mapping in eLumen. The results of the PSLO Mapping are evaluated every four years as part of the IPR process (IIA11-03, p.5; IIA11-08 pp.4, 8-10; IIA11-09 pp. 8-10).

Degree and Certificate PSLOs

The College formed a Degree and Certificate PSLO workgroup to address a recommendation from the previous accreditation cycle. The workgroup established a process for faculty to create degree and certificate PSLOs (IIA11-10 VIII. i.) which is underway. Initially, Degree and Certificate PSLOs will be assessed annually via the ADCAP survey (IIA11-11). Beginning fall 2027, after all instructional programs have completed their next program review cycle, and therefore have newly created degree and certificate PSLOs, the Institutional Research & Planning Office will provide data on the program review form that summarizes the results from the ADCAP survey so that departments can review, analyze, and respond for ongoing and continuous improvement (IIA11-03, p.4-5).

The SLOs within the baccalaureate degree program follow the same College curriculum approval and program review processes. The course and program outcomes 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 (see I.B.2).

12. 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

- **California Code of Regulations (CCR) Title 5 §55061** (IIA12-01) establishes the philosophy and criteria for

the associate degree and general education (GE).

- **Board Policy (BP) 4025** (IIA12-02) aligns with CCR Title 5 §55061 and emphasizes that the award of a degree "symbolize[s] a successful attempt on the part of the [C]ollege to lead students through patterns of learning experiences designed to develop certain capabilities and insights."
- **Administrative Procedure (AP) 4025** (IIA12-03) specifies GE requirements, including state-mandated major disciplinary GE categories, for both the associate and bachelor's degrees.
- The **catalog Graduation Requirements for an Associate Degree page** (IIA12-04) outlines the GE requirements for the three GE patterns:
 - Cypress College native general education pattern of 25 units,
 - California State University (CSU) General Education Breadth pattern of 39 units, and
 - Intersegmental General Education Transfer Curriculum (IGETC) pattern of 37-39 units.
- The **catalog Bachelor of Science Degree in Funeral Service page** (IIA12-05) outlines the requirements to include 37 units of IGETC or 39 units of CSU GE breadth lower division general education coursework, a minimum of 9 units of upper division general education graduation requirements, integrated and distributed to both lower and upper division courses, distributed across major subject areas for general education, and capturing baccalaureate level student learning outcomes and competencies.
- The **Transfer Center General Education webpage** (IIA12-06) defines GE and outlines the three GE plans.
- **Program Mapper** is an educational planning tool which includes all required courses, including general education to earn a degree, such as the **Kinesiology Associate in Arts for Transfer**. (IIA12-07).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 12.

Based on an educational philosophy grounded in applicable sections of CCR Title 5 (IIA12-01) and BP (IIA12-02, IIA12-03), the College requires all degree programs, including the baccalaureate degree, to have a component of GE. This is clearly stated in the catalog (IIA12-04, IIA12-05) and further communicated to students through the Transfer Center (IIA12-06) and via Program Mapper (IIA12-07). The College relies on faculty expertise (see II.A.2) to determine the appropriateness of each course for inclusion in the GE curriculum, based upon student learning outcomes and competencies appropriate to the degree level.

13. 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.

Evidence of Meeting the Standard

- **California Code of Regulations (CCR) Title 5 § 55063** (IIA13-01) explains that "the minimum of 18 semester units or quarter units must be taken in a single discipline, or related disciplines, or in an area of emphasis involving lower division coursework to prepare students for a field of study or major at the University of California, or the California State University."
- **Board Policy (BP) 4100** (IIA13-02) establishes the certificate and degree requirements for graduation to include subject requirements; **Administrative Procedure (AP) 4100** (IIA13-03) sets the minimum required units for associate degrees, bachelor's degrees, and certificates in the area of study.
- The **catalog Degrees and Certificate page** (IIA13-04) lists each degree and certificate and provides information including required courses within the discipline and/or related disciplines, as shown in the:
 - **Dance Teaching Certificate page** (IIA13-05),
 - **Bachelor of Science Degree in Funeral Service page** (IIA13-06),

- **Communication Studies Degree Associate in Arts for Transfer (AA-T) page (IIA13-07),**
- **Environmental Science Associate in Science Degree for Transfer (AS-T) page (IIA13-08), and**
- **Liberal Arts Associate in Arts Degree with an Area of Emphasis in Social and Behavioral Sciences page (IIA13-09).**
- **The Transfer Center website lists the AA-T and AS-T Degrees (IIA13-10) and the Liberal Arts Associate in Arts (AA) with Area of Emphasis (IIA13-11).**
- **BP (IIA13-12) and AP 4020 (IIA13-13) recognize the primary role of faculty to develop curriculum.**
- **The Curriculum Approval Process flowchart (IIA13-14) documents the process for curriculum approval.**
- **The MATH 150 C Course Outline of Record (COR) (IIA13-15) and MORT 430 C COR (IIA13-16) are examples showing that appropriate-level Student Learning Outcomes (SLO) are on approved CORs for each course in a degree pathway.**
- **As stated on the American Board of Funeral Service Education (ABFSE) website (IIA13-17), the ABFSE is the only agency recognized and approved by the U.S. Department of Education to accredit funeral service education programs.**

Analysis and Evaluation

The College meets the Standard.

The College complies with certificate and degree requirements (IIA13-01, IIA13-02, IIA13-03) to offer certificates and associate degrees in focused areas of study (IIA13-04, IIA13-05); AA-T and AS-T degrees in 36 specific areas (IIA13-07, IIA13-08, IIA13-10); a liberal arts degree with an emphasis in arts and humanities, human communication, math and science, or social and behavioral sciences (IIA13-09, IIA13-11); and the Bachelor of Science Degree in Funeral Service (IIA13-06).

The College degree and certificate programs are not simply accumulations of random courses. All programs focus on at least one area of inquiry or discipline based on SLOs and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. Discipline faculty (IIA13-12, IIA13-13) ensure that specialized courses in a specific area of inquiry or interdisciplinary core include appropriate SLOs and competencies as required by the Curriculum Approval Process (IIA13-14, IIA13-15, IIA13-16). This curricular process ensures programs, created with faculty expertise and affirmed by the curriculum approval process, are based on SLOs and competencies to include key theories and practices in the field of study.

The baccalaureate program in funeral service ensures students are prepared to engage key theories and practices appropriate to the level (IIA13-06 “Prerequisites”) through prerequisites that include an associate degree from ABFSE-accredited (IIA13-17) funeral service/mortuary science program (41-50 units in the major), embalmer license, and funeral director license OR funeral service practitioner certification. The degree requires 32 units of required upper division major coursework, demonstrating deeply focused study in the discipline (IIA13-06).

14. 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

- **The 2022 Career & Technical Education (CTE) Employment Outcomes Survey (CTEOS) (IIA14-01), a statewide annual survey, assesses the employment outcomes of students who have participated in CTE**

coursework. It indicates positive employment outcomes showing that a "preponderance of respondents are employed and are working in the same field as their studies or training" and that students are realizing "a greater wage gain after completing their studies if they secure a job that is similar to their program of study."

- Licensure pass rates are posted via program websites, like the **Radiological Technology Pass Rates** (IIA14-02) and **Registered Nursing Program NCLEX Pass Rates** (IIA14-03).
- The College highlights programs with exceptional pass rates, such as in this **News Release for the T-TEN program** (IIA14-04).
- The **catalog page for the Funeral Service Bachelor of Science Degree** (IIA14-05) includes the prerequisites for an embalmer license and funeral director license or funeral service practitioner certification.
- The College proposal process for new CTE programs includes a program narrative verifying projections for annual job openings, enrollment, and completion as exemplified in the **Sports Management Certificate** (IIA14-06a) and **Career Education (CE) Instructor Training** (IA14-06b) proposals.
- To examine labor market supply and demand based on the program Taxonomy of Programs (TOP) code, the Centers of Excellence (COE) for Labor Market Research, Orange County provides a **Program Endorsement Brief**, like these for **Sports Management Program Endorsement Brief** (IIA14-07) and **CE Instructor Training Program Endorsement Brief** (IIA14-08).
- The **Instructional Program Review (IPR) schedule** (IIA14-09) ensures that CTE programs, including their SLOs, are formally reviewed every two years, maintaining currency of employment opportunities and demonstrating the effectiveness of the program, as seen in the **Funeral Service Program Review (Full Form)** (IIA14-10) and **Funeral Service Program Review (Short Form)** (IIA14-11).
- The **Course Outline of Record (COR) for PT 090 C** (IIA14-12) and **KIN 247 C** (IIA14-13) show the CSLOs.
- Each CTE program meets annually with its Advisory Committee to review the relevancy of the degree or certificate and to ensure it is meeting industry needs, specifically:
 - The **Registered Nursing program Advisory Committee minutes** (IIA14-14a) reflect discussion of program outcomes and objectives, current employment standards, and a revision of student learning outcomes (SLOs);
 - **Diagnostic Medical Sonography Advisory Committee minutes** (IIA14-14b) demonstrate discussion of areas related to clinical training and subsequent curriculum revisions;
 - **Dental Hygiene Advisory Committee minutes** (IIA14-14c) record discussion related to the July 2022 updated Commission on Dental Accreditation (CODA) Standard, requiring a stated commitment to a "humanistic culture and learning environment that is regularly evaluated" and the suggestion to add cultural competency questions to the exit interviews or reflective journals, thus revising curriculum as needed;
 - The **CIS/CSCI/Cybersecurity Advisory Committee minutes** (IIA14-14d) show advisory input on how to increase internships, workshops, and project-based learning; and
 - The **Culinary Arts & Hospitality Management Advisory Committee minutes** (IIA14-14e) document a discussion and recommendations from the advisory group regarding changing industry expectations due to COVID-19.
- College catalog pages include current information of external requirements and other factors related to career-technical degree and certificate programs as seen in:
 - the **Administration of Justice Associate in Science for Transfer (AS-T) page** (IIA14-15a),
 - the **Diagnostic Medical Sonography program page** (IIA14-15b), and
 - the **Psychiatric Technology Overview program page** (IIA14-15c).
- Online Program Mappers show salary, growth, and careers for all CTE programs, for example:
 - **Automotive Technology Associate in Science (A.S.) Program Mapper** (IIA14-16a),

- o **Mortuary Science A.S. Program Mapper** (IIA14-16b), and
- o **Registered Nursing A.S. Program Mapper** (IIA14-16c).
- Department webpages also include information related to requirements and employment opportunities, for example:
 - o **Administration of Justice** (IIA14-17a),
 - o **Aviation & Travel Careers** (IIA14-17b), and
 - o **Nutrition & Dietetics** (IIA14-17c).

Analysis and Evaluation

The College meets the Standard.

The College's graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards (IIA14-01). In addition, graduates completing career-technical certificates and degrees demonstrate other applicable standards and preparation for external licensure and certification (IIA14-02, IIA14-03, IIA14-04). In the case of the baccalaureate degree, the prerequisites for the Funeral Service Bachelor of Science Degree include required licensures or certifications (IIA14-05).

The College determines competency levels and measurable student learning outcomes based upon faculty expertise and input from industry representatives (IIA14-06 to IIA14-13). Faculty are responsible for the curriculum development of CTE programs in the same manner as all other college programs (see II.A.2). However, in addition, the advisory process 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. 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 (IIA14-14).

The College maintains current information of external requirements and other factors related to CTE degree and certificate programs via its catalog and website (IIA14-17 to IIA14-25).

15. 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

- **Board Policy 4021** (IIA15-01) is the overall policy for program discontinuance.
- **Administrative Procedure 4021** (IIA15-02) includes the procedures for program elimination and requires "local administration and academic senate to establish appropriate actions and a timeframe conducive to the needs of students currently engaged in the program."
- The **Cypress College Catalog Rights** (IIA15-03) protect a student's degree and certificate progress from significant changes or additional requirements.

Analysis and Evaluation

The College meets the Standard.

Since the last accreditation cycle, the College has not discontinued any programs. In the event that a

program is at risk of being discontinued, the District has a policy in place for related decision-making and processes (IIA15-01, IIA15-02) to protect students' rights (IIA15-03) to complete their education in a timely manner with minimal disruption. In the event of a program's elimination, the administrative procedure places the responsibility to establish appropriate actions and a timeframe on the local administration and academic senate (IIA15-02 4.2.6.1), allowing for the administration and faculty to create situation-specific plans, including for communication, that would meet the needs of affected students.

16. 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

- **Administrative Procedure (AP) 3250** (IIA16-01) requires that program reviews are utilized in planning processes.
- The **Instructional Program Review (IPR) Schedule** (IIA16-02) and the **Instructional Program Review Handbook** (IIA16-03) document a consistent, regular instructional program review process, which is used in institutional planning.
- The **email from the Institutional Research & Planning (IRP) office** (IIA16-04) and attached **IPR Process Letter** (IIA16-05) to departments undergoing IPR indicates the persons responsible and workflow.
- The **IPR Form** (IIA16-06) includes questions to evaluate the following elements of program review.
- Changes and improvements in programs have occurred as a result of the consideration of program evaluations and are evaluated for their effectiveness, such as the **Guided Pathway English as a Second Language (ESL) Milestone Certificates** (IIA16-07).
- The **IPR Annual Report** (IIA16-08) provides a summary of each semester's program review reports highlighting success and recommending resources for improvement.
- The **One-time Funding Instructional Equipment Request Process Memo** (IIA16-09) and the **One-time Funding Request Form** (IIA16-10) validate that program review is connected to decision-making.
- The **Planning & Budget Committee (PBC) webpage** (IIA16-11) indicates that the Instructional Program Review Committee (IPRC) chair is a voting member of the PBC.

Analysis and Evaluation

Cypress College meets the standard.

Pursuant to AP 3250 (IIA16-01), the College regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including baccalaureate, collegiate, and career-technical courses and programs*, regardless of delivery mode or location. The College has established a program review calendar and schedule for report submissions and presentations (IIA16-02, IIA16-03 pp.7-10); in addition, the IRP office sends the IPR Process Letter (IIA16-04, IIA16-05) and department form (IIA16-06) to the department coordinators.

As detailed throughout Standard II, the College uses IPR to ensure the relevancy, appropriateness, achievement, and currency of programs and to make changes or improvements when identified. Furthermore, as referenced in AP 3250 (IIA16-01), there is a direct link between the program review process and the process of institutional planning at the College (IIA16-02 p.5). (See II.A.1, II.A.2, II.A.3, II.A.7, and IIA.11 for evidence and examples.) In addition to the examples previously discussed, the ESL Department's

creation of the Guided Pathway ESL Milestone certificates (IIA16-07), a concept that was a direct result of the program review presentation discussion, is a change in a program resulting from the consideration of program evaluations.

To reiterate, the IPR Annual Report (IIA16-08) provides a summary of each semester's program review reports highlighting success and recommending resources for improvement. This report also includes formal recommendations that inform program- and institution-level decision making and are directly tied to budget requests and funding. The result of these recommendations is found in the approval criteria for one-time funding requests (IIA16-09, IIA16-10), and the Instructional Program Review Committee Chair sits on the College PBC, which approves such requests (IIA16-11).

*While the College offers some pre-collegiate courses, it does not offer any pre-collegiate programs. The College does not offer continuing and community education courses or programs.

Conclusions on Standard II.A: Instructional Programs

The College's instructional programs are consistent with the college mission and appropriate to American higher education; they lead to the attainment of degrees, certificates, employment, or transfer. The College adheres to state and local policies to ensure that all curriculum requirements are met, and faculty regularly conduct program review to ensure academic and professional standards in instruction and continuously improve courses and programs. The College identifies, publishes, and assesses student learning outcomes for courses, programs, and certificates and degrees. Transfer policies and pre-collegiate curriculum are also clearly communicated to students. The College has especially focused on effectively delivering instruction in an equitable and flexible manner to meet students' needs.

Improvement Plan(s)

Not applicable.

Evidence List

Standard II.A Instructional Programs Evidence List	Website Link
IIA1-01 Instructional Program Review Handbook	IIA1-01
IIA1-02 Hotel, Restaurant, & Culinary Arts Program Review Fall 2022	IIA1-02
IIA1-03 Dental Assisting Program Review Fall 2022	IIA1-03
IIA1-04 Funeral Service Program Review Fall 2022	IIA1-04
IIA1-05 Mortuary Science Program Application	IIA1-05
IIA1-06 ONET Online Occupational Keyword Search "Funeral" Screenshot	IIA1-06
IIA1-07 ONET Online California Training for Morticians, Undertakers, and Funeral Arrangers Screenshot	IIA1-07
IIA1-08 California Code of Regulations Title 5 § 55002	IIA1-08
IIA1-09 Cypress College Curriculum Committee Webpage	IIA1-09
IIA1-10 Curriculum Committee Training Guide	IIA1-10
IIA1-11 California Community Colleges Program and Course Approval Handbook, 8 th Edition	IIA1-11
IIA1-12 Curriculum Committee Training 2022-2023 Presentation	IIA1-12
IIA1-13 College Catalog Degrees and Certificates Page	IIA1-13

IIA1-14a College Catalog Communication Studies AA-T Page	IIA1-14a
IIA1-14b College Catalog Administration of Justice Certificate Page	IIA1-14b
IIA1-15 ISLOs by Division Report 2017-2021	IIA1-15
IIA1-16 SLO and PSLO/ISLO Reports Email 05-16-21	IIA1-16
IIA1-17 Associate Degree and Certificate Assessment Plan Survey Spring 2022	IIA1-17
IIA2-01 Curriculum Committee Bylaws	IIA2-01
IIA2-02 Curriculum Committee Training Manual	IIA2-02
IIA2-03 Curriculum Committee Training 2022-2023 Presentation	IIA2-03
IIA2-04 NOCCCD Board Policy 4020	IIA2-04
IIA2-05 NOCCCD Administrative Procedure 4020	IIA2-05
IIA2-06 Curriculum Approval Process Flowchart	IIA2-06
IIA2-07 Instructional Program Review Handbook	IIA2-07
IIA2-08 Instructional Program Review Form	IIA2-08
IIA2-09 Foreign Language Program Review Fall 2021	IIA2-09
IIA2-10 Dental Assisting Program Review Fall 2022	IIA2-10
IIA2-11 Planning and Budget Committee Minutes 10-06-22	IIA2-11
IIA2-12 NOCCCD Employment Opportunities 02-07-23	IIA2-12
IIA2-13 International Cultural Festival Event Notice	IIA2-13
IIA2-14a Geography Program Review Presentation Fall 2022	IIA2-14a
IIA2-14b Instructional Program Review Committee Minutes 11-14-22	IIA2-14b
IIA2-15a Management & Marketing Program Review Presentation Fall 2022	IIA2-15a
IIA2-15b Instructional Program Review Committee Minutes 11-21-22	IIA2-15b
IIA2-16 Instructional Program Review Annual Report 2022-2023	IIA2-16
IIA3-01 SLO Handbook	IIA3-01
IIA3-02 Curriculum Committee Training Manual	IIA3-02
IIA3-03 Instructional Program Review Handbook	IIA3-03
IIA3-04 Instructional Program Review Annual Report 2022-2023	IIA3-04
IIA3-05 ENGL 100 Online Syllabus Example	IIA3-05
IIA3-06 ENGL 100 In-Person Syllabus Example	IIA3-06
IIA3-07 SLO Coordinator Email 07-23-22	IIA3-07
IIA3-08a CSLO Status Report Fall 2019	IIA3-08a
IIA3-08b CSLO Status Report Spring 2022	IIA3-08b
IIA3-08c CSLO Status Report Fall 2022	IIA3-08c
IIA3-09 GEOL 100 C Course Outline of Record	IIA3-09
IIA3-10 Final Syllabus Guidelines	IIA3-10
IIA3-11 2021 Midterm Report Excerpt	IIA3-11
IIA3-12 Generic Dean's Manual	IIA3-12
IIA3-13 Syllabi Report Qualtrics Form	IIA3-13
IIA3-14 Syllabus Review Email 12-02-22	IIA3-14
IIA4-01 College Catalog Course Numbering Page	IIA4-01
IIA4-02a College Catalog Course Descriptions Page	IIA4-02a
IIA4-02b College Catalog Non-Credit Courses Page	IIA4-02b
IIA4-02c College Catalog Non-Degree Credit Courses Page	IIA4-02c
IIA4-03 College Catalog ESL Page	IIA4-03
IIA4-04 College Schedule ESL 051 C Description	IIA4-04

IIA4-05 College Catalog Court Reporting Page	IIA4-05
IIA4-06 NOCCCD Board Policy 4020	IIA4-06
IIA4-07 NOCCCD Administrative Procedure 4020	IIA4-07
IIA4-08 Curriculum Committee Training Manual	IIA4-08
IIA4-09 Class Schedule Resource Guide	IIA4-09
IIA4-10 Cypress College English Success Center Webpage	IIA4-10
IIA4-11 Cypress College Mathematics Learning Center Webpage	IIA4-11
IIA4-12 IIA4-13 Cypress College Tutorial Services Webpage	IIA4-12
IIA4-13a Smartthinking Tutoring Dashboard Screenshot	IIA4-13a
IIA4-13b Net Tutor Student Hub Screenshot	IIA4-13b
IIA5-01 California Code of Regulations Title 5 § 55061	IIA5-01
IIA5-02 NOCCCD Board Policy 4025	IIA5-02
IIA5-03 California Code of Regulations Title 5 § 55063	IIA5-03
IIA5-04a NOCCCD Board Policy 4100	IIA5-04a
IIA5-04b NOCCCD Administrative Procedure 4100	IIA5-04b
IIA5-05a College Catalog Accounting Associate in Science Degree Page	IIA5-05a
IIA5-05b College Catalog Dance Associate in Arts Degree Page	IIA5-05b
IIA5-05c College Catalog Bachelor of Science Degree in Funeral Service Page	IIA5-05c
IIA5-06a California Code of Regulations Title 5 § 55009	IIA5-06a
IIA5-06b California Community Colleges Baccalaureate Degree Pilot Program Handbook	IIA5-06b
IIA5-07 California Code of Regulations Title 5 § 55000.5	IIA5-07
IIA5-08 California Code of Regulations Title 5 § 55130	IIA5-08
IIA5-09 Curriculum Committee Training Manual	IIA5-09
IIA5-10 College Catalog Course Numbering Page	IIA5-10
IIA5-11a NOCCCD Board Policy 4020	IIA5-11a
IIA5-11b NOCCCD Administrative Procedure 4020	IIA5-11b
IIA5-12 Curriculum Approval Process Flowchart	IIA5-12
IIA5-13 Curriculum Committee Training 2022-2023 Presentation	IIA5-13
IIA5-14 SUNY College of Technology at Canton Funeral Services Administration Program Description	IIA5-14
IIA5-15 ABFSE Directory of Programs – California Webpage	IIA5-15
IIA5-16 ABFSE Accreditation Standards	IIA5-16
IIA6-01 Tableau Dashboard Screenshots	IIA6-01
IIA6-02 Argos Reports Dashboard Screenshot	IIA6-02
IIA6-03 Cypress College Schedule of Classes Screenshot	IIA6-03
IIA6-04 DegreeWorks Sample Student Plan	IIA6-04
IIA6-05 Cypress College Program Mapper Webpage	IIA6-05
IIA6-06a Cypress College College Scheduler Webpage	IIA6-06a
IIA6-06b College Scheduler Screenshot	IIA6-06b
IIA6-07 Spring 2022 Leadership Meeting Presentation	IIA6-07
IIA6-08 Fall 2022 Guided Pathways Division Presentation	IIA6-08
IIA6-09 ESL Program Review Fall 2021	IIA6-09
IIA6-10 Dental Assisting Program Review Fall 2022	IIA6-10
IIA7-01 Cypress College Mission & Vision Webpage	IIA7-01
IIA7-02 Cypress College Core Values Webpage	IIA7-02

IIA7-03 Student Equity & Achievement Plan 2022-2025	IIA7-03
IIA7-04 Cypress College Learning Resource Center Page	IIA7-04
IIA7-05 MLC eDLA Analysis Report	IIA7-05
IIA7-06 Distance Education Plan 2017-2023	IIA7-06
IIA7-07 Opening Day Gensler Survey Presentation	IIA7-07
IIA7-08 Fall 2023 Course Modalities Email 05-05-23	IIA7-08
IIA7-09 Distance Education Addendum	IIA7-09
IIA7-10 Curriculum Approval Process Flowchart	IIA7-10
IIA7-11a Academic Senate Minutes 01-26-23	IIA7-11a
IIA7-11b Distance Education Committee Agenda 02-02-23	IIA7-11b
IIA7-12a One-Time Funding Request: Foreign Language	IIA7-12a
IIA7-12b Schedule of Japanese Classes Spring 2023 Screenshot	IIA7-12b
IIA7-12c Bus & CIS Division Hy-Flex Sections Spring 2023 Email 01-25-23	IIA7-12c
IIA7-13 Instructional Program Review Annual Report 2021-2022	IIA7-13
IIA7-14 Special Instructional Program Review Summary – ESC Fall 2021	IIA7-14
IIA7-15 Special Instructional Program Review Summary – MLC Fall 2021	IIA7-15
IIA7-16a Tableau Screenshot of Persistence and Completion Dashboard	IIA7-16a
IIA7-16b Tableau Screenshot of Momentum Points to Completion by Ethnicity Dashboard	IIA7-16b
IIA7-17 Accounting Program Review Fall 2020	IIA7-17
IIA7-18 Hotel, Restaurant, & Culinary Arts Program Review Fall 2022	IIA7-18
IIA7-19 CoRE Stats Email 02-06-23	IIA7-19
IIA7-20a Curriculum Audit Impact Analysis Winter 2021, Summer 2021	IIA7-20a
IIA7-20b CoRe Research Winter '22, Summer '22, and Winter '23	IIA7-20b
IIA7-21 Ascend Showcase Presentation	IIA7-21
IIA7-22 Starfish Spring 2023 Pilot Debrief Meeting Presentation	IIA7-22
IIA7-23 Equity Framework Draft	IIA7-23
IIA9-01 California Code of Regulations Title 5 § 55002	IIA9-01
IIA9-02 NOCCCD Administrative Procedure 4220	IIA9-02
IIA9-03 College Catalog Grading System Page	IIA9-03
IIA9-04 Curriculum Committee Training Manual	IIA9-04
IIA9-05 COMM 100 C Course Outline of Record	IIA9-05
IIA9-06 MAT 120 C Course Outline of Record	IIA9-06
IIA9-07 ATC 100 C Course Outline of Record	IIA9-07
IIA9-08 NOCCCD Board Policy 4025	IIA9-08
IIA9-09 NOCCCD Administrative Procedure 4025	IIA9-09
IIA9-10 NOCCCD Board Policy 4100	IIA9-10
IIA9-11 NOCCCD Administrative Procedure 4100	IIA9-11
IIA9-12 Annual Curriculum Approval Certification	IIA9-12
IIA9-13 California Code of Regulations Title 5 § 55000.5	IIA9-13
IIA9-14 California Community Colleges Program and Course Approval Handbook, 8 th Edition	IIA9-14
IIA9-15 NOCCCD Board Policy 4020	IIA9-15
IIA10-01 NOCCCD Board Policy 4050	IIA10-01
IIA10-02 NOCCCD Administrative Procedure 2410	IIA10-02

IIA10-03 NOCCCD Administrative Procedure 4050	IIA10-03
IIA10-04 C-ID Course Report 2022	IIA10-04
IIA10-05 CSU Long Beach Articulation Agreement	IIA10-05
IIA10-06 UC Irvine Articulation Agreement	IIA10-06
IIA10-07 Cypress College Articulation Webpage	IIA10-07
IIA10-08 Concordia University Articulation Agreement	IIA10-08
IIA10-09 USC Articulation Agreement	IIA10-09
IIA10-10 Pass Along Policies and Procedures Manual	IIA10-10
IIA10-11 Pass Along Dynamic Online Form Screenshot	IIA10-11
IIA10-12 Transfer Evaluation System (TES) Manual	IIA10-12
IIA10-13 NOCCCD Administrative Procedure 4100	IIA10-13
IIA10-14 Mortuary Science Program Application Information Webpage	IIA10-14
IIA10-15 College Catalog Transfer of Credit Page	IIA10-15
IIA10-16 College Catalog How to Transfer to a Four-Year College Page	IIA10-16
IIA10-17 Cypress College Student Handbook 2022-2023	IIA10-17
IIA10-18 Cypress College Counseling FAQs Webpage	IIA10-18
IIA10-19 Cypress College Transfer Center Webpage	IIA10-19
IIA11-01 California Code of Regulations Title 5 § 53200	IIA11-01
IIA11-02 Curriculum Committee Training Manual	IIA11-02
IIA11-03 SLO Handbook	IIA11-03
IIA11-04 MAT CSLO to PSLO Mapping eLumen Report	IIA11-04
IIA11-05 Associated Students Minutes 04-08-21	IIA11-05
IIA11-06 President's Advisory Cabinet Minutes 04-22-21	IIA11-06
IIA11-07 NOCCCD Board Policy 4025	IIA11-07
IIA11-08 Instructional Program Review Annual Report 2021-2022	IIA11-08
IIA11-09 Funeral Service Program Review Fall 2022	IIA11-09
IIA11-10 Associate Degree and Certificate Assessment Plan Survey Report Spring 2022	IIA11-10
IIA11-11 Academic Senate Minutes 11-04-21	IIA11-11
IIA12-01 California Code of Regulations Title 5 § 55061	IIA12-01
IIA12-02 NOCCCD Board Policy 4025	IIA12-02
IIA12-03 NOCCCD Administrative Procedures 4025	IIA12-03
IIA12-04 College Catalog Graduation Requirements for an Associate Degree Page	IIA12-04
IIA12-05 College Catalog Bachelor of Science Degree in Funeral Service Page	IIA12-05
IIA12-06 Cypress College General Education Webpage	IIA12-06
IIA12-07 Kinesiology AA-T Program Mapper	IIA12-07
IIA13-01 California Code of Regulations Title 5 § 55063	IIA13-01
IIA13-02 NOCCCD Board Policy 4100	IIA13-02
IIA13-03 NOCCCD Administrative Procedure 4100	IIA13-03
IIA13-04 College Catalog Degrees and Certificates Page	IIA13-04
IIA13-05 College Catalog Dance Teaching Certificate Page	IIA13-05
IIA13-06 College Catalog Bachelor of Science Degree in Funeral Service Page	IIA13-06
IIA13-07 College Catalog Communication Studies AA-T Page	IIA13-07
IIA13-08 College Catalog Environmental Science AS-T Page	IIA13-08
IIA13-09 Liberal Arts AA Degree with an Area of Emphasis in Social and Behavioral Sciences Page	IIA13-09

IIA13-10 Cypress College Associate Degree for Transfer Webpage	IIA13-10
IIA13-11 Cypress College Liberal Arts with Area of Emphasis Page	IIA13-11
IIA13-12 NOCCCD Board Policy 4020	IIA13-12
IIA13-13 NOCCCD Administrative Procedures 4020	IIA13-13
IIA13-14 Curriculum Approval Process Flowchart	IIA13-14
IIA13-15 MATH 150 C COR	IIA13-15
IIA13-16 MORT 430 C COR	IIA13-16
IIA13-17 ABFSE Website	IIA13-17
IIA14-01 Career & Technical Education Employment Outcomes Survey 2022 College Report	IIA14-01
IIA14-02 Radiological Technology Pass Rates	IIA14-02
IIA14-03 Registered Nursing Program NCLEX Pass Rates	IIA14-03
IIA14-04 T-TEN Program Ranks First in Tests Passed News Release	IIA14-04
IIA14-05 College Catalog Funeral Service Bachelor of Science Degree Page	IIA14-05
IIA14-06a Sports Management Certificate Proposal	IIA14-06a
IIA14-06b Career Education (CE) Instructor Training Certificate Proposal	IIA14-06b
IIA14-07 Sports Management Program Endorsement Brief	IIA14-07
IIA14-08 CE Instructor Training Program Endorsement Brief	IIA14-08
IIA14-09 Program Review Schedule	IIA14-09
IIA14-10 Funeral Service Program Review (Long Form) Fall 2022	IIA14-10
IIA14-11 Funeral Service Program Review (Short Form) Fall 2022	IIA14-11
IIA14-12 PT 090 C Course Outline of Record	IIA14-12
IIA14-13 KIN 247 C Course Outline of Record	IIA14-13
IIA14-14a Nursing Program Advisory Committee Meeting Minutes 04-30-21	IIA14-14a
IIA14-14b DMS Program Advisory Committee Meeting Minutes 05-04-22	IIA14-14b
IIA14-14c Dental Hygiene Program Advisory Committee Meeting Minutes 03-29-22	IIA14-14c
IIA14-14d CIS/CSCI/Cybersecurity Program Advisory Committee Meeting Minutes 04-28-23	IIA14-14d
IIA14-14e HRC Program Advisory Committee Meeting Minutes 01-19-22	IIA14-14e
IIA14-15a College Catalog Administration of Justice AS-T Page	IIA14-15a
IIA14-15b College Catalog Diagnostic Medical Sonography (DMS) Page	IIA14-15b
IIA14-15c College Catalog Psychiatric Technology Page	IIA14-15c
IIA14-16a Automotive Technology Associate in Science Program Mapper	IIA14-16a
IIA14-16b Mortuary Science Associate in Science Program Mapper	IIA14-16b
IIA14-16c Registered Nursing Associate in Science Program Mapper	IIA14-16c
IIA14-17a Cypress College Administration of Justice Webpage	IIA14-17a
IIA14-17b Cypress College Aviation & Travel Careers (ATC) Webpage	IIA14-17b
IIA14-17c Cypress College Nutrition & Dietetics Webpage	IIA14-17c
IIA15-01 NOCCCD Board Policy 4021	IIA15-01
IIA15-02 NOCCCD Administrative Procedure 4021	IIA15-02
IIA15-03 College Catalog Catalog Rights Page	IIA15-03
IIA16-01 NOCCCD Administrative Procedure 3250	IIA16-01
IIA16-02 Program Review Schedule	IIA16-02
IIA16-03 Instructional Program Review Handbook	IIA16-03
IIA16-04 Institutional Research & Planning Program Review Data Email 08-23-21	IIA16-04

IIA16-05 Instructional Program Review Process Letter Fall 2021	IIA16-05
IIA16-06 Instructional Program Review Form	IIA16-06
IIA16-07 ESL Milestone Certificate: Pathway to Aviation and Travel Careers	IIA16-07
IIA16-08 Instructional Program Review Annual Report 2021-2022	IIA16-08
IIA16-09 One-Time Funding Instructional Equipment Request Process for FY23 Memo	IIA16-09
IIA16-10 One-Time Funding Request Form	IIA16-10
IIA16-11 Cypress College Planning & Budget Committee Webpage	IIA16-11

B. Library and Learning Support Services

- 1. 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

- The **Library/Learning Resource Center (L/LRC) First Floor Building Map** (IIB1-01) displays the location of the general tutorial and specialized tutorial centers, and the main campus computer lab, containing 92 computers and three carts with 30 laptops for student use.
- The **list of External Apps integrated into Canvas** (IIB1-02) indicates that all lab and laptop computers are updated to include Microsoft products, Canvas access, and supported LTIs for courses (e.g., Labster and LockDown Browser).
- The **Learning Resource Center (LRC) Presentation** (IIB1-03), the **LRC Academic Support Services Flyer** (IIB1-04), and the **Tutorial Services Flyer** (IIB1-05) provide an overview of the LRC services for students.
- The **English Success Center (ESC)** (see **screenshot**, IIB1-06) and **Math Learning Center (MLC)** (see **screenshot**, IIB1-07) **Canvas home pages** are the online presence for the specialized centers for English, English as a Second Language (ESL), and math students, which provide peer tutoring, faculty mentor tutoring, and Directed Learning Activities (DLAs).
- The ESC DLA (see **ESL DLA**, IIB1-08a and **English DLA**, IIB1-08b) and **MLC DLA** (IIB1-09) **lists** show the quantity and depth of DLAs available to English, ESL, and math students.
- The **ESC Workshop Schedule** (IIB1-10) shows the variety of workshop topics offered to students by ESL faculty during the semester.
- The **Supplemental Instruction (SI) Faculty Guide** (IIB1-11) and **SI Leader Manual** (IIB1-12) detail the in-person and online active learning group sessions led by SI leaders who attend lectures and lead several tutorial sessions each week.
- LRC staff use the **North Orange County Community College District (NOCCCD) Laptop Loan Agreement** (IIB1-13) and **NOCCCD WiFi Agreement** (IIB1-14) forms when providing Chromebooks, laptops, and hotspots to students, faculty, and staff.
- The **Library Annual Report** (IIB1-15) provides an overview of the Library's operations, services, and staffing. Its collection includes 55,709 book titles, 4,136 media titles, 78 periodical titles, and access to 37,809 full text journal titles.
- The **LIB 100 C catalog page** (IIB1-16) provides the description for the Library's Introduction to Research

course.

- The **Library Faculty Flyer** (IIB1-17) and **Library Student Services Flyer** (IIB1-18) describe the in-person or via Zoom instructional orientations, reference desk support, chat support, individual research sessions, tours and workshops provided by the library.
- The **Library Circulation Manual** (IIB1-19) directs students and the community on the use of library services, collections, materials, and the facility.
- The **Mortuary Science Resources page** (IIB1-20) lists the Library and Web resources for mortuary science students, including textbooks, reference books, databases, and research guides.
- The **California Community College Chancellor's Office (CCCCO) Annual Library Report** (IIB1-21) describes the College's library in detail.
- The **Library Website home page** (IIB1-22) contains the Alma Primo library catalog that incorporates a OneSearch function to quickly and efficiently search library collections for all types of materials and links to free internet-based resources.
- The **Librarian Chat Service** (see **screenshots**, IIB1-23) provides librarian reference chat services.
- The **Library Databases** (see **invoices**, IIB1-24) support student learning through online collections, such as 17,914 eBooks, and 136 online databases.
- The **Research Guides Home** (IIB1-25) on the library website shows titles of some of the 163 specialized research guides developed by librarians. These Research Guides also have **Library FAQs** (IIB1-26) that assist students in accessing library materials and other campus services.
- The **Cypress College Library YouTube Channel** (see **screenshot**, IIB1-27) provides short video lessons to help guide students through the research process and support their educational pathways.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 17.

The College supports student learning and achievement through fully implemented library and learning resource services offered via multiple modalities, ensuring accessibility for all students in all places and programs.

The College strategically focuses its on-site support at the L/LRC building. The first floor (IIB1-01) houses the LRC computer lab (IIB1-02), one-on-one tutorial services (IIB1-03 slides 9-11, IIB1-04, IIB1-05), ESC (IIB1-04, IIB1-06, IIB1-08, IIB1-10), the MLC (IIB1-04, IIB1-07, IIB1-09), and SI (IIB1-11, IIB1-12). While these services are housed in the L/LRC, all the tutorial programs and learning center services are also offered online via Canvas and Zoom. The LRC is committed to providing learning opportunities that support students' success and, therefore, completes ongoing evaluation to ensure sufficiency and efficacy (see II.B.3).

Since March 2020, the LRC has also provided Chromebooks, laptops, and hotspots to students, faculty, and staff. This HEERF-funded project includes maintaining inventory, recording check-out and check-in history, maintaining technology agreement forms (IIB1-13, IIB1-14), and providing troubleshooting assistance.

The second floor of the L/LRC is for library services, collections, and library instructional areas to fully support the College's curriculum and instructional needs (IIB1-15 slide 5, IIB1-16, IIB1-17, IIB1-18, IIB1-19), including those of the baccalaureate program (IIB1-20). Here, additional computer stations, laptop checkouts, study

carrells, and group private study rooms (IIB1-21 p.2) are available to students. Over the past five years, the library has also implemented a robust offering of online services (IIB1-22 to IIB-27). To support the currency, depth, and variety of services, the library has developed policies (see II.B.2) and undergoes regular evaluation (see II.B.3).

2. 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

- The Library uses the following plans and guidelines to direct the selection and removal of materials within the library collections:
 - **Cypress College Library Collection Development Policy (IIB2-01),**
 - **Cypress College Library Special Collection/Archives Collection Guidelines (IIB2-02),**
and
 - **Cypress College Library Media Collection Guidelines (IIB2-03).**
- The **Cypress College Library Technology Plan (IIB2-04)** establishes the technology-related goals for maintenance, improvement, and expansion of educational equipment and materials.
- The **Cypress College Library Instruction Plan (IIB2-05)** provides an overview of the instruction-related equipment and materials that Library faculty and staff develop, implement, and evaluate.
- The **Collection Development Areas document (IIB2-06)** outlines each librarian's assigned content specialty by Library of Congress collection area and division.
- The **Language Arts Title V Canvas Library Resources page (IIB2-07)** demonstrates that librarians are embedded into each division's Title V completion team to provide resources and expertise.
- The **Cypress' CurricUNET screenshot (IIB2-08)** confirms that each division consults with their embedded librarian during the curriculum development process to ensure adequacy of materials.
- English, English as a Second Language (ESL), or Math faculty create the Directed Learning Activities (DLAs) for specific courses. For example, the Canvas screenshots show the **English Success Center (ESC) DLAs for ESL 107-108 (IIB2-09)** and **Mathematics Learning Center (MLC) DLAs for MATH 120 (IIB2-10).**
- English and ESL faculty conduct the **ESC workshops for English (IIB2-11)** and **ESL (IIB2-12)** students.
- The **email from David Vakil, Interim Dean of Science, Engineering, and Mathematics** to Treisa Cassens, Dean of Library/Learning Resource Center (L/LRC) (IIB2-13) communicates that the biology department selected their instructional supplies for the Biology Study Room in the Learning Resource Center (LRC).
- The **College's Campus Technology Committee (CTC) Guidelines (IIB2-14)** present the committee's purpose and membership, including resource members.
- L/LRC computers and equipment are part of the **NOCCCD Technology Computer Replacement Plan (IIB2-15).**
- The **email from Director of Academic Computing, José Sanchez,** to Interim Vice President of Administrative Services, Stephen Schoonmaker (IIB2-16) explains local instructional computer refresh planning.

Analysis and Evaluation

The College meets the Standard.

The Library faculty and staff develop policies (IIB2-01 to IIB2-05) for evaluating, selecting, and supporting services and materials. Furthermore, librarians are embedded within each division as their content specialist (IIB2-06), guided pathways representative (IIB2-07), and curriculum advocate (IIB2-08). This facilitates close connections and excellent communication between library faculty and instructional faculty regarding assignments, collections, services, equipment and software, and tutorial needs for ongoing improvement toward student engagement and success.

Within the LRC, experts select or create tutorial and instructional resources (IIB2-09 to IIB-13) that are linked to the courses they support.

Through institutional research reports and program review (See I.B.3), the Library and LRC evaluate all services, including the depth and variety of the materials, to support student learning and enhance the achievement of the mission.

The CTC guidelines provide an overview of the importance of planning and developing educational computing resources, which are primarily located in the LRC building computer labs (IIB2-14). Both the Library and LRC have positions as resource members on the CTC to ensure regular communication between the L/LRC, Academic Computing, and the Planning and Budget Committee (PBC) for ongoing support. For replacement and upkeep, the L/LRC computers are on a campus renewal cycle (IIB2-15, IIB2-16), and all computers in the open computer spaces have Deep Freeze management software to ensure they function reliably, update regularly, and are monitored as needed.

3. 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

- All areas under the Library/Learning Resource Center (L/LRC) participate in the four-year instructional review process as outlined on the **Instructional Program Review Schedule** (IIB3-01), under the Specialized Instructional Program Review Schedule sub-heading:
 - **Library Program Review 2021** (IIB3-02),
 - **English Success Center (ESC) Program Review 2021** (IIB3-03),
 - **Mathematics Learning Center (MLC) Program Review 2021** (IIB3-04),
 - **Tutoring Program Review 2021** (IIB3-05), and
 - **Supplemental Instruction (SI) Program Review 2021** (IIB3-06).
- The **2019-2020 Annual Report** (IIB3-07) communicates the data that the Library collects on gate counts, circulation checkouts, reference questions, and other services.
- Students complete the **ESC Student Satisfaction Survey** (IIB3-08) after each visit.
- Students who attend SI sessions receive the **SI Student Survey email** (IIB3-09) directing them to complete the **SI Student Survey** (IIB3-10) at the end of each semester.
- Students complete the **Tutoring Survey** (IIB3-11) after each tutoring session in the Learning Resource Center (LRC).
- The **ESC Analysis 2021-2022** (IIB3-12) shows that ESL students who used the ESC had 30 percent more

success in their classes than those who did not.

- The **MLC Analysis 2021-2022** (IIB3-13) shows that 2,421 math students completed a DLA, and they were 20 percent more successful than those that did not.
- The **LRC Tutoring Data chart** (IIB3-14) reports the number of tutoring sessions by discipline in the given year.
- The **SI Semester Summary chart** (IIB3-15) reports the number of visits, students, and hours by course in the given semester.
- The **LRC Classified Position Request** (IIB3-16) exemplifies how regular evaluation of MLC usage, access, and impact on student learning is used to justify improvements, in this case increased staffing.
- The **L/LRC One-Time Funding Request** (IIB3-17) demonstrates how L/LRC program review goals and objectives connect with funding requests so that students' needs, such as access to laptops, are met.
- The **Fall 2022 Tutor Training Outline** (IIB3-18) and corresponding **Level 2 Training Presentation** (IIB3-19) provide an overview of the training that LRC tutors complete throughout a semester.
- The **Fall 2022 SI Training Schedule** (IIB3-20) summarizes the training and observation that SI tutors receive.
- The **LRC Tutorial Services** (IIB3-21), **SI Leader** (IIB3-22), and **SI Faculty** (IIB3-23) **Manuals** help to guide tutoring operations guaranteeing that services serve student needs, course curriculum, and the College mission.
- The **letter from the College Reading & Learning Association (CRLA)** (IIB3-24) and **LRC** (IIB3-25) and **SI** (IIB3-26) **certificates** validate that the College has received International Tutor Training Program Certification.

Analysis and Evaluation

The College meets the Standard.

The Library, ESC, MLC, Tutoring, and SI faculty and staff complete ongoing program review to evaluate student learning outcomes and achievement data, and to set and evaluate goals for improvement (IIB3-01 to IIB3-06). Quantitative and qualitative data collected from the Library and the LRC informs program review.

The Library collects data regarding its usage (IIB3-07 slide 6) on an ongoing basis. This also informs procedural updates, like the instruction and technology plans, referenced in II.B.2, which serve as a three-to-five-year guide for the Library to accomplish its mission and make improvements.

The LRC utilizes Qualtrics surveys (IIB3-08 to IIB3-11) to evaluate its adequacy in meeting student needs. Furthermore, all LRC service areas use institutional research reports (IIB3-12 to IIB3-15) to collect usage data by discipline or course to evaluate their impact on student success. Through program review and ongoing communication, data is shared with faculty and deans; it is also utilized to justify classified and instructional needs requests to the Planning and Budget Committee (IIB3-16, IIB3-17), leading to ongoing improvement.

The LRC ensures tutoring effectiveness through the development of training programs (IIB3-18, IIB3-19, IIB3-20) and manuals (IIB3-21, IIB3-22, IIB3-23). Since the last accreditation visit, the College has joined the CRLA tutor training program, maintaining a high level of structured certification and ensuring the ongoing effectiveness of tutors (IIB3-24, IIB3-25, IIB3-26). Tutors are required to participate in the structured program for skills in academic support for year one and year two certificates.

- 4. 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

- The **CalWest Consortium Agreement** (IIB4-01a) is the formal document that links the students and libraries of the Coast Community College District with the North Orange County Community College District (NOCCCD), allowing students from any of these districts to utilize each other's library spaces and collections as outlined in the borrowing policies. Similarly, the **California State University, Long Beach and Cypress College Agreement** (IIB4-01b) links the University's and College's libraries.
- The **Online College Library Center (OCLC) Agreement** (IIB4-02) allows the library to:
 - expand access to books, media, and articles through the **Interlibrary Loan (ILL)** and **WorldShare ILL** (IIB4-03),
 - use the WorldCat system to record materials and their authority records for the library online catalog, and
 - ensure the library archives and special collections are accessible to the public via the **OneSearch catalog** on the **Library webpage** (IIB4-04) and **CONTENTdm** (IIB4-05).
- The **Community College Library Consortium (CCLC) Membership agreement** (IIB4-06) establishes the Library's relationship with the CCLC from which the Library purchases its **databases**, as seen on this **invoice** (IIB4-07), and library software tools (e.g., Research Guides, chat and Noodle Tools) at a discounted rate.
- The Library gathers and reports usage information for evaluation through the **Library Annual Report** (IIB-08).
- The **California Community College Chancellor's Office (CCCCO) Annual Report** (IIB4-09) contains statistical and other information on the Library pursuant to Title 5 § 55800.
- The **TracCloud by RedRock Software Agreement** (IIB4-10) provides software to schedule tutors and students, track student usage, print reports for Learning Resource Center (LRC) staff, and inform faculty of usage for their courses.
- The **Smarthinking** (IIB4-11) and **NetTutor** (IIB4-12) **purchase orders** document how the LRC uses outside student learning support services to provide 24/7 tutoring.
- The **Learning Resource Center webpage** (IIB4-13) and the **ESL 107 Canvas Home Page screenshot** (IIB4-14) show where students access online tutoring using the Single Sign-On process.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 17.

The Library/Learning Resource Center (L/LRC) works closely with various entities across the District, the regional area (Orange County), and the State to ensure that the College utilizes all avenues for the highest quality academic support and for supporting student success.

The Library is part of several consortiums that support its collections and ensure access across modalities (IIB3-01 to IIB3-07). These are then accounted for in the Library Annual Report (IIB4-08 slides 5-7) and the CCCCCO Annual Library report (IIB4-09).

The LRC supports student learning services via ongoing contracts with TracCloud, Canvas, Smarthinking, NetTutor and other essential partnerships. During the 2022 year, the College switched from TutorTrac to TracCloud (IIB4-10), moving the software to the cloud versus on-campus servers. The L/LRC staff and District Information Services administrations reviewed this contract at purchasing to ensure security and

confidentiality of student data by Red Rock.

For after-hours tutoring, the campus purchased Smarthinking (IIB4-11) through NCS Pearson and NetTutor/Pieces (IIB4-12) to allow full access to tutorial support. Students can only access these services by authenticating via a Single Sign-On process through the College website (IIB4-13) or Canvas shell (IIB4-14), which is managed by the District Information Services, thus assuring security.

Conclusions on Standard II.B: Library and Learning Support Services

The College's Library/Learning Resource Center (L/LRC) supports student learning and achievement through sufficient library services, tutoring, learning centers, computer labs, and learning technology access. Faculty and staff select and maintain appropriate educational equipment and materials to support student learning and regularly evaluate learning support services to meet student needs. The L/LRC has formal agreements documenting its collaborations with other institutions, and it takes responsibility for the security, maintenance, and reliability of all services.

Improvement Plan(s)

Not applicable.

Evidence List

Standard II.B Library and Learning Support Services Evidence List	Website Link
IIB1-01 Library/Learning Resource Center First Floor Map	IB1-01
IIB1-02 Canvas External Integrated Applications List	IB1-02
IIB1-03 Learning Resource Center Presentation	IB1-03
IIB1-04 Learning Resource Center Academic Support Services Flyer	IB1-04
IIB1-05 Learning Resource Center Tutorial Services Flyer	IB1-05
IIB1-06 English Success Center Canvas Home Page Screenshot	IB1-06
IIB1-07 Math Learning Center Canvas Home Page Screenshot	IIB1-07
IIB1-08a ESL DLA List	IIB1-08a
IIB1-08b English DLA List	IIB1-08b
IIB1-09 MLC DLA List	IIB1-09
IIB1-10 English Success Center ESL Workshop Schedule	IIB1-10
IIB1-11 Supplemental Instruction (SI) Faculty Guide	IIB1-11
IIB1-12 Supplemental Instruction (SI) Leader Manual	IIB1-12
IIB1-13 NOCCCD Laptop Loan Agreement	IIB1-13
IIB1-14 NOCCCD WiFi Agreement Form	IIB1-14
IIB1-15 Library Annual Report 2019-2020	IIB1-15
IIB1-16 College Catalog Library Technology (LIB) Page	IIB1-16
IIB1-17 Cypress College Library Faculty Instruction Flyer	IIB1-17
IIB1-18 Cypress College Library Student Services Flyer	IIB1-18
IIB1-19 Library Circulation Manual	IIB1-19
IIB1-20 Mortuary Science Resources Page	IIB1-20
IIB1-21 CCCC Annual Library Report 2021-2022	IIB1-21
IIB1-22 Cypress College Library Webpage	IIB1-22
IIB1-23 Librarian Chat Service Screenshots	IIB1-23

IIB1-24 Library Database Invoices	IIB1-24
IIB1-25 Library Research Guides Home Webpage	IIB1-25
IIB1-26 Library FAQs Webpage	IIB1-26
IIB1-27 Cypress College Library YouTube Page Screenshot	IIB1-27
IIB2-01 Library College Development Guidelines	IIB2-01
IIB2-02 Library Special Collections/Archives Collection Guidelines	IIB2-02
IIB2-03 Library Multitmedia Collection Guidelines	IIB2-03
IIB2-04 Library Technology Plan 2021-2024	IIB2-04
IIB2-05 Library Instruction Plan 2020-2023	IIB2-05
IIB2-06 Collection Development Areas	IIB2-06
IIB2-07 Language Arts Title V Canvas Library Resources Page	IIB2-07
IIB2-08 Cypress CurricUNET Screenshot	IIB2-08
IIB2-09 ESC Directed Learning Activities for ESL 107-108	IIB2-09
IIB2-10 ESC Directed Learning Activities for MATH 120	IIB2-10
IIB2-11 ESC English Workshop Schedule	IIB2-11
IIB2-12 ESC ESL Workshop Schedule	IIB2-12
IIB2-13 Biology Study Room Materials Email 12-05-22	IIB2-13
IIB2-14 Cypress College Campus Technology Committee Guidelines	IIB2-14
IIB2-15 NOCCCD Computer Related Equipment Replacement Plan	IIB2-15
IIB2-16 Computer Refresh Options Email 11-18-22	IIB2-16
IIB3-01 Program Review Schedule	IIB3-01
IIB3-02 Library Program Review Fall 2021	IIB3-02
IIB3-03 English Success Center (ESC) Program Review Fall 2021	IIB3-03
IIB3-04 Math Learning Center (MLC) Program Review Fall 2021	IIB3-04
IIB3-05 Tutoring Program Review Fall 2021	IIB3-05
IIB3-06 Specialized Instruction (SI) Program Review Fall 2021	IIB3-06
IIB3-07 Library Annual Report 2019-2020	IIB3-07
IIB3-08 ESC Student Satisfaction Survey	IIB3-08
IIB3-09 SI Student Survey Email	IIB3-09
IIB3-10 SI Student Survey	IIB3-10
IIB3-11 Tutoring Survey	IIB3-11
IIB3-12 ESC Analysis 2021-2022	IIB3-12
IIB3-13 MLC Analysis 2021-2022	IIB3-13
IIB3-14 Learning Resource Center Tutoring Data Fall 2022	IIB3-14
IIB3-15 SI Semester Summary Report Fall 2022	IIB3-15
IIB3-16 LRC Classified Position Request	IIB3-16
IIB3-17 Library/Learning Resource Center One Time Funding Request	IIB3-17
IIB3-18 Fall 2022 Tutor Training Outline	IIB3-18
IIB3-19 Level 2 Tutor Training Presentation	IIB3-19
IIB3-20 SI Training Schedule Fall 2022	IIB3-20
IIB3-21 LRC Tutorial Services Manual	IIB3-21
IIB3-22 SI Leader Manual	IIB3-22
IIB3-23 SI Faculty Manual	IIB3-23
IIB3-24 CRLA Tutor Certification Letter	IIB3-24
IIB3-25 CRLA Learning Resource Center (LRC) Certificate	IIB3-25

IIB3-26 CRLA Supplemental Instruction (SI) Certification	IIB3-26
IIB4-01a CalWest Consortium Agreement	IIB4-01a
IIB4-01b California State University, Long Beach and Cypress College Agreement	IIB4-01b
IIB4-02 Online College Library Center (OCLC) Agreement	IIB4-02
IIB4-03 WorldShare ILL Agreement	IIB4-03
IIB4-04 Cypress College Library Webpage	IIB4-04
IIB4-05 CONTENTdm Agreement	IIB4-05
IIB4-06 CCLC Membership Agreement	IIB4-06
IIB4-07 CCLC Database Invoice	IIB4-07
IIB4-08 Library Annual Report 2019-2020	IIB4-08
IIB4-09 CCCCCO Annual Library Report 2021-2022	IIB4-09
IIB4-10 TracCloud Agreement	IIB4-10
IIB4-11 Smartthinking Purchase Order	IIB4-11
IIB4-12 NetTutor Purchase Order	IIB4-12
IIB4-13 Cypress College Learning Resource Center Webpage	IIB4-13
IIB4-14 ESL 107 Canvas Home Page Screenshot	IIB4-14

C. Student Support Services

1. **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)**

Evidence of Meeting the Standard

- The program review website displays the **SSPR cycle** (IIC1-01).
- The **Student Services Program Review (SSPR) Committee** (IIC1-02) is responsible for supporting all elements of the SSPR.
- The **Veterans Resource Center (VRC)** (IIC1-03), **Career Planning Center (CPC)** (IIC1-04), and **Disability Support Services (DSS)** (IIC1-05) reports are examples of completed SSPRs.
- The **VRC survey of online services** (IIC1-06) is an example of an evaluation tool for online services.
- The **DSS** (IIC1-07) and **VRC** (IIC1-08) survey of services are examples of individual service evaluation and assessment tools used to measure student satisfaction and service effectiveness.
- The **Spring 2022 Workshop Evaluation Form summary** (IIC1-09) from the CPC's workshops on Soft Skills: Communication and Collaboration; Careers in Kinesiology; and Career Decision Making (DSS Series) illustrate the use of surveys to gather student feedback on the quality of student support services.
- **Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE) workshops** include a **pre- and post-survey** (IIC1-10) in their Growth Mindset Workshop to ascertain students' subject knowledge before and after the workshop and request feedback.
- The **Student Services Newsletter** (IIC1-11) highlights programs and services, illustrating how services enhance the student experience.
- The **Student Services Council (SSC) notes** (IIC1-12) provide an example of a monthly SSC meeting, a professional space to discuss program evaluation, improvement, and the work of the SSPR committee.
- The **SSC agenda** (IIC1-13) is an example of discussion topics during SSC meetings.
- The **Student Services Leadership Team (SSLT) agenda** (IIC1-14) exemplifies the topics discussed by

student services area leads.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 15.

Regular evaluation through SSPR enables the College to provide quality student services that support and enhance the student experience. The SSPR committee is responsible for developing the framework to support the SSPR process and to ensure that service programs continually assess and review their services for effectiveness and quality. Programs conduct a four-year review to measure student satisfaction, evaluate the efficacy of services, and set goals for improvement (IIC1-01, IIC1-02). To document this process, programs use the SSPR form (IIC1-03, IIC1-04, IIC1-05), which incorporates sections on mission, college mission alignment, program overview, student satisfaction comparison, program planning, accomplishments and challenges, learning outcomes, goals, and needs assessment. The section titled “Equity in Services” ensures programs illustrate how quality services are provided to underrepresented student populations regardless of location or means of delivery. Additionally, individual student service programs have taken the initiative to create specific evaluations and assessment tools (IIC1-06 to IIC1-10).

Student Services aligns its programs to the college mission through its theme of enhancing the student experience. In 2019, the Vice President of Student Services (VPSS) implemented a theme for the overall student services model of “Enhancing the Student Experience,” and has communicated it broadly through the VPSS semester newsletter (IIC1-11). To work toward this theme collaboratively, the VPSS convenes the SSC and SSLT monthly to discuss programs, services, challenges, and opportunities for continuous improvement (IIC1-12, IIC1-13, IIC1-14).

2. 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

- The **summary of Student Service Student Learning Outcomes (SSSLOs) chart** (IIC2-01) details the SLOs of each student services program.
- The **College Outcomes Assessment and Review Cycle (COA) Plan** (IIC2-02) outlines the assessment planning improvements stemming from the last accreditation cycle.
- The SSSLO themes are discussed during Student Services Council (SSC) meetings as noted in the **09-15-22 meeting notes** (IIC2-03).
- The **Student Services Student Learning Outcomes (SSSLOs) form** is used to document the assessment of student learning outcomes (SLOs) as seen in this **example from Extended Opportunity Programs and Services (EOPS)** (IIC2-04).
- The **Student Support Services – Student Learning Outcomes (SLOs) Canvas shell** (see **screenshot**, IIC2-05) holds SLO data for all programs.
- The **Student Services Program Review (SSPR) form for Charger Experience Program (CEP)** (IIC2-06) is an example of how SSSLOs are incorporated into the program review process.
- The **CEP Spring 2023 Calendar** (IIC2-07) shows typical CEP events and activities offered during a semester.

Analysis and Evaluation

The College meets the Standard.

Student Services has identified student learning outcomes, SSSLOs, for each of its programs (IIC2-01 pp.2-4). To better integrate the SSSLOs into the college planning and evaluation process, the College included the integration of SSSLOs into the SSPR as part of its COA plan (IIC2-02 p. 3 Item III.B.). As a result, data-informed decision making has become the standard expectation across Student Services. Now, the SSSLOs are identified and assessed regularly through program review and surveys, discussed below. Every one to two years, Student Services identifies a shared theme to align their SSSLOs thematically and address high priority student needs. Previous themes have included 2016-18 One Stop to Non-Stop; 2018-2020 Guided Pathways; 2020-2022 Equity; and 2022-2025 Re-Engagement in Student Services (IIC2-03).

The established process states that student services programs assess SSSLOs yearly and document the progress on the SSSLO form (IIC2-04), which is housed in Canvas (IIC2-05). SSSLOs are then incorporated in the program review process. The SSPR document includes a section to provide SSSLOs, the assessment methods used, the results, and the changes that are made based on assessment results. This allows programs to systematically evaluate how they are serving students and to adjust service delivery to ensure SSSLOs are met. For example, the CEP assessed the level of participation in success workshops, and they discovered a decrease in participation. Based on this result, they adjusted the workshop and activity format by using both in-person and virtual modalities (IIC2-06 p.8). They offered their Study Nights and Game Nights virtually and the Choosing Your Major workshop in person (IIC2-07). As a result, the CEP saw an increase in participation.

While most student services programs have assessed their SSSLOs annually, a few programs have needed extensions. To aid programs in timely and consistent SSSLO assessment, the student services leadership team will encourage student services programs to focus on assessing one SSSLO per year instead of assessing all SSSLOs each year. In this way, all of the program's SSSLOs will be assessed at least once prior to its program review allowing student services programs sufficient data for analysis, reflection, and planning for continuous improvement.

3. 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)

Evidence of Meeting the Standard

- The **Student Services by Category webpage** (IIC3-01) links to all of the College's student services online.
- The **Canvas welcome page** (IIC3-02) illustrates how online learners can easily access the student services through their Canvas course.
- **Extended Opportunity Programs and Services (EOPS)** (IIC3-03), **Disability Support Services (DSS)** (IIC3-04), and the **International Students Program (ISP)** (IIC3-05) use **online applications** that students access from the College website.
- The **ISP** uses an **application in PDF format** (IIC3-06) for students who may not be able to access their online application.
- The **Veterans Resource Center (VRC)** (IIC3-07a), **DSS**, and **Admissions & Records webpages** (IIC3-07b) are examples of how Student Services programs offer **live chat assistance via websites**.
- The **Fall 2022 Student Services Hours schedule** (IIC3-08), distributed by the Office of the Vice President of Student Services (VPSS), identifies the shared office hours for Student Services programs.
- Standard student service office hours are discussed during meetings, such as the **12-15-22 Student Services Council (SSC) meeting**, as documented in the **agenda** (IIC3-09).

- The **Career Planning Center (CPC) Canvas Hub flyer** (IIC3-10) includes information about the CPC Canvas Hub and a QR code for students to easily enroll.
- The **Transfer Center Canvas landing page** (see **screenshot**, IIC3-11) provides information about its Canvas hub.
- Students enroll in and use Canvas Hubs. The **CPC Canvas Hub** (IIC3-12) and **Transfer Center Canvas Hub** (IIC3-13) **usage statistics** illustrate student participation.
- **Administrative Procedure (AP) 5110** (IIC3-14) outlines counseling services at the College.
- The **Counseling website** provides information to students about the various forms of counseling appointments (IIC3-15), including contact information for **scheduling in-person appointments** (IIC3-16).
- **DSS** uses an **online scheduling system** (IIC3-17) for virtual or in-person appointments.
- The **College News 09-17-21** (IIC3-18) includes information about the student laptop program.
- This **DSS email** (IIC3-19) is an example of notifying students in affinity groups that free laptops were available.
- The **College** sent **reminder email messages** (IIC3-20) to all students about laptop distributions.
- The College used various media to inform students of the free laptop program, such as this **Instagram post to CEP students** (IIC3-21).
- **Cisco Jabber Soft Phone Installation Instructions** (IIC3-22) enable employees to connect with students.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 15.

The College provides a wide array of student services, such as Admissions & Records (A&R), Counseling, Financial Aid, the CPC, and the Transfer Center. The College also offers support services designed for specific student populations and affinity groups: California Work Opportunity and Responsibility to Kids (CalWORKs), Cooperative Agencies Resources for Education (CARE), EOPS, DSS, Guardian Scholars, ISP, VRC, STEM², Puente, Legacy, Liberated Intellects for Excellence (LIFE), LGBTQ+, and Grads to Be. For example, the Grads to Be Program offers financial aid and scholarship assistance, specialized counseling, peer mentoring, legal aid assistance, mental health referrals, registration assistance, workshops, and referrals to campus and community resources. Students may access all services equitably in person and/or online (IIC3-01). All college Canvas sites, including instructional courses, comprise a Student Services link on the Course Navigation toolbar connecting students to the Student Services webpage (IIC3-02).

Both DSS and EOPS provide a fully online application process that students may access from the programs' websites (IIC3-03 and IIC3-04). At the same time, these programs offer in-person application assistance to students who prefer to visit the physical offices. The ISP provides its services in both remote and in-person formats to accommodate individual needs, technology issues, and different time zones (IIC3-05, IIC3-06).

All student service programs provide access to virtual front counters (with live chat) for immediate responses whether students are on or off campus (IIC3-07). All offices keep the same hours (IIC3-08, IIC3-09) to maintain consistent remote and in-person access. Furthermore, some programs host Canvas "hubs" that provide immediate access, regardless of location, to comprehensive program resources, such as calendars of events, study, or research tools (IIC3-10 to IIC3-13).

Counseling & Student Development provides academic and career counseling, educational planning courses, and assistance to students who are experiencing academic challenges via different online methods (IIC3-14, IIC3-15). Students who prefer in-person appointments may call to schedule an appointment (IIC3-16).

Similarly, students who require focused DSS counseling may specify their preferred appointment format –

on-campus or virtual – when booking an appointment using their DSS student portal (IIC3-17).

In September 2021, the College recognized that students required dependable technology to meet the demands of the post-pandemic landscape. As a result, the College implemented the student laptop program (IIC3-18). The College purchased 3,600 laptops to give to students to support their access and manage learning in an in-person, online, and hybrid environment. The first set of laptops (phase 1) were issued to students in affinity groups such as DSS, Legacy, Puente, and VRC (IIC3-19). In phase 2, laptops were issued to all other students currently enrolled in classes (IIC3-20, IIC3-21).

In 2022, the College converted to a new telephone system, Cisco Jabber, that offered a soft-phone application for Windows and Mac OS X, allowing students to immediately connect with Student Services even when employees are working remotely (IIC3-22).

As discussed in II.C.1, all Student Services programs are reviewed and evaluated every four years through Student Services Program Review (SSPR), which includes a specific focus on ensuring equity in student services (i.e., serving underrepresented populations and serving students regardless of service location or delivery method). II.C.1 also provides evidence on how programs such as DSS and VRC have developed internal assessment tools to measure student needs. II.C.2 discusses how Student Services programs assess student outcomes.

4. 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 Athletics program participates in the Orange Empire Conference (OEC) Program Review process, required every 10 years, as evidenced by the **Cypress College OEC Program Review report** (IIC4-01).
- The Kinesiology & Athletics Department is part of the regular instructional program review process, which is documented in the **Kinesiology & Athletics Program Review form** (IIC4-02).
- The **California Community College Athletics Association (CCCAA) Statement of Compliance** (IIC4-03) documents the Athletics program’s compliance with the CCCAA Constitution and Bylaws through staff, faculty, administrator, and student training and guidance, such as:
 - The **Coaches Handbook** (IIC4-04),
 - **Athletic Coaches and Staff Training** (IIC4-05), and
 - The **New Student-Athlete Checklist** (IIC4-06).
- The **Title IX Gender Equity Statement of Compliance** (IIC4-07a) and **Equity in Athletics Disclosure Act Completion Certificate** (IIC4-07b) verify the Athletics program’s commitment to equitably staff and support both men’s and women’s teams.
- The **Athletics Fundraised Revenue Spreadsheet** (IIC4-08) records fundraising revenues for each academic year.
- The **Operating Ledger 2022** (IIC4-09) exemplifies that the College has responsibility for the control of its Athletics program, including its finances.
- The **Student Athlete Advisory Committee (SAAC) Meeting Agenda 05-06-21** (IIC4-10) demonstrates a typical meeting in which student athletes provide insight on the student athlete experience.
- The **Cypress Athletics Vision document** (IIC4-11) states the department’s vision, mission, and core goals of Athletics, which clearly contribute to the College’s mission and to students’ educational experience.

- The Athletics program website advertises the **Student Athletic Success Center** (IIC4-12), a study space for student athletes that also allows students to connect with other athletes to create support networks.
- The **Student Athlete Success Study presentation** (IIC4-13a) and **data** (IIC4-13b) indicates that student athletes have higher success, persistence, and achievement rates than non-student athletes.
- **Board Policy (BP)** (IIC4-14a) and **Administrative Procedure (AP) 5400** (IIC4-14b) give authority to Associated Students (AS), the College's student government.
- The **AS Constitution and Bylaws** (IIC4-15) determine the powers and duties of the student government.
- AS holds a biweekly business meeting, like the one documented in the **04-20-22 AS minutes** (IIC4-16), for effective operations, including financial decision making.
- The **Inter-Club Council (ICC) Active Student Organizations handout** (IIC4-17) describes and lists the student organizations chartered through AS, ranging from special interests to academic focuses.
- Student Life and Leadership requires student organizations to complete the **Online Cypress College Student Organization Charter Form** (IIC4-18).
- ICC meets regularly to oversee the effective operation of student clubs and their finances, as discussed at the **10-25-22 ICC Meeting** and documented in the **minutes** (IIC4-19).
- The **Student Activities Program Review Form** (IIC4-20) shows that Student Life and Leadership completes regular evaluation. Note that since the 2019 program review, the department's name changed from Student Activities to Student Life and Leadership.

Analysis and Evaluation

The College meets the Standard.

The College has a robust Athletics and Student Government and Activities program that supports extracurricular activities and leadership opportunities outside of the classroom.

The Athletics program, through OEC and CCCAA membership, operates effectively and ethically (IIC4-01 to IIC4-07) and with financial integrity (IIC4-08, IIC4-09). In addition to regular program review (IIC4-01, IIC4-02), the Athletics program evaluates its quality and effectiveness through SAAC, comprised of student athletes from each sport. Athletes can give feedback, plan for the season, and express the needs and concerns of their teams (IIC4-10). In addition to enhancing the social dimension of students' educational experience, the Athletics program contributes to the College's mission through unwavering support of student athletes' studies, leading to student achievement (IIC4-11, IIC4-12, IIC4-13).

Per BP and AP (IIC4-14), the College student government operates under its constitution and bylaws (IIC4-15, IIC4-16) to be the official voice for students and to enhance the college experience through clubs and organizations (IIC4-17). To ensure appropriateness, quality, and effectiveness, student organizations complete an annual charter renewal (IIC4-18), and report at monthly ICC meetings (IIC4-19). In addition, Student Life and Leadership, which supports AS and ICC, participates in regular review through the Student Services Program Review (SSPR) process (IIC4-20).

5. **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.**

Evidence of Meeting the Standard

- **Board Policy (BP) 5110** (IIC5-01) assures that the College provides counseling services, and **Administrative Procedures (AP) 5110** (IIC5-02) outlines counseling services provided.
- The **Counseling & Student Development (C&SD) website** (IIC5-03) provides information to students about the various counseling services, including in-person counseling, online counseling, and counseling courses.
- As explained on the **Online Counseling webpage** (IIC5-04), Major Counselors are embedded into each division on campus, or meta-major, so that students receive specific academic and vocational educational planning, career/goal setting, degree/transfer requirements, transcript reviews, and progress checks.
- **Disability Support Services (DSS)** Counselors utilize an **electronic intake form** (IIC5-05) during new student appointments to understand student needs and circumstances, and to connect students to appropriate resources.
- **Online Orientation** (IIC5-06) for all new students provides basic college information, including general college terms, registration information, degree, certificate, and transfer requirements.
- Specific programs, such as **Extended Opportunity Programs and Services (EOPS)** (IIC5-07), **STEM²** (IIC5-08), and **Legacy** (IIC5-09), provide **orientations** for students.
- To promote transfer success, the Transfer Center hosts Transfer and Graduation Fairs in collaboration with Admissions and Records:
 - The **Pre-Graduation and Transfer Fair committee** meets to discuss the event details and uses an **agenda** (IIC5-10).
 - The **Pre-Graduation and Transfer Fair** committee created event **outcomes** (IIC5-11).
 - Students received information about the **Pre-Graduation and Transfer Fair** via **flyers** and announcements (IIC5-12).
- The Transfer Center also offers a one-unit **Counseling 160 course** (see **catalog description**, IIC5-13), University Transitions, to support students' transfers to four-year colleges and universities.
- The **Transfer Center** distributes **flyers** (IIC5-14) advertising transfer workshops.
- The Transfer Center advertises the yearly **Transfer Celebration** (see **flyer**, IIC5-15), drawing faculty and staff from across the campus to celebrate this important milestone in the student's academic journey. Transfer institution representatives also attend to officially welcome their incoming students.
- **Counseling 140 C** (see **course outline of record [COR]**, IIC5-16 and **syllabus**, IIC5-17) and **Counseling 100 C**, specifically designed for DSS students (see **COR**, IIC-18 and **syllabus**, IIC5-19), are counseling courses designed to orient students to college and to develop their educational plan.
- The Charger Experience Program (CEP) transports high school students to campus on designated Fridays in the spring (see **Charger Friday Agenda Spring 2023**, IIC5-20) to meet with counselors, complete orientation, and the assessment process as illustrated in the **Charger Friday Schedule** (IIC5-21).
- CEP Counselors are trained in preparation for Charger Fridays as shown in the **Charger Friday Run Thru Schedule and Agenda** (IIC5-22).
- The **Counselor In-Service agenda** (IIC5-23) provides an example of the information shared and discussed during in-service meetings.
- The faculty co-chairs of Counseling host **new counselor trainings** (see **presentation**, IIC5-24).
- **C&SD** meets once per month, evidenced by the **agenda and meeting notes** (IIC5-25).
- The **Collective Bargaining Agreement between North Orange County Community College District (NOCCCD) and Faculty** (see **Article 17**, IIC5-26) describes the evaluation process and timeline; probationary counselors are evaluated every year during a four-year probationary period. Tenured counselors are evaluated every three years.
- The **Collective Bargaining Agreement between NOCCCD and Adjunct Faculty** (see **Article 9**, IIC5-27) describes the evaluation process and timeline; adjunct counselors are evaluated in their first regular

semester and then every six regular semesters.

- The **Evaluation Report Form** (IIC5-28) is used to record a counselor evaluation.
- As part of the **counseling faculty** evaluation process, students complete an **evaluation survey** (IIC5-29).

Analysis and Evaluation

The College meets the Standard.

The College ensures that all students have access to counseling services through express counseling, major counseling, Career Planning Center (CPC), or special program counseling, such as DSS (IIC5-01 to IIC5-05). Furthermore, the College provides an online orientation that welcomes new students (IIC5-06). Specific support programs, such as EOPS and STEM², also provide counseling services and orientation programs to their incoming students (IIC5-07, IIC5-08). Likewise, the Legacy Program retains its own counselor who provides multiple new student orientations (IIC5-09) prior to the start of the semester. Finally, the College's Transfer Center ensures that students are supported whether they plan to transfer to a California State University (CSU), University of California (UC), or private university (IIC5-10 to IIC5-15).

In addition to college and program orientations, students receive important information on academic requirements by other means. For example, counseling classes, such as COUN 140 and 100 (IIC5-16 to IIC5-19), not only orient students but also introduce students to the various program, degree, certificate, and transfer pathways.

The CEP hosts Charger Fridays (IIC5-20, IIC5-21) to ensure that incoming freshmen students are provided timely counseling and matriculation services. The CEP retains its own counselors for Charger Fridays and provides multiple trainings in preparation (IIC5-22).

During in-service trainings and regular counseling and division meetings, counselors and support staff discuss important information related to academic requirements. The C&SD counselor co-chairs provide in-service opportunities (IIC5-23) three times a month for full-time counselors. Additionally, they facilitate training (IIC5-24) for all full-time and adjunct counselors once a semester. Furthermore, the Dean of C&SD hosts monthly division meetings to share important updates and changes impacting counseling (IIC5-25).

Counselors are evaluated on a regular basis (IIC5-26, IIC5-27) to determine effectiveness and to ensure the services enhance student development and success. The counselor evaluation (IIC5-28) includes assessment of counseling skills and behaviors, such as guidance provided to students, referrals to academic and support services, and timely assessment of student performance. Students are also asked to complete a survey (IIC5-29) to determine the effectiveness of the counselor providing counseling services.

6. 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)

Evidence of Meeting the Standard

- **Board Policy (BP)** (IIC6-01) and **Administrative Procedure (AP)** (IIC6-02) **5010** address the College's admission policy and specifies the qualifications of students appropriate to its programs.
- **AP 5011** (IIC6-03) provides information about admission of high school and other young students.
- **AP 5012** (IIC6-04) provides information about admission for international students.
- **AP 5013** (IIC6-05) provides information about admission for students in the military.

- Students may visit the **College Admissions webpage** (IIC6-06) for admission requirements.
- The **Special Admit webpage** (IIC6-07) includes information about special admit requirements and instructions on how to apply.
- Students may use the **Admissions Requirements College catalog page** (IIC6-08) to find information about admissions requirements.
- Applications are on the **Apply Now page of the College website** (IIC6-09).
- Students interested in **Health Science programs** may access the **application** (see **screenshot**, IIC6-10) through the Health Science website. Psychiatric Technology (PT) is an example of a Health Science program specifying its qualifications and admission requirements:
 - The **PT program website** comprises application requirements and a checklist, application dates, and a description of the program (IIC6-11).
 - The PT website includes access to **Program Mapper** for course requirements for both the PT certificate and associate degree (IIC6-12).
 - Students may register for **Health Science workshops** (IIC6-13) through the website.
- The **Funeral Service Baccalaureate Degree college catalog page** (IIC6-14) states the program's distinct admission requirements, prerequisites, and courses.
- The **Funeral Service Program website** (IIC6-15) directs students to the college catalog.
- **Mortuary Science counselors** (IIC6-16) provide prospective baccalaureate students with program information via counseling appointments and workshops, which can be scheduled online.
- The **college catalog** provides a **Programs of Study List** (see **screenshot**, IIC6-17).
- The **college catalog** provides information about **certificates, degrees, and transfer** (see **screenshots**, IIC6-18).
- Students may use Program Mapper to find information about a program's requirements, career and growth options, and the specific courses required for completion, as seen in the **Administration of Justice Certificate of Degree Program Mapper** page (IIC6-19).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 16.

The College adheres to BP and AP (IIC6-01 to IIC6-05) to admit students consistent with its mission. The College's website and catalog provide detailed information about admission requirements (IIC6-06, IIC6-07); the website provides students with access to the college application via CCCApply (IIC6-08).

Health Science programs, such as Psychiatric Technology, maintain specific admission requirements. Students must first apply to the College as a general student and then to the Health Science program via the online Health Science Application (IIC6-09, IIC6-10, IIC6-11). Additionally, Health Science counselors host workshops to provide students with detailed information about the application process for admission (IIC6-12). Prospective baccalaureate degree students must complete the program requirements and prerequisites to meet admission eligibility. The B.S. in Funeral Service uses multiple means to ensure the pathway to admission is clear (IIC6-14, IIC6-15, IIC6-16).

The College catalog defines programs of study and pathways to complete educational goals (IIC6-17, IIC6-18). Each instructional program webpage hosts the Program Mapper tool that details specific pathways to certificates, degrees, and transfer respectively (IIC6-19).

As discussed in II.C.5, the College offers counseling services, programs, and courses to advise students on the clearest pathway to obtain their educational goals.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

- The CCCApply Advisory Committee manages the CCCApply suite, as noted on the **California Community Colleges (CCC) Technology Center website** (IIC7-01), and determines application features to ensure compliance with state and federal legislation.
- The College website hosts an **online college application** (i.e., **CCCApply**) (IIC7-02).
- The **CCC Technology Center** distributes an **online update** (see **example**, IIC7-03) for the Student Success Suite.
- The **CCC Technology Center announcement** (IIC7-04) is an example of trainings and webinars related to CCCApply.
- The **Assessment Center webpage** (IIC7-05) has directed students to complete the assessment process, including Guided Self Placement (GSP) and the English as a Second Language (ESL) placement test.
- Students may access the **GSP tool** (see **screenshot**, IIC7-06) via myGateway, the College's intranet for employees and students.
- The **Multiple Measures webpage** (IIC7-07) explains how the College uses "multiple measures," to improve student placement.
- The **2021-2022 Institutional Effectiveness Report** (IIC7-08) explains the impact of AB 705 legislation on success in transfer-level English and mathematics.
- **California Code of Regulations (CCR) Title 5 § 55522.5** (IIC7-09) stipulates ESL placement methods and assessments.
- The **California Community Colleges Chancellor's Office (CCCCO)** maintains a **list of approved assessment instruments** (IIC7-10).
- The College's ESL program was part of the **Combined English Language Skills Assessment (CELSA) Consequential Validity Study** (IIC7-11), validating the CELSA for ESL placement.
- The **Public Policy Institute of California (PPIC)** (see **email**, IIC7-12) and the **RP Group** (see **presentation screenshots**, IIC7-13) both identified the College's ESL program as among the top credit ESL programs in the CCCs based on the AB 705 metric of successful transition from credit ESL coursework to completion of transfer-level composition within three years.

Analysis and Evaluation

The College meets the Standard.

For admissions, the College utilizes CCCApply, a statewide online application hosted by the CCC (IIC7-01). New, returning, and special admit students (those enrolled in college and high school at the same time) may apply to the College via CCCApply on the College's website (IIC7-02). To ensure the online suite functions properly and to clarify user satisfaction, the CCC Technology Center analyzes student support calls/issues to prioritize and address problem areas (IIC7-03). Furthermore, the Director of Admissions and Records attends meetings and webinars sponsored by the CCC Technology Center to discuss CCCApply performance, limitations, and updates (IIC7-04).

In response to AB 705, the College developed a GSP tool for students to place into transfer-level math and English, if appropriate (IIC7-05, IIC7-06). Based on student-submitted data (IIC7-07), students use the tool's recommendation for course placement. Students may also choose to meet with a counselor to clarify the recommended placement. To evaluate the effectiveness of the GSP, the Institutional Research & Planning

office analyzed the one-year completion rates of transfer-level English and math (IIC7-08, pp. 18-19). Completion rates of both math and English increased significantly from 2016 to 2020.

As permitted by Title 5 (IIC7-09), the College continues to use a CCCC-approved placement test, the CELSA, for placement into the English as a Second Language (ESL) Pathway (IIC7-10). The CCCC Assessment Committee ensures consequential validity, reliability, fairness, and empirical fairness (disproportionate impact), thereby relieving colleges from the burden of such validation. Nevertheless, the College engages in periodic local validation studies administered by the Assessment Center (IIC7-11). With the implementation of AB 705 shifting the definition of success for ESL from course-based completion to successful completion of transfer-level composition within three years, the standards to determine the effectiveness of an assessment instrument have changed in recent years. Comprehensive studies based on CCCC's MIS data (IIC7-12, IIC7-13) indicate that, as one aspect of the College's assessment and placement process into ESL courses, the use of the CELSA has been effective. However, the CCCC has only approved the use of the CELSA until June 30, 2023. Consequently, the College plans to incorporate an ESL GSP tool into the existing GSP.

8. 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

- **Administrative Procedure (AP) 3722** (IIC8-01) outlines the District's data security standards for end users.
- **North Orange County Community College District (NOCCCD) Professional Development (PD)** distributes an **email** (IIC8-02) informing employees of the mandatory **Cyber Security Awareness training**.
- The **Security Awareness Training** (IIC8-03) is self-paced and utilizes slides covering various topics.
- The **Academic Computing Director** distributed an **email** with instructions (IIC8-04) on how to use the **2-factor authentication**.
- The **NOCCCD PD** sends an **email** (IIC8-05) to employees when the **training**, including **Cyber Security Awareness Training**, is due.
- **Board Policy (BP) 5040** (IIC8-06) outlines the District's responsibility to maintain student records in compliance with federal and state laws.
- **AP 5040** (IIC8-07) outlines the District's procedures related to student record access, charge for transcripts or verifications, and restrictions on the use of social security numbers.
- **BP and AP 3310** (IIC8-08) outline the District's responsibility to assure the retention and appropriate destruction of records in compliance with Title 5.
- The **college catalog** includes information about student rights under the Family Educational Rights and Privacy Act (FERPA) (IIC8-09a), the review and release of student information (IIC8-09b), and procedures for a student to request a transcript (IIC8-09c).
- **NOCCCD PD** distributes an **email** (IIC8-10) informing employees of the **mandatory FERPA training**.
- The **FERPA employee training** (IIC8-11) is housed in the California Community College's Vision Resource Center; employees access the training through EdVantage.
- The **Admission and Records website** (IIC8-12) provides instructions to request transcripts from the College and to request transcripts to be sent to the College.
- The Admissions and Records website includes an **online request form** (IIC8-13) to order transcripts.
- **NOCCCD Information Systems (IS)** is responsible for securing Banner as displayed on its **webpage** (IIC8-14).
- District IS documents how data will be protected by a solution from **Cohesity data platform** (IIC8-15).

- District IS follows **technology procedures** (IIC8-16) with data center backup guidelines.
- The District used a company to assess its information needs following the 2021 ransomware attack that impacted the College's local shared drives, culminating in the **NOCCCD Security Assessment Review report** (IIC8-17), which included a recommendation to implement a standardized, robust backup solution.

Analysis and Evaluation

The College meets the Standard.

The District upholds AP 3722 to maintain robust data protection for all District information assets (IIC8-01). This procedure applies to all District students, faculty, and staff, and to others granted use of District information and data assets. To safeguard employee and student data and information, the College employed login security procedures with a 2-factor authentication (IIC8-04), which verifies identity when accessing online systems. Furthermore, the District promotes the security of data and networks by requiring that all employees complete Cyber Security Awareness Training (IIC8-02, IIC8-03, IIC8-05).

Per BP and AP 3310 and 5040 (IIC8-06, IIC8-07, IIC8-08), the District and College ensure student records are kept in compliance with federal and state laws related to student record privacy. Specifically, the College complies with FERPA, which sets forth requirements regarding privacy, release, and access to student records (IIC8-09). The District understands its legal responsibility to protect the confidentiality of student records. Therefore, all employees with access to student records must complete FERPA training (IIC8-10, IIC8-11).

Students may find information about the release of records published in the college catalog (IIC8-09b) and find procedures in both the catalog and on the website to request copies of academic transcripts (IIC8-09c, IIC8-12, IIC8-13).

The District uses Banner, an Enterprise Resource Planning (ERP) system, which allows the College to store and maintain student information, including but not limited to, biographic, demographic, and academic information. District IS provides secure backup and recovery of Banner that includes student data (IIC8-14). All critical systems have redundancy built in, resulting in minimal unplanned downtime, with the capacity to meet peak demands and handle growth. To provide the highest levels of protection, the District uses security service providers to monitor production systems (IIC8-15). A state-of-the-art backup system (IIC8-16) provides fast backup and restore capabilities for systems hosted in District data centers, with offsite backups replicated to the cloud for recovery (IIC8-17 p.31). The District has migrated its core enterprise systems, including Banner, to the cloud. With that migration, disaster recovery technologies were deployed to ensure system resilience in the event of a major outage. District technology facilities have multiple measures in place to provide physical security, including door control systems and surveillance cameras.

Conclusions on Standard II.C: Student Support Services

The College's student support services, which are regularly evaluated through program review and student surveys, support student learning in an equitable, comprehensive, and reliable manner. Student Services Program Review includes the identification and assessment of student learning outcomes. Student government, student activities, and athletics enhance student life and contribute to the college mission; all

are conducted with integrity. Counseling services and orientations help students to understand their programs of study, graduation requirements, and transfer policies. The College’s admission policies are consistent with those of a California Community College, and the College advises students on clear pathways to complete degrees, certificates, and transfer goals, in alignment with its mission. Finally, the College takes seriously the responsibility to maintain student records with security and confidentiality by adhering to applicable laws, regulations, and policies.

Improvement Plan(s)

Not applicable.

Evidence List

Standard II.C Student Support Services Evidence List	Website Link
IIC1-01 Student Services Program Review Purpose and Mission	IIC1-01
IIC1-02 Student Services Program Review (SSPR) Cycle	IIC1-02
IIC1-03 Veterans Resource Center SSPR Spring 2022	IIC1-03
IIC1-04 Career Planning Center SSPR Spring 2022	IIC1-04
IIC1-05 Disability Support Services (DSS) SSPR Spring 2019	IIC1-05
IIC1-06 Veterans Resource Center Online Support Survey	IIC1-06
IIC1-07 DSS Student Survey	IIC1-07
IIC1-08 Veterans Resource Center Student Survey	IIC1-08
IIC1-09 Career Planning Center Workshop Evaluation Form Summary Spring 2022	IIC1-09
IIC1-10 EOPS/CARE Pre- and Post- Surveys	IIC1-10
IIC1-11 Student Services Newsletter	IIC1-11
IIC1-12 Student Services Council Minutes 11-10-22	IIC1-12
IIC1-13 Student Services Council Agenda 12-15-22	IIC1-13
IIC1-14 Student Services Leadership Team (SSLT) Agenda 02-15-23	IIC1-14
IIC2-01 Student Services Student Learning Outcomes Summary Chart	IIC2-01
IIC2-02 College Outcomes Assessment Plan	IIC2-02
IIC2-03 Student Services Council Minutes 09-15-22	IIC2-03
IIC2-04 EOPS Student Services Student Learning Outcomes	IIC2-04
IIC2-05 Student Services Student Learning Outcomes Canvas Shell Screenshot	IIC2-05
IIC2-06 Charger Experience Program SSPR Spring 2021	IIC2-06
IIC2-07 Charger Experience Program Spring 2023 Calendar of Events	IIC2-07
IIC3-01 Cypress College Student Services by Category Webpage	IIC3-01
IIC3-02 Student Services Link in Canvas Screenshot	IIC3-02
IIC3-03 EOPS Online Application Screenshot	IIC3-03
IIC3-04 DSS Online Application Screenshot	IIC3-04
IIC3-05 ISP Online Application Screenshot	IIC3-05
IIC3-06 ISP PDF Application	IIC3-06
IIC3-07a Veterans Resource Center Virtual Front Counter Screenshot	IIC3-07a
IIC3-07b Cypress College DSS Webpage Screenshot	IIC3-07b
IIC3-08 Student Services Hours Fall 2022	IIC3-08
IIC3-09 Student Services Council Agenda 12-15-22	IIC3-09
IIC3-10 Career Planning Center Canvas Hub Flyer	IIC3-10

IIC3-11 Transfer Center Canvas Hub Screenshot	IIC3-11
IIC3-12 Career Planning Center Canvas Hub Usage Statistics	IIC3-12
IIC3-13 Transfer Center Canvas Hub Usage Statistics	IIC3-13
IIC3-14 NOCCCD Administrative Procedure 5110	IIC3-14
IIC3-15 Cypress College Online Counseling Webpage	IIC3-15
IIC3-16 Cypress College Counseling & Student Development Webpage	IIC3-16
IIC3-17 DSS Online Scheduling System Screenshot	IIC3-17
IIC3-18 Cypress College News 09-15-21	IIC3-18
IIC3-19 FREE Laptop from Cypress College DSS Email 02-15-22	IIC3-19
IIC3-20 FREE Laptop Distribution Email 02-23-22	IIC3-20
IIC3-21 Laptop Distribution Instagram Post	IIC3-21
IIC3-22 CISCO Jabber Soft Phone Installation Instructions	IIC3-22
IIC4-01 Orange Empire Conference Program Review 2016	IIC4-01
IIC4-02 Kinesiology & Athletics Program Review Fall 2019	IIC4-02
IIC4-03 California Community College Athletics Association (CCCAA) Statement of Compliance	IIC4-03
IIC4-04 Cypress College Athletics Coaches Handbook	IIC4-04
IIC4-05 Cypress College Athletics Coaches and Staff Training Presentation	IIC4-05
IIC4-06 Cypress Chargers New Student Athlete Checklist	IIC4-06
IIC4-07a Statement of Compliance of Title IX Gender Equity	IIC4-07a
IIC4-07b Equity in Athletics Disclosure Act Completion Certificate	IIC4-07b
IIC4-08 Athletics Fundraised Revenue Spreadsheet	IIC4-08
IIC4-09 Athletics Program Operating Ledger	IIC4-09
IIC4-10 Student Athlete Advisory Committee Agenda 05-06-21	IIC4-10
IIC4-11 Cypress College Athletics Vision Document	IIC4-11
IIC4-12 Cypress College Student Athlete Success Center Webpage	IIC4-12
IIC4-13a Student Athlete Success Study Presentation	IIC4-13a
IIC4-13b Student Athlete Success Study Data	IIC4-13b
IIC4-14a NOCCCD Board Policy 5400	IIC4-14a
IIC4-14b NOCCCD Administrative Procedure 5400	IIC4-14b
IIC4-15 Associated Students Bylaws and Constitution	IIC4-15
IIC4-16 Associated Students Minutes 04-20-22	IIC4-16
IIC4-17 Inter-Club Council Active Student Organizations Fall 2022	IIC4-17
IIC4-18 Cypress College Student Organization Charter Form	IIC4-18
IIC4-19 Inter-Club Council Minutes 10-25-22	IIC4-19
IIC4-20 Student Activities Center Program Review Spring 2019	IIC4-20
IIC5-01 NOCCCD Board Policy 5110	IIC5-01
IIC5-02 NOCCCD Administrative Policy 5110	IIC5-02
IIC5-03 Cypress College Counseling & Student Development Webpage	IIC5-03
IIC5-04 Cypress College Online Counseling Webpage	IIC5-04
IIC5-05 DSS Electronic Intake Form Screenshot	IIC5-05
IIC5-06 Cypress College Orientation Webpage	IIC5-06
IIC5-07 EOPS Orientation Presentation	IIC5-07
IIC5-08 STEM ² Orientation Presentation	IIC5-08
IIC5-09 Legacy Program Orientation Email 05-24-22	IIC5-09

IIC5-10 Pre-Graduation and Transfer Fair Committee Agenda 10-29-22	IIC5-10
IIC5-11 Pre-Graduation and Transfer Fair Student Outcomes	IIC5-11
IIC5-12 Pre-Graduation and Transfer Fair Flyers	IIC5-12
IIC5-13 COUN 160 C Catalog Description Screenshot	IIC5-13
IIC5-14 Transfer Center Flyers	IIC5-14
IIC5-15 Transfer Celebration Flyer	IIC5-15
IIC5-16 COUN 140 C Course Outline of Record	IIC5-16
IIC5-17 COUN 140 C Syllabus	IIC5-17
IIC5-18 COUN 100 C Course Outline of Record	IIC5-18
IIC5-19 COUN 100 C Syllabus	IIC5-19
IIC5-20 Charger Friday Agenda Spring 2023	IIC5-20
IIC5-21 Charger Friday Schedule	IIC5-21
IIC5-22 Charger Friday Run Thru Schedule and Agenda	IIC5-22
IIC5-23 Counseling In-Service Agenda 02-27-23	IIC5-23
IIC5-24 New Counselor Training Presentation	IIC5-24
IIC5-25 Counseling and Student Development Division Agenda 12-05-22	IIC5-25
IIC5-26 Collective Bargaining Agreement between NOCCCD and Faculty Article 17	IIC5-26
IIC5-27 Collective Bargaining Agreement between NOCCCD and Adjunct Faculty Article 9	IIC5-27
IIC5-28 Tenured Counselor Evaluation Report Form	IIC5-28
IIC5-29 Counselor Student Evaluation Form	IIC5-29
IIC6-01 NOCCCD Board Policy 5010	IIC6-01
IIC6-02 NOCCCD Administrative Procedure 5010	IIC6-02
IIC6-03 NOCCCD Administrative Procedure 5011	IIC6-03
IIC6-04 NOCCCD Administrative Procedure 5012	IIC6-04
IIC6-05 NOCCCD Administrative Procedure 5013	IIC6-05
IIC6-06 Cypress College Admissions & Registration Webpage	IIC6-06
IIC6-07 Cypress College Special Admit Webpage	IIC6-07
IIC6-08 College Catalog Admissions Requirements Page	IIC6-08
IIC6-09 Cypress College Apply Now Webpage	IIC6-09
IIC6-10 Health Science Application Screenshot	IIC6-10
IIC6-11 Psychiatric Technology Application Checklist	IIC6-11
IIC6-12 Psychiatric Technology Program Mapper	IIC6-12
IIC6-13 Health Science Workshops Webpage	IIC6-13
IIC6-14 College Catalog Funeral Service Bachelor of Science Degree Page	IIC6-14
IIC6-15 Cypress College Bachelor of Science in Funeral Service Webpage	IIC6-15
IIC6-16 Mortuary Science Counselor Webpage	IIC6-16
IIC6-17 College Catalog Programs of Study List	IIC6-17
IIC6-18 College Catalog Certificate of Achievement Programs and Associate Degrees Pages Screenshots	IIC6-18
IIC6-19 Administration of Justice Program Mapper	IIC6-19
IIC7-01 California Community Colleges (CCC) Technology Center Website	IIC7-01
IIC7-02 Cypress College Apply Now Webpage	IIC7-02
IIC7-03 CCC Technology Center Online Update Example	IIC7-03
IIC7-04 CCC Technology Center Announcement	IIC7-04
IIC7-05 Cypress College Assessment Center Webpage Screenshot	IIC7-05

IIC7-06 Guided Self-Placement Screenshot	IIC7-06
IIC7-07 Cypress College Multiple Measures Webpage Screenshot	IIC7-07
IIC7-08 Cypress Institutional Effectiveness Report 2021-2022	IIC7-08
IIC7-09 California Code of Regulations Title 5 § 55522.5	IIC7-09
IIC7-10 CCCCCO Approved Assessment List	IIC7-10
IIC7-11 CELSA Consequential Validity Study	IIC7-11
IIC7-12 PPIC Email 11-13-18	IIC7-12
IIC7-13 RP Group Presentation Screenshots	IIC7-13
IIC8-01 NOCCCD Administrative Procedure 3722	IIC8-01
IIC8-02 Cybersecurity Training Email 03-01-22	IIC8-02
IIC8-03 Security Awareness Training Screenshots	IIC8-03
IIC8-04 Login and Authentication Changes Email 02-11-23	IIC8-04
IIC8-05 Professional Development Cybersecurity Awareness Training Email	IIC8-05
IIC8-06 NOCCCD Board Policy 5040	IIC8-06
IIC8-07 NOCCCD Administrative Procedure 5040	IIC8-07
IIC8-08 NOCCCD Board Policy 3310	IIC8-08
IIC8-09a College Catalog Student Rights Under FERPA Page	IIC8-09a
IIC8-09b College Catalog Review and Release of Student Information Page	IIC8-09b
IIC8-09c College Catalog Transcripts Page	IIC8-09c
IIC8-10 Professional Development FERPA Training Email	IIC8-10
IIC8-11 CCC Vision Resource Center FERPA Training Screenshot	IIC8-11
IIC8-12 Cypress College Transcripts Webpage	IIC8-12
IIC8-13 Admissions & Records Online Request Form Screenshot	IIC8-13
IIC8-14 NOCCCD Information Services Webpage	IIC8-14
IIC8-15 Cohesity Data Platform Document	IIC8-15
IIC8-16 NOCCCD Technology Procedures	IIC8-16
IIC8-17 NOCCCD Security Assessment Review Report	IIC8-17



Cypress College Scholarship Awards Ceremony.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

- 1. 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

- **Board Policy (BP) 7120** (IIIA1-01) aligns the district recruitment and hiring with the qualifications of the Board of Governors for academic employees and the Board of Trustees for classified employees.
- **BP** (IIIA1-02) and **Administrative Procedure (AP) 3010** (IIIA1-03) delineate the policies and procedures for hiring adjunct faculty, including the committee responsibilities, development of hiring materials, and screening for qualifications.
- **BP 3004** (IIIA1-04) describes the rationale, definitions, committee responsibilities and procedures, job specifications and qualifications, screening processes, interview criteria, and final selection processes for tenure-track faculty hiring.
- **AP 7120-3** (IIIA-05) and **AP 7120-4** (IIIA1-06) outline the hiring procedures, including application requirements, committee composition and responsibilities, screening processes, and interview processes, for classified and management employees respectively.
- The **Classified Inclusive Hiring Toolkit** (IIIA1-07) is a comprehensive resource that organizes the three major phases of classified hiring. Additional hiring resources, such as the development of hiring materials, Diversity Minimum Qualifications, and HR verifications are explained or linked within the toolkit.
- The **Faculty Inclusive Hiring Toolkit** (IIIA1-08) is a comprehensive resource that organizes the major phases of faculty hiring. Additional hiring resources, such as the development of hiring materials, Diversity Minimum Qualification, Equivalency Review, and HR verifications, are explained or linked within the toolkit.
- The **Management Inclusive Hiring Toolkit** (IIIA1-09) is a comprehensive resource that organizes the major phases of manager hiring. Additional hiring resources are explained or linked within the toolkit.
- The **North Orange County Community College District (NOCCCD) Job Opportunities webpage** (IIIA1-10) has postings for all current job openings in the District.
- The **NOCCCD Employment website** (IIIA1-11) maintains information on how to apply to the District.
- The **California Community Colleges (CCC) Registry** (IIIA1-12) includes current NOCCCD job openings.
- The **Minimum Qualifications webpage** (IIIA1-13) aligns the District with the California Community Colleges Chancellor's Office (CCCCO) Minimum Qualifications for Faculty and Administrators in California Community Colleges. It also recognizes the equivalency of degrees from non-U.S. institutions through the National Association of Credential Evaluation Services (NACES).
- **Classified** (IIIA1-14), **Management** (IIIA1-15), and **Confidential** (IIIA1-16) **employee job descriptions** provide information on Primary Purpose, Essential Functions, Other Functions, Working Relationships,

Education and Experience, Knowledge, Skills and Abilities, Special Requirements, and Working Conditions.

- The **NOCCCD job postings** (see **examples**, IIIA1-17a, IIIA1-17b, IIIA1-17c) include an “About Us” section that describes the College’s student demographics, accomplishments, values, equity commitment, and information about the hiring department or area.
- The **NOCCCD Equal Employment Opportunity (EEO) Plan** (IIIA1-18) commits the District to EEO in its recruitment and hiring policies and practices. It details the steps the District will take in the event of underrepresentation of monitored groups.
- The **NOCCCD EEO/Diversity Representative Checklist** (IIIA1-19a) and **EEO Representative Guidelines** (IIIA1-19b) provide guidance and processes for protecting candidates from discrimination on the basis of their protected categories.
- The **NOCCCD Screening Committee Confidentiality and Conflict of Interest Statement and Agreement** (IIIA1-20) ensures committee members adhere to board policies and procedures related to information security, confidentiality, and all laws and regulations related to equal and fair employment practices.

Analysis and Evaluation

The College meets the Standard.

The NOCCCD Board of Trustees and the District’s Office of Human Resources (HR) adopt policies to ensure that every hiring decision complies with federal and state laws and adheres to uniform policies and procedures, which clearly and publicly lay out the hiring processes for the various position types (IIIA1-01 to IIIA1-06). In cooperation with HR, college faculty members, classified professionals, and administrators carry out hiring policies and procedures (IIIA1-07, IIIA1-08, IIIA1-09).

Applicants find job announcements on the HR website (IIIA1-10, IIIA1-11), which also explains how to apply. In addition, HR sends out weekly listings of open positions and posts ads in the California Community College Registry (IIIA1-13) and other prominent locations, including several statewide hiring fairs.

Each job description informs the applicant of the minimum and desired qualifications (IIIA1-13 to IIIA1-16), and which job postings communicate the College’s mission and goals (IIIA1-17). (See III.A.2 for faculty job descriptions, including for faculty teaching in the baccalaureate degree program.) Each hiring committee, with the support of HR, takes great care to select finalists who demonstrate the education, training, and experience to serve the College’s students (IIIA1-18 to IIIA1-20).

- 2. 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 Job Descriptions** (see **example**, IIA2-01) reflect faculty duties and responsibilities, including curriculum oversight and student learning outcome assessment.
- The **Minimum Qualifications** webpage (IIIA2-02) aligns the district with the California Community Colleges Chancellor’s Office (CCCCO) Minimum Qualifications for Faculty and Administrators in California Community Colleges (CCC). It also recognizes the equivalency of degrees from non-U.S. institutions through the National Association of Credential Evaluation Services (NACES).

- The College follows the **CCCCO Baccalaureate Degree Pilot Program Handbook** (IIIA2-03) to set the minimum qualifications for faculty teaching in the Bachelor of Science in Funeral Service.
- **Board Policy (BP)** (IIIA2-04a) and **Administrative Procedure (AP) 3010** (IIIA2-04b) delineate the policies and procedures for hiring adjunct faculty, which include detailing the necessary qualifications for the position, and paper screening applicants for minimum qualifications.
- **BP 3004** (IIIA2-05), **Section 6.1.1.3** defines the minimum qualifications for the faculty job specification as part of the hiring process.
- **BP 7210** (IIIA2-06), **Section 3.0**, explains that faculty must meet minimum qualifications for academic discipline or service as determined by the Board of Governors of the CCC or the equivalent.
- The **United Faculty Contract** (IIIA2-07a) and **Adjunct Faculty United Contract** (IIIA2-07b) detail minimum qualifications for tenure-track and adjunct faculty, respectively.
- The **Faculty Service Area (FSA) letter** (see **email notification**, IIIA2-08) allows faculty to apply to teach in an additional discipline.
- The **Faculty Inclusive Hiring Toolkit** (IIIA2-09) is a comprehensive resource that organizes the major phases of faculty hiring. Additional hiring resources, such as the development of hiring materials, Diversity Minimum Qualification, Equivalency Review, and HR verifications, are explained or linked within the toolkit.
- **The North Orange County Community College District (NOCCCD) Faculty Reference Check Questionnaire** (IIIA2-10) provides the hiring committee with guidance for conducting reference checks to further assess teaching, discipline knowledge, strengths and weaknesses, interactions with the campus community, and professional responsibility and contributions to the workplace.
- **AP 7210-1** (IIIA2-11) describes how the equivalency evaluation includes evaluation criteria and review.

Analysis and Evaluation

The College meets the Standard.

Faculty job descriptions, including those for faculty members teaching in the baccalaureate degree, state the degrees, experience, expertise, and skills required for faculty, and inform potential faculty of their future roles in carrying out the College's mission, participating in scholarly activities, and developing and reviewing curriculum (IIIA2-01). Human Resources (HR) vets each announcement's minimum qualifications to make sure they align with the CCCCCO's minimum qualifications and NOCCCD's policies (IIIA2-02 to IIIA2-06). According to the full-time faculty collective bargaining agreement, each faculty member is qualified to teach in subjects listed on the faculty member's annual Faculty Service Area (FSA) agreement (IIIA2-07a pp.88-89). Annually, instructors have the opportunity to expand their FSA by showing that they are qualified to teach in additional disciplines (IIIA2-08). The adjunct faculty union contract specifies that part-time instructors must meet each department's minimum qualifications (IIIA2-07b p. 3, 11)

The College's faculty hiring process, outlined in the Faculty Inclusive Hiring Toolkit (IIIA2-09), ensures that every new faculty member's knowledge, skills, and credentials are excellent, not just appropriate (IIIA2-10). The College does this through HR application review and background check, a lengthy hiring committee screening and interview process, and a final interview with the President and Vice President of Instruction. When the hiring committee finds it necessary, it asks the District Equivalency Committee to determine whether an applicant's qualifications satisfy the position's requirements (IIIA2-11).

- 3. 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 **Management Inclusive Hiring Toolkit** (IIIA3-01) is a comprehensive resource that organizes the major phases of manager hiring, including the evaluation of applicants.
- The **Minimum Qualifications webpage** (IIIA3-02) aligns the district with the California Community Colleges Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges. It also recognizes the equivalency of degrees from non-U.S. institutions through the National Association of Credential Evaluation Services (NACES).
- **Administrative Procedure (AP) 7240-4** (IIIA3-03), **Section 6.1.1** outlines the development of the manager job announcement process, including the major duties specified in the approved District job announcement, qualifications for the position, desired qualifications, and diversity minimum qualifications. **Section 8.8** details the verification of educational minimum qualifications and any additional required qualifications for the finalist(s).
- **AP 7120-5** (IIIA3-04), **Section 2.0**, requires that persons appointed to an interim academic position must meet qualifications prescribed by the Board of Governors of the California Community Colleges.
- The **AP 7120-3** (IIIA3-05) sections on job announcement development, application requirements, and screening procedures ensure employees possess the minimum qualifications and required licenses or certificates as required by the position or committee.
- The **North Orange County Community College District (NOCCCD) Classified Reference Check Questionnaire** (IIIA3-06) provides a structure for assessing classified employee candidates for knowledge, scope of duties, general work behaviors, interpersonal relationships, organizational skills, leadership skills, work style, professionalism, strengths and weaknesses, and overall performance.
- The **NOCCCD Management Reference Check Questionnaire** (IIIA3-07) provides a structure for assessing management employee candidates for general work behaviors, work capacity, interpersonal relationships, organizational skills, strengths and weaknesses, participation in college functions, professional development, work-related knowledge, and overall performance.
- **AP 7210-1** (IIIA3-08) outlines the equivalency evaluation process.

Analysis and Evaluation

The College meets the Standard.

As detailed in administrative procedure, the College adheres to a comprehensive process of applicant screening. Each newly hired administrator and classified professional is thoroughly vetted by Human Resources (HR) professionals, a hiring committee, and administrators, ensuring that candidates are well-qualified to maintain the College's effectiveness and academic quality.

District HR screens full-time job applicants for minimum qualifications and checks backgrounds (IIIA3-01 to IIIA3-05). Further, hiring committees vet applications for desirable qualifications and evidence of excellence and commitment to the college mission. After interviewing candidates in person, committees recommend several candidates to the President or make a final hiring recommendation, depending on the position. Before an offer is extended to the finalist, HR conducts a final credentials check (IIIA3-06, IIIA3-07). In cases where an otherwise well-qualified candidate does not possess the precise qualifications specified in the job announcement, the hiring committee asks the District Equivalency Committee to assess the candidate's application and to determine if their qualifications match the position's requirements (IIIA3-08).

4. 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

- The **Minimum Qualifications webpage** (IIIA4-01) aligns the district with the California Community Colleges Chancellor's Office (CCCCO) Minimum Qualifications for Faculty and Administrators in California Community Colleges (CCC). It also recognizes the equivalency of degrees from non-U.S. institutions through the National Association of Credential Evaluation Services (NACES).
- The **Board Policy 7210** (IIIA4-02), **Section 3.0**, explains that faculty must meet minimum qualifications for academic discipline or service determined by the Board of Governors of the CCC or the equivalent.
- The **Administrative Procedure (AP) 7120-3** (IIIA4-03) sections on job announcement development, application requirements, and screening procedures ensure employees possess the minimum qualifications and required licenses or certificates as required by the position or committee.
- District Human Resources (HR) uses the **National Association of Credentials Evaluation Services (NACES)** (IIIA4-04) to verify the authenticity of non-U.S. degrees.
- **AP 7210-1** (IIIA4-05) describes how the equivalency evaluation process includes the overall process, evaluation criteria, and review.
- NOCCCD applicants must apply for **equivalency** (see **application**, IIIA4-06), at which time the reviewing committee will be formed to initiate the review process (see **Psychology example**, IIIA4-07; **agenda**, IIIA4-08; and **meeting minutes**, IIIA4-09).

Analysis and Evaluation

The College meets the Standard.

The College has a robust process for making sure its faculty members, administrators, and classified professionals all hold degrees from accredited institutions, both domestic and international. District Human Resources (HR) collects and reviews official transcripts for all college faculty, administrators, and employees for whom an undergraduate or graduate degree is a minimum qualification (IIIA4-01, IIIA4-02). HR verifies that degrees are recognized by U.S. accrediting agencies and the authenticity of non-U.S. degrees (IIIA4-03, IIIA4-04). In the case where an applicant lacks the specific degree in the job announcement, the Equivalency Committee determines whether to accept the applicant's equivalent qualifications (IIIA4-05 to IIIA4-09).

5. **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

- The **California School Employees Association (CSEA) Collective Bargaining Agreement (CBA), Chapter 167, Contract, Article 19** (IIIA5-01a), discusses the evaluation of permanent and probationary classified employee members. Permanent members are to be evaluated once every two fiscal years, while probationary employees are evaluated at the end of four, eight, and eleven months of service. Forms for permanent (see **Appendix H**, IIIA5-01b) and probationary (**Appendix I**, IIIA5-01c) classified employee evaluation are included in the CBA.
- The **United Faculty Association (UF) Contract** (IIIA5-02), **Articles 17 and 18**, outline the purpose (p.51, 61), frequency (p.51, 61), components (p.51, 61), and process (p.54) for probationary tenure-track and

tenured unit members, respectively. Evaluation Criteria (Appendix F), Tenure Evaluation Forms for Probationary Faculty (Appendix H), and Evaluation Forms for Tenured Faculty (Appendix I) for instructors, counselors, and librarians are included in the contract appendices.

- The **Adjunct Faculty Association (ADFAC) Contract** (IIIA5-03a), **Article 9**, outlines the purpose (p.16), frequency (p.51, 61), components (p.51, 61), and process (p.54) for unit members. Performance Evaluations Forms (see **Appendix B**, IIIA5-03b) for instructors, counselors, and librarians are included.
- **Administrative Procedure (AP) 7230-7** (IIIA5-04a) organizes the evaluation process for confidential employees, including the evaluation purpose, frequency, and process. **Probationary confidential employees** will be evaluated (see **form** IIIA5-04b) at the end of four, eight, and eleven months of service. **Permanent confidential employees** will be evaluated (see **form** IIIA5-04c) once every two fiscal years. Both forms contain evaluation standards, recommendations, expectations for the next evaluation, an evaluation response from the employee, and certification.
- **AP 7240-7** (IIIA5-05a) describes the process for evaluating management performance, including frequency and topics for review. Forms for **Self-Evaluation** (IIIA5-05b), **Manager Performance Evaluation** (IIIA5-05c), and **Third-Year Evaluation** (IIIA5-05d) contain evaluative criteria and goal setting.
- The **Goal-Setting Guide** (IIIA5-06a) and **Ongoing Check-in Guidance for Managers** (IIIA5-06b) are additional resources to assist employees and their managers or supervisors with goal setting and encourage improvement.
- North Orange County Community College District (NOCCCD) maintains a **schedule of evaluation notifications** (IIIA5-07a). **Emails** (see **examples**, IIIA5-07b) are sent to remind the immediate management supervisor (IMS) and their respective employees of the evaluation due date.

Analysis and Evaluation

The College meets the Standard.

All College employees are evaluated as determined by collective bargaining agreements (IIIA5-01, IIIA5-02, IIIA5-03) or administrative procedures (IIIA5-04, IIIA5-05, IIIA5-06). The College evaluates employees according to the agreed upon written criteria with the intent to help each employee, and the College as a whole, continuously improve. To ensure consistent evaluation, the College adheres to the determined schedule, which District Human Resources tracks and documents for the College (IIIA5-07).

~~6. 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.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. 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)

Evidence of Meeting the Standard

- The **California Community College Chancellor's Office (CCCCO)**, per California Code of Regulations (CCR) Title 5 Section 51025, determines a **Faculty Obligation Number (FON)** for the District based on the number of funded credit full-time equivalent students (FTES) (IIIA7-01).
- The **CCCCO Annual District Faculty Obligation Number (FON) Compliance Reports (fall 2022 IIIA7-02a)**,

fall 2021 IIIA7-02b) show the District complies with faculty requirements.

- **The North Orange County Community College District (NOCCCD) Fall 2021 Compliance Report** (IIIA7-03) reports that the District meets or exceeds the following compliance options—fall 2021 full-time faculty obligation, fall 2020 full-time faculty as a percentage of total Full-Time Equivalent Faculty (FTEF), and fall 2020 full-time faculty obligation.
- **Board Policy (BP) 3004** (IIIA7-04) **Section 4.0** describes how the District will allocate positions and how the expertise of faculty will be relied upon for future academic and professional trends in their areas.
- The **Faculty Hiring Prioritization Process with form** (IIIA7-05a), **rubric** (IIIA7-06b), and **critical needs criteria** (IIIA7-05c) ensure all requests for additional faculty are based on critical need, support the college mission and strategic planning, align with program review data, and have a demonstrated student impact.
- The **Letter to the President’s Advisory Cabinet** (IIIA7-06) demonstrates the final communication and approval of faculty positions for 2023-24.
- **Administrative Procedure (AP) 3010** (IIIA7-07) describes the role of deans, department coordinators, and representative faculty in determining adjunct faculty needs.
- The **Mortuary Science Department webpage** (IIIA7-08) lists its faculty members.

Analysis and Evaluation

The College meets the Standard.

The District determines that it has a sufficient number of full-time faculty (FTF) by using the CCCC FON (IIIA7-01). Since reaffirmation in 2017 and for many years before that, the District has exceeded its FON (IIIA7-02, IIIA7-03). According to the CCCC Datamart, in fall 2022 the College had 227 “Academic, Tenured/Tenure Track” employees and 385 “Academic, Temporary” employees, which is a sufficient number of FTF to meet student demand for class sections and to fulfill other faculty responsibilities.

Though the District exceeds the FON, the Chancellor may approve additional positions to meet critical needs. The College uses a prioritization process to rank needs to advise the College president on new FTF hiring (IIIA7-05, IIIA7-05, IIIA7-06). Once the College has determined its hiring prioritization, the President works with the District to determine how many positions can be filled. Departments whose section offerings exceed their full-time faculty members’ coverage hire part-time instructors according to board policy (IIIA7-07 p.1).

Specific to the baccalaureate degree, the B.S. of Funeral Service program has a full-time faculty member as the program coordinator. The Mortuary Science department, which includes both the baccalaureate and associate degree programs, has three full-time faculty and five adjunct faculty (IIIA7-08).

8. **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

- **NOCCCD Adjunct Onboarding Email** (IIIA8-01) outlines the required documents adjunct faculty review and submit, and the processes they must complete. The email also lists resources, including the collective bargaining agreement, salary placement, and other frequently asked questions.
- **NOCCCD Adjunct Faculty Orientation Agendas 10-13-22** (IIIA8-02a) and **03-10-22** (IIIA8-02b) show the topical **presentations** provided by the District, including **Diversity, Equity, and Inclusion** (IIIA8-02c), **Title IX** (IIIA8-02d), **Risk Management** (IIIA8-02e), **Payroll** (IIIA8-02f), and **Benefits** (IIIA8-02g).

- Division Deans and Department Faculty Coordinators provide assignment-specific information to new adjunct faculty as exemplified in the **Language Arts Division Guide** (IIIA7-03).
- **Board Policy 7160** (IIIA8-04) identifies the District’s commitment to plan and provide professional development to all employees, including adjunct faculty.
- The **EdVantage April 2023 image** (IIIA8-05) shows a sample of the professional development activities offered by the State, District, and College. Employees can register for trainings or events here.
- **The Governance and Decision-making Handbook** (IIIA8-06) identifies ADFAC as having appointment rights for adjunct faculty serving on shared governance committees.
- **The Adjunct Faculty Association Contract (AdFac)** (IIIA8-07), **Article 9**, outlines the evaluation purpose, frequency, components, and processes for unit members.
- **Performance Evaluations Forms** (see **Appendix B**, IIIA8-08) for instructors, counselors, and librarians are included in the ADFAC contract.

Analysis and Evaluation

The College meets the Standard.

The District and the College share the responsibility of welcoming and introducing newly hired, part-time faculty to the life of the NOCCCD and to Cypress College. The District Human Resources (HR) has a specific onboarding and orientation program for new adjunct faculty members (IIIA8-01, IIIA8-02), while at the College, divisions and departments are responsible for integrating them (IIIA8-03). As reinforced by board policy (IIIA7-04), the District and College provide part-time faculty members with the same opportunities for professional learning that they provide to full-time faculty members, and adjunct faculty are encouraged to participate in state, district, or college professional development offerings (IIIA8-05). In addition, the District and the College make an intentional effort to include adjunct faculty in the governance and decision-making process (IIA8-06 p.6). The NOCCCD Board of Trustees, District Consultation Council, Council on Budget and Facilities, District Technology Committee, President’s Advisory Cabinet, and Academic Senate all have adjunct faculty representation. Adjunct faculty are evaluated per their faculty contract (IIIA8-07, IIIA8-08).

9. 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)

Evidence of Meeting the Standard

- The **Campus Services Program Review** (IIIA9-01a), **Instructional Program Review** (IIIA9-01b), **Specialized Instructional Program Review** (IIIA9-01c), and **Student Services Program Review** (IIIA9-01d) allow each area to assess their staffing levels and request additional staffing to meet their goals and support the college mission.
- The **Classified Position Request Process** (IIIA9-02), which requires Planning and Budget Committee (PBC) and President’s Advisory Cabinet (PAC) recommendation and approval, allows areas to identify and request permanent positions to support their respective operations.
- The **Classified Position Request form** (IIIA9-03a) requires requesting areas to provide justification for the request, including how the position supports the mission and strategic directions, aligns with the area program review, and improves the quality of the area. Requests are scored and prioritized according to the process **rubric** (IIIA9-03b).
- **Board Policy 7120** (IIIA9-04) establishes that classified employees shall possess the required qualifications prescribed for their positions by the Board of Trustees.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 8.

The College hires and retains enough professionals to achieve its mission. According to the CCCC DataMart, the College has 220 classified professional employees as of fall 2022, or 25.88% of its total employee count. The College uses the program review process to determine the appropriate number of employees; all areas assess their staffing needs in this way (IIIA7-01). Then, areas can request to hire additional staff through the classified position request process (IIIA9-02, IIIA9-03). By Board policy (IIIA9-04), all hires must meet the State's minimum qualifications for their positions, but hiring committees can add desired qualifications beyond the minimums. The Human Resources (HR) Department's thorough hiring procedures (see III.A.1) ensure that the College's professional staff members are well-qualified for their positions, whether they be instructional, technological, physical, or administrative.

10. 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 Permanent Employee Headcounts and Position Tableau Dashboard** (see screenshot IIIA10-01) shows the actual numbers of employees by position for the current fiscal year.
- **Cypress College Organizational Chart** (IIIA10-02) visualizes the organizational structure of all divisions, including the departments and offices that report to specific individuals. The interim roles on the organizational chart ensure an adequate leadership structure when an individual has left the position.
- **Administrative Procedure (AP) 7120-4** (IIIA10-03) establishes that the Chancellor determines the need for administrator and administrator staff allocations, taking into consideration local college and district recommendations and planning. It further outlines the application requirements for management, including resume with experience, academic transcripts, official licensure/certificates as needed, and any requirements deemed necessary by the committee.
- **AP 7120-5** (IIIA10-04) allows the District to fill a management position with an interim for full and open recruitment and ensures that interim management possess the minimum qualifications prescribed for the position by the Board of Governors of the California Community Colleges. It also limits interim appointments to two years in duration to ensure permanent management.
- The **Health Science Division Meeting document** (IIIA10-05) summarizes the proposed reorganization of the division's administrative structure and responsibilities.
- The **Student Services Organizational Review Recommendations memo** (IIIA10-06) outlines the recommendations for the restructuring of the Student Services.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 8.

The College maintains a sufficient number of administrators through hiring practice and organizational review. Currently, the College has 18 administrators, 14 classified managers, and one executive (IIIA10-01, IIIA10-02). The Chancellor, in consultation with the College Executive Officer, has the authority to hire administrators using a uniform process that involves a hiring committee composed of representatives from every college constituency (IIIA10-03). The District and College monitor areas of responsibility and staffing needs annually to determine if there are administrative positions to be filled and to form hiring committees accordingly. The hiring process (see III.A.1), minimum qualifications requirements (see III.A.3), and evaluation process (see III.A.5) ensure that administrators have the preparation and expertise to effectively support the

college mission. Administrative procedure (IIIA10-04) enables the College to hire interim managers when faced with significant leadership changes as in recent years, thereby ensuring continual administrative leadership and services that support the College's mission and purposes.

As needed, the College conducts an organization review to determine if changes in administrative structure will better enable administrators and managers to support faculty and staff. For example, the Health Science Division and Student Services reorganizations led to changes in redistribution of responsibilities, administrative structure, and number of management-level positions (IIIA10-05, IIIA10-06).

11. 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

- **Board Policy (BP) and Administrative Procedure (AP), Chapter 7 Human Resources (IIIA11-01)** is available on the District website and is part of the **Continuous Review Cycle (IIIA11-02)**.
- **BP (IIIA11-03a) and AP 2410 (IIIA11-03b)** codify the process of creation, adoption, and revision of BPs and APs that adhere to legal requirements, or are “necessary to assure academic quality, integrity, effectiveness of student learning programs and services, and financial stability of the District.”
- The **11-22-21 District Consultation Council (DCC) summary (IIIA11-04)** shows review and revision of discrimination policies to conform to California Code of Regulations (CCR) Title 5 regulatory updates.
- The **04-25-22 DCC summary (IIIA11-05)** documents the discussions that took place in revising AP 7120-4. Discussions centered around fair representation and equal employment opportunity in management hiring.
- **BP 7100 (IIIA11-06)** commits the District to equal opportunity employment and diversity in hiring, employing, and promoting administrators, faculty, and staff.
- **BP 3430 (IIIA11-07)** prohibits harassment at the District and College and encourages any student, employee, intern, or volunteer who believes they have been harassed or retaliated against to immediately report such incidents following AP 3410.
- **BP and AP 3410 (IIIA11-08a, IIIA11-08b)** describe the procedures and processes for filing an unlawful discrimination and sexual harassment complaint at the District.

Analysis and Evaluation

The College meets the Standard.

Personnel policies and procedures are publicly available on the District website (IIIA11-01). They are formed and reviewed with broad participation, with the goal of establishing fair, equitable, and consistent policies and procedures (IIIA11-02, IIIA11-03). The District adheres to its shared governance structure to revise and update BP and AP, while allowing potential problems to be identified and prevented (IIIA11-04, IIIA11-05). The Board makes clear that the District and the College are to be free of unfair or inequitable treatment (IIIA11-06, IIIA11-07) and takes seriously any violations of an employee’s right to a safe, equitable, and fair workplace (IIIA11-08).

12. 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

- **Board Policy (BP) 1001** (IIIA12-01) states the District’s mission, vision, and values, which include service and enrichment of its diverse communities and welcome and respect for employees’ diverse backgrounds and beliefs.
- **BP 7100** (IIIA12-02) broadly discusses the District’s commitment to equal employment and diversity. It establishes that employees must demonstrate sensitivity and understanding of diversity as a minimum requirement for employment.
- The **North Orange County Community College District (NOCCCD) Equal Employment Opportunity (EEO) Plan 2019-2022** (IIIA12-03) outlines the District’s commitment to diversity and the strategies it will implement to sustain a diverse and highly qualified workforce.
- **EEO & Diversity Training for Search Committees** (IIIA12-04) is a required training for all individuals serving on a hiring committee.
- The **EEO Guidelines for Search Committees** (IIIA12-05a) and **EEO/Diversity Representative Training for Managers and EEO/Diversity Representatives** (IIIA12-05b) is a training required to serve as an EEO representative on a hiring committee.
- The **EEO/Diversity, Equity, Inclusion, and Anti-Racism (DEIA) Representation Workshop** (IIIA12-06) provided guidance and training on how to attract and hire diverse employees, utilize equity-minded hiring strategies, and reduce bias in the hiring process.
- **The Classified** (IIIA12-07a), **Faculty** (IIIA12-07b), and **Management** (IIIA12-07c) **Inclusive Hiring Toolkits** provide guidelines and linked resources to reduce bias and to ensure hiring aligns with the District and College’s commitment to diversity, equity, inclusion, accessibility, and anti-racism (DEIAA).
- The **District Office of Diversity and Compliance** implements the District’s commitment to DEIAA. As seen on its **webpage** (IIIA12-08), part of the office’s charge is to provide training, professional development, and resources to employees.
- The District annually prepares and presents to the Board the **Institutional Commitment to Diversity Report** (IIIA12-09a) (see **11-22-22 BOT Minutes Item 5.h**, IIIA12-09b) to provide demographic data on applicants, hires, and employees, along with an update on the District’s progress under the EEO plan.
- NOCCCD supports the following **Faculty and Staff Associations (FSAs)** (see **website**, IIIA12-10):
 - Asian Pacific Islander Faculty and Staff Association
 - Black Faculty and Staff Association
 - Disability Advocates Faculty and Staff Association
 - Gay & Lesbian Association of District Employees
 - Latino Faculty and Staff Association
 - Native American Faculty and Staff Alliance
 - Southwest Asian, North African Faculty and Staff Association
- The **EEO Advisory Committee (EEOAC)**, as described on the NOCCCD **webpage** (IIIA12-11), advises the Vice Chancellor, Human Resources (HR) in matters of diversity, inclusion, and multiculturalism throughout the District.
- District HR uses the **Availability Worksheet** (IIIA12-12) to compile and analyze demographic information about applicant pools and staff.
- The **Cypress College Black Lives Matter Task Force (BLMTF) Recommendations Report** (IIIA12-13) provided recommendations on how the College can combat racism, which included recommendations to increase Black faculty and staff representation. (See also I.B.1.)

Analysis and Evaluation

The College meets the Standard.

Diversity is a key component of the District's mission and values (IIIA12-01) and is, therefore, central to its human resources policy and planning (IIIA12-02, IIIA12-03), which guide HR hiring practices (IIIA12-04 to IIIA12-07). In addition to equitable hiring practices, the District supports its diverse personnel through resources, programs, and services (IIIA12-08), which are summarized in the annual Institutional Commitment to Diversity Report (IIIA12-09 pp. 22-30), and multiple FSAs (IIIA12-10). The District HR regularly assesses this commitment to DEIAA efforts through committees, reporting, data analysis (IIIA12-11 to IIIA12-12), and receiving recommendations (IIIA12-13).

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

Evidence of Meeting the Standard

- **Board Policy (BP) 3050** (IIIA13-01) establishes that the District upholds a code of ethics for all employees and requires that the Chancellor establish administrative procedures for this expectation and requirement.
- **Administrative Procedure (AP) 3050** (IIIA13-02) details the District's standards of conduct for all employees.
- **AP 7240-9** (IIIA13-03a) and **AP 7230-9** (IIIA13-03b) outline the causes for disciplinary action for managers and confidential employees respectively. They state that a breach of professional and ethical conduct is cause for suspension, demotion, or dismissal.
- **BP 3003** (IIIA13-04) lays out the code of ethics for faculty.
- The **10-25-21 District Consultation Council (DCC)** (IIIA13-05) documents the formation of a workgroup to review BP 3003 and BP/AP 3050. This occurred during a leadership transition at the Chancellor level, thus the work was postponed. This work group will be reconvened in 2023-2024 to complete the BP revision.
- **BP 7700** (IIIA13-06) requires the Chancellor to establish procedures for reporting and investigating misconduct by employees, and outlines protection from retaliation.
- **AP 7700** (IIIA13-07) outlines the "whistleblower" protections and reporting procedures to internal and external entities.

Analysis and Evaluation

The College meets the Standard.

The Board of Trustees has approved a written code of professional ethics for all District employees (IIIA13-01, IIIA13-02), which includes the consequences for violation (IIIA13-03). The Board has also maintained a Code of Ethics for faculty (IIIA13-04); in October 2021, the District Consultation Council formed a work group to update the faculty code that was adopted in 1981 (IIIA13-05). The Whistleblower policy and procedure (IIIA13-0, IIIA13-07) reinforces the District's ethical standards by protecting those who wish to report violations.

14. 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

- **Board Policy (BP) 7160** (IIIA14-01) commits the District to providing professional development and encouraging employees to develop their professional expertise.
- **District Professional Development Committee** coordinates districtwide professional development; its goals, objectives, and membership are described on its **webpage** (IIIA14-02).
- The **Professional Development Committee** coordinates professional development activities at the College (see **website**, IIIA14-03).
- The **North Orange County Community College District (NOCCCD) Mentorship Program** (see **brochure**, IIIA14-04) is a year-long program designed to provide participants with learning experiences to support their professional growth.
- **NOCCCD Leadership Academy** (see **brochure**, IIIA14-05) provides leadership training across myriad skills, including leadership styles, strength assessments, planning and communication skills, collaborative leadership, and change management.
- **NOCCCD Management Development Program** (see **brochure**, IIIA14-06) supports the professional development of managers through management competencies, district collaboration, and topical discussions on relevant issues.
- **NOCCCD Classified Professionals Training Academy** (see **brochure**, IIIA14-07) offers professional growth for classified professionals regarding the Vision for Success goals, roles related to Guided Pathways, relationship building across the District, and the development of intercultural proficiency.
- The **Pluralism, Inclusion & Equity (P.I.E.) Series** is offered each semester, as exemplified in the **Spring 2023 flyer** (IIIA14-08), to increase employees' intercultural proficiency.
- The District offers the **New Employee - Faculty Orientation** (see **website**, IIIA14-09) each semester to introduce new faculty and staff to the District.
- **NOCCCD Development & Learning Opportunities** (see **website**, IIIA14-10) list workshops and trainings available to all district staff and faculty.
- The **EdVantage Calendar screenshot** (IIIA14-11) shows a sample of the professional development activities offered by the State, District, and College. Employees can register for trainings or events via the District-Wide Staff Development Calendar, EdVantage.
- NOCCCD offers **Professional Growth & Development stipend increments** (see **webpage**, IIIA14-12a) to all managers (see **Administrative Procedure [AP] 7240-6**, IIIA14-12b), classified (see **California School Employees Association Collective Bargaining Agreement, Article 12**, IIIA14-12c), confidential (see **AP 7230-6**, IIIA14-12d), and faculty (see **salary schedule**, IIIA14-12e) employees for work-related coursework or degree programs.
- **NOCCCD** offers a **sabbatical program** for regular full-time faculty members (see **webpage**, IIIA14-13).
- Professional Development works with departments and committees across the campus to offer a wide range of professional development activities, such as **Earth Week events** (IIIA14-14a), **Neurodiversity Workshop** (IIIA14-14b), **Holocaust Day of Remembrance, Yom HaShoah** (IIIA14-14c), and **Green Zone Training** (IIIA14-14d).
- The **Conference & Travel webpage** (IIIA14-15) provides employees with the steps to apply for funding for professional development activities. The Professional Development Committee reviews and selects all funding requests to ensure that they advance the College's mission.
- The **Fall 2022** (IIIA14-16a) and **Spring 2023 Faculty Flex Day programs** (IIIA14-16b) are examples of the Flex Day program that Professional Development plans for all faculty at the beginning of the semester. Full-time faculty are required to attend, and part-time faculty are invited to attend Flex Day.
- **Flex Day evaluations** (see **results from Fall 2020**, IIIA14-17a and **Spring 2021**, IIIA14-17b, for examples) provide feedback on Flex Day programming so that the Professional Development committee can improve the event each semester.

- The **Fall 2019** (IIIA14-18a) and **Spring 2020** (IIIA14-18b) **New Faculty Seminar Dates flyers** show the year-long seminar programming for new full-time faculty.
- The **Caring Campus initiative** (see **webpage**, IIIA14-19) provides facilitated coaching for classified professionals with the goal of engaging and supporting classified professionals in developing behavioral comments that ensure students feel welcomed and connected to the College.
- The **Cypress College Classified Senate presentation** (IIIA14-20a) and **Classified Senate Winter Retreat Evaluation Results report** (IIIA14-20b) provide an overview of the Classified Senate and feedback results from their first retreat.
- **Leadership Team Meetings**, like the 04-07-23 meeting (see **email**, IIIA14-21), provide an opportunity for campus leaders to learn about and discuss emerging topics, such as impacts of ChatGPT and AB1705.
- **Manager's Retreats**, like the 07-18-22 retreat (see **agenda**, IIIA14-22), gather managers to learn about important topics, new policies, or budget changes to prepare for the upcoming academic year.
- The email from President JoAnna Schilling following the **Lake Arrowhead Retreat** (IIIA14-23) summarizes how this professional development opportunity contributed to the College's efforts to adapt to evolving pedagogy, technology, and learning needs.

Analysis and Evaluation

The College meets the Standard.

NOCCCD fulfills its commitment (IIIA14-01) to professional development and growth through the District Professional Development Committee in conjunction with the College's Professional Development Committee (IIIA14-02, IIIA14-03). The District offers programming, such as a mentorship program (IIIA14-04), leadership academy (IIIA14-05), management development program (IIIA14-06), classified professionals training (IIIA14-07), diversity, equity, inclusion, accessibility, and anti-racism learning opportunities (IIIA14-08), and new employee orientation (IIIA14-09). Furthermore, the District connects employees to local, state, and national professional development opportunities (IIIA14-10, IIIA14-11). To encourage ongoing development, the District offers professional growth and development stipends (IIIA14-12) and sabbaticals for faculty (IIIA14-13).

The College oversees and organizes additional professional development opportunities (IIIA14-14) for employees and provides funding for conferences (IIIA14-15). Specifically for faculty, the College's Professional Development committee organizes Flex Day at the beginning of each semester (IIIA14-16) and a new faculty seminar for new faculty (IIIA14-16, IIIA14-17, IIIA14-18). Other groups provide growth and training opportunities at the College as well. With the Title V grant, the College has created completion teams for each meta-major that have expanded professional development opportunities on equitable teaching and learning, described in II.A.7. Classified professionals have brought the Caring Campus initiative (IIIA14-19) to the College, and planned their own retreat (IIIA14-20). Finally, the President's Office plans a leadership team meeting each semester (IIIA14-21) and hosts retreats (IIIA14-22, IIIA14-23).

15. 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

- **The California School Employees Association (CSEA) Collective Bargaining Agreement (CBA), Article 4** (IIIA15-01), outlines the provisions for classified personnel files, including access rights and confidentiality.
- **The United Faculty (UF) CBA, Article 4.7** (IIIA15-02), outlines the provisions for faculty personnel files,

including access rights and confidentiality.

- **The Adjunct Faculty CBA, Article 5** (IIIA15-03), outlines the provisions for adjunct faculty personnel files, including access rights and confidentiality.
- **Administrative Procedure (AP) 7230-5** (IIIA15-04a) and **AP 7240-5** (IIIA15-04b) cover the procedure for the maintenance of and access to confidential and management employee personnel files.

Analysis and Evaluation

The College meets the Standard.

The College meets the standard by continuously archiving secure and confidential personnel records and making them available only to the confidential employee and to employees who request to see their personnel records. As per the California Labor Code and the collective bargaining agreements (IIIA15-01, IIIA15-02, IIIA15-03), employees are allowed to view and read their personnel records, which are maintained in locked filing cabinets in a card-key-access-only office located in District Human Resources (HR). Every viewing of employee records by the confidential employee is logged and recorded. A sample of employee records – names redacted – is provided to the firm that conducts the District’s annual financial audit. Administrative procedures govern the method by which confidential employees and management can gain access to employee files (IIIA15-04).

During the pandemic, HR and the College continued employee evaluation and hiring by adopting a system of electronic forms and signatures. This obviously created a need for an updated confidentiality system since electronic records cannot be locked in a filing cabinet. HR is collaborating with District Information Services to create a secure and efficient process of storing electronic personnel documents. To date, there are encrypted shared folders in use. In the future, HR will move all hardcopy and electronic documents through a software application that is integrated with Banner. This project is scheduled to begin in October 2023. Once completed, personnel files will be in an electronic format stored securely through the software application and/or attached to their employee record in Banner.

Conclusions on Standard III.A: Human Resources

Together the District and College employ a sufficient number of qualified administrators, faculty, and staff to accomplish the college mission through its programs and services. All personnel are regularly evaluated and have ample opportunities for professional development. The District establishes, publishes, and adheres to personnel policies and procedures that support diversity, uphold professional ethics, and ensure confidentiality.

Improvement Plan(s)

Not applicable.

Evidence List

Standard III.A Human Resources Evidence List	Website Link
IIIA1-01 NOCCCD Board Policy 7120	IIIA1-01
IIIA1-02 NOCCCD Board Policy 3010	IIIA1-02
IIIA1-03 NOCCCD Administrative Procedure 3010	IIIA1-03
IIIA1-04 NOCCCD Board Policy 3004	IIIA1-04

IIIA1-05 NOCCCD Administrative Procedure 7210-3	IIIA1-05
IIIA1-06 NOCCCD Administrative Procedure 7210-4	IIIA1-06
IIIA1-07 Classified Inclusive Hiring Toolkit	IIIA1-07
IIIA1-08 Faculty Inclusive Hiring Toolkit	IIIA1-08
IIIA1-09 Management Inclusive Hiring Toolkit	IIIA1-09
IIIA1-10 NOCCCD Job Opportunities Webpage	IIIA1-10
IIIA1-11 NOCCCD How to Apply Webpage	IIIA1-11
IIIA1-12 CCC Registry NOCCCD Search Results	IIIA1-12
IIIA1-13 NOCCCD Minimum Qualifications Webpage	IIIA1-13
IIIA1-14 NOCCCD Classified Job Descriptions Webpage	IIIA1-14
IIIA1-15 NOCCCD Management Job Descriptions Webpage	IIIA1-15
IIIA1-16 NOCCCD Confidential Job Descriptions Webpage	IIIA1-16
IIIA1-17a Director, Distance Education Job Posting	IIIA1-17a
IIIA1-17b Nursing Instructor Job Posting	IIIA1-17b
IIIA1-17c Student Services MIS Analyst Job Posting	IIIA1-17c
IIIA1-18 NOCCCD Equal Employment Opportunity Plan 2019-2022	IIIA1-18
IIIA1-19a EEO/Diversity Representative Checklist	IIIA1-19a
IIIA1-19b NOCCCD EEO Representative Guidelines	IIIA1-19b
IIIA1-20 NOCCCD Screening Committee Confidentiality and Conflict of Interest Statement and Agreement	IIIA1-20
IIIA2-01 Faculty Job Description Example	IIIA2-01
IIIA2-02 NOCCCD Minimum Qualifications Webpage	IIIA2-02
IIIA2-03 CCC Baccalaureate Degree Pilot Program Handbook	IIIA2-03
IIIA2-04a NOCCCD Board Policy 3010	IIIA2-04a
IIIA2-04b NOCCCD Administrative Procedure 3010	IIIA2-04b
IIIA2-05 NOCCCD Board Policy 3004	IIIA2-05
IIIA2-06 NOCCCD Board Policy 7210	IIIA2-06
IIIA2-07a United Faculty Collective Bargaining Agreement	IIIA2-07a
IIIA2-07b Adjunct Faculty United Collective Bargaining Agreement	IIIA2-07b
IIIA2-08 FSA Letter Email Notification and Letter Example	IIIA2-08
IIIA2-09 Faculty Inclusive Hiring Toolkit	IIIA2-09
IIIA2-10 Faculty Reference Check Questionnaire	IIIA2-10
IIIA2-11 NOCCCD Administrative Procedure 7210	IIIA2-11
IIIA3-01 Management Inclusive Hiring Toolkit	IIIA3-01
IIIA3-02 NOCCCD Minimum Qualifications Webpage	IIIA3-02
IIIA3-03 NOCCCD Administrative Procedure 7240-4	IIIA3-03
IIIA3-04 NOCCCD Administrative Procedure 7120-5	IIIA3-04
IIIA3-05 NOCCCD Administrative Procedure 7120-3	IIIA3-05
IIIA3-06 Classified Reference Check Questionnaire	IIIA3-06
IIIA3-07 Management Reference Check Questionnaire	IIIA3-07
IIIA3-08 NOCCCD Administrative Procedure 7210-1	IIIA3-08
IIIA4-01 NOCCCD Minimum Qualifications Webpage	IIIA4-01
IIIA4-02 NOCCCD Board Policy 7210	IIIA4-02
IIIA4-03 NOCCCD Administrative Procedure 7120-3	IIIA4-03
IIIA4-04 NACES Website	IIIA4-04

IIIA4-05 NOCCCD Administrative Procedure 7120-1	IIIA4-05
IIIA4-06 NOCCCD Equivalency Application	IIIA4-06
IIIA4-07 Sample Equivalency Application	IIIA4-07
IIIA4-08 Sample Equivalency Meeting Agenda	IIIA4-08
IIIA4-09 Sample Equivalency Meeting Minutes	IIIA4-09
IIIA5-01a California School Employees Association (CSEA) Collective Bargaining Agreement Article 16	IIIA5-01a
IIIA5-01b Classified Employee Performance Evaluation - Permanent	IIIA5-01b
IIIA5-01c Classified Employee Performance Evaluation - Probationary	IIIA5-01c
IIIA5-02 United Faculty Collective Bargaining Agreement	IIIA5-02
IIIA5-03a Adjunct Faculty United Collective Bargaining Unit Article 9	IIIA5-03a
IIIA5-03b Adjunct Faculty United Collective Bargaining Unit Appendix B	IIIA5-03b
IIIA5-04a NOCCCD Administrative Procedure 7230-7	IIIA5-04a
IIIA5-04b Confidential Employee Performance Evaluation - Probationary	IIIA5-04b
IIIA5-04c Confidential Employee Performance Evaluation - Permanent	IIIA5-05a
IIIA5-05a NOCCCD Administrative Procedure 7240-7	IIIA5-05b
IIIA5-05b Goal-Setting and Employee Self-Evaluation Form	IIIA5-05c
IIIA5-05c Management Performance Evaluation	IIIA5-05d
IIIA5-05d Management Performance Evaluation – Third Year	IIIA5-05d
IIIA5-06a Goal-Setting Guide	IIIA5-06a
IIIA5-06b Ongoing Check-in Guidance For Managers	IIIA5-06b
IIIA5-07a Schedule of Evaluation Notifications	IIIA5-07a
IIIA5-07b Evaluation Notification Email Templates	IIIA5-07b
IIIA7-01 CCCC Full-Time Faculty Obligation Webpage	IIIA7-01
IIIA7-02a CCCC Annual District Faculty Obligation Number (FON) Compliance Reports Fall 2022	IIIA7-02a
IIIA7-02b CCCC Annual District Faculty Obligation Number (FON) Compliance Reports Fall 2021	IIIA7-02b
IIIA7-03 CCC Full-Time Faculty Obligation Fall 2021 Compliance Report	IIIA7-03
IIIA7-04 NOCCCD Board Policy 3004	IIIA7-04
IIIA7-05a Full-Time Faculty Hiring Prioritization Process	IIIA7-05a
IIIA7-05b Full-Time Faculty Position Scoring Rubric	IIIA7-05b
IIIA7-05c Full-Time Faculty Hiring Prioritization Critical Needs Criteria	IIIA7-05c
IIIA7-06 Finalization of Allocation of Faculty Positions 2023-24 Letter	IIIA7-06
IIIA7-07 NOCCCD Administrative Procedure 3010	IIIA7-07
IIIA7-08 Cypress College Mortuary Science Department Webpage	IIIA7-08
IIIA8-01 Adjunct Onboarding Email	IIIA8-01
IIIA8-02a Adjunct Faculty Orientation Agenda 10-13-22	IIIA8-02a
IIIA8-02b Adjunct Faculty Orientation Agenda 03-10-22	IIIA8-02b
IIIA8-02c New Employee Orientation Presentation – DEIA	IIIA8-02c
IIIA8-02d New Employee Orientation Presentation – Title IX	IIIA8-02d
IIIA8-02e New Employee Orientation Presentation – Risk Management	IIIA8-02e
IIIA8-02f New Employee Orientation Presentation – Payroll	IIIA8-02f
IIIA8-02g New Employee Orientation Presentation – Benefits	IIIA8-02g
IIIA8-03 New Faculty Onboarding Language Arts Division Guide	IIIA8-03

IIIA8-04 NOCCCD Board Policy 7160	IIIA8-04
IIIA8-05 EdVantage Calendar Screenshot	IIIA8-05
IIIA8-06 Cypress College Governance and Decision-Making Handbook	IIIA8-06
IIIA8-07 Adjunct Faculty United Collective Bargaining Agreement Article 9	IIIA8-07
IIIA8-08 Adjunct Faculty United Collective Bargaining Agreement Appendix B	IIIA8-08
IIIA9-01a Campus Services Program Review Form	IIIA9-01a
IIIA9-01b Instructional Program Review Form	IIIA9-01b
IIIA9-01c Specialized Instruction Program Review Form	IIIA9-01c
IIIA9-01d Student Services Program Review Form	IIIA9-01d
IIIA9-02 Classified Position Prioritization Process	IIIA9-02
IIIA9-03a Classified Position Request Form Fall 2022	IIIA9-03a
IIIA9-03b Classified Position Prioritization Scoring Rubric Fall 2022	IIIA9-03b
IIIA9-04 NOCCCD Board Policy 7120	IIIA9-04
IIIA10-01 NOCCCD Permanent Employee Headcounts and Position Tableau Dashboard Screenshot	IIIA10-01
IIIA10-02 Cypress College Organizational Chart	IIIA10-02
IIIA10-03 NOCCCD Administrative Procedure 7120-4	IIIA10-03
IIIA10-04 NOCCCD Administrative Procedure 7120-5	IIIA10-04
IIIA10-05 Health Science Division Meeting 01-27-23	IIIA10-05
IIIA10-06 Student Services Organizational Review Recommendations Memo 08-25-21	IIIA10-06
IIIA11-01 NOCCCD Policies and Procedures Webpage	IIIA11-01
IIIA11-02 NOCCCD Board Policy and Administrative Procedure Continuous Review Cycle	IIIA11-02
IIIA11-03a NOCCCD Board Policy 2410	IIIA11-03a
IIIA11-03b NOCCCD Administrative Procedure 2410	IIIA11-03b
IIIA11-04 District Consultation Council Minutes 11-22-21	IIIA11-04
IIIA11-05 District Consultation Council Minutes 04-25-22	IIIA11-05
IIIA11-06 NOCCCD Board Policy 7100	IIIA11-06
IIIA11-07 NOCCCD Board Policy 3430	IIIA11-07
IIIA11-08a NOCCCD Board Policy 3410	IIIA11-08a
IIIA11-08b NOCCCD Administrative Procedure 3410	IIIA11-08b
IIIA12-01 NOCCCD Board Policy 1001	IIIA12-01
IIIA12-02 NOCCCD Board Policy 7100	IIIA12-02
IIIA12-03 NOCCCD Equal Employment Opportunity Plan 2019-2022	IIIA12-03
IIIA12-04 EEO Diversity Search Committee Training	IIIA12-04
IIIA12-05a EEO Representative Guidelines	IIIA12-05a
IIIA12-05b EEO DEI Extended Search Committee Training for EEO Representatives & Managers Screenshot	IIIA12-05b
IIIA12-06 EEO Representative Workshop	IIIA12-06
IIIA12-07a Classified Inclusive Hiring Toolkit	IIIA12-07a
IIIA12-07b Faculty Inclusive Hiring Toolkit	IIIA12-07b
IIIA12-07c Management Inclusive Hiring Toolkit	IIIA12-07c
IIIA12-08 NOCCCD Diversity and Compliance Webpage	IIIA12-08
IIIA12-09a EEO Institutional Commitment to Diversity Report 11-22-22	IIIA12-09a
IIIA12-09b NOCCCD Board of Trustees Minutes 11-22-22	IIIA12-09b
IIIA12-10 NOCCCD Faculty and Staff Associations Webpage	IIIA12-10

IIIA12-11 NOCCCD EEO Advisory Committee Webpage	IIIA12-11
IIIA12-12 Availability Worksheet Spreadsheet	IIIA12-12
IIIA12-13 Black Lives Matter Taskforce Recommendations Report	IIIA12-13
IIIA13-01 NOCCCD Board Policy 3050	IIIA13-01
IIIA13-02 NOCCCD Administrative Procedure 3050	IIIA13-02
IIIA13-03a NOCCCD Administrative Procedure 7240-9	IIIA13-03a
IIIA13-03b NOCCCD Administrative Procedure 7230-9	IIIA13-03b
IIIA13-04 NOCCCD Board Policy 3003	IIIA13-04
IIIA13-05 District Consultation Council Minutes 10-25-21	IIIA13-05
IIIA13-06 NOCCCD Board Policy 7700	IIIA13-06
IIIA13-07 NOCCCD Administrative Procedure 7700	IIIA13-07
IIIA14-01 NOCCCD Board Policy 7160	IIIA14-01
IIIA14-02 NOCCCD Professional Development Committee Webpage	IIIA14-02
IIIA14-03 Cypress College Professional Development Committee Webpage	IIIA14-03
IIIA14-04 NOCCCD Mentorship Program Brochure	IIIA14-04
IIIA14-05 NOCCCD Leadership Academy Brochure	IIIA14-05
IIIA14-06 NOCCCD Management Development Program Brochure	IIIA14-06
IIIA14-07 NOCCCD Classified Professional Training Academy Brochure	IIIA14-07
IIIA14-08 NOCCCD Pluralism, Inclusion, & Equity Series Spring 2023	IIIA14-08
IIIA14-09 NOCCCD New Employee Faculty Orientation Webpage	IIIA14-09
IIIA14-10 NOCCCD Development and Learning Opportunities Webpage	IIIA14-10
IIIA14-11 EdVantage Calendar Screenshot	IIIA14-11
IIIA14-12a NOCCCD Professional Growth & Development Webpage	IIIA14-12a
IIIA14-12b NOCCCD Administrative Procedure 7240-6	IIIA14-12b
IIIA14-12c CSEA Collective Bargaining Agreement Article 12	IIIA14-12c
IIIA14-12d NOCCCD Administrative Procedure 7230-6	IIIA14-12d
IIIA14-12e NOCCCD Faculty Annual Salary Schedule	IIIA14-12e
IIIA14-13 NOCCCD Sabbatical Process Webpage	IIIA14-13
IIIA14-14a Earth Week Announcement	IIIA14-14a
IIIA14-14b Neurodiversity Workshop Email 03-13-23	IIIA14-14b
IIIA14-14c Yom HaShoah Email 03-16-23	IIIA14-14c
IIIA14-14d VRC Green Zone Training Project Email 11-07-23	IIIA14-14d
IIIA14-15 Cypress College Conference & Travel Webpage	IIIA14-15
IIIA14-16a Fall 2022 Flex Day Schedule	IIIA14-16a
IIIA14-16b Spring 2023 Flex Day Schedule	IIIA14-16b
IIIA14-17a Fall 2020 Flex Day Evaluation Report	IIIA14-17a
IIIA14-17b Spring 2021 Flex Day Evaluation Report	IIIA14-17b
IIIA14-18a Fall 2019 New Faculty Seminar Schedule	IIIA14-18a
IIIA14-18b Spring 2020 New Faculty Seminar Schedule	IIIA14-18b
IIIA14-19 Cypress College Caring Campus Webpage	IIIA14-19
IIIA14-20a Cypress College Classified Senate Presentation	IIIA14-20a
IIIA14-20b Classified Senate Winter Retreat Evaluation Results	IIIA14-20b
IIIA14-21 Leadership Team Meeting Email 04-07-23	IIIA14-21
IIIA14-22 Manager's Retreat Agenda 07-18-22	IIIA14-22
IIIA-14-23 Lake Arrowhead Retreat Email	IIIA-14-23

IIIA15-01 CSEA Collective Bargaining Agreement Article 4	IIIA15-01
IIIA15-02 United Faculty Collective Bargaining Agreement Article 4.7	IIIA15-02
IIIA15-03 Adjunct Faculty United Collective Bargaining Agreement Article 5	IIIA15-03
IIIA15-04a NOCCCD Administrative Procedure 7230-5	IIIA15-04a
IIIA15-04b NOCCCD Administrative Procedure 7240-5	IIIA15-04b

B. Physical Resources

1. **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

- The **Campus Map** (IIB1-01) displays the College's campus, situated within a single property, including all buildings, parking lots, and infrastructure located on the grounds.
- The **Maintenance & Operations (M&O) Services** (IIB1-02) and **Grounds** (IIB1-03), collectively known as M&O, **webpages** list the M&O department's responsibilities.
- Personnel can submit service requests through M&O's service request system, Facilitron, via their division office, as discussed in the **CC Physical Plant – Work Order System Usage email** (IIB1-04) and **Service Request/Work Order System – Usage Detail attachment** (IIB1-05).
- M&O performs routine, preventive maintenance, as seen in this **Work Order Report** (IIB1-06) from Facilitron.
- The **Campus Safety webpage** (IIB1-07) points out that Campus Safety officers patrol the campus 24 hours a day, 365 days a year.
- Campus Safety releases the annual **Safety and Security Report** (IIB1-08) outlining monitoring methods, partnerships with local police departments, emergency contact information, and crime statistics.
- The **Student Handbook** (see **Reporting Unsafe Facilities Policy**, IIB1-09a) and **Charger Experience Orientation** (see **presentation slide**, IIB1-09b) inform students of the process to report any unsafe physical facilities that they may encounter.
- The **Johnson Controls Fire Alarm Test & Inspection Report for the Fine Arts building** (IIB1-10) validates that annual fire alarm testing takes place.
- **Elevator permits** (IIB1-11) are posted in each elevator denoting that the elevator car is authorized for continued use during the valid term of the posted permit.
- The **Alliance of Schools for Cooperative Insurance Programs (ASCIP) Evidence of Coverage** (IIB1-12) provides proof of insurance coverage.
- The **Facilities Modification Request (FMR) Procedure document** (IIB1-13a) and the **FMR Q&A presentation** (IIB1-13b) detail how the College handles facility modifications beyond routine, recurring, or preventative maintenance.
- The District **Illness and Injury Prevention Program** (IIB1-14) provides a system, procedures, and training for workplace safety.
- The **Health Science Department's Medical Waste Management Plan** (IIB1-15) is one example of department-level planning for safety.
- The **SEM Hazmat Storage Building**, as depicted in the **schematic** (IIB1-16), is where departments may safely neutralize and store chemicals used within their laboratories.
- The annual **Great ShakeOut earthquake drill** is an example of an OSHA-mandated safety training as

communicated in this **email notification** (IIIB1-17).

- The **Building Floor Marshal List** (IIIB1-18) names the building coordinator and floor marshal for each physical area on campus.
- The **Cypress College Emergency Operations Training presentation** (IIIB1-19) demonstrates the training that prepares building coordinators and floor marshals for emergencies.
- Rave Alert (see **NOCCCD News & Announcements webpage**, IIIB1-20) allows the College to send emergency text and email notifications to employees and students.
- Campus Safety conducts **two-way radio training classes** (see **email**, IIIB1-21) in which staff cover basic radio usage, proper care, protocol, and procedures.
- The **Disability Support Services (DSS) Faculty Guide** (IIIB1-22) allows faculty to make accessibility accommodations within the classroom and for test taking.
- The **Accessible Classroom Furniture email** (IIIB1-23) communicates that classrooms have been furnished with accessible tables and chairs to accommodate student needs.
- The **NOCCCD Board of Trustees Action Item 3.f.1 from 04-11-23** (IIIB1-24) shows that the District entered into a consultant agreement with Marx Okubo to update the 2015 ADA Transition Plan.
- The **“Drive-up WiFi” Press Release** (IIIB1-25) describes how the College provided physical resources to students despite fully online operations during the initial phases of the COVID-19 pandemic.
- In the **08-24-21 Board Report** (IIIB1-26), President Schilling provided updates on the College’s plans for a safe return to campus, including the many ways that the M&O Team prepared facilities.

Analysis and Evaluation

The College meets the Standard.

The College provides students and employees with safe and accessible buildings and facilities (IIIB-01) and has systems to respond to needs and emergencies as they arise. The College’s M&O team (IIIB1-02 to IIIB1-06) regularly maintains the grounds and parking lots, while Campus Safety patrols the campus (IIIB1-07, IIIB1-08) to ensure that all locations are accessible, safe, secure, and healthy. Students can report any safety concerns to Campus Safety (IIIB1-09 p.102). The NOCCCD Anaheim campus provides maintenance and campus safety services to the College’s Hotel, Restaurant, and Culinary (HRC) program housed at their site.

Buildings are annually inspected for fire safety (IIIB1-10) and elevator safety (IIIB-11), and they are further inspected every three years by the College’s insurance company, ASCIP (IIIB1-12). Any employee can submit requests to address issues that exceed routine repairs to the Campus Capital Projects (CCP) office via FMR (IIIB1-13); these projects consist of additions, removal, or alterations to existing facilities (including new construction or remodels) of buildings or sites.

To maintain a healthy learning and working environment, the District Risk Management (RM) office annually updates and oversees the Illness and Injury Prevention Plan (IIIB1-14). In addition, College divisions maintain safety protocols specific to their departments when working within their labs (IIIB1-15) and have regularly scheduled hazardous waste pick up via third party vendors, if needed. As part of the construction of the new Science Engineering and Math (SEM) Building, the College has purchased a new Hazmat Storage Building where the biology and chemistry departments may safely neutralize and store chemicals used within their laboratories (IIIB1-16).

To ensure safety in the event of an emergency, District Human Resources, District RM, and College Campus Safety provide regular OSHA-mandated safety trainings (IIIB1-17). The College identifies and trains building coordinators and floor marshalls to carry out emergency procedures, including evacuations, as part of the

College's emergency operations (IIIB1-18, IIIB1-19). In emergency situations, Campus Safety can communicate to every office and classroom via the phone system, while all faculty, staff, and students receive notifications (IIIB1-20). Every division office also has two-way radios, which are regularly tested during training (IIIB1-21), in the event that phone and internet communications are down.

DSS ensures that the College provides accessibility accommodations to students as needed (IIIB1-2, IIIB1-23). The CCP, with the District Facilities Planning & Construction Department, is currently updating the district-wide ADA transition plan to identify and remediate remaining accessibility barriers (IIIB1-24).

March 2020 was an abrupt break in established ways of providing access to safe and sufficient facilities, but the College quickly learned how to provide the virtual equivalent of campus access and then to safely reopen physical spaces. State emergency funding allowed the campus to adapt access to facilities, such as boosting of the campus Wifi, to allow students to complete their remote instruction from the College parking lots (IIIB1-25). To ensure safety when students and staff began returning to campus, the College upgraded all buildings with HEPA air filtration systems along with other modifications specific to health and safety protocols in place at the time (IIIB1-26).

2. 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.

Evidence of Meeting the Standard

- The **North Orange County Community College District (NOCCCD) Educational and Facilities Master Plan (EFMP) Executive Summary** (IIIB2-01), reviewed by the **Board of Trustees (BOT)** as documented in the **06-09-20 minutes** (IIIB2-02) presents a ten-year plan showing how facilities will support educational directions and needs.
- The District Consultation Council (DCC) discussion recorded in the **01-27-20 DCC meeting minutes** (IIIB2-03) underscores how facilities planning focuses on the District and College's mission and vision.
- Part of the EFMP specific to the College, the **Cypress College Facilities Master Plan** (IIIB2-04) highlights areas specific to the College that require improvement of aging infrastructure, new construction or major renovations, and added amenities.
- The **Measure J Projects List webpage** lists the projects completed in **Phase I** (IIIB2-05a) and projects to be completed in **Phase II** (IIIB2-05b).
- The **Campus Capital Projects (CCP) Office webpage** (IIIB2-06) states that it "coordinates and oversees the planning, design and construction of new buildings, renovations, alterations, and FMR on campus" and "ensures projects comply with the many different regulations as well as proper reviews and approvals are obtained with the various state and local agencies."
- The **Division of the State Architect (DSA)** (see **website**, IIIB2-07) is the governing agency that reviews construction drawings, specifications, and structural calculations of all K-12 and community college buildings throughout the State of California.
- Constituency group input is gathered through Building User Meetings held between the design team, the CCP office, campus executives and department representatives. Examples include the **01-20-22 meeting for the Health Center** (IIIB2-08), the **09-14-22 meeting for the Dental Assisting and Dental Hygiene programs** (IIIB2-09), and the **09-15-22 meeting for the Nursing program** (IIIB2-10).
- The five-year construction plan, the **Capital Outlay Plan** (IIIB2-11), is a reporting tool on the status of current and pending projects, which is submitted to the BOT and the California Community Colleges Chancellor's Office (CCCCO). **Items 3.c and 3.f of the 07-26-22 BOT minutes** (IIIB2-12) show the approval

of the Five-Year Construction Plan.

- The **NOCCCD Citizens' Oversight Committee (COC) webpage** (IIIB2-13) explains the purpose, composition, and responsibilities of the COC.
- The COC present an annual report, such as the **Measure J Community Report 2022** (IIIB2-14), to the BOT.
- The **09-14-22 COC minutes** (IIIB2-15) show that the College updates the COC on its use of Measure J funds.
- Vice President of Administrative Services (VPAS) Office and the Planning and Budget (PBC) Committee established an **application and review process** (IIIB2-16) to determine proper distribution of one-time instruction equipment funds. The **04-20-23 PBC Meeting Minutes** (IIIB2-17a) show the one-time funding proposals were ranked and sent to President's Advisory Cabinet (PAC) for approval (see **04-27-23 PAC Meeting Minutes**, IIIB2-17b).
- The **CCP Scheduled Maintenance Project Tracker** (IIIB2-18) organizes each year's projects, associated budgets, and actual expenditures.
- **COC Bylaws** (IIIB2-19) ensure bond proceeds are actively monitored to inform the public and review expenditures.

Analysis and Evaluation

The College meets the Standard.

In order to create a physical environment that best responds to the College's needs, the District and College create and update the EFMP (IIIB2-01, IIIB2-02 pp.93-94, IIIB2-03, IIIB2-04), which must be submitted to both the BOT and State for approval. The Master Plan document outlines how the campus will change over the next decade to better meet the evolving needs of students. Since the approval of the 2021-2030 EFMP, the College has completed Measure J Phase I and is actively working on Phase II projects (IIIB-05a, IIIB-05b). The CCP (IIIB2-06) oversees all major renovations and new construction projects and obtains input from all constituency groups during the planning and design phases (IIIB2-08, IIIB2-09, IIIB2-10).

The Five-Year Capital Outlay plan (IIIB2-11) additionally supports the College's vision for projects necessary to meet the evolving needs of students. In 2014, Measure J, a \$574 million general obligation bond, was approved by voters within the District service area allowing the College to implement major large capital outlay project improvements. Phase I is complete, including but not limited to a new Science Engineering and Math Building, a fully renovated Student Life & Leadership building, and a new Veteran's Center (IIIB2-05a). Phase II Projects are underway (IIIB2-05b). The Bond's COC bylaws (IIIB2-19) ensure that bond proceeds are actively monitored to inform the public and review expenditures (IIIB2-13, IIIB2-14, IIIB2-15).

To maintain existing physical resources for effective utilization and continuing quality, the College creates and adheres to a scheduled maintenance list based on areas of need around campus, with funds available for small barrier removal or emergency repair projects. Scheduled maintenance projects are reviewed by the VPAS, M&O, and CCP offices. M&O oversees most Scheduled Maintenance projects and obtains contracts with third party vendors for the work. Larger Scheduled Maintenance projects that may require DSA review are managed by CCP, which hires architects and engineers, as needed, to develop construction documents and obtain DSA approval for the given project. All expenses for projects are logged by each office and reported, as noted in section III.B.3, to the CCCC's FUSION website.

- 3. 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

- The District and College maintain an annual, five-year construction plan, **the Capital Outlay Plan** (IIIB3-01), a reporting tool on the status of current and pending projects, which is submitted to the BOT and the California Community Colleges Chancellor's Office (CCCCO). **Item 3.c the 07-26-22 Board of Trustees (BOT) minutes** (IIIB3-02) shows the approval of the Five-Year Construction Plan.
- The **CCCCO Facility Utilization Space Inventory Option Net (FUSION)** (see **screenshot**, IIIB3-03) is updated on a yearly basis and notes how the College utilizes its existing spaces by categorizing each according to room use, CCCCCO's Taxonomy of Programs (TOP) codes, square footage, student station counts, among other information.
- The College now uses **Dabblefox** software (see **screenshot**, IIIB3-04) to ensure effective space utilization.
- The **One-Time Funding Instructional Equipment Request Process Memo Fall 2022** (IIIB3-05) and **2022/23 One-Time Funding Request Timeline** (IIIB3-06) outline how program review needs are incorporated into funding requests and planning.
- The **Automotive Technology Instructional Program Review Form** (IIIB3-07) is an example of how departments can incorporate facilities and equipment needs into the program review process.

Analysis and Evaluation

The College meets the Standard.

While the EFMP, described in III.B.2, provides the vision for the future, the Five-Year Capital Outlay Plan (IIIB3-01, IIIB3-02) is the roadmap for year-by-year implementation. To optimize the use of space and facilities, the Outlay Plan accounts for several types of building use data, such as capacity-to-load ratios for classrooms, labs, offices, the Library, and audio-visual equipment use. The Plan projects Full-Time Equivalent Student (FTES), Full-Time Equivalent Faculty (FTEF), and Weekly Standard Contact Hours (WSCH) numbers five years into the future so that the College can determine that it has adequate space to house its many programs and services.

To ensure the College has adequate space to conduct its courses and programs, the District and College maintain the space inventory through FUSION (IIIB3-03). FUSION is also utilized by the District and College when applying for State Funding for new building development or for adding self-funded buildings once constructed. Additionally, the College uses FUSION to report on how state funding is used for scheduled maintenance projects. The District and College are also in the process of implementing districtwide software called Dabblefox (IIIB3-04), which creates a live link between FUSION for space inventory and Banner for scheduling to view space utilization. Utilization assessment will be aligned with the State's guidelines of how many hours spaces are used weekly, as well as number of students enrolled in a course.

Recently, the Vice President for Administrative Services released a new Instructional Equipment Request Process for departments to highlight what instructional facilities or equipment require replacement or refurbishment (IIIB3-05, IIIB3-06). All programs, including the baccalaureate program, can evaluate their physical resources and indicate needs during their regular program review (IIIB3-07 p.27).

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

- The **Education and Facilities Master Plan (EFMP) presentations to Associated Students (IIIB4-01), Academic Senate (IIIB4-02), and the President’s Advisory Cabinet (PAC) (IIIB4-03)** show that constituency groups contribute to the long-range capital planning to ensure that capital projects support and advance the College’s goals.
- The **North Orange County Community College District (NOCCCD) Bond Measure J webpage (IIIB4-04)** provides an overview of the \$574 million approved by voters for significant upgrades to technical job training facilities, aging classrooms, and veteran amenities.
- The **Fine Arts Renovation Quarterly Report (IIIB4-05)** submitted to the California Community Colleges (CCC) Board of Governors is an example of a fiscal reporting requirement with which the College complies regarding its long-range capital projects.
- The **Health Center Estimate (IIIB4-06)** and **Fine Arts Estimate (IIIB4-07)** are two examples of cost estimates completed by the College prior to major renovations.
- The **Student Housing Total Cost of Ownership (TCO) (IIIB4-08)** is an example of a TCO that the College has completed.
- The **Functional Tests Status report (IIIB4-09)** is a sample of “functional testing” and identifies issues that were found during this testing for the College’s new Science Engineering & Math (SEM) building.

Analysis and Evaluation

The College meets the Standard.

As discussed in III.B.2, the College makes long-range capital plans through the EFMP development process, which anticipates how the College will expand and improve physically to continue carrying out its mission. The Master Plan development includes faculty, staff, students, and administration representatives (IIIB4-01, IIIB4-02, IIIB4-03). Funding for major campus capital outlay projects are allocated from the State and/or from locally approved bond measures, such as Measure J (IIIB4-04). Both funding methods include their own fiscal reporting requirements and have multiple oversight methods (see III.B.2).

New building construction projects include several cost estimations during planning, design, and construction (IIIB4-06, IIIB4-07). These cost estimates may also include a total cost of ownership (TCO) estimate, which upon completion of construction is then overseen by the Vice President of Administrative Services (VPAS). A TCO review was completed along with the College’s application for affordable student housing under SB169/AB183 (IIIB4-08). TCO projections underwrite all construction planning and equipment purchases. TCO is also factored into smaller planning and equipment-purchase decisions, such as the funding allocations decided by the President’s Advisory Cabinet (PAC), many of which go through the program review and planning process.

In addition, the College and District participated in the CCC Facility Condition Assessment Program, which assesses existing buildings to help Districts plan for maintenance and repair work. The Facilities Condition Index (FCI) is the ratio of the cost of all needed repairs to the replacement cost of the facility expressed as a percentage. The FCI value is used to anticipate and budget for long-term maintenance and replacement of facilities.

Each major capital outlay project goes through a rigorous building commissioning process overseen by a third-party entity that ensures the building systems are functioning and operating as intended in the design, and operating as efficiently as possible. The process is integrated from the early design phases through construction and is a systematic process with thoroughly documented verification that all building systems perform interactively according to the "Design Intent." The most recently completed project is the new SEM

building, which went through a commissioning process that discovered a number of issues during functional testing (IIIB4-09). The team then reviewed each issue and determined which items required further design team revisions and/or contractor revision. Once the issue was corrected, re-testing occurred to ensure full resolution prior to acceptance.

Conclusions on Standard III.B: Physical Resources

The College has sufficient physical resources that are constructed and maintained, creating a safe, secure, and healthy environment for both students and employees. Through planning, the College uses its physical resources effectively to accomplish its mission. The District and College evaluate the College’s facilities and equipment on a regular basis and make long-range capital plans to meet college goals.

Improvement Plan(s)

Not applicable.

Evidence List

Standard III.B Physical Resources Evidence List	Website Link
IIIB1-01 Cypress College Campus Map	IIIB1-01
IIIB1-02 Cypress College Maintenance & Operations (M&O) Webpage	IIIB1-02
IIIB1-03 Cypress College M&O Grounds Webpage	IIIB1-03
IIIB1-04 Physical Plant – Work Order System Usage Email 08-02-22	IIIB1-04
IIIB1-05 Physical Plant & Facilities Service Request / Work Order System	IIIB1-05
IIIB1-06 Work Order Report	IIIB1-06
IIIB1-07 Cypress College Campus Safety Webpage	IIIB1-07
IIIB1-08 Annual Safety and Security Report 2022	IIIB1-08
IIIB1-09a Cypress College Student Handbook 2023-2024	IIIB1-09a
IIIB1-09b Charger Experience Orientation Presentation Slide	IIIB1-09b
IIIB1-10 Fire Alarm & Test Inspection Report – Fine Arts Building	IIIB1-09
IIIB1-11 Elevator Permits	IIIB1-10
IIIB1-12 ASCIP Evidence of Coverage	IIIB1-12
IIIB1-13a Facilities Modification Request (FMR) Procedure	IIIB1-13a
IIIB1-13b FMR Q&A Presentation	IIIB1-13b
IIIB1-14 NOCCCD Injury and Illness Prevention Program	IIIB1-14
IIIB1-15 Health Science Department’s Medical Waste Management Plan	IIIB1-15
IIIB1-16 SEM Hazmat Storage Building Schematic	IIIB1-16
IIIB1-17 Great ShakeOut Earthquake Drill Email Notification 10-17-22	IIIB1-17
IIIB1-18 Building Floor Marshall List	IIIB1-18
IIIB1-19 Emergency Operations Training presentation	IIIB1-19
IIIB1-20 NOCCCD Mobile Safety News & Announcements Webpage	IIIB1-20
IIIB1-21 Radio Training Class Email 08-14-23	IIIB1-21
IIIB1-22 Cypress College DSS Faculty Guide Webpage	IIIB1-22
IIIB1-23 Accessible Classroom Furniture Email 08-23-22	IIIB1-23
IIIB1-24 NOCCCD Board of Trustees Action Item 3.f.1 04-11-23	IIIB1-24
IIIB1-25 “Drive-up WiFi” Press Release 04-03-20	IIIB1-25

IIIB1-26 President Schilling's Board Report for 08-24-21	IIIB1-26
IIIB2-01 Educational and Facilities Master Plan Executive Summary	IIIB2-01
IIIB2-02 NOCCCD Board of Trustees Minutes 06-09-20	IIIB2-02
IIIB2-03 District Consultation Council Minutes 01-27-20	IIIB2-03
IIIB2-04 Cypress College Facilities Master Plan	IIIB2-04
IIIB2-05a Cypress College Measure J Phase 1 Webpage	IIIB2-05a
IIIB2-05b Cypress College Measure J Phase 2 Webpage	IIIB2-05b
IIIB2-06 Cypress College Campus Capital Projects Office Webpage	IIIB2-06
IIIB2-07 Division of the State Architect Website	IIIB2-07
IIIB2-08 Building User Minutes – Health Center 01-20-22	IIIB2-08
IIIB2-09 Building User Minutes – Dental Occupations 09-14-22	IIIB2-09
IIIB2-10 Building User Minutes – Nursing 09-15-22	IIIB2-10
IIIB2-11 Five-Year Capital Outlay Plan	IIIB2-11
IIIB2-12 NOCCCD Board of Trustees Minutes 07-26-22	IIIB2-12
IIIB2-13 Cypress College Citizens’ Oversight Committee Webpage	IIIB2-13
IIIB2-14 Measure J Community Report 2022	IIIB2-14
IIIB2-15 Citizens’ Oversight Committee Minutes 09-14-22	IIIB2-15
IIIB2-16 One-Time Funding Instructional Equipment Request Process FY23	IIIB2-15
IIIB2-17a Planning and Budget Committee Minutes 04-20-23	IIIB2-17a
IIIB2-17b President’s Advisory Cabinet Minutes 04-27-23	IIIB2-17b
IIIB2-18 Campus Capital Projects Scheduled Maintenance Project Tracker	IIIB2-18
IIIB2-19 Citizens’ Oversight Committee Bylaws	IIIB2-19
IIIB3-01 Five-Year Capital Outlay Plan	IIIB3-01
IIIB3-02 NOCCCD Board of Trustees Minutes 07-26-22	IIIB3-02
IIIB3-03 CCCC Facility Utilization Space Inventory Option Net Screenshot	IIIB3-03
IIIB3-04 Dabblefox Screenshot	IIIB3-04
IIIB3-05 One-Time Funding Instructional Equipment Request Process FY23	IIIB3-05
IIIB3-06 One-Time Funding Request Timeline 2022-2023	IIIB3-06
IIIB3-07 Automotive Technology Program Review Fall 2022	IIIB3-07
IIIB4-01 EMFP Presentation – Associated Students	IIIB4-01
IIIB4-02 EMFP Presentation – Academic Senate	IIIB4-02
IIIB4-03 EMFP Presentation – President's Advisory Cabinet	IIIB4-03
IIIB4-04 Cypress College Bond Measure J Webpage	IIIB4-04
IIIB4-05 Fine Arts Renovation Quarterly Report	IIIB4-05
IIIB4-06 Health Center Estimate	IIIB4-06
IIIB4-07 Fine Arts Center Estimate	IIIB4-07
IIIB4-08 Student Housing Total Cost of Ownership	IIIB4-08
IIIB4-09 Functional Tests Status Report	IIIB4-09

C. Technology Resources

- 1. 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

- The **District Function Map** (IIIC1-01) delineates the College and District technology services' responsibilities by function, including Computing Support, Cybersecurity & Risk Management, and IT Infrastructure.
- The **North Orange County Community College District (NOCCCD) Information Technology (IT) Governance Framework, Policy and Proposed Revisions** (IIIC1-02) documents the 2021 revision of central technology governing structures at NOCCCD and outlines the decision-making responsibilities of technology-related committees and workgroups.
- The **NOCCCD District Technology Committee (DTC) Charter** (IIIC1-03) outlines the purpose and membership of the committee, including specific workgroups.
- The **Help Desk email** (IIIC1-04) exemplifies how technology support requests are submitted and processed by District Information Technology Support (ITS).
- The **NOCCCD Training & Training Materials webpage** (IIIC1-05) connects District employees to numerous resources for navigating and using systems.
- The **NOCCCD Educational and Facilities Master Plan (EFMP)** (IIIC1-06) discusses key survey findings regarding districtwide technology needs, identifies programmatic recommendations to ensure adequate technology access, and outlines the district approach to online learning.
- The **Cypress College Campus Technology Committee (CTC) Guidelines** (IIIC1-07) describe the committee's purpose and membership.
- The **Cypress College 2021-2024 Strategic Plan** (IIIC1-08) identified the improvement of technology infrastructure as one of the top goals for the College.
- The **Academic Computing Services (ACS) Core Functions document** (IIIC1-09) delineates the technology functions and responsibilities that the District Information Technology Support (ITS) and the College Academic Computing Technology (ACT) units are each accountable for.
- The **College Servers and Campus Applications report** (IIIC1-10) lists all on-premises servers managed by ACS and their related applications, which provide services to all areas of campus.
- The **Disaster Recovery/Business Continuity Plan** (IIIC1-11) serves as a guideline to power down and restart the College Data Center in the event of a planned or unplanned maintenance window or power outage.
- ACS uses the **Online IT ServiceDesk Portal** (IIIC1-12a), a web-based user portal, to submit and track progress of user support requests. The **I.T. ServiceDesk Portal Announcement email** (IIIC1-12b), **Self-service how-to guide document** (IIIC1-12c), and **I.T. Service Level Guidelines document** (IIIC1-12d) explain the process for college employees to submit I.T. support tickets.
- The **Campus Services Program Review Form for Academic Computing** (IIIC1-13a) allows the department to review its services, identify resource needs, and plan based on internal data such as project updates, service desk data, and progress toward goals.
- The **District Services Administrative Review for Information Services** (IIIC1-13b) reports and reviews the District Information Services related to the quality of the services provided districtwide.
- The **Distance Education (DE) Student webpage** (IIIC1-14) provides DE support resources for students.
- The **DE Faculty webpage** (IIIC1-15) provides DE support resources for faculty.
- The **Learning Resource Center (LRC) webpage** (IIIC1-16) shows the technology, services, and tools available to all students and employees.
- The **NOCCCD Measure J Capital Projects Report March 2023** (IIIC1-17) details all aspects of NOCCCD's full district networking refresh project, originally described in the District's EFMP.

Analysis and Evaluation

The College meets the Standard.

The College and the District ensure that technology and service needs are properly identified by delineating appropriate responsibilities for the District and the College (IIIC1-01). The IT Governance Framework (IIIC1-02) at the district level guides the organizational structures and decision-making processes to integrate college needs and priorities in developing districtwide plans, policies, and guidelines. Representatives from each NOCCCD College sit on the DTC and provide local and subject matter technology-related expertise (IIIC1-03). This level of collaboration and coordination ensures the District regularly assesses the needs of its Colleges, maintains adequate levels of support (IIIC1-04, IIIC1-05), and fulfills technology plans and strategic directions (IIIC1-06 pp.70-72, 92-97, 103).

At the College level, the CTC (IIIC1-07) coordinates the local needs in alignment with the College Strategic Plan (IIIC1-08) and communicates with the DTC as needed. The ACS team provides campus-level support to students, faculty, and staff (IIIC1-09). ACS manages the local servers, oversees the maintenance and operation of local applications (IIIC1-10), and executes the disaster recovery plan in an emergency (IIIC1-11). In addition, ACS provides on-demand technology services (IIIC1-12) to all areas, ensuring that the College has the appropriate technological resources to improve student success.

To evaluate the effectiveness of technology, the District's Information Services completes a District Services Administrative Review, and the College's ACS completes a Campus Service Program Review (IIIC1-13a, IIIC1-13b). These reviews provide an overview of technology and technology services needed to support the District and the College. In addition, the College's program review processes allow departments, including the College's bachelor's degree program, to assess technology needs related to instruction and student services and to request resources as needed (see I.B.9).

Since the last self-assessment in 2016, the College has evolved through the global pandemic and subsequent changes to remote work and instruction (IIIC1-14, IIIC1-15, IIIC1-16). The College has completed a significant networking infrastructure refresh (IIIC1-17 p.103), ensuring the College can successfully create a 21st-century educational institution for students and the community.

2. 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

- The **North Orange County Community College District (NOCCCD) Educational and Facilities Master Plan (EFMP)** (IIIC2-01) discusses key survey findings regarding districtwide technology needs, identifies programmatic recommendations to ensure adequate technology access, and outlines the district approach to online learning.
- The **NOCCCD Master Plan webpage** (IIIC2-02) provides links to all components of the plan's development, including its purpose, development timelines and meetings, survey findings, constituency presentations, and the steering committee.
- The **NOCCCD IT Governance Framework, Policy, and Proposed Revisions** (IIIC1-03) documents the 2021 revision of central technology governing structures at NOCCCD and outlines the decision-making responsibilities of technology-related committees and workgroups.
- The **NOCCCD Computer Related Equipment Replacement Plan** (IIIC2-04a) documents a minimum

replacement schedule for College hardware.

- The **Cypress College Equipment Refresh spreadsheet with tabs** (IIC2-04b) details the replacement cycles and equipment to show how the College implements the equipment replacement plan for its instructional areas and staff.
- The **NOCCCD Instructional Technology Standards for Classroom Multimedia Systems** (IIC2-05) standardizes classroom equipment for ease of faculty use and quality of student experience.
- The **NOCCCD Mobile Computing Device Guidelines** (IIC2-06) serve as the minimum baseline for usage, access, and support of the College’s mobile computing devices.
- The **NOCCCD Measure J Capital Projects Report** (IIC2-07) details all aspects of NOCCCD’s full district networking refresh project, originally described in the District’s EFMP.
- The **College Strategic Plan** (IIC2-08a) and **Strategic Plan Goal Prioritization Survey** (IIC2-08b) include Direction 5, Goal 1: “Improve the technology infrastructure to support innovation in remote and in-person environments,” which was also the most prioritized goal.
- The **NOCCCD Gensler Education Engagement Index Survey** (IIC2-09a) identified employee work and student course-taking modalities preferences, which was a data point used by the Pilot Hybrid Remote Workgroup (see the **03-27-23 District Consultation Council Summary**, IIC2-09b).
- The **College Distance Education Plan** (IIC2-10) outlines the technology training and support goals for the latest planning cycle and describes updates and additions to training.

Analysis and Evaluation

The College meets the Standard.

To support the long-term technology needs of its College, NOCCCD approved its 2021-2030 EFMP in July 2020 with recommendations for improving districtwide technology access and infrastructure (IIC2-01). The District developed the recommendations based on employee feedback surveys, the desire to prioritize technology enhancements to support employees, and the future of hybrid learning and remote instruction (IIC2-02). The District’s IT Governance Framework (IIC2-03) communicates the status of these districtwide initiatives and ensures implementation and accountability.

The District and the College collaborate and coordinate efforts to operationalize how technology is regularly prioritized (IIC2-03 pp. 7-9), updated, and maintained (IIC2-04). District standards align with industry best-practice models (IIC2-05, IIC2-06) while affording the College flexibility to respond when its specific programs and services have unique needs. Even when implementing the district-led network refresh project (IIC2-07 pp.8-9), the College was able to respond to its local needs during the COVID-19 emergency, which demanded a significant redirection of resources. Over the past year, the College has resumed technology refresh cycles (IIC2-04b) and has focused on implementing a cloud-computing infrastructure. This will serve as a core component of how the College ensures equitable access to all technological resources.

Technology remains a critical focus of post-pandemic planning and resource allocation at the College. The 2021-2024 College Strategic Plan, goal prioritization employee survey (IIC2-08), and the NOCCCD Gensler Survey to students and employees (IIC2-09a p.16) affirm the need to expand and improve technology infrastructure for students, staff, and faculty. Similarly, the College’s Distance Education Plan (IIC2-10 p.28) identifies instruction-related technology needs and goals for sustaining and enhancing online teaching and learning. When determining how to address these technology needs, the College relies upon the program review and one-time funding processes (detailed in I.B.9) to ensure all programs and services have the technology needed to support their students’ success.

3. **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

- The **North Orange County Community College District (NOCCCD) Information Services (IS)** (see **webpage**, I11C3-01) provides computer and telecommunication services to support the mission of NOCCCD.
- The **NOCCCD User Support/Help Desk webpage** (I11C3-02) explains the Service Desk support that District IS provides to employees to assist them with reliable, safe, and secure access to resources.
- **NOCCCD IS Service Request Logs and Summaries** (see **examples**, I11C3-03) detail the requested assistance from districtwide users, ITS staff assisting with the request, and status.
- **Cypress College Service Desk Portal** (I11C3-04) is the service and information platform maintained by the college academic computing team, ensuring that technology resources and support are available for all areas of the College.
- **Cypress College ServiceDesk Incident Report** (I11C3-05) shows that ServiceDesk requests are created by users and resolved by Academic Computing Services.
- **Cypress College IT Service Level Guidelines** (I11C3-06) are guidelines and processes the College has implemented to improve quality, accountability, and transparency in delivering support services to the campus.
- **Cypress College Equipment Refresh spreadsheet with tabs** (I11C3-07) details technology replacements for class computer carts, faculty and staff computers, and lab classes for the fiscal years 2021-2023. Additionally, the PC replacement summarizes computer replacement costs.
- The **Disaster Recovery and Business Continuity Plan** (I11C3-08) serves as a guideline to power down and restart the College Data Center in the event of a planned or unplanned maintenance window or power outage.
- The **Cypress College Dell EMC VSAN Ready Node Cluster Requirements and Assumptions presentation** (I11C3-09) gives a full description of the Cohesity disaster recovery solution, including a description of its immutability and off-site backup replication features.
- The District Consultation Council (DCC) approved one-time funding for a 5-Year Cyber Security Plan to provide additional tools and services to prevent future cybersecurity breaches. The **DCC 05-23-22 Agenda** (I11C3-10a) shows the details of the plan, which was approved at the **05-23-2022 DCC Meeting** (see **minutes**, I11C3-10b).

Analysis and Evaluation

The College meets the Standard.

The District supports the College by managing enterprise systems and allocating resources to maintain technology infrastructure. The District also develops policies and guidelines to set standards for how technology is used and maintained at the District and College levels (see III.C.1). Technology decisions are approved through the NOCCCD Information Technology (IT) Governance Structure, which relies upon constituency and college expertise to meet technology needs for learning, support services, and daily operations. The District Technology Committee, the primary IT decision-making body, uses a rubric to prioritize funding recommendations to ensure transparency in the decision-making process (see III.C.2).

The District Information Services (IS) department oversees and supports global technology systems such as enterprise resource planning, student information systems, and general reporting functions. IS provides training materials and end-user support through its help desk for district-level technology needs (I11C3-01,

IIIC3-02, IIIC3-03).

At the College, Academic Computing and District Information Services (IS) work collaboratively to ensure all equipment, programs, and services used by students, faculty, and staff are reliable, safe, and secure. Academic Computing also maintains a comprehensive ServiceDesk (IIIC3-04, IIIC3-05) staffed by a team that manages and maintains networks and servers, local and web-based applications, and all computing hardware (IIIC3-06, IIIC3-07).

For reliability and emergency purposes, Academic Computing has a Disaster Recovery and Business Continuity Plan (IIIC3-08) in place to ensure reliability and redundancy. In addition, information backups and disaster recovery processes have been significantly improved by deploying a disaster recovery solution (IIIC3-09). Another significant improvement to the district network security portfolio was implemented in 2022 after the data breach. A 5-Year Cyber Security Plan was also approved in 2022, which included a Milton Security contract to provide a full 24/7 security operations center (SOC) service to monitor and alert all district technology teams to emergent threats (IIIC3-10a pp.42-47, IIIC3-10b).

4. 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

Academic Computing and District Information Services

- The **Cypress College Technology Plan** (IIIC4-01) outlines training and support goals. The plan also describes the technology training and user support provided by Academic Computing Services (ACS).
- The **Academic Computing webpage** (IIIC4-02) provides information about the technology support available through the helpdesk via email and by phone. The helpdesk deploys staff for classroom assistance and provides support for desktop PC systems and multimedia.
- The **ACS Quarterly Newsletter** (IIIC4-03) reflects the ongoing support and training provided by ACS. The newsletter includes information about Network and VOIP, Microsoft Teams, and support for remote work technology needs.
- The **Reminder: Scheduled Maintenance email** from District Information Services (IS) (IIIC4-04) reflects the provision of ongoing technology support through planned maintenance and service to key systems, such as Banner.

Distance Education (DE) and Learning Resource Center (LRC)

- The **Distance Education Committee (DEC) Meeting Bylaws** (IIIC4-05) describe the DEC membership and rules of procedure.
- The **Distance Education (DE) Plan** (IIIC4-06) describes the DE program's support structure, training resources, and online teaching certification requirements. The Plan outlines the technology training and support goals for the latest planning cycle and describes updates and additions to training, which resulted from an analysis of the DE Student and Faculty Surveys (2016), student success and retention data, and instructional program review.
- **DE Specialized Instructional Program Review report** (IIIC4-07) presents the mission of the DE program and DEC, which includes the provision of support for the effective use of technology and technology systems related to distance education. The report presents staffing levels and affirms the training and support goals established in the DE Plan 2017-2023 and reflects an increase in the overall measures of program effectiveness relative to the implementation of training and support goals beginning in 2017.

- The **Cypress College Equivalency Policy** (IIIC4-08) outlines the equivalency certification process for faculty who have been trained to teach online at other institutions. DE staff and subject matter experts use the Online Education Initiative (OEI) Course Design Rubric to evaluate courses presented for equivalency review.
- The **United Faculty MOU** (IIIC4-09) describes technology support, training, and compensation provided to faculty during the pandemic. Faculty who were not certified to teach fully online completed an “Emergency Distance Education” training course which covered accessibility, regular and substantive interaction, and Canvas basics.
- The **DE Faculty Handbook** (IIIC4-10) provides information about the Cypress College DE Program, policies, and procedures. It outlines the process for requesting technology support, expectations for DE faculty, and addresses accessibility, regular and substantive interaction (RSI), and legislation affecting online course delivery, such as FERPA and the Teach Act.
- The **DE Faculty Resources Canvas homepage** (IIIC4-11) provides technology training, guides, and resources available to faculty and administrators, such as Canvas, Canvas applications, Zoom, Cranium Café, academic computing resources, accessibility information and support, and student resources.
- **Guidance for Synchronous Online Instruction** (IIIC4-12) outlines privacy (FERPA), accessibility, and equity considerations related to synchronous online instruction.
- The **DE Webpage** (IIIC4-13) provides technology support information for students: Canvas login information, Canvas guides, distance education policies and FAQs, tips for student success, and instructions for requesting help and technical support.
- The College created two new positions for an **Instructional Designer** (see **job announcement**, IIIC4-14a) and **Director of Distance Education** (see **job announcement**, IIIC4-14b) to provide appropriate instruction and support for faculty and staff.
- The LRC created and staffed a **student computer and programs help desk** to support students in navigating college hardware and software (see **email**, IIIC4-15).

Professional Development

- The **District Events calendar** (IIIC4-16) for November 2022 reflects a range of technology trainings available to faculty, staff, and administrators. The calendar also includes links to technology-related webinars sponsored by the CCC Chancellor’s Office and the CVC-OEI.
- The **FLEX Programs for Fall 2020** (IIIC4-17a), **Spring 2021** (IIIC4-17b), and **Spring 2022** (IIIC4-17c) reflect additional technology trainings organized through campus Professional Development.
- The **Mandatory – Cyber Security Awareness Training – Edvantage email** from District Professional Development (IIIC4-18) describes the Cyber Security Awareness Training mandated for all district employees beginning in spring 2022.

Analysis and Evaluation

The College meets the Standard.

The College provides appropriate instruction for faculty, staff, students, and administrators in the effective use of technology through formal workshops and training (IIIC4-14, IIIC4-16), web-based resource sites (IIIC4-11), self-guided training modules (IIIC4-11, IIIC4-18), faculty handbooks, campus publications (IIIC4-10, IIIC4-12), digital newsletters and email (IIIC4-03), and personalized training opportunities (IIIC4-02, IIIC4-06 pp. 12-15, 19-21). Students receive technical support from faculty, Distance Education, Library, and Academic Computing staff (IIIC4-02, IIIC4-06 p.27, IIIC4-10, IIIC4-13, IIIC4-15). The District and College also provide support for technology systems through regular and ongoing maintenance and IS Helpdesk support (IIIC4-04).

Decisions about training and support for technology and technology systems are made through the district IT Governance Framework (see III.C.1 and III.C.2) and campus committees – Campus Technology Committee, Distance Education Committee, and Professional Development Committee (IIIC4-01 p.6, IIIC4-05 to IIIC4-07). The training and technical support provided by these areas are regularly evaluated through program review and planning to ensure that programs remain relevant and effective (IIIC4-05 to IIIC4-07).

Technology support and training needs for distance education are assessed regularly as a component of program review and planning (IIIC4-07). Basic LMS training is required for all faculty (IIIC4-09), and faculty must successfully complete the College’s Online Teacher Training or a comparable certification course in order to offer online or hybrid courses (IIIC4-06, IIIC4-08). The College continues to support the innovation of online teaching through increasing staff (IIIC4-14), district professional development (IIIC4-16), and online teaching topics covered during Flex Day programs (IIIC4-17).

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

- **Board Policy (BP) 3720** (IIIC5-01) gives authority to the Chancellor to establish procedures for the appropriate use of information technologies and states that employees and students have a responsibility not to abuse those resources and to respect the rights of others.
- **Administrative Procedure (AP) 3720** (IIIC5-02) addresses issues such as copyright and licensing, authorized/unauthorized use of technology and software, security of data, and more. It includes a disclosure statement to advise users that there is no expectation of privacy, and that while the District will exercise this right only for legitimate District purposes, it retains the right to monitor all uses of the District network and computers to assure compliance with policies.
- **AP 3750** (IIIC5-03) states that employees and students shall not reproduce copyrighted materials without prior permission of the copyright owner, except as allowed by “fair use.”
- **AP 4105** (IIIC5-04) contains procedures related to distance education.
- **AP 3721** (IIIC5-05) establishes a standard for the creation of strong passwords, and the ongoing protection of those passwords.
- **AP 3722** (IIIC5-06) sets the data security standards for students, faculty, and staff.
- **BP 3740** (IIIC5-07) establishes standards and guidelines for websites, including those personal sites created by students, faculty, and staff.
- The **NOCCCD District Technology Committee (DTC) Charter** (IIIC5-08) outlines the purpose and membership of the committee, including specific workgroups.
- **The Distance Education Plan** (IIIC5-09) provides guidelines for online, hybrid, and web-enhanced courses regarding accessibility, copyright, course guidelines, evaluation of faculty email, faculty homepages, student authentication and fraud prevention, syllabus requirements, and training.
- The District Information Services Help Desk email regarding **Updated Single Sign-on Login Process** (IIIC5-10) explains the new login process for District systems and services. Two-Factor Authentication (2FA) is used to increase the security of the authentication process for all use.
- The **Enforcement of 2FA for VPN Connections email** from the Director, Academic Computing (IIIC5-11) explains the two-factor authentication for virtual private network (VPN) access setup to increase technology security.

Analysis and Evaluation

The College meets the Standard.

The District and its Colleges adhere to publicized board policies and administrative procedures that set technology standards for employees and students (IIIC5-01 to IIIC5-07). These policies are reviewed every six years, although updates may occur earlier to address an immediate need or to ensure relevance (See IV.C.7). The DTC is the primary governance body that develops policies, plans, and procedures related to technology resources, implementation, and use (IIIC5-08). Its representative members ensure technology decisions are appropriate to the needs of students, faculty, and staff districtwide.

Policies and standards devised by district governance groups inform how the College secures and utilizes its technology resources. The College's DE plan (IIIC5-09) is an example of how district policies are operationalized at the college level to ensure appropriate technology use by students, faculty, and staff. Additionally, new security procedures, such as 2FA and VPN, are being implemented to improve data security and information privacy. Such improvements are aligning the District and the College with industry standards (IIC5-10, IIIC5-11).

Conclusions on Standard III.C: Technology Resources

The District and College ensure technology resources, encompassing professional support, facilities, hardware, and software, are adequate to support the College's teaching, learning, and support services. A strategic planning process is in place to maintain the technology infrastructure at all locations, and improvements are being planned and implemented to assure reliable access, safety, and security. Furthermore, the College is committed to creating a learning environment that provides comprehensive assistance to faculty, staff, students, and administrators to effectively utilize technology and technology systems critical to teaching and learning.

Improvement Plan(s)

At the time of writing, the District and College are initiating a reorganization of the Information Technology areas. This reorganization will result in changes to technology planning and decision-making processes across the District and its Colleges, and in the allocation of technology support and resources. The College acknowledges that several technology plans and guidelines included as evidence were reviewed or updated years ago. However, the College expects these plans and guidelines to be updated as the reorganization is fully implemented and evaluated.

Evidence List

Standard III.C Technology Resources Evidence List	Website Link
IIIC1-01 District Function Map	IIIC1-01
IIIC1-02 NOCCCD IT Governance Framework, Policy and Proposed Revisions	IIIC1-02
IIIC1-03 District Technology Committee Charter	IIIC1-03
IIIC1-04 Help Desk Email 02-01-23	IIIC1-04
IIIC1-05 Educational and Facilities Master Plan	IIIC1-05
IIIC1-06 NOCCCD Training & Training Materials Webpage	IIIC1-06
IIIC1-07 Campus Technology Committee Guidelines	IIIC1-07
IIIC1-08 Cypress College Strategic Plan 2021-2024	IIIC1-08

IIIC1-09 Academic Computing Services Core Functions	IIIC1-09
IIIC1-10 College Servers and Campus Applications Report	IIIC1-10
IIIC1-11 Disaster Recovery/Business Continuity Plan	IIIC1-11
IIIC1-12a Cypress College ServiceDesk Portal	IIIC1-12a
IIIC1-12b I.T. Service Desk Portal Announcement Email	IIIC1-12b
IIIC1-12c Self-serve How to Guide	IIIC1-12c
IIIC1-12d I.T. Service Level Guidelines	IIIC1-12d
IIIC1-13a Academic Computing Campus Services Program Review Spring 2023	IIIC1-13a
IIIC1-13b NOCCCD District Services Administrative Review – Information Services	IIIC1-13b
IIIC1-14 Cypress College Distance Education Webpage	IIIC1-14
IIIC1-15 Cypress College Distance Education for Faculty Webpage	IIIC1-15
IIIC1-16 Cypress College Learning Resource Center Webpage	IIIC1-16
IIIC1-17 Measure J Capital Projects Report March 2023	IIIC1-17
IIIC2-01 Educational and Facilities Master Plan	IIIC2-01
IIIC2-02 NOCCCD Master Plan Webpage	IIIC2-02
IIIC2-03 NOCCCD IT Governance Framework, Policy and Proposed Revisions	IIIC2-03
IIIC2-04a NOCCCD Computer Related Equipment Replacement Plan	IIIC2-04a
IIIC2-04b Cypress College Equipment Refresh Spreadsheet	IIIC2-04b
IIIC2-05 NOCCCD Instructional Technology Standards for Classroom Multimedia Systems	IIIC2-05
IIIC2-06 NOCCCD Mobile Computing Device Guidelines	IIIC2-06
IIIC2-07 Measure J Capital Projects Report	IIIC2-07
IIIC2-08a Cypress College Strategic Plan 2021-2024	IIIC2-08a
IIIC2-08b Strategic Plan Goal Prioritization Survey	IIIC2-08b
IIIC2-09a NOCCCD Gensler Education Engagement Index Survey	IIIC1-09a
IIIC2-09b District Consultation Council Minutes 03-27-23	IIIC1-09b
IIIC2-10 Cypress College Distance Education Plan	IIIC2-10
IIIC3-01 NOCCCD Information Services Webpage	IIIC3-01
IIIC3-02 NOCCCD User Support / Help Desk Webpage	IIIC3-02
IIIC3-03 NOCCCD IS Service Request Logs and Summaries	IIIC3-03
IIIC3-04 Cypress College ServiceDesk Portal	IIIC3-04
IIIC3-05 Cypress College ServiceDesk Incident Report	IIIC3-05
IIIC3-06 Cypress College IT Technical Support Service Level Guidelines	IIIC3-06
IIIC3-07 Cypress College Equipment Refresh Spreadsheet	IIIC3-07
IIIC3-08 Disaster Recovery and Business Continuity Plan	IIIC3-08
IIIC3-09 Cypress College Dell EMC VSAN Ready Node Cluster Requirements and Assumptions Presentation	IIIC3-09
IIIC3-10a District Consultation Council Agenda 05-23-22	IIIC3-10a
IIIC3-10b District Consultation Council 05-23-22	IIIC3-10b
IIIC4-01 Cypress College Technology Plan	IIIC4-01
IIIC4-02 Cypress College Academic Computing Webpage	IIIC4-02
IIIC4-03 Academic Computing Services Newsletter September 2022	IIIC4-03
IIIC4-04 Reminder: Scheduled Maintenance Email 10-03-22	IIIC4-04
IIIC4-05 Distance Education Committee Meeting Bylaws	IIIC4-05
IIIC4-06 Cypress College Distance Education Plan	IIIC4-06
IIIC4-07 Distance Education Specialized Instructional Program Review Spring 2021	IIIC4-07

IIIC4-08 Distance Education Equivalency Policy	IIIC4-08
IIIC4-09 United Faculty MOU 05-18-21	IIIC4-09
IIIC4-10 Distance Education Faculty Handbook	IIIC4-10
IIIC4-11 DE Faculty Resources Canvas Homepage Screenshot	IIIC4-11
IIIC4-12 Guidance for Synchronous Online Instruction	IIIC4-12
IIIC4-13 Cypress College Distance Education Webpage	IIIC4-13
IIIC4-14a Instructional Designer Job Announcement	IIIC4-14a
IIIC4-14b Director of Distance Education Job Announcement	IIIC4-14b
IIIC4-15 Student Help Desk and Distance Education News Staff Email 09-22-23	IIIC4-15
IIIC4-16 NOCCCD Events Calendar November 2022	IIIC4-16
IIIC4-17a Flex Day Program Fall 2020	IIIC4-17a
IIIC4-17b Flex Day Program Spring 2021	IIIC4-17b
IIIC4-17c Flex Day Program Spring 2022	IIIC4-17c
IIIC4-18 Mandatory CyberSecurity Awareness Training Email 03-01-22	IIIC4-18
IIIC5-01 NOCCCD Board Policy 3720	IIIC5-01
IIIC5-02 NOCCCD Administrative Procedure 3720	IIIC5-02
IIIC5-03 NOCCCD Administrative Procedure 3750	IIIC5-03
IIIC5-04 NOCCCD Administrative Procedure 4105	IIIC5-04
IIIC5-05 NOCCCD Administrative Procedure 3721	IIIC5-05
IIIC5-06 NOCCCD Administrative Procedure 3722	IIIC5-06
IIIC5-07 NOCCCD Board Policy 3740	IIIC5-07
IIIC5-08 NOCCCD District Technology Committee Charter	IIIC5-08
IIIC5-09 Cypress College Distance Education Plan	IIIC5-09
IIIC5-10 Updated Single Sign-On Login Process Email 01-25-22	IIIC5-10
IIIC5-11 Enforcement of 2FA for VPN Connections Email 04-17-23	IIIC5-11

D. Financial Resources

Planning

- 1. 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)**

Evidence of Meeting the Standard

- The **Council on Budget and Facilities (CBF)** (see **webpage**, IIID1-01) makes recommendations to District Consultation Council (DCC) on policies, planning, and other matters related to fiscal resources and facilities. The Council is charged with ensuring that resources are aligned with the District Educational and Facilities Master Plan (EFMP).
- **CBF 02-13-23** (IIID1-02a) and **03-13-2023** (IIID1-02b) **agendas** document discussions of the Governor's proposed budget and budget assumptions for the upcoming fiscal year.
- As described on the **DCC webpage** (IIID1-03), DCC is a collegial consultation committee comprised of administrators, faculty, and classified professionals that represents the College and the other budget centers. DCC makes recommendations to the Chancellor on policy matters, instruction and student

services, budget, and the integration of planning and resource allocation. The **DCC 02-27-23 Summary** (IIID1-04) summarizes the discussion of the 2023-24 Resource Allocation Model (RAM) Preliminary Budget.

- The **09-13-22 Board of Trustees (BOT) Minutes** (IIID1-05) record the approval of the 2022-23 proposed budget.
- **Board Policy (BP) 6200** (IIID1-06) outlines the criteria for budget preparation and approval.
- **BP 6250** (IIID1-07) aligns the District's budget management with California Code of Regulations (CCR) Title 5 and the California Community College (CCC) Budget and Accounting Manual (BAM) policies, including contingencies and approvals for changes to major expenditures.
- The **North Orange County Community College District (NOCCCD) Budget Allocation Handbook** (IIID1-08) provides a detailed description of the process used by NOCCCD to allocate resources, including the RAM.
- **Title V** (IIID1-09a) and **National Science Foundation grant** (IIID1-09b) press releases exemplify additional funds that the College receives through grant opportunities.
- The email (see **examples** IIID1-10a, IIID1-10b) from the Office of the Vice President of Administrative Services (VPAS) to all budget managers provides the instructions for preparing the upcoming budget and presents a suggested agenda for the budget preparation meeting.
- The **Funeral Service Instructional Program Review Annual Report** (IIID1-11) summarizes baccalaureate degree resource requests and needs.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 18.

The College has sufficient resources through the District's Resource Allocation Model (RAM), which is used to develop the annual budget, as well as to manage its carryover funds. The proposed budget is vetted through the CBF (IIID1-01, IIID1-02) and DCC (IIID1-03, IIID1-04) in accordance with board policy (IIID1-06, IIID1-07) prior to being forwarded to the BOT for approval (IIID1-05).

While all revenue is considered District revenue because the District is the legal entity authorized by the State to receive and expend income and to incur expenses, the majority of revenue is provided by state taxpayers for the sole purpose of providing educational services to the communities and students served by the District. It is the intent of the RAM to allocate the majority of funds to the campuses in order to provide those educational services. Based on the Full-Time Equivalent Student (FTES) generated, the student populations served, and the success outcomes of students, the College earns its portion of the Student-Centered Funding Formula (SCFF) (IIID1-08 pp.9-14) as well as other state and local revenues within the RAM. Because the RAM is directly connected to the population the College serves, funds are designed to support and sustain student learning programs and services and to improve institutional effectiveness. However, currently in a climate of low enrollment, the District relies on state hold harmless funds to allocate sufficient resources to the College. In addition, the College may rely on unspent funds from the previous fiscal year to minimize the negative impact of financial fluctuations due to enrollment variations (IIID1-08 p.15). Historically, the College has had carryover funds each year (IIID1-08 p.31), demonstrating that the College has had sufficient resources. The College also actively seeks additional funding through partnerships, grants, and initiatives to grow programs and services (IIID1-09).

Once the annual budget goals and directives have been approved by the BOT, the College creates its local operational budget following districtwide policies and procedures (see III.D.3) and local campus processes (IIID1-10) to ensure sound financial practices and stability. The College has a One-time Funding (OTF) request process to support emerging and urgent needs, as well as program review priorities identified through the

campus needs assessment process, detailed in III.D.2. The Baccalaureate Degree Program in Funeral Service is included in the programmatic- and department-level planning and resource allocation processes (IIID1-11 pp.13-14).

- 2. 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

- The **North Orange County Community College District (NOCCCD) Budget Presentation Slide on the College's Allocation Process** (IIID2-01) describes how the College's budget priorities align with the District Education and Facilities Master Plan (EFMP) and with the College's Strategic Plan. It also outlines the budget development process, including a review of program review resource requests – classified, faculty, and one-time funding request processes.
- The **email** (see **examples** IIID2-02a, IIID2-02b) from the Office of the Vice President of Administrative Services (VPAS) to all budget managers provides the instructions to prepare the upcoming budget and a suggested agenda for the budget preparation meeting.
- The following resource request processes are prioritized based on demonstrated need, support for the college mission and strategic planning, program review, and demonstrated impact. These requests are reviewed by committee and approved through the College's shared governance structure (see the VPAS Update on **President's Advisory Cabinet (PAC) 02-09-23** and **04-23-23 minutes** (IIID2-03a, IIID2-03b):
 - **Faculty Prioritization Process** (IIID2-03c) allows departments to request new faculty positions,
 - **Classified Prioritization Process** (IIID2-03d) allows departments and areas to request new classified positions, and
 - **One-Time Funding Request Process** (IIID2-03e) allows departments and areas to request funding for specific purposes depending on the funding source.
- The **Budget Calendar** (IIID2-04) outlines the budget event calendar, including the College's Planning and Budget Committee (PBC), quarterly review meetings with budget managers, future fiscal year requests, and district and state budget development processes.
- The **Department Budget Update/Check-in Meetings memo** (IIID2-05) indicates the quarterly meetings where budgets are reviewed and planned by department managers, coordinators, a Business Service Specialist, and the VPAS.
- The **NOCCCD Budget and Year-To-Date (YTD) Activity Dashboard** (see **screenshot**, IIID2-06) visualizes total expenses by account, expense type, available balances, and expense details by account. This dashboard is accessible via the Tableau account and allows for ongoing monitoring of budgets. This is updated hourly during regular business hours.
- The **Planning and Budget Committee (PBC) webpage** (IIID1-07) states its purpose, structure, and composition.
- The **PAC webpage** (IIID1-08) notes that PAC is the shared governance body for all constituency groups of the campus, i.e., faculty, students, administrators, and classified professionals.
- The **04-20-23 PBC Minutes** (IIID2-09a) and corresponding **presentation** (IIID2-09b) show the discussions of the preliminary 2023-2024 budget and anticipated budget events.

Analysis and Evaluation

The College meets the Standard.

Following the Proposed Budget and Financial Report that is presented to the Board each fall, the College's Executive Team begins developing budget priorities for the next fiscal year based on the College's Strategic Plan, which operationalizes the mission (IIID2-01 slides 39-41). Based on these priorities, the VPAS and College Business Office work with department budget managers to assess, plan, and prioritize two-year operational base budgets, which include general fund, lottery, and self-support revenues (IIID2-02). This two-year cycle allows departments to utilize annual carryover funding, if any, to address emerging needs and priorities.

If additional resources are needed beyond what is allocated in the operational base budget, departments may submit resource requests aligned with the goals and planning of their regular program review (See I.B.5, II.A.16, II.B.2, II.C.1, and II.C.2). For example, for faculty or classified hiring needs, departments submit a request – classified, faculty, or one-time funding – showing how the request meets criteria related to need, mission, strategic planning, program, and growth and improvement. Then, a committee ranks the request based on a rubric and provides recommendations to PBC and PAC, ultimately leading to approval by the President (IIID2-03).

Department budget managers review their budgets quarterly with the Vice President of Administrative Services (VPAS) and Business Office for timely information to ensure sound financial practices and stability (IIID2-04, IIID2-05). Additionally, budget information is readily available through a Districtwide dashboard (IIID2-06). To ensure financial planning and decisions are communicated throughout the College, the PBC (IIID2-08) includes representatives from all constituency groups who are charged with disseminating information, such as preliminary budgets (IIID2-09), to their respective constituencies. PBC minutes are also accessible on the College's SharePoint. In addition, the VPAS participates in the annual District Budget Allocation Modal Forum to inform the college community of resource allocation and budget timelines (IIID2-01).

3. 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

- **Board Policy (BP) 6200** (IIID3-01) outlines the criteria for budget preparation and approval.
- **BP 6250** (IIID3-02) establishes that budgets shall be managed in accordance with California Code of Regulations (CCR) Title 5 and the California Community Colleges (CCC) Budget and Accounting Manual (BAM).
- **BP 6300** (IIID3-03) ensures that fiscal management is in accordance with CCR Title 5 and the U.S. Education Department General Administrative Regulations (EDGAR).
- **BP 6320** (IIID3-04) describes the District's investment philosophy.
- **BP 6330** (IIID3-05) directs employees to use the District Purchasing Handbook for policies, procedures, and requirements of State law.
- **BP 6340** (IIID3-06) gives authority to enter into contracts and requires Board of Trustees (BOT) approval for bids and contracts.
- **BP 6400** (IIID3-07) requires an annual outside audit of all funds, books, and accounts.
- The **North Orange County Community College District (NOCCCD) Budget Allocation Handbook** (IIID3-08) provides a detailed description of the budget timeline and development process, and budget-related policies and procedures.
- The annual **Proposed Budget & Financial Report** (IIID3-09) includes the budget calendar, budget process,

budget assumptions, and influencing factors, such as revenue projections, inflation, regulatory, and economic conditions.

- Per the **06-28-22 BOT Minutes** (IIID3-10), the BOT conducted a budget study session.
- The **09-13-22 BOT Minutes** (IIID3-11) recorded the public hearing of the 2022-23 proposed budget.
- The annual **NOCCCD Budget Allocation Model Forum** provides an overview of the District's budget development process and overall budget. Forum materials, including the presentation and recording, are made available on the **NOCCCD Budget Documents webpage** (IIID3-12).
- The **12-12-22 Council on Budget and Facilities (CBF) Summary** (IIID3-13a) documents an example of a one-time funding request from the College to the District to cover the rising costs of inflation and cost escalation in campus capital projects. The **District Consultation Council (DCC)** approved the request on **01-23-23** (see **summary**, IIID3-13b).

Analysis and Evaluation

The College meets the Standard.

The District and the College follow established and publicly published board policies and administrative procedures on financial planning, budget development, and financial management (IIID3-01 to IIID3-07). These policies accord with CCR Title 5, the CCC BAM, and other related state and federal laws and regulations.

The budget development process (IIID3-08) involves intentional constituency participation. Starting in January, the BOT reviews the Governor's January Budget, allowing the College's Executive Team to draft budget assumptions, which are forwarded to the CBF for monthly review. CBF updates DCC on the status of budget assumptions for the next fiscal year. By May, the College receives its tentative budget allocation for the coming fiscal year and builds its budget, which is presented to the BOT for approval in June (IIID3-09, IIID3-10). Throughout the summer, District Fiscal Affairs incorporates any state budget changes into the tentative budget assumptions. Then, a proposed budget is presented to the BOT for approval in early fall (IIID3-11). The District has made an intentional effort to clarify this process to the general College community through the annual Budget Allocation Model Forum (IIID3-12).

At the college level, constituencies participate in the budget development and financial planning process (IIID3-13) through program review, quarterly department budget meetings, and Planning and Budget Committee (PBC), which are described in III.D.2. (College decision-making processes are fully detailed in IV.A.) When additional funds are needed outside the College's existing budget, or when project costs exceed original budgets, the College can make additional funding requests through the District's one-time funding request process. These requests are reviewed by CBF, which makes recommendations to the DCC for final approval (IIID3-13).

Fiscal Responsibility and Stability

- 4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard

- The **06-28-22 Board of Trustees (BOT) minutes** (IIID4-01a) document the BOT's budget study session, which is detailed in the **Board Study Session Budget Details document** (IIID4-01b).
- The **09-26-22 District Consultation Council (DCC) agenda, packet, and summary** (IIID4-02) confirm that DCC receives a budget presentation that includes a review of the Resource Allocation Model (RAM),

carryovers, FTES, 7-year forecasts with scenarios, and influential economic indicators.

- The **DCC meeting summaries from 08-22-22** (IIID4-03a), **09-26-22** (IIID4-03b), and **11-28-22** (IIID4-03c) demonstrate the District's participation in budgetary matters, including budget updates, ending fund balances, Full-Time Equivalent Student (FTES) trends, information on the COVID-19 Emergency Conditions Allowance Application, one-time funding, and receiving assistance from the Institutional Effectiveness Partnership Initiative (IEPI).
- The **Council on Budget and Facilities (CBF) 03-14-22** (IIID4-04a) and **04-11-22** (IIID4-04b) summaries describe discussions on the overall budget, one-time funding availability, and Higher Education Emergency Relief Fund (HEERF) distribution.
- The **College Budget Calendar** (IIID4-05) outlines the budget event calendar, including the College's Planning and Budget Committee (PBC), quarterly review meetings with budget managers, future fiscal year requests, and district and state budget development processes.
- The **02-03-23 PBC minutes** (IIID4-06) summarize discussion on remaining budget, planned budget meetings for the semester, and updates to one-time funding.
- The College Business Office uses an **Argos report** (see **screenshot**, IIID4-07) to send a monthly automated ledger report to all department budget managers showing accurate budget commitments and availability.
- The **College Operating Ledger 2021-22** (IIID4-08) shows the budget versus variance across categories, funds, and individual budget areas.
- **NOCCCD Budget and YTD Activity Dashboard** (IIID6-09) visualizes total expenses by account, expense type, available balances, and expense details by account. This dashboard is accessible via the Tableau account and allows for ongoing monitoring of budgets.
- The **College Budget Request vs. Allocations 2022-23** (IIID4-10) shows the planning and allocation of funds that occur through department meetings with budget managers.
- The **02-27-23 Associated Students (AS) minutes** (IIID4-11a), **04-13-23 President's Advisory Cabinet (PAC) minutes** (IIID4-11b), and **04-20-23 PBC minutes** (IIID4-11c) document the Vice President of Student Services (VPAS) budget presentations and updates.
- The **07-25-22, 08-15-22, and 01-09-23 Dean's Meeting minutes** (IIID4-12a, IIID4-12b, and IIID4-12c) demonstrate how the Vice President of Instruction (VPI) monitors enrollment and scheduling as part of institutional planning for fiscal responsibility and future budget planning.

Analysis and Evaluation

The College meets the Standard.

Institutional planning does reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements through district and college processes. Starting at the district level, Fiscal Affairs monitors any state budget changes and incorporates them into the tentative budget assumptions, which are eventually used to create a proposed budget, which is reviewed and approved by the BOT (IIID4-01). Throughout the year, regular budget updates and timely information are presented at open meetings of the BOT, CBF, and DCC (IIID4-02, IIID4-03, IIID4-04).

The College uses the proposed budget information to support realistic local budget planning (IIID4-05, IIID4-06). Budget managers receive regular updates and information regarding their area's financial health (IIID4-07, IIID4-08, IID4-09) and meet quarterly with the Business Office to review financial expenditures for current and future fiscal priorities (IIID6-10). The college community at large also receives overall budget information. Beginning in the 2022-2023 fiscal year, the VPAS annually presents the budget to PBC and PAC for dissemination to all constituencies across campus (IIID4-11). The VPAS also presents to AS when budget

changes directly impact students (IIID4-11a).

At the same time, the College, led by the VPI, closely monitors FTES and works with division deans to adjust the course schedule to meet annual enrollment targets and to sustain a reasonable long-term budget (IIID4-12). Currently, the College is focused on restoring enrollment to pre-pandemic levels through scheduling changes, outreach, and marketing. In addition, the College, through Guided Pathways work, is planning and implementing infrastructure improvements, such as Starfish, DegreeWorks, and College Scheduler, to support continuous enrollment and completion, which will positively impact the College's allocation from the Student-Centered Funding Formula.

5. 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 **California Community Colleges (CCC) Budget and Accounting Manual (BAM)** (IIID3-01) is the uniform budgeting and accounting structure and procedure for the CCCs.
- The **CCC Contracted District Audit Manual (CDAM)** (IIID3-02) provides specific compliance requirements for the required annual audit.
- **Board Policy (BP) 6250** (IIID3-03) establishes that budgets shall be managed in accordance with California Code of Regulations (CCR) Title 5 and the California Community Colleges (CCC) Budget and Accounting Manual (BAM).
- **BP 6300** (IIID3-04) ensures that fiscal management is in accordance with CCR Title 5, and the U.S. Education Department General Administrative Regulations (EDGAR).
- **Administrative Procedure (AP) 6300** (IIID3-05) further specifies how the College's budget managers, Campus Account, and Vice President of Administrative Services (VPAS) will maintain books and records for sound fiscal management.
- **BP 6330** (IIID3-06) directs employees to use the District Purchasing Handbook for policies, procedures, and requirements of State law.
- **BP 6340** (IIID3-07) gives authority to enter into contracts and requires Board of Trustees (BOT) approval for bids and contracts.
- **BP** (IIID3-08a) and **AP 6400** (IIID3-08b) require an annual outside audit of all funds, books, and accounts.
- The **North Orange County Community College District (NOCCCD) Procurement and Contracts Manual** (IIID5-09) outlines guidelines and processes for all district funds, including contracts, the purchasing process, and procurement of equipment and services.
- The **College Business Office Supplemental Resource Guide** (IIID5-10) is a technical guide to initiating various purchase requisitions.
- The **College Campus Capital Projects Office 2023 Procurement Guidelines** (IIID5-11) is a procurement reference guide for services related to campus capital projects.
- The **04-11-23 BOT Agenda** (IIID5-12a) and **Meeting Minutes** (IIID5-12b), **Item 3.b.1**, show Board authorization of 2022-2023 General Fund transfers.
- The **NOCCCD Fiscal Affairs webpage** (IIID5-13) explains that Fiscal Affairs provides support for the business operations at the College and outlines Fiscal Affairs' responsibilities.
- The **NOCCCD Internal Audit webpage** (IIID5-14) provides an overview of the responsibilities of the Office of Internal Audit.
- The **Internal Audit Plan** (IIID5-15) lists the areas that the internal auditor will focus on during a given

period. The internal auditor reports the results, recommendations, and actions to district leadership for improvement of internal control systems. Examples of confidential internal audits completed in 2022 include Fuel Card, Cal-Card, Financial Aid Control, Graduate Communications Purchase Requisitions, and Retiree Benefits and related IRS Section 115 Public Entity Investment Trust.

- The **NOCCCD Audit Report webpage** (IIID5-16) publicly houses all the external audit reports.
- The **01-24-23 Minutes of the Regular Meeting of the BOT** (IIID5-17), **Item 3.c** documents that the Board receives and reviews audit findings. At this time, the BOT also appointed members to the Board Audit Committee.

Analysis and Evaluation

The College meets the Standard.

Using the CCC BAM and CDAM as a guide (IIID5-01, IIID5-02), the District and College adhere to all applicable laws and regulations governing the use and monitoring of state funds. The College maintains budgetary integrity and accuracy by employing clearly defined policies and procedures and effective financial management tools that require multiple levels of approval (IIID5-03 to IIID5-12).

Budgeting and monitoring expenditures is a shared process within NOCCCD. The College's financial management practices are continually monitored by Fiscal Affairs (IIID5-13) and the Office of Internal Audit (IIID5-14) to maintain compliance. Inputs are made at the College department level and approved through Fiscal Affairs, including appropriate approvals from college management. The budget management process does not allow a purchase requisition to be converted into a purchase order without the proper fund balance available to fund the request (IIID5-09 p.3). Managers have access to view the status of their purchase requisitions, approved transactions, and account balances (See Argos Screenshot and NOCCCD Budget YTD Activity Dashboard in III.D.4.).

Monthly balance reports are distributed to department budget managers to help maintain effective budget management (see III.D.4.). The College's vice presidents, deans, and directors are involved in monitoring their budgets and resolving any issues on an ongoing basis. All changes to the budget, including correcting any over-expenditures within line-items and budget adjustments, follow a designated approval process (IIID5-10 p.49). This process ultimately includes review and recording by the College's VPAS and District Fiscal Affairs and, if an adjustment above \$10,000, additional approval by the BOT (IIID5-12a p.14, IIID5-12b p.1).

The internal control processes are highly scrutinized at multiple levels through internal and external auditing to ensure regulatory compliance and best practices (IIID5-14, IIID5-15, IIID5-16). For example, Fiscal Affairs uses an initial audit to make recommended corrections as needed, ensuring ongoing financial integrity in use of resources. To hold District Fiscal Affairs accountable, the Board of Trustees also has a Board Audit Committee (IIID5-17) which works directly with external auditors to review annual audits and to ensure ongoing compliance with state and federal regulations. Any audit findings are made public and provided to the College for immediate corrective action. (See III.D.7.)

- 6. 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

- **Board Policy (BP) 6400** (IIID6-01a) and **Administrative Procedure (AP)** (IIID3-01b) require an annual outside audit of all funds, books, and accounts.

- The **North Orange County Community College District (NOCCCD) Audit Report webpage** (IIID6-02) publicly houses all the external audit reports, including those for foundations and bond measures.
- The **Financial Statements Audit Report, 06-30-22** (IIID6-03) shows that the District and its Colleges comply with all federal and State requirements; it contained no findings.
- **BP 6200** (IIID1-04) outlines the criteria for budget preparation and approval.
- **Cypress College Operating Ledger 2021-22** (IIID6-05) shows the budget versus variance across categories, funds, and individual budget areas.
- **Cypress College Budget Request vs. Allocations 2022-23** (IIID6-06) shows the planning and allocation of funds that occur through the department meetings with budget managers.
- **Orange County Department of Education (OCDE) Business Office Reports** (IIID6-07) show monthly financial activity and are used to reconcile financial transactions.

Analysis and Evaluation

The College meets the Standard.

As noted in III.D.5, per board policy and administrative procedure (IIID6-01), NOCCCD contracts for annual independent audits (IIID6-02). The audit reports reflect the appropriate use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices (IIID6-03 p.88, p.91, and pp. 95-98).

For credibility and accuracy, the Resource Allocation Model (RAM) is developed by utilizing reliable third-party resources and advisors, such as Community College League of California, School Services of California, California Community College Chancellor's Office, Association of Chief Budget Officials, and the Department of Finance. In accordance with board policy (IIID6-04), multi-year budget forecasts are developed and vetted through District Consultation Council (DCC) prior to being forwarded to the BOT for approval. (See also III.D.1.)

Locally, the College Business Office (CBO) allocates funding to the departments through an analysis of prior fiscal year expenditures (IIID6-05) and budget requests (IIID6-06) for the upcoming year, ensuring that funding will support the College's goals for student learning. Throughout the fiscal year, the CBO continues to monitor annual expenditures for accuracy and credibility and communicates with department deans and coordinators for future planning.

Further, as a community college district located in Orange County, NOCCCD reports to OCDE as its fiscal agent for payroll, which provides an additional level of oversight. Through monthly reporting (IIID6-07), Fiscal Affairs reconciles its activity with OCDE for accuracy.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

- The **Financial Statements Audit Report, 06-30-20** (IIID7-01a), **and 06-30-21**, (IIID7-01b) contain a finding related to the College's quarterly report not being uploaded within the required timeframe.
- The **Financial Statements Audit Report Audit Report, 06-30-22** (IIID7-02) shows that the College has addressed the previous years' findings and no current findings were reported.
- The **02-23-21 Board of Trustees (BOT) Agenda** (IIID7-03a) and **Additional Information** (IIID7-03b), **Item 3.a.1** document the Board's review of the 2019-2020 audit report and specifically the finding regarding

CARES Act reporting.

- The **01-25-25 BOT Agenda Item 3.b.1** (IID7-04) documents the Board’s review of the 2020-2021 audit report and specifically the finding regarding CARES Act reporting.

Analysis and Evaluation

The College meets the Standard.

As discussed in III.D.6, the North Orange County Community College District (NOCCCD) contracts for annual independent audits. In the past six years, there have been two findings related to the same reporting issue, which was quickly resolved by the College (IIID7-01a pp.100-101, IIID7-01b pp.102-103). In 2019-2020, finding 2020-001 presented the College’s deficiency in posting the required reporting related to the Student Portion of the HEERF funds in a timely manner. Simultaneously, the College also discovered and corrected the same issue with the reporting for the Institutional Portion for 2020-2021, finding 2021-001.

In response to the initial finding, the College immediately improved documentation and understanding of award requirements by implementing internal controls for Institutional Portion reporting, including assigned personnel for report processing and improved remote work environment coordination for timely posting of required website content (IIID7-02 p.98). Since the discovery in January 2021, all subsequent reports have been submitted in compliance with the requirements of the HEERF program guidelines. Additionally, this matter was discussed with the Board (IIID7-03a pp.6-8, IIID7-03b pp.1, IIID7-04 pp.23-25).

8. 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

- The **North Orange County Community College District (NOCCCD) Internal Audit webpage** (IIID8-01) provides an overview of the responsibilities of the Office of Internal Audit.
- The **Internal Audit Plan** (IIID8-02) lists the areas that the internal auditor will focus on during a given period. The internal auditor reports the results, recommendations, and actions to district leadership for improvement of internal control systems. Examples of confidential internal audits completed in 2022 include Fuel Card, Cal-Card, Financial Aid Control, Graduate Communications Purchase Requisitions, and Retiree Benefits and related IRS Section 115 Public Entity Investment Trust.
- The District conducts an **Administrative Review of the Departments of the Finance & Facilities** (IIID8-03) to assess current assignments and identify areas that may improve efficiency and productivity.
- The **NOCCCD Integrated Planning Manual** (IIID8-04) shows the frequency of the District Services Administrative Review process.
- The **Program Review Schedule** (IIID8-05a) shows that the College’s **Business Office** (see **program review report**, IIID8-05b) and **Bursar’s Office** (see **program review report**, IIID8-05c) complete a program review on a four-year cycle.

Analysis and Evaluation

The College meets the Standard.

The College's internal control systems are audited annually by the external audit, discussed in III.D.6 and III.D.7. Financial management processes are reviewed after each audit to strengthen and improve the District’s or College’s internal controls. The Office of the Internal Audit (IIID8-01) also conducts audits to recommend

improvements in districtwide operations and controls through an internal audit plan (IIID8-02).

The District and College work together to identify potential weaknesses in financial and internal control systems and to correct deficiencies as part of the ongoing continuous quality improvement processes. The Department of Finance & Facilities conducts a regular administrative review (IIID3-04 p.20). At the College level, both the Business Office and Bursar's Office complete program review (IIID8-05a). The offices last completed program review in 2016. Due to leadership changes in the Office of Institutional Research and Planning, and a revision of the program review process, the 2021-2022 program review was not completed. Under the new campus services program review cycle, the Bursar's Office and Business Office completed their most recent review in spring 2023 and will complete an annual update in spring 2024 (IIID8-05b, IIID8-05c).

9. 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 California Community College Chancellor's Office (CCCCO) Quarterly Financial Status Report, CCFS-311Q (IIID9-01), available on the **CCFS-311Q Reports webpage** (IIID9-01), shows the unrestricted general fund revenue, expenditure, cash balance, and fund balance for District.
- The **ACCJC Annual Fiscal Report** (IIID9-02) provides a summary and historical overview of the District and the College's fiscal information.
- The **Projected General Fund Cash Flows FY 2021-22** (IIID9-03) shows the cash beginning balance over the first six months of the 2021-22 fiscal year.
- District Fiscal Affairs reviews cash balance reports (see example **Cash Balance Report 10-19-22**, IIID9-04) daily, depending on financial transactions needed for operations.
- The **Analysis of Ending Fund Balances from the 2022-2023 Proposed Budget** (IIID9-05) shows the total ending fund balance for the District as part of the analysis and proposal for the 2022-23 budget, including the required 5% contingency for reserve, entitled "Board Policy," which is further explained under "Uncommitted Fund Balances" (p.85).
- **Board Policy 6250** (IIID9-06), approved on 02-14-23, establishes a minimum unrestricted general fund reserve and explains how revenues in excess of budget shall be added to the reserve for contingencies.
- Appendix A of the 2022-2023 **Proposed Budget** (IIID9-07) explains the plan to increase the reserve to 17% in the future, without impacting ongoing operations by funding the reserve incrementally over two years.
- The **North Orange County Community College District (NOCCCD) Actuarial Review of the Worker's Compensation Program** (IIID9-08) is the report that estimates the District's liability for unpaid self-insured losses.
- The **letter from Bay Actuarial Consultants regarding the property/liability self-insurance program** (IIID9-09) presents estimates of necessary funds to transition from self-insurance to the Alliance of Schools for Cooperative Insurance Programs (ASCIP) Property and Liability insurance program.
- The **Board of Trustees** annually renews Workers' Compensation and Property & Liability Insurance Coverage, as shown in the **06-14-22 Agenda** (IIID9-10).

Analysis and Evaluation

The College meets the Standard.

The District and College comply with reporting requirements (IIID9-01, IIID9-02), which provide an overview

of the District and College's financial standing.

The District ensures that the District and the College have sufficient cash flow through careful monitoring (IIID9-03, IIID9-04, IIID9-05 p.81). Based on the District's available cash balances and projected needs, sufficient cash is available to meet projected needs.

Historically, the District maintained a 5 percent contingency for a prudent minimum required reserve for economic uncertainty (IIID9-05 p.85). However, based on a recommendation from the CCCCCO, the BOT took action early in 2023 to increase the board policy contingency from 5 percent to approximately 17 percent, which is two months of operating expenses (IIID9-06). This increase will be reflected in the 2023-2024 proposed budget (IIID9-07 pp.183-184) and will ensure sufficient access to cash flow.

To manage the District's various risk exposures, the District participates in Worker's Compensation (WC) and Property and Liability insurance programs through ASCIP Joint Powers of Authority, which provides first dollar coverage for WC claims, \$5,000 deductible per occurrence for property coverage, and \$25,000 deductible per occurrence for liability claims (IIID9-08, IIID9-09, IIID9-10). Additionally, the District sets aside sufficient funds to cover actuarially estimated WC tail claims as part of transitioning out the self-insurance strategy we previously followed (IIID9-05 Budget p.21-22).

See III.D.12 for information on how the District manages its OPEB liability.

10. 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

- **Board Policy (BP)** (IIID10-01a) and **Administrative Procedure (AP)** (IIID10-01b) **6400** state that an annual audit shall occur for all funds, books, and accounts.
- The **North Orange County Community College District (NOCCCD) Audit Report webpage** (IIID10-02) shows compliance with BP and AP 6400, the District's obligation to conduct an annual external audit.
- **BP 6300** (IIID10-03) establishes procedures to assure that the District's fiscal management is in accordance with the principles contained in California Code of Regulations (CCR) Title 5.
- **AP 6300** (IIID10-04) designates the College Bursars Office with maintaining and reporting the documentation, books, and records for managed campus funds.
- **BP** (IIID10-05a) and **AP 3280** (IIID10-05b) establish procedures for developing, approving, and accepting grant awards.
- The **District Grants and Resource Development and Grants Director** provides **grant concept paper procedures** (IIID10-06), a **grant development, approval, and monitoring procedure** (IIID10-07), and **grant agreement coversheet** (IIID10-08) for approvals. These documents delineate the process and responsibilities of the District and College for grant application, agreements, and implementation.
- The **Perkins Title I, Part C Fiscal Reporting document** (IIID10-09) is how the District and the College report expenditures and activities related to the Perkins career technical education funding, as one example of grant reporting.
- The **Strong Workforce Fiscal Reporting document** (IIID10-10) is how the College reports expenditures and activities related to the Strong Workforce grant, as an additional example of grant reporting.

Analysis and Evaluation

The College meets the Standard.

The District and the College follow established policies and procedures that require regular assessments through audits and effective oversight of finances through compliance with Title 5 principles (IIID10-01 to IIID10-04). Specifically, the District and Colleges manage grants, including assessment and evaluation, by adherence to board policy and procedure (IIID10-05) and annual reports to granting agencies (IIID10-09, IIID10-10).

See III.D.12 for an explanation of the oversight of the OPEB trust.

See III.D.14 for information on the Cypress College Foundation.

See III.D.15 for the Commission Policy on Title IV Compliance in Section F for evidence of the College's compliance with Federal Title IV regulations and requirements for managing federal financial aid.

See III.D.16 for evidence of effective oversight of contractual agreements and designation of authorized signatures.

Liabilities

11. 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

- **North Orange County Community College District (NOCCCD) Proposed Budget and Financial Report 2022-2023** (IIID11-01) includes a comprehensive examination of district and college funds, explanations for ongoing funding and expenses through the District's RAM, forecasts with various scenarios for long-term planning and obligations, and assessment of the ending fund balances. Appendix B provides a seven-year forecast of the general fund, including scenarios that account for COLA salary and benefit increases.
- The **Council of Budget and Facilities (CBF)** exists in part to monitor the District's solvency by reviewing budgets, plans, and policies related to fiscal resources and facilities (see **website**, IIID11-02).
- The **CBF minutes** from **02-13-23** (IIID11-03) exemplify how CBF regularly receives fiscal updates to assess and adjust short-term and long-term planning.
- The **Fine Arts Renovation Final Project Proposal** (IIID11-04) is one example of a capital project final plan proposal that the District completes to identify a project plan that is fiscally responsible and meets all of the criteria to provide facilities to support instructional delivery methods.

Analysis and Evaluation

The District and the College ensure that they have sufficient funds to cover their ongoing commitments, and additional funds for unexpected or one-time needs through budget planning (IIID11-01) and shared governance oversight (IIID11-02, IIID11-03). As discussed in III.D.1, the College has consistently had carryover balances, which cover short-term and long-term needs such as loss of revenue due to low enrollment and one-time funding requests (see III.D.3.). Plans for long-term liabilities and obligations, such as salary costs (IIID11-01 pp.196-204) and capital projects (IIID1-04), are always considered in the annual budget development process, described throughout III.D.

See III.B.2 and III.B.3 for details of how the District and the College plan for building maintenance costs.

See III.D.9 for information on how the District manages its Worker's Compensation Program and Property

and Liability Insurance Program.

See III.D.12 for information on how the District manages its OPEB liability.

12. 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

- **North Orange County Community College District (NOCCCD) Retiree Benefits Actuarial Reports webpage** (IIID12-01) shows that the District engages an external firm to analyze liabilities associated with its current retiree health program.
- The **NOCCCD Actuarial Study of Retiree Health Liabilities Under GASB 74/75 10-22-22** (IIID12-02) provides the current overview of the liabilities associated with its retiree health program and provides the necessary information to determine accounting entries for the fiscal year.
- **Annual Report for the NOCCCD Futuris Trust** (IIID12-03) shows the total assets in the Trust, the market value, the book value, all contribution and distribution activity, income activity, purchase activity, sale activity, and realized gains and losses.
- The **Retirement Board** (see **webpage**, IIID12-04) is tasked with successfully managing the current and future retiree benefits for all active and retired employees who are eligible to receive OPEB benefits through the District. The webpage includes its membership and minutes.

Analysis and Evaluation

The District annually contracts for and receives an actuarial study on its retiree health liabilities under GASB 74/75 (IIID12-01). This study, along with the annual report, detail the calculations for the District's long-time OPEB liability as well as the current valuation on the trust assets that can be used to offset those liabilities (IIID12-02, IIID12-03). The District does not plan to withdraw funds from the trust until they are adequate to cover the expected liability; the District will seek authorization from the Retirement Board, the established trust board (IIID12-04), to withdraw funds to pay the premiums for retiree health benefits.

13. 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

Not applicable.

Analysis and Evaluation

Neither the District nor the College have incurred any local debt.

14. 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

- The **North Orange County Community College District (NOCCCD) Audit Reports Webpage** (IIID14-01a) contains the following audit reports related to the College:
 - **Annual Financial Reports** (see **example**, IIID14-01b) include grant compliance with state and

- federal awards (pp.72-75, pp.94-95). The audit had no findings;
- **Cypress College Foundation Financial Reports** (see **example**, IIID14-01c) include compliance with use of donor funds with and without restrictions. The audit had no findings;
 - **Measure J Financial Reports, 2022 Audit Report** (IIID14-01d) concluded that “the District has properly accounted for the expenditures held in the General Obligation Bond Construction Fund (Measure J) and that such expenditures were made for authorized Bond projects” (p.21);
 - **Measure X Financial Reports, 2019 Audit Report** (IIID14-01e) concluded that “District has expended proceeds exclusively for specific projects as listed in the voter approved bond language” (p.27).
- The **Citizen’s Oversight Committee (COC)** (see **webpage**, IIID14-02) exists to review expenditure reports produced by the District and audit firms to ensure that bond proceeds were expended only for the purposes set forth in Measure X and Measure J, respectively, and no bond proceeds were used for teacher or administrative salaries or other operating expenses in compliance with Attorney General Opinion 04-110, issued on November 9, 2004.
 - **COC Community Reports** (see **example**, IIID14-03), which are presented to the Board of Trustees, provide an annual overview of the bond expenditures and ensure funds are invested in facility improvements stipulated in the bond language.
 - The **Cypress College Foundation webpage** (IIID14-04) names its Foundation Board and Leadership members.
 - As stated in the **Cypress College Foundation Bylaws** (IIID14-05), the Cypress College Finance Committee reviews financial documents, including investments, to ensure that the fiduciary responsibilities of the Foundation are met.
 - The **Perkins Fiscal Reporting NOCCCD – Perkins 1C Application** (IIID14-06a) and **Strong Workforce Program – Local Share Plans Strengthening Cyber Defense Pathways 2022-2023** (IIID14-06b) are examples of grant reporting showing that funds are used in a manner consistent with their purpose.

Analysis and Evaluation

As validated in the annual financial audit reports for the District, Cypress College Foundation, Measure J, and Measure X (IIID14-01), the District and the College use funds from donors, grants, and bonds with integrity. For further accountability, boards and oversight committees receive regular reports to ensure that these funds are used as intended and in compliance with regulations and laws (IIID14-02 to IIID14-05).

District Fiscal Services has fiscal oversight for compliance with categorical programs and approves quarterly and annual reports submitted by the College to validate intended use of resources (IIID14-06).

The College receives funds through auxiliary activities, such as the Bookstore and Food Services. The Cypress College Foundation uses revenue from the Bookstore to provide textbook vouchers to students. Food Service funds are restricted for course-related program activities, in this case the Hospitality, Restaurant, and Culinary Arts program.

Note that the District and College do not have financial resources from debt instruments or Certificates of Participation.

15. 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.

Evidence of Meeting the Standard

- The Financial Aid Office:
 - annually publishes a **Financial Aid Handbook** (IIID15-01) for students;
 - performs the financial aid verification process on students selected by the U.S. Department of Education (ED) or the California Student Aid Commission (CSAC), as described on the **Verification webpage** (IIID15-02);
 - annually updates the **Office of Student Financial Aid Policy and Procedures Manual** (IIID15-03) to conform to current laws and regulations; and
 - provides required reports through the **Common Origination and Disbursement (COD) system** of the ED (see **screenshot**, IIID15-04).
- The College uses the **Fiscal Operations Report and Application to Participate (FISAP)** (IIID15-05) to apply for the upcoming award year Campus-Based Programs (e.g., Federal Pell Grant, Work-Study, Supplemental Educational Opportunity Grant, Direct Loans) and report Campus-Based expenditures for the previous award year.
- The College completes the annual **Student Services Automated Reporting for Community Colleges (SSARCC)** (IIID15-06) to provide proposed budgets and final expenditures for categorical state funding via the California Community College Chancellor's Office (CCCCO).
- The **National Student Loan Data System** (see **webpage**, IIID15-07) shows the College's 3-Year default rates for fiscal years 2017, 2018, and 2019.
- The **District Audit Reports website** contains the annual independent audits for the District (IIID15-08a).
- The **Financial Statements Audit Report, June 30, 2022** (IIID15-08b) shows that the District and its Colleges complied with federal and state requirements.
- The College participates in the **California Student Aid Commission (CSAC) Cal Grant Program** (see **agreement** IIID15-09a), which performs audits as determined by the commission. The College was last audited in **2008-2009** (see **CSAC Program Compliance Office Cal Grant Program Review Report**, IIID15-09b).
- The **Education Credit Management Corporation's (ECMC) contract** with the College (IIID15-10) verifies that the College uses ECMC's services.

Analysis and Evaluation

The College meets the Standard.

The College's Financial Aid Office monitors and manages all matters related to financial aid to ensure compliance with federal guidelines and regulations (IIID15-01 to IIID15-06). The College's default rates are well below the federal guidelines (IIID15-07). Annual and CSAC audits further demonstrate that the College meets federal requirements, including Title IV of the Higher Education Act (IIID15-08a, IIID15-08b pp.86-91, IIID15-09). As detailed in III.D.7, the Financial Aid department had a reporting issue noted in the 2020 and 2021 audit reports that was quickly resolved as evidenced by no material weaknesses or significant deficiencies in the 2022 audit report.

The College's Financial Aid Office takes a preventative approach to reduce default rates. The College works with Education Credit Management Corporation (ECMC), a third-party vendor that provides loan borrowers with information, workshops, and counseling to prevent and resolve defaults (IIID15-10).

Contractual Agreements

16. 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.

Evidence of Meeting the Standard

- **Board Policy (BP) 6340** (IIID16-01) delegates authority to the Vice Chancellor of Finance & Facilities, or District Director of Purchasing, to enter into contracts on behalf of the District. Contracts must serve the best interest of the District to be authorized.
- **BP 6600** (IIID16-02) designates the Vice Chancellor of Finance & Facilities as overseeing manager of capital outlay and construction programs. It ensures that construction planning and projects align with the District's Educational and Facilities Master Plan.
- **BP 6100** (IIID16-03) delegates authority to the Vice Chancellor, Finance & Facilities to supervise proper administration of property, and the contract and acquisition of supplies, equipment, and property.
- **BP 6150** (IIID16-04a) and **Administrative Procedure 6150** (IIID16-04b) designate authorized signatories for checks, contract agreements, and purchases.
- **BP 2710** (IIID16-05) prohibits board members and district employees from entering into a contract in which they have a financial interest in alignment with Government Code Sections 1090.
- **BP 6330** (IIID16-06) establishes purchasing procedures as those defined in the District Purchasing Handbook, entitled the "NOCCCD Procurement and Contracts Manual," and delegates purchasing authority. It also establishes a goal to contract with disabled veteran-owned businesses.
- **North Orange County Community College District (NOCCCD) Procurement and Contracts Manual** (IIID16-07) outlines who has the authority to engage in contracts, and the guidelines establishing contracts, including designated authorities, department responsibilities, bidding requirements and purchase limits, and agreements.
- NOCCCD contract agreement templates (see the **Architectural Services Agreement, California Uniform Public Construction Cost Accounting Act (CUPCCAA) Agreement for Procurement for Projects up to \$60K, Consultant Agreement Template, Independent Contractor Agreement, Project Management and Planning Consultant Services Agreement**, IIID16-08) include the contract language, termination clauses, dispute resolution, and the actual template used for our contracts.
- **Bid Document #2223-04, Theater Arts Fall Protection Replacement at Cypress College** (IIID16-09) provides the contractual language for the District's right to terminate contracts.
- The **March 2023 Capital Projects Report to the Citizen's Oversight Committee** (IIID16-10) demonstrates one of the means by which bond programs are regularly reviewed.
- The **04-18-23 minutes from the NOCCCD Bond Program Management Meeting** (IIID16-11) provide another example of bond management and oversight.
- The **NOCCCD Proposed Budgets** (see **example**, IIID16-12) includes an overview of the general obligation bond fund.

Analysis and Evaluation

The College meets the Standard.

To ensure contractual agreements are consistent with the mission and goals of the institution, the District and the College have fiscal policies and procedures in alignment with federal guidelines (IIID16-01 to IIID16-06). The District Purchasing Handbook (IIID16-07) governs internal controls for contracting, invoicing, payments, and contract changes or amendments. All internal contracting procedures are governed by and fit within the legal parameters of the California Public Contract Code. The District maintains contract templates for contractual agreements for consistency in maintaining the integrity of the institution and the quality of its programs, services, and operations (IIID16-08).

The College has agreements that are processed through the District Purchasing Department and submitted to the Board for approval, allowing the College to provide quality programs, services, and operations (IIID16-01). Each manager who initiates a contract is responsible for oversight and performance. Termination clauses can be invoked when a contract is not meeting the scope and standards of the agreement (IIID16-09 p.108). Bond-related contract issues are resolved in coordination and consultation with NOCCCD bond and/or construction attorneys. The bond program’s controls and processes, including financial, are included in the program implementation plan and are reviewed and updated regularly (IIID16-10, IIID16-11, IIID16-12 pp. 107-112).

Conclusions on Standard III.D: Fiscal Resources

The District and the College are financially stable due to sufficient resources stemming from integrated financial planning and sound fiscal management. This enables the College to support and sustain student learning programs and services according to its mission. Financial planning and budget development follow clearly defined guidelines and processes that include constituency participation and regular review. The District regularly performs both internal and external audits to ensure the reliability and validity of financial documents and internal controls and accounts for liabilities to ensure short-term and long-term financial solvency. The District and the College manage and oversee financial aid and contractual agreements in compliance with government regulations and institutional policies.

Improvement Plan(s)

Not applicable.

Evidence List

Standard III.D Financial Resources Evidence List	Website Link
IIID1-01 NOCCCD Council on Budget and Facilities Webpage	IIID1-01
IIID1-02a Council on Budget and Facilities Agenda 02-13-23	IIID1-02a
IIID1-02b Council on Budget and Facilities Agenda 03-13-23	IIID1-02b
IIID1-03 NOCCCD District Consultation Council Webpage	IIID1-03
IIID1-04 DCC Minutes 02-27-23	IIID1-04
IIID1-05 NOCCCD Board of Trustees Minutes 09-13-22	IIID1-05
IIID1-06 NOCCCD Board Policy 6200	IIID1-06
IIID1-07 NOCCCD Board Policy 6250	IIID1-07
IIID1-08 NOCCCD Budget Allocation Handbook	IIID1-08
IIID1-09a Title V Grant Press Release	IIID1-09a
IIID1-09b NSF Grant Press Release	IIID1-09b
IIID1-10a 2023-24 Operating Budget Request - Social Science Email 04-18-23	IIID1-10a
IIID1-10b 2023-24 Operating Budget Request – Counseling Email 04-18-23	IIID1-10b
IIID1-11 Funeral Service Instructional Program Review Fall 2022	IIID1-11
IIID2-01 NOCCCD Budget Allocation Model Forum 2022-2023 Presentation	IIID2-01
IIID2-02a 2023-24 Operating Budget Request – Counseling Email 04-18-23	IIID2-02a
IIID2-02b Operating Budget Request - Social Science Email 04-18-23	IIID2-02b
IIID2-03a President’s Advisory Cabinet Minutes 02-09-23	IIID2-03a
IIID2-03b President’s Advisory Cabinet Minutes 04-27-23	IIID2-03b
IIID2-03c Full-Time Faculty Hiring Prioritization Process	IIID2-03c

IIID2-03d Classified Position Prioritization Process	IIID2-03d
IIID2-03e One-Time Funding Instructional Equipment Request Process	IIID2-03e
IIID2-04 Budget Calendar 2022-2023	IIID2-04
IIID2-05 Budget Preparations for 2023-2024 Memo	IIID2-05
IIID2-06 NOCCCD Budget and YTD Activity Dashboard Screenshots	IIID2-06
IIID2-07 Cypress College Planning and Budget Committee Webpage	IIID2-07
IIID2-08 Cypress College President's Advisory Cabinet Webpage	IIID2-08
IIID2-09a Planning and Budget Committee Minutes 04-20-23	IIID2-09a
IIID2-09b Planning and Budget Committee Presentation 04-20-23	IIID2-09b
IIID3-01 NOCCCD Board Policy 6200	IIID3-01
IIID3-02 NOCCCD Board Policy 6250	IIID3-02
IIID3-03 NOCCCD Board Policy 6300	IIID3-03
IIID3-04 NOCCCD Board Policy 6320	IIID3-04
IIID3-05 NOCCCD Board Policy 6330	IIID3-05
IIID3-06 NOCCCD Board Policy 6340	IIID3-06
IIID3-07 NOCCCD Board Policy 6400	IIID3-07
IIID3-08 NOCCCD Budget Allocation Handbook	IIID3-08
IIID3-09 Proposed Budget & Financial Report 2022-2023	IIID3-09
IIID3-10 NOCCCD Board of Trustees Minutes 06-28-22	IIID3-10
IIID3-11 NOCCCD Board of Trustees Minutes 09-13-22	IIID3-11
IIID3-12 NOCCCD Budget Documents Webpage	IIID3-12
IIID3-13a Council on Budget and Facilities Minutes 12-12-22	IIID3-13a
IIID3-13b District Consultation Council Minutes 01-23-23	IIID3-13b
IIID4-01a NOCCCD Board of Trustees Minutes 06-28-22	IIID4-01a
IIID4-01b NOCCCD Board Study Session Details 06-28-22	IIID4-01b
IIID4-02 District Consultation Council Agenda, Packet, and Minutes 09-26-22	IIID4-02
IIID4-03a District Consultation Council Minutes 08-22-22	IIID4-03a
IIID4-03b District Consultation Council Minutes 09-26-22	IIID4-03b
IIID4-03c District Consultation Council Minutes 11-28-22	IIID4-03c
IIID4-04a Council on Budget and Facilities Minutes 03-14-22	IIID4-04a
IIID4-04b Council on Budget and Facilities Minutes 04-11-22	IIID4-04b
IIID4-05 Budget Calendar 2022-2023	IIID4-05
IIID4-06 Planning and Budget Committee Minutes 02-03-23	IIID4-06
IIID4-07 Argos Report Screenshot	IIID4-07
IIID4-08 College Operating Ledger 2021-2022	IIID4-08
IIID4-09 NOCCCD Budget and YTD Activity Dashboard Screenshot	IIID4-09
IIID4-10 College Budget Request vs. Allocations 2022-2023 Spreadsheet	IIID4-10
IIID4-11a Associated Students Minutes 02-27-23	IIID4-11a
IIID4-11b President's Advisory Cabinet Minutes 04-13-23	IIID4-11b
IIID4-11c Planning and Budget Committee Minutes 04-20-23	IIID4-11c
IIID4-12a Deans Meeting Minutes 07-25-22	IIID4-12a
IIID4-12b Deans Meeting Minutes 08-15-22	IIID4-12b
IIID4-12c Deans Meeting Minutes 01-09-23	IIID4-12c
IIID5-01 California Community Colleges (CCC) Budget Accounting Manual	IIID5-01
IIID5-02 CCC Contracted District Audit Manual	IIID5-02

IIID5-03 NOCCCD Board Policy 6250	IIID5-03
IIID5-04 NOCCCD Board Policy 6300	IIID5-04
IIID5-05 NOCCCD Administrative Procedure 6300	IIID5-05
IIID5-06 NOCCCD Board Policy 6330	IIID5-06
IIID5-07 NOCCCD Board Policy 6340	IIID5-07
IIID5-08a NOCCCD Board Policy 6400	IIID5-08a
IIID5-08b NOCCCD Administrative Procedure 6400	IIID5-08b
IIID5-09 NOCCCD Procurement and Contracts Manual	IIID5-09
IIID5-10 Business Office Supplemental Resource Guide	IIID5-10
IIID5-11 College Campus Capital Projects Office 2023 Procurement Guidelines	IIID5-11
IIID5-12a NOCCCD Board of Trustees Agenda 04-11-23	IIID5-12a
IIID5-12b NOCCCD Board of Trustees Minutes 04-11-23	IIID5-12b
IIID5-13 NOCCCD Fiscal Affairs Webpage	IIID5-13
IIID5-14 NOCCCD Internal Audit Webpage	IIID5-14
IIID5-15 Internal Audit Plan	IIID5-15
IIID5-16 NOCCCD Audit Reports Webpage	IIID5-16
IIID5-17 NOCCCD Board of Trustees Minutes 01-24-23	IIID5-17
IIID6-01a NOCCCD Board Policy 6400	IIID6-01a
IIID6-01b NOCCCD Administrative Procedure 6400	IIID6-01b
IIID6-02 NOCCCD Audit Reports Webpage	IIID6-02
IIID6-03 Financial Statements Audit Report 06-30-22	IIID6-03
IIID6-04 NOCCCD Board Policy 6200	IIID6-04
IIID6-05 College Operating Ledger 2021-2022	IIID6-05
IIID6-06 College Budget Request vs. Allocations 2022-2023 Spreadsheet	IIID6-06
IIID6-07 OCDE Business Office Reports	IIID6-07
IIID7-01a Financial Statements Audit Report 06-30-20	IIID7-01a
IIID7-01b Financial Statements Audit Report 06-30-21	IIID7-01b
IIID7-02 Financial Statements Audit Report 06-30-22	IIID7-02
IIID7-03a NOCCCD Board of Trustees Agenda 02-23-21	IIID7-03a
IIID7-03b NOCCCD Board of Trustees Additional Information 02-23-21	IIID7-03b
IIID7-04 NOCCCD Board of Trustees Agenda 10-25-22	IIID7-04
IIID8-01 NOCCCD Internal Audit Webpage	IIID8-01
IIID8-02 Internal Audit Plan	IIID8-02
IIID8-03 NOCCCD Administrative Review Department of Finance & Facilities	IIID8-03
IIID8-04 NOCCCD Integrated Planning Manual	IIID8-04
IIID8-05a Program Review Schedule	IIID8-05a
IIID8-05b Business Office Campus Services Program Review Spring 2023	IIID8-05b
IIID8-05c Bursar's Office Campus Services Program Review Spring 2023	IIID8-05c
IIID9-01 NOCCCD CCFS-311Q Reports Webpage	IIID9-01
IIID9-02 ACCJC Annual Fiscal Report 2023	IIID9-02
IIID9-03 Projected General Fund Cash Flow 2021-2022	IIID9-03
IIID9-04 Cash Balance Report 10-19-22	IIID9-04
IIID9-05 Analysis of Ending Fund Balances from the 2022-2023 Proposed Budget	IIID9-05
IIID9-06 NOCCCD Board Policy 6250	IIID9-06
IIID9-07 NOCCCD Proposed Budget & Financial Report 2022-2023	IIID9-07

IIID9-08 NOCCCD Actuarial Review of Workers' Compensation Program	IIID9-08
IIID9-09 Bay Actuarial Consultants Letter 08-11-22	IIID9-09
IIID9-10 NOCCCD Board of Trustees Agenda 06-14-22	IIID9-10
IIID10-01a NOCCCD Board Policy 6400	IIID10-01a
IIID10-01b NOCCCD Administrative Procedure 6400	IIID10-01b
IIID10-02 NOCCCD Audit Report Webpage	IIID10-02
IIID10-03 NOCCCD Board Policy 6300	IIID10-03
IIID10-04 NOCCCD Administrative Procedure 6300	IIID10-04
IIID10-05a NOCCCD Board Policy 3280	IIID10-05a
IIID10-05b NOCCCD Administrative Procedure 3280	IIID10-05b
IIID10-06 NOCCCD Procedures for Grant Concept Papers	IIID10-06
IIID10-07 NOCCCD Grants Development, Approval and Monitoring Procedures	IIID10-07
IIID10-08 NOCCCD Grant Agreement/Amendment Cover Sheet	IIID10-08
IIID10-09 Perkins Title I Part C Fiscal Report	IIID10-09
IIID10-10 Strong Workforce Fiscal Report	IIID10-10
IIID11-01 NOCCCD Proposed Budget and Financial Report 2022-2023	IIID11-01
IIID11-02 NOCCCD Council on Budget and Facilities (CBF) Webpage	IIID11-02
IIID11-03 Council on Budget and Facilities Minutes 02-13-23	IIID11-03
IIID11-04 Fine Arts Renovation Final Project Proposal	IIID11-04
IIID12-01 NOCCCD Retiree Benefits Actuarial Reports Webpage	IIID12-01
IIID12-02 NOCCCD Actuarial Study of Retiree Health Liabilities Under GASB 74/75 10-22-22	IIID12-02
IIID12-03 NOCCCD Futuris Trust Annual Report July 2022	IIID12-03
IIID12-04 NOCCCD Retirement Board Webpage	IIID12-04
IIID14-01a NOCCCD Audit Reports Webpage	IIID14-01a
IIID14-01b Financial Statements Audit Report 06-30-22	IIID14-01b
IIID14-01c Cypress College Foundation Audited Financial Statements 06-30-22	IIID14-01c
IIID14-01d Measure J Financial Report, 2022 Audit	IIID14-01d
IIID14-01e Measure X Financial Report, 2019 Audit	IIID14-01e
IIID14-02 NOCCCD Citizens' Oversight Committee (COC) Webpage	IIID14-02
IIID14-03 COC Community Report 2021-2022	IIID14-03
IIID14-04 Cypress College Foundation Webpage	IIID14-04
IIID14-05 Cypress College Foundation Bylaws	IIID14-05
IIID14-06a Perkins Fiscal Reporting NOCCCD – Perkins 1C Application	IIID14-06a
IIID14-06b Strong Workforce Program – Local Share Plans Strengthening Cyber Defense Pathways 2022-2023	IIID14-06b
IIID15-01 Financial Aid Handbook	IIID15-01
IIID15-02 Cypress College Verification Webpage	IIID15-02
IIID15-03 Office of Student Financial Aid Policy and Procedures Manual	IIID15-03
IIID15-04 Common Origination and Disbursement System Screenshots	IIID15-04
IIID15-05 Fiscal Operations Report and Application to Participate (FISAP)	IIID15-05
IIID15-06 Student Services Automated Reporting for Community Colleges	IIID15-06
IIID15-07 National Student Loan Data System Default Rates Webpage	IIID15-07
IIID15-08a NOCCCD Audit Reports Webpage	IIID15-08a
IIID15-08b Financial Statements Audit Report 06-30-22	IIID15-08b

IIID15-09a CSAC Participation Agreement	IIID15-09a
IIID15-09b CSAC Program Compliance Office Cal Grant Program Review Report	IIID15-09b
IIID15-10 Education Credit Management Corporation (ECMC) Contract	IIID15-10
IIID16-01 NOCCCD Board Policy 6340	IIID16-01
IIID16-02 NOCCCD Board Policy 6600	IIID16-02
IIID16-03 NOCCCD Board Policy 6100	IIID16-03
IIID16-04a NOCCCD Board Policy 6150	IIID16-04a
IIID16-04b NOCCCD Administrative Procedure 6150	IIID16-04b
IIID16-05 NOCCCD Board Policy 2710	IIID16-05
IIID16-06 NOCCCD Board Policy 6330	IIID16-06
IIID16-07 NOCCCD Procurement and Contracts Manual	IIID16-07
IIID16-08 NOCCCD Contract Agreement Templates	IIID16-08
IIID16-09 Theater Arts Fall Protection Bid	IIID16-09
IIID16-10 March 2023 Capital Projects Report to the COC	IIID16-10
IIID16-11 NOCCCD Bond Program Management Minutes 04-18-23	IIID16-11
IIID16-12 NOCCCD Proposed Budget & Financial Report 2022-2023	IIID16-12

Standard IV



Signing of the Orange County Veteran's Cemetery bill at Cypress College's VRC.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

- 1. 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

- The **North Orange County Community College District (NOCCCD) Decision-Making Resource Manual (IVA1-01)** describes the roles of constituents in district-level decision-making.
- The **Cypress College Governance and Decision-Making Handbook (CCGDH) (IVA1-02)** delineates the decision-making structure and participative processes for administrators, faculty, staff, and students.
- The **President's Advisory Cabinet (PAC) (IVA1-03)** and the **Planning and Budget Committee (PBC) guidelines (IVA1-04)** describe the representative membership of the committee and set the expectation that members, "will endeavor to fully participate and contribute in every aspect of the committee's business for the betterment of Cypress College and success of its students."
- **Strategic Planning Retreats in Spring 2021 (IVA1-05a) and Fall 2021 (IVA1-05b)** invited all members of the campus to participate in the planning and prioritization of college goals and objectives.
- At Equity Retreats in fall 2020, spring 2021, and fall 2021 (see **Equity Framework presentation, IVA1-06**), the College had conversations about the meaning of equity and began the process for a common definition and for a Diversity, Equity, and Inclusion (DEI) framework.
- **Cypress College Arrowhead Retreat** (see **flipchart transcript, IVA1-07**) brought together 90 administrators, classified staff, faculty, and students to discuss the future of the College. During the retreat, participants worked to develop ideas of how to impact student educational journeys, aspirations, and ideals, which are recorded on the flipchart transcript.
- The **Institutional Effectiveness Partnership Initiative (IEPI) Plan (IVA1-08)** was developed after a partnership resource team held a listening session with a cross-section of representative groups to provide perspectives on a plan integrating Guided Pathways and Strategic Enrollment Management.
- The **Black Lives Matter Taskforce (BLMTF)** in conjunction with the Black Faculty and Staff Association (BFSA) provided a set of **recommendations to advance the College's commitment to racial and social justice (IVA1-09)**. Recommendations have been implemented or are in progress. (See I.B.1.)
- **Name and Gender Policies and Procedures** (see **email, IVA1-10a**), including the approval of **AP 5041 (IVA1-10b)**, demonstrate how dedicated faculty, staff, and administration worked to develop a **Name and Pronoun Use Handout (IVA1-10c)** in an effort to support the needs of the LGBTQ+ community (see **Name and Pronoun Use email, IVA1-10d**).

- **Cypress College Caring Campus Initiative** (see **email**, IVA1-11) implementation highlighted the expertise of the College’s Classified Professionals to develop behavioral commitments for interacting and supporting students.

Analysis and Evaluation

The College meets the Standard.

The NOCCCD Decision Making Resource Manual (IVA1-01) and CCGDH (IVA1-02) formalize the district-level and college decision-making processes and procedures that require representative participation, including students. The CCGDH details the local governance groups at the College (IVA1-02 pp.5-7) and visualizes (p.13) how decisions impacting the entire campus are made. All governance groups may make recommendations to the shared governance committees. Additionally, guidelines from PAC (IVA1-03), which is the final recommending body to the President, and PBC (IVA1-04) state that participation in committee business is essential for college improvement.

To complement the College’s formal decision-making structure, the college community is also invited to engage in overall planning processes for improvements, such as the Strategic Plan retreats (IVA1-05), equity retreats (IV1-06), and Lake Arrowhead All-Campus Retreat (IV1-07), and project specific planning, such as the IEPI Plan (IVA1-08). More importantly, the College often relies upon the advice and recommendations from critical stakeholders to improve service and create an inclusive college experience for students. For example, the Black Lives Matter Taskforce provided recommendations (IVA1-09) to advance the college’s commitment to racial and social justice, and new name and gender policies and procedures were developed to support the LGBTQ+ community (IVA1-10). The College applied for a grant from the Institute for Evidence Based Change (IEBC) to provide support for the College’s classified professionals, who led the development and implementation of the Caring Campus Initiative (IVA1-11) to improve the student experience.

Overall, the decision-making and planning structure allows for broad participation to improve how the College develops, approves, and implements plans to fulfill its mission.

- 2. 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

- **Board Policy (BP) 2510** (IVA2-01) outlines the district’s decision-making structure and participatory requirements.
- **BP** (IVA2-02a) and **Administrative Procedure (AP) 2015** (IVA2-02b) establish two student trustee members, representing Cypress College and Fullerton College, on the North Orange County Community College District (NOCCCD) Board of Trustees.
- **AP 2510** (IVA2-03) formalizes the decision-making procedures for implementing BP 2510.
- The **Cypress College Governance and Decision-Making Handbook (CCGDH)** (IVA2-04) identifies the shared governance matters, decision-making processes, and participatory roles in decision making.
- **Accreditation Steering Committee (ASC) Charter** (IVA2-05), **Guided Pathways Steering Committee Charter** (IVA2-06), and **Instructional Program Review Committee Charter** (IVA2-07) show examples of

committees where representatives participate in decision-making processes.

Analysis and Evaluation

The College meets the Standard.

BP 2510 (IVA2-01) officially recognizes the Academic Senate, staff, and students as required participants in decision-making processes. The Board will not, except in “unforeseeable emergency situations,” act until the appropriate groups have been allowed to participate. The policy states that the “Board of Trustees or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters.” It also formalizes staff and student participation “in the formulation and development of district policies and procedures that have significant effect” on their respective groups. For matters relating to students, the Associated Students is the official representative body whose recommendations and positions will be considered by the Board, which includes two student representatives from the Colleges (IVA2-02).

AP 2510 (IVA2-03) recognizes the appointment of classified, confidential, administrative, and faculty collective bargaining to district committees concerned with “broad policy and planning matters.” It also delineates the “10+1” academic and professional matters for Academic/Faculty Senates, and the processes for matters in which the Board will rely primarily upon recommendations and seek mutual agreement.

The CCGDH clarifies the conceptualization of shared governance at the College, identifies the paths and processes used for decision making, and documents the organizational structure of shared governance. In particular, the CCGDH defines the governance process, including representative bodies for participation (IVA2-04 p.5), decision-making processes (p.8), member responsibilities (pp.6-7), and how governance groups are formed (p.6). These aspects of the college’s governance and decision making are exemplified in committee charters and bylaws (IVA2-05, IVA2-06, IVA2-07)

3. 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

- The **President’s Advisory Cabinet (PAC)** (see **guidelines**, IVA3-01) is the primary recommending body on matters of campus policies, procedures, and general college issues. As a shared governance committee, the members are comprised of representatives of all constituent groups.
- The **Planning and Budget Committee (PBC)** (see **guidelines**, IVA3-02) serves as the recommending body to PAC on general budget and planning issues for the College. As a shared governance committee, the members are comprised of representatives of all constituent groups; the committee also includes resource advisors who are called upon to provide expertise from their areas as needed.
- Both the **Faculty Prioritization** (IVA3-03a), **Classified Staff Prioritization** (IVA3-03b), and **One-Time Funding Instructional Equipment** (IVA3-03c) **processes** have clearly defined roles for faculty, staff, and managers. The initial prioritization process and approval for recommendation include faculty, staff, and managers.

Analysis and Evaluation

The College meets the Standard.

The administrator and faculty roles in decision-making processes are broadly defined by board policy and administrative policy 2510 (see Standard IV.A.2) and, more specifically, described in the Cypress College Governance and Decision-Making Handbook (CCGDH) (see Standard IV.A.1). The CCGDH provides the decision-making structure for faculty academic and professional matters within the governance process. The section on Faculty Academic Senate 10+1 discusses the matters in which the Board will “rely primarily upon” and “seek mutual agreement” with the Academic Senate. The handbook also formalizes an agreement on collegial consultation and explains the relationship between Academic Senate and Cypress College Committees.

Administrators and faculty are representative members on all shared governance committees, notably PAC (IVA3-01) and PBC (IVA3-02). PBC regularly discusses and approves matters related to planning and budget. Per the CCGDH, decisions sent to PAC from PBC are communicated to their represented constituency groups and area members.

Regarding planning and budget development, administrators and faculty participate in collegewide planning retreats (see Standard IV.A.1) and in the College's program review processes (detailed in Standards I.B.5, II.A.2, and II.A.16). The College's program review processes require administrator review. The resource allocation processes linked to program review – faculty prioritization, classified staff, and one-time funding – include administrators and faculty in the scoring and approval process (IVA3-03). For more details on these processes, see IB.9, III.A.7, III.A.9, and III.D2.

The College's budget development process includes regular meetings with budget managers, who communicate with faculty regarding available resources. It also includes updates on the overall district budget, plans and priorities for the upcoming academic year, and any relevant information on the fiscal health of the District and College. (See Standard III.D.2.)

4. 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

- **Board Policy (BP)** (IVA4-01a) and **Administrative Procedure (AP) 4020** (IVA4-01b) establish processes for program and curriculum development and approval, including the role of the Academic Senate, local Curriculum Committees, and District Curriculum Coordinating Committee (DCCC).
- The **Cypress College Local Academic Senate Procedures on Curriculum Webpage** (IVA4-02) defines the authority and scope of the Curriculum Committee.
- **Curriculum Committee Bylaws** (IVA4-03) outline the authority and scope, committee composition, duties of members, and procedures.
- The **Curriculum Committee Meeting Minutes webpage** (IVA4-04) has minutes demonstrating curriculum approvals and reports from the curriculum specialist, articulation officer, divisions, credit for prior learning coordinator, administrators, and curriculum chair.
- The **Distance Education Committee (DEC)** (see **webpage**, IVA4-05), comprised of faculty members, deans, administrators, classified staff, and students, is responsible for making recommendations that define the Distance Education (DE) program.

Analysis and Evaluation

The College meets the Standard.

BP and AP 4020 (IVA-01) provide the foundational framework for curricular processes and approvals within the District. This includes the district and local college responsibilities and their overall commitment to diversity, equity, inclusion, anti-racism, and accessibility within the curriculum development process. These policies and procedures are further operationalized through local Academic Senate procedures (IVA-02), the work of the Curriculum Committee (IVA4-03, IVA4-04), and the DEC (IVA4-05).

The Curriculum Committee (IVA-03) has the responsibility and authority, per California Code of Regulations (CCR) Title 5, to develop, review, renew, and recommend curriculum to the Board of Trustees for approval (IVA-04). For distance education curriculum matters, the College relies upon the expertise and authority of the DE Faculty Coordinator, Dean, and Committee (IVA4-05). Within their respective roles, they have developed long-term plans, equivalency policies, training, and resources to support faculty, students, and the College's DE program (detailed in III.C.4).

The College's Bachelor's of Funeral Service follows the same curriculum development processes as associate degree and certificate programs. Faculty and academic administrators have the responsibility to make recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program. (See II.A.2 for faculty involvement in the curriculum development process.)

5. 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

- **Board Policy (BP)** (IVA5-01a) and **Administrative Procedure (AP) 2510** (IVA5-01b) establish the responsibility and authority of faculty in academic and professional matters, also known as 10+1.
- **AP 3250** (IVA5-02) establishes that committees with representation from administration, classified, faculty, and students will review and recommend planning decisions related to human, physical, technology, and financial resources.
- The **North Orange County Community College District (NOCCCD) Decision Making Resource Manual, Fall 2022 Update** (IVA5-03) provides an overview of the District's decision-making processes, including the role of constituents, details on the type of decision-making groups, and meeting calendar. This document aligns the District with Title 5 regulations for collegial consultation and operationalizes BP and AP 2510.
- The **Cypress College Governance and Decision-Making Handbook (CCGDH)** (IVA5-04a) codifies the College's governance procedures including committee structure, committee membership, decision-making processes, and committee member responsibilities as representatives in the governance process. This handbook was developed by a committee comprised of administrators, classified staff, and faculty, and was approved through the governance process (see **12-01-22 Planning and Budget Committee (PBC) Minutes**, IVA5-04b; **12-08-22 Academic Senate Minutes**, IVA5-04c; and **02-09-23 President's Advisory Cabinet (PAC) Minutes**, IVA5-04d).
- The Institution-Set Standards were revised and approved through the college's governance process, which includes perspectives from administrators, classified staff, faculty, and students (see **04-21-22 PBC Minutes**, IVA5-05a; **05-05-22 Academic Senate Minutes**, IVA5-05b; **04-28-22 PAC Minutes**, IVA5-05c; and

05-12-22 PAC Minutes, IVA5-05d).

- All resource allocation processes are approved through the College governance process. For example, the Classified Staff Prioritization Process was approved at the **04-21-22 Planning and Budget Committee meeting** (see **minutes** IVA5-06a) and the **04-28-22 PAC meeting** (see **minutes**, IVA5-06b). The process was led by classified staff on the PBC.

Analysis and Evaluation

The College meets the Standard.

The roles of all constituency groups in decision-making processes, including the authority of Academic Senate in academic and professional matters, are broadly defined in AP 2510, BP 2510, and AP 3250 (IVA5-01, IVA5-02). These policies are operationalized at the district and college levels through the District's Decision-Making Resource Manual (IVA5-03) and the CCGDH (IVA5-04), which describe the roles of constituency groups in decision-making.

At the college level, the CCGDH serves as the practical resource for decision-making as it codifies member responsibilities, committee functions, and communication resources to engage and inform the college community. The College's Institution-Set Standards and resources allocation processes (IVA5-05, IV5-06) are examples of how representative governance committees review, approve, and communicate decisions that broadly impact the entire campus.

The College values the diverse perspectives of its students, faculty, staff, and administrators, and seeks ways to engage them in planning before approval through the governance process. (See Standard IV.A.1 for examples.) Planning sessions, surveys, and retreats are often strategies for gathering feedback on major decisions and future planning.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

- The **Cypress College Governance and Decision-Making Handbook (CCGDH)** (pp. 11-12, IVA6-01) outlines the requirements and processes for governance committees to document and communicate their activities, discussions, and decisions. Agendas and minutes posted to the committee websites are the primary method of communication across the college.
- The **Governance webpage** (IVA6-02) provides links to all of the College's governance groups, the CCGDH, and additional resources (i.e., templates, agreements, evaluation forms, and guidelines).
- Governance group webpages, see the **Program Review webpage** (IIV6-03a) for example, contain a link to the group's SharePoint site (as seen in the **Instructional Program Review Committee SharePoint** screenshot, IIV6-03b).
- Minutes from **President's Advisory Cabinet (PAC)** (see **04-13-23 minutes**, IVA6-04a) and **Academic Senate** (see **"Special Reports," Item VIII in the 05-11-23 minutes**, IVA6-04b) show representative reports, allowing for the communication and documentation of decisions.
- **President's Letter RE: Finalization of Allocation of Faculty Positions 2023-24** (IVA6-05) announces the final ranking and approved positions to the President's Advisory Cabinet, Deans, and Members of the Joint Committee on Full-Time Faculty Hiring.

Analysis and Evaluation

The College meets the Standard.

The Campus Climate Survey administered in fall 2021 revealed a compelling need to improve communication regarding decision-making processes. In response to these findings and an ACCJC recommendation, the College developed a governance and decision-making handbook, the CCGDH (IV6-01), which was approved in spring 2023. The College created the handbook as a guide and practical resource for decision making and for broadly communicating decisions. The handbook and supporting governance webpage (IVA6-02) provide agenda and minute templates to standardize documentation posted on committee websites. The “Documentation and Communication” section in the CCGDH was intentionally created to clarify committee members' responsibilities in relaying information to their constituency groups and to designate the college website and committee SharePoint sites as the document repository for governance groups (IVA6-03). The College is currently implementing the CCGDH documentation and communication processes.

The College has had a long-standing structure for broadly communicating and documenting decisions through Academic Senate committees and shared governance structure. For example, PAC and Academic Senate have standing representative reports to communicate constituency updates and committee decisions (IVA6-04). These reports are then documented in meeting minutes.

Additionally, for matters related to resource allocation, the President provides a letter to decision-making committee members and constituency groups explaining final decisions (IV6-05). Per the CCGDH, committee members are expected to share this information with their constituency groups to ensure it is widely available and easily accessible. These communication processes and general committee member communications will be evaluated annually, starting in the 2023-2024 academic year (see Standard IV.A.7).

7. 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 **Cypress College Governance and Decision-Making Handbook (CCGDH)** (IVA7-01) provides an annual timeline for each governance group to evaluate their processes to address evolving needs and priorities.
- **Annual Committee Self-Evaluation Form** (IVA7-02) requires committees to evaluate their effectiveness in relation to their guidelines. It also serves to communicate successes, challenges, goals, and opportunities for improvement. These are made available on the Accreditation Steering Committee SharePoint.
- The **Accreditation Steering Committee (ASC)** piloted the use of the **Annual Committee Evaluation Form** in **Spring 2023** (see completed form, IVA7-03).
- The **Campus Climate Survey** of faculty and staff (see **results summary** for **Fall 2019**, IVA7-04a, and **Fall 2021**, IVA7-04b) administered every other year during the fall semesters, assesses perspectives on participation, communication, and collaboration in decision-making processes and planning. These results affirmed the need to develop the College’s governance handbook with clear member roles and responsibilities and to set parameters for clear communication.

Analysis and Evaluation

The College meets the Standard.

The CCGDH establishes an annual structure and form for committees to evaluate their procedures and practices regularly (IV7-01 p.13, IV7-02). Each committee will use results to ensure procedures and practices

are functioning effectively. This evaluative process is being piloted in spring 2023 (IV7-03) with expanded implementation planned for spring 2024.

Prior to the CCGDH, the College relied upon the Campus Climate Survey of faculty and staff to evaluate its governance and decision-making processes (IVA7-04). The survey's question blocks III and IV ask faculty, staff, and administrators about their decision-making and planning perspectives. These biennial findings informed the development of communication resources found in the CCGDH (see IVA.6).

The College will continue to use the Campus Climate Survey and the annual committee evaluations to inform continuous improvements in the College’s governance and decision-making structure and processes.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

The District and College, through their documented decision-making processes, value the leadership contributions of students, faculty, staff, and administrators. Each group is provided with formal and informal opportunities to share their expertise and experiences to improve College functions, implement constituency-informed strategies, and to set priorities for the future. With the newly approved Governance and Decision-Making Handbook, the College has a systematic guide and process for continually improving its decision-making processes through the inclusion of diverse perspectives, clear communication, and ongoing evaluation for effectiveness.

Improvement Plan(s)

Not applicable.

Evidence List

Standard IV.A Decision-Making Roles Evidence List	Website Link
IVA1-01 NOCCCD Decision-Making Resource Manual	IVA1-01
IVA1-02 Cypress College Governance and Decision-making Handbook	IVA1-02
IVA1-03 President’s Advisory Cabinet (PAC) Guidelines	IVA1-03
IVA1-04 Planning and Budget Committee (PBC) Guidelines	IVA1-04
IVA1-05a Strategic Planning Retreat Spring 2021 Email	IVA1-05a
IVA1-05b Strategic Planning Retreat Fall 2021 Email	IVA1-05b
IVA1-06 Equity Framework Presentation	IVA1-06
IVA1-07 Lake Arrowhead Retreat Flipchart Transcript	IVA1-07
IVA1-08 IEPI Plan Fall 2022	IVA1-08
IVA1-09 Black Lives Matter Taskforce Recommendation Report	IVA1-09
IVA1-10a New Name and Gender Policies and Procedures Email 01-25-21	IVA1-10a
IVA1-10b NOCCCD Administrative Procedure 5041	IVA1-10b
IVA1-10c Name and Pronoun Use Handout	IVA1-10c
IVA1-10d Name and Pronoun Use Email 01-25-20	IVA1-10d
IVA1-11 Caring Campus Initiative Email 11-30-20	IVA1-11
IVA2-01 NOCCCD Board Policy 2510	IVA2-01
IVA2-02a NOCCCD Board Policy 2015	IVA2-02a
IVA2-02b NOCCCD Administrative Procedure 2015	IVA2-02b
IVA2-03 NOCCCD Administrative Procedure 2510	IVA2-03

IVA2-04 Cypress College Governance and Decision-making Handbook	IVA2-04
IVA2-05 Accreditation Steering Committee Charter	IVA2-05
IVA2-06 Guided Pathways Steering Committee Charter	IVA2-06
IVA2-07 Instructional Program Review Committee Charter	IVA2-07
IVA3-01 President’s Advisory Cabinet (PAC) Guidelines	IVA3-01
IVA3-02 Planning and Budget Committee (PBC) Guidelines	IVA3-02
IVA3-03a Full-Time Faculty Hiring Prioritization Process	IVA3-04a
IVA3-03b Classified Position Prioritization Process	IVA3-04b
IVA3-03c One-Time Funding Instructional Equipment Request Process	IVA3-04c
IVA4-01a NOCCCD Board Policy 4020	IVA4-01a
IVA4-01b NOCCCD Administrative Procedure 4020	IVA4-01b
IVA4-02 Cypress College Local Academic Senate Procedures on Curriculum Webpage	IVA4-02
IVA4-03 Curriculum Committee Bylaws	IVA4-03
IVA4-04 Cypress College Curriculum Committee Meeting Minutes Webpage	IVA4-04
IVA4-05 Cypress College Distance Education Committee Webpage	IVA4-05
IVA5-01a NOCCCD Board Policy 2510	IVA5-01a
IVA5-01b NOCCCD Administrative Procedure 2510	IVA5-01b
IVA5-02 NOCCCD Administrative Procedure 3250	IVA5-02
IVA5-03 NOCCCD Decision-Making Resource Manual	IVA5-03
IVA5-04a Cypress College Governance and Decision-making Handbook	IVA5-04a
IVA5-04b Planning and Budget Committee Minutes 12-01-22	IVA5-04b
IVA5-04c Academic Senate Minutes 12-08-22	IVA5-04c
IVA5-04d President’s Advisory Cabinet Minutes 02-09-23	IVA5-04d
IVA5-05a Planning and Budget Committee Minutes 04-21-22	IVA5-05a
IVA5-05b Academic Senate Minutes 05-05-22	IVA5-05b
IVA5-05c President’s Advisory Cabinet Minutes 04-28-22	IVA5-05c
IVA5-05d President’s Advisory Cabinet Minutes 05-12-22	IVA5-05d
IVA5-06a Planning and Budget Committee Minutes 04-21-22	IVA5-06a
IVA5-06b President’s Advisory Cabinet Minutes 04-28-22	IVA5-06b
IVA6-01 Cypress College Governance and Decision-making Handbook	IVA6-01
IVA6-02 Cypress College Governance Webpage	IVA6-02
IVA6-03a Cypress College Program Review Webpage	IVA6-03a
IVA6-03b Instructional Program Review Committee SharePoint Screenshot	IVA6-03b
IVA6-04a President’s Advisory Cabinet Minutes 04-13-23	IVA6-04a
IVA6-04b Academic Senate Minutes 05-11-23	IVA6-04b
IVA6-05 Finalization of Allocation of Faculty Positions 2023-2024 Letter	IVA6-05
IVA7-01 Cypress College Governance and Decision-making Handbook	IVA7-01
IVA7-02 Annual Committee Self-Evaluation Form	IVA7-02
IVA7-03 Annual Committee Self-Evaluation Form – ASC Pilot Spring 2023	IVA7-03
IVA7-04a Employee Campus Climate Survey Results 2019	IVA7-04a
IVA7-04b Employee Campus Climate Survey Results 2021	IVA7-04b

B. Chief Executive Officer

- 1. 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 **Cypress College President job description** (IVB1-01) provides the oversight duties of the President.
- The **President's Staff sample agenda** (IVB1-02) demonstrates that the President designates responsibilities to the appropriate managers and vice presidents through weekly meetings.
- The President attends all District Coordinating Council (DCC) meetings, which functions as the District's participatory governance group, as noted on the **North Orange County Community College District (NOCCCD) DCC webpage** (IVB1-03).
- The **President's Advisory Cabinet (PAC) webpage** (IVB1-04) explains that PAC serves as the primary recommending body to the President on the establishment of campus policies and procedures and general college issues. PAC's membership consists of all constituent group leaders.
- The **09-22-22** (IVB1-05a), **10-13-22** (IVB1-05b), and **12-08-22** (IVB1-05c) **PAC minutes** document PAC's scope.
- The **Finalization of Allocation of Faculty Positions 2023-24 letter** (IVB1-06) is an example of how the President has the primary responsibility for developing planning, budgeting, and selecting personnel.
- The **sample from the President's meeting schedule** (IVB1-07) shows how the President meets regularly with College constituent leaders.

Analysis and Evaluation

The College meets the Standard.

The President serves as the CEO of the College, responsible for providing leadership in the overall administration of the College (IVB1-01). To meet the responsibility of planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness, the President meets weekly with the campus Executive Team, known as President's Staff, to review college operations (IVB1-02), attends all Board of Trustees (BOT) meetings, serves as a member of the District Chancellor's Staff, and attends all DCC meetings (IVB1-03). Additionally, the President leads PAC (IVB1-04), which reviews all institutional effectiveness, program review, and annual budget requests through the participatory governance process (IVB1-05).

For example, committees rank classified and faculty positions by priority, which is then voted on by the Planning and Budget Committee (PBC) and PAC, and finally, approved by the President based on available funding and campus priorities (IVB1-06). The President is further involved in the hiring process for all employees by conducting all second-level interviews for full-time faculty members and managers, and by meeting with the hiring committees to inform them of final decisions for these positions.

To encourage a free exchange of ideas across campus and maintain visibility and accessibility to the campus, the President frequently attends and supports student events, and regularly meets with all members of the President's Staff, California School Employees Association (CSEA), Adjunct Faculty United (AdFac), Classified Senate, the Academic Senate Executive Team, and the Guided Pathways co-chairs as well as oversees the Diversity, Equity, and Inclusion Committee (DEI), and the monthly Management Team meetings (IVB1-08).

- 2. 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.

Evidence of Meeting the Standard

- The **Organizational Chart** (IVB2-01), which is posted on the **College Leadership webpage** (IVB2-02), illustrates the College's management structure.
- The **Student Services Remote Operations Redesign document** (IVB2-03) shows how student services responsibilities were realigned as an example of an adjustment to the College's organizational structure.
- The College worked on creating flexible work guidelines in preparing for a new flexible work arrangement with employees, as documented in the **Flexible Work Meeting Agenda** (IVB2-04).
- The **Lake Arrowhead Retreat Agenda** (IVB-05) outlines the October 2022 all-campus retreat.
- The President schedules monthly lunch meetings with managers to discuss College operations, as shown on the **Managers Lunch Meeting Calendar** (IVB2-06).

Analysis and Evaluation

The College meets the Standard.

The College's organizational structure and responsibilities for each administrator are clearly defined and accessible for the entire college community (IVB2-01, IVB2-02). The President is involved in adjusting this structure to fit the College's changing needs. For example, when the College moved to remote operations in response to COVID-19, student services underwent a redesign of departments under the Dean of Student Services' oversight (IVB2-03), involving consultation with the President. Another example is the President's involvement with creating flexible work guidelines in collaboration with a classified and management special work group (IVB2-04). The President also organized an all-campus retreat in which all constituent groups engaged in a two-day discussion on addressing employees' needs in this new work world while ensuring student needs remain at the heart of the College's priorities (IVB2-05).

The President ensures responsibilities are delegated appropriately to administrators and others consistent with their responsibilities. To do so, the President meets with individuals and groups to discuss college operations and meets monthly with the management team to stay informed of individual and departmental needs (IVB2-06). Through these meetings, the President can make informed decisions, set institutional priorities, maintain an open dialogue with all college constituencies, and delegate tasks and responsibilities.

3. 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.**

Evidence of Meeting the Standard

- The **Cypress College Governance and Decision-Making Handbook (CCGDH)** (IVB3-01) provides an overview of the College's shared governance and decision-making processes.

- The **04-14-22 President’s Advisory Cabinet (PAC) minutes** (IVB3-02a) and **Program Review presentation** (IVB3-02b) show that program review committees present data and analysis about instruction, learning, and student success.
- The **PAC webpage** (IVB3-03) explains the recommendation and decision-making process that ensures decision-making is transparent and consistent.
- The **CCLC Collegiality in Action presentation** (IVB3-04) is from a workshop presented by Community College League of California (CCLC) and Academic Senate for California Community Colleges (ASCCC), exploring improvements to the participatory governance processes, the relationship between the college president and senate leadership, and clarifying the roles of each.
- The **Institution-Set Standards (ISS)** (IVB3-05) include metrics on course success rates, degrees and certificates awarded, annual transfer rates, and the number of students awarded degrees and certificates.
- The **05-12-22 PAC meeting minutes** (IVB3-06) show approval of the ISS by the final advisory and planning body for the President.
- The President’s **invitation to the 2021 Virtual Strategic Planning event** (IVB3-07) demonstrates that the President ensures that the Strategic Plan is updated regularly with input from all constituent groups.
- The **05-14-20 PAC meeting minutes** (IVB3-08) show that the President ensures development and revision of the mission statement and core values through the collegial process.
- The **Fall 2022 Welcome Back, Chargers! letter** (IVB3-9a) and linked **Opening Day Agenda** (IVB3-9b) from the President’s Office exemplify one way in which the President shares quantitative and qualitative data widely, as the letter and event included presentations on the Gensler Survey results, Course Redesign and ASCEND Pilot impacts, and Student Housing plans.

Analysis and Evaluation

The College meets the Standard.

The President establishes a collegial process for setting values, goals, and priorities through the participatory governance processes at the College (IVB3-01 p.10). Program review (IVB3-02) ensures resource allocation is aligned with student improvement. In 2022, the College integrated the program review and classified and faculty hiring prioritization processes, allowing the deans and directors to establish their staffing needs and for departments to identify their faculty needs, which then goes from the respective hiring prioritization committees, to PBC and PAC, with the President making the final decision on positions (IVB3-03).

The President works to establish clear processes that the campus community understands and can support. For example, in 2021, the President and Academic Senate participated in a Collegiality in Action workshop (IVB3-04), resulting in the development of the Collegial Consultation Agreement (IVB3-01 p.15) between the President and Academic Senate. The agreement clarifies the process of consulting and developing policy and procedures on academic and professional matters as defined in California Code of Regulations (CCR) Title 5.

The President ensures that the College has performance standards for student achievement, or ISS (IVB-05), which establish the baseline for college expectations. These standards are reviewed by Academic Senate, the Executive Team, supported by the Planning & Budget Committee, and then approved by PAC (IVB3-06). Further, the President is involved in the development of the College Strategic Plan (IVB3-07), which aligns with the District Educational and Facilities Master Plan, the College’s mission statement, and five core values (IVB3-08).

The President widely shares quantitative data about student success, encourages analysis of these data, and

makes plans to improve student success (IVB3-09). Qualitative data are also collected through communication with students, employees, and community members through surveys, feedback, and community engagement with our K-12 partners and political leaders. The College uses data to determine what adjustments need to be made for continuous improvement.

- 4. 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 **charts on the Accreditation Steering Committee (ASC) webpage** (IVB4-01) show the President's membership in the ASC and as a standard co-lead for the IV.B Chief Executive Officer and IV.D. Multi-College Systems or Districts teams for the self-evaluation.
- The **ASC minutes**, available on the ASC webpage (IVB4-02), show the regular meetings of the committee.
- The **North Orange County Community College District (NOCCCD) Accreditation Timeline** (IVB4-03) outlines the District's accreditation activities and meetings.
- The President includes accreditation updates on the **Opening Day** agenda, as seen in the **email** (IVB4-04a) and **attached agenda** (IVB4-04b) from Dr. JoAnna Schilling.
- The **09-22-23 President's Advisory Cabinet (PAC) minutes** (IVB4-05) document that the Accreditation Liaison Officer (ALO) and Faculty Co-Chair present accreditation updates to PAC.
- Kristi Valdez, the President's Office Executive Assistant, sent the **Accreditation Advanced ISER Training invitation** (IVB4-06) to the College community.
- The President certifies the annual reports to the ACCJC, which are posted on the **Accreditation webpage** (IVB-07).

Analysis and Evaluation

The College meets the Standard.

The President is an active member of the ASC (IVB4-01) and appoints the College's Accreditation Liaison Officer (ALO), who also reports to the President as a member of the President's Staff. The ASC ensures the accreditation process is shared by a variety of college employees, including individuals representing faculty, classified staff, and administrators (IVB4-01), who are dedicated to the continuous quality improvement of the College. The ASC meets regularly (IVB4-02), and the ALO and Accreditation Faculty Co-Chair attend all District accreditation meetings (IVB4-03). The President takes the lead in ensuring the campus understands accreditation through regular collegewide updates (IVB4-04, IVB4-05) and trainings (IVB4-06).

The President is responsible for submitting, approving, and authorizing the annual and fiscal reports submitted to ACCJC each spring (IVB4-07). Although the president delegates the ALO, Vice President of Administrative Services (VPAS), and others to gather the required information, ultimately, the President bears the responsibility to ensure the information submitted reflects the work of the College.

- 5. 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 **North Orange County Community College District (NOCCCD) Board of Trustees (BOT) Meetings & Agendas webpage** (IVB5-01) contains minutes documenting the President’s attendance of all BOT meetings.
- The **01-25-23 Chancellor’s Staff Agenda** (IVB5-02) indicates the President’s membership.
- The **NOCCCD District Consultation Council (DCC) webpage** (IVB5-03) contains summaries documenting the President’s attendance of all DCC meetings.
- The **Title V annual report** (IVB5-04) and HEERF reporting on the **COVID-19 and Financial Aid webpage** (IVB5-05) are examples of reporting requirements that the College meets via the President’s leadership.

Analysis and Evaluation

The College meets the Standard.

NOCCCD has established board policies and administrative procedures which are reviewed by the President to ensure that all College procedures comply. The President attends bimonthly BOT (IVB5-01), weekly Chancellor’s Staff (IVB5-02), and monthly DCC (IVB5-03) meetings. Chancellor’s Staff reviews regulations, policies, budgets, and personnel expenditures and all budgets, which are submitted to DCC for input prior to the BOT.

As shown in IV.B.1, the President also meets weekly with the College Executive Team to review all institutional operations, budgets, enrollment, personnel expenditures, and institutional processes to ensure alignment with the District’s policies and procedures. Specifically, the President meets biweekly with the VPAS, who is delegated to oversee the college budget. All local fiscal practices and processes comply with board policies and with federal and State regulations, as detailed in III.D.

The President communicates policy changes at the federal or state level to the college leadership. For example, the California Community Colleges (CCC) emails regulatory updates via the CEO Listserv, which the President discusses with the vice presidents so that all reporting is submitted per regulations (IVB5-04, IVB5-05).

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

- The College President give an **annual State of the College presentation** (IVB6-01) to the BOT.
- The President provides an annual update to the Cypress Chamber of Commerce as written in the **02-21-23 Chamber of Commerce News article** (IVB6-02)
- The President sends **Cypress Community News** (IVB6-03) to the community. Publication was intentionally suspended during the pandemic so that the Office of Campus Communications could focus on urgent communications, but the quarterly cycle will return in 2023-2024.
- The President presents a **monthly update** of the College’s achievements and events to the **Cypress College Foundation** as seen here in the 01-24-23 report (IVB6-04).
- The **Americana Awards webpage** (IVB6-05) showcases the annual presidential fundraiser in which the President highlights a citizen of the year in each city in the College’s service area.
- The President hosts an annual **Superintendent/HS Principals Breakfast** as seen in the **10-06-22 agenda** (IVB6-06).
- The **Presidential Advisory Council webpage** (IVB6-07) describes the council’s purpose and membership.

Analysis and Evaluation

The College meets the Standard.

The President demonstrates effective and consistent communication through regular connection with community groups. The President’s annual State of the College report (IVB6-01) aligns with the College’s annual Institutional Effectiveness Report (IER) providing an update on the College’s previous year accomplishments and goals for the coming year. The President updates the Chamber of Commerce each year (IVB6-02) and sends out quarterly newsletters (IVB6-03) to local elected officials, educational partners, business leaders, donors, and the community. The President is a member of the Foundation and meets with the Foundation Board monthly, providing consistent information to donors and Foundation Board members (IVB6-04). In addition, the President hosts multiple fundraising events in collaboration with the Foundation, including the annual Americana Awards (IVB6-05). Finally, the President meets regularly with the presidents and superintendents of each local high school district and hosts an annual high school Superintendent/Principals breakfast each fall semester (IVB6-06) to provide updates and establish collaborative goals for the coming year.

The College is a member of the local Chambers of Commerce in the cities that the College serves, including the Cypress Chamber, Garden Grove Chamber, and North Orange County Chamber. The President has delegated members of the management team as representatives on these respective chambers. The President developed a collaborative relationship with the Cypress Chamber and Cypress/Anaheim Boys and Girls Clubs, resulting in both organizations now having offices on campus, which allows the President to engage and support both organizations more robustly in the community and for the benefit of the College. Additionally, the President is an active member of the Soroptimist Club of Cypress and the Rotary Club of Cypress, both of which provide scholarships to students annually. The President also engages with local business leaders through the Cypress College Presidential Advisory Council (IVB6-07) to develop important employment opportunities, internships, and philanthropic partnerships in support of students.

Conclusions on Standard IV.B: Chief Executive Officer

The College President serves as the College’s chief executive officer and takes primary responsibility for the quality of the College through effective leadership in all areas, including the administrative structure, staffing, delegation of authority, teaching and learning, accreditation, and budgeting and expenditures. The President leads the College in implementing statutes, regulations, and board policies and in maintaining practices consistent with the College’s mission. The President both works and communicates effectively with the community.

Improvement Plan(s)

Not applicable.

Evidence List

Standard IV.B Chief Executive Officer Evidence List	Website Link
IVB1-01 Cypress College President Job Description	IVB1-01
IVB1-02 President’s Staff Sample Agenda	IVB1-02
IVB1-03 NOCCCD District Consultation Council Webpage	IVB1-03
IVB1-04 President’s Advisory Cabinet Webpage	IVB1-04
IVB1-05a President’s Advisory Cabinet Minutes 09-22-22	IVB1-05a
IVB1-05b President’s Advisory Cabinet Minutes 10-13-22	IVB1-05b

IVB1-05c President's Advisory Cabinet Minutes 12-08-22	IVB1-05c
IVB1-06 Finalization of Allocation of Faculty Positions 2023-2024 Letter	IVB1-06
IVB1-07 President's Meeting Schedule Sample	IVB1-07
IVB2-01 Cypress College Organizational Chart	IVB2-01
IVB2-02 Cypress College College Leadership Webpage	IVB2-02
IVB2-03 Student Services Remote Operations Redesign Document	IVB2-03
IVB2-04 Flexible Work Meeting Agenda 08-15-22	IVB2-04
IVB2-05 Cypress College Leadership Retreat Agenda 10-27 & 10-28-22	IVB2-05
IVB2-06 Manager's Lunch Meetings Calendar	IVB2-06
IVB3-01 Cypress College Governance and Decision-making Handbook	IVB3-01
IVB3-02a President's Advisory Cabinet Minutes 04-14-22	IVB3-02a
IVB3-02b Instructional Program Review Annual Report 2021-2022 Presentation	IVB3-02b
IVB3-03 Cypress College President's Advisory Cabinet Webpage	IVB3-03
IVB3-04 Community College League of California Collegiality in Action Presentation	IVB3-04
IVB3-05 Institution-Set Standards	IVB3-05
IVB3-06 President's Advisory Cabinet Minutes 05-12-22	IVB3-06
IVB3-07 Virtual Strategic Planning Retreat Outlook Invitation	IVB3-07
IVB3-08 President's Advisory Cabinet Minutes 05-14-20	IVB3-08
IVB3-09a Fall 2022 Welcome Back, Chargers! Letter	IVB3-09a
IVB3-09b Fall 2022 Opening Day Agenda	IVB3-09b
IVB4-01 Cypress College Accreditation Steering Committee Webpage	IVB4-01
IVB4-02 Accreditation Steering Committee (ASC) Minutes Webpage	IVB4-02
IVB4-03 NOCCCD Accreditation Timeline	IVB4-03
IVB4-04a Spring 2023 Opening Day Email 01-17-23	IVB4-04a
IVB4-04b Spring 2023 Opening Day Agenda	IVB4-04b
IVB4-05 President's Advisory Cabinet Minutes 09-22-23	IVB4-05
IVB4-06 Advanced ISER Training Invitation Email 09-20-22	IVB4-06
IVB4-07 Cypress College Accreditation Webpage	IVB4-07
IVB5-01 NOCCCD Board of Trustees Meeting Agendas and Minutes Webpage	IVB5-01
IVB5-02 Chancellor's Staff Agenda 01-25-23	IVB5-02
IVB5-03 NOCCCD District Consultation Council Webpage	IVB5-03
IVB5-04 Title V Annual Report	IVB5-04
IVB5-05 Cypress College COVID-19 and Financial Aid Webpage	IVB5-05
IVB6-01 State of the College Presentation 2022	IVB6-01
IVB6-02 Cypress Chamber of Commerce News 02-21-23	IVB6-02
IVB6-03 Cypress Community News Volume 6	IVB6-03
IVB6-04 Cypress College Foundation Board Report 01-26-23	IVB6-04
IVB6-05 Cypress College Foundation Americana Awards Webpage	IVB6-05
IVB6-06 High School Superintendents & Principals Breakfast Agenda 10-06-22	IVB6-06
IVB6-07 Cypress College Presidential Advisory Council Webpage	IVB6-07

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the
Cypress College Institutional Self-Evaluation Report

academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

- The **North Orange County Community College District (NOCCCD) Biographies webpage** (IVC1-01) shows the seven-member governing Board of Trustees (BOT) and two advisory Student Trustees.
- **Board Policy (BP) 2200** (IVC1-02) outlines the Board's responsibilities and authority.
- The **Board Agendas and Meetings**, publicly available on the NOCCCD website (IVC1-03), reflect that the Board adheres to BP 2200 in all its actions and decisions.
- The **board policies and administrative procedures**, available on the NOCCCD website (IVC1-04), cover the District, the BOT, General Institution, Academic Affairs, Student Services, Business & Fiscal Affairs, and Human Resources.
- **BP 2410** (IVC1-05) defines the scope of the board policies and administrative procedures and states that they shall be regularly assessed for effectiveness in fulfilling the District's mission. (See IV.C.7 for the review cycle.)

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 7.

The College has a governing board, the NOCCCD BOT (IVC-01), that has authority over and responsibility for (IVC1-02, IVC1-03) establishing board policies and administrative procedures 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 (IVC1-04, IVC1-05).

2. 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

- **Board Policy (BP) 2330** (IVC2-01) describes the voting process that the Board uses to make decisions; it specifies the number of votes required for the Board to pass or approve various policies, measures, or actions.
- **BP 2715** (IVC2-02), the Code of Ethics/Standards of Practice states that the Board acts as a whole and that the authority rests only with the BOT in a legally constituted meeting, not with individual members.

Analysis and Evaluation

The College meets the Standard.

The Board acts as a collective entity and is an independent policy-making body reflecting public interest in Board activities and decisions. The BOT continues to adhere to a clearly defined policy and procedure for decision making (IVC2-01) and endeavors to act in the best interest 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 (IVC2-02).

3. 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

- **Board Policy (BP) 2431** (IVC3-01a) authorizes the Board to establish a search process whenever there is a vacancy in the Chancellor position; **Administrative Procedure (AP) 2431** (IVC3-01b) details the chancellor selection process as well as the role and function of the Board in the process.
- The development and distribution of a **job announcement** (IVC3-02) demonstrates the Board following the initial stages of the chancellor selection process.
- The **Chancellor Finalist Forums & Feedback email** from NOCCCD Public Affairs (IVC3-03) describes the campus forums and feedback opportunities available during the chancellor selection process.
- The **11-23-21 Board of Trustees (BOT) Meeting Minutes Item 5.f** (IVC3-04) documents the Board's appointment of the Chancellor.
- **BP 2435** (IVC3-05a) authorizes the Board to conduct annual formal evaluations of the Chancellor, and **AP 2435** (IVC3-05b) provides the process that the Board follows to do so.
- The **08-27-22** (IVC3-06a), **10-11-22** (IVC3-06b), and **11-22-22** (IVC-06c) **BOT Meeting Minutes** indicate that the Board provided a formal evaluation of the Chancellor in a closed session.
- **AP 7120-4** (IVC3-07) establishes the hiring process for administrators, including the President.
- **AP 7240-7** (IVC3-08) is the evaluation process for management employees, like the President; it includes an assessment of specific job responsibilities, goals and objectives, commitment to multicultural awareness and changes, and commitment and adherence to the district mission.

Analysis and Evaluation

The College meets the Standard.

The Board adheres to clearly defined policies and procedures for selecting and evaluating the Chancellor of the District (IVC3-01). Most recently, after Dr. Cheryl Marshall retired in September 2021, the Board initiated a recruitment process for a new Chancellor that followed, to the letter, the established BP and AP on Chancellor selection (IVC3-02). Unfortunately, that recruitment did not yield a successful candidate. The Board initiated another recruitment effort for the new Chancellor in the fall of 2021, again following all provisions of policy and procedure, including hosting campus forums for the finalists and collecting feedback on the campus forums online (IVC-03). Dr. Byron D. Clift Breland was hired to be the Chancellor of NOCCCD effective January 2022 (IVC3-04 p.184).

The Board has followed BP and AP to evaluate the Chancellor annually (IVC3-05, IVC3-06a p.225, IVC3-06b p.10, IVC3-06c p.54). Results of the evaluation process are filed in the Chancellor's personnel file in the Human Resources (HR) Office.

The Board follows similar procedures when hiring (IVC3-07) and evaluating (IVC3-08) the College President.

- 4. 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)**

Evidence of Meeting the Standard

- **Board Policy (BP) 2200** (IVC4-01) states that the Board of Trustees (BOT) governs on behalf of the residents of the District in accordance with the authority granted and with duties defined in Education Code Section 70902. It specifies that the Board represents the public interest and advocates for and protects the District.
- **BP 2710** (IVC4-02a) and **Administrative Procedure (AP) 2710** (IVC4-02b) comprise the Board's Conflict of Interest standards, including prohibition of specific financial and political interests.

- **BP 2100** (IVC4-03) states that the Board consists of seven members, each representing a geographical portion of the District’s service area. (See also IVBC1-01.)

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 7.

The Board is an independent body that reflects the public interest in the District’s educational quality in policy making decisions. In accordance with BP 2200 (IVC4-01), the Board represents the public interest and is responsible for establishing policies that define the mission and set prudent, ethical, and legal standards for college operations; monitor performance and quality; and ultimately advocate for the District’s interests. Board members ensure that they do not have any conflicts of interest that may be subject to undue influence or political pressure (IVC4-02). The Board works to make decisions that balance the needs of the College and the community it serves (IVC4-03).

5. **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

- The Board has established the Academic Affairs chapter, the 3000s, and the Student Services chapter, the 5000s, of **Board Policy (BP) and Administrative Procedure (AP)** (IVC5-01), specifically to ensure quality, integrity, and improvement of student learning programs, services, and resources that are consistent with the district and college missions.
- The College President annually presents the State of the College, including the Institutional Effectiveness Report, to the Board, to provide analysis of the institution-set standards and improvements of student achievement and learning (see the **04-25-23 Board of Trustees Meeting Minutes**, IVC5-02).
- **BP 2200** (IVC5-03) states the Board’s responsibilities, including educational quality, legal matters, financial integrity, and stability.
- **BP 2510** (IVC5-04) points out that the BOT is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations and expresses the BOT’s commitment to ensure participation of constituency groups in developing recommended policies for board action, and administrative procedures for Chancellor action, under which the District is governed and administered.

Analysis and Evaluation

The College meets the Standard.

The Board approves academic affairs and student services policies that ensure adherence to the district and college missions (IVC5-01). The Board supports collaborative efforts by the College’s teams to ensure leadership, quality, and integrity, and to maintain strong student learning programs and support for student success (IVC5-02 pp. 192-193). The Board acknowledges its responsibility for academic excellence, legal matters, and financial integrity and stability (IVC5-03, IVC5-04), and these are consistent action items as evident in Board documents. The Board regularly reviews and acts to ensure that the College is operating with fiscal and legal responsibility.

See III.D.1 for discussion on the Board’s role in budget approval, which shows the Board’s responsibility for financial integrity and stability.

6. 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

- All **board policies (BP) and administrative procedures (AP)** are publicly available on the NOCCCD website (IVC6-01).
- The Board of Trustees (BOT) chapter, the 2000s, provides specifics regarding the Board, including:
 - Size in **BP 2010** (IVBC-02a) and **BP 2015** (IVC6-02b),
 - Duties and responsibilities in **BP 2200** (IVC6-03),
 - Structure in **BP 2210** (IVC6-04a) and **BP 2220** (IVC6-04b), and
 - Operating procedures in **BP 2305** (IVC6-05a), **2310** (IVC6-05b), **2315** (IVC6-05c), **2320** (IVC6-05d) and **2330** (IVC6-05e).

Analysis and Evaluation

The College meets the Standard.

The Board is committed to transparency and proper governance and conducts its operations consistent with its policies. It publishes its policies and procedures specifying the Board's size, duties, responsibilities, structure, and operating procedures (IVC6-01 to IVC6-05).

7. 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

- **Board Policy (BP) 2410** (IVC7-01) states that the Board shall regularly assess its policies for effectiveness, and administrative procedures may be revised as deemed necessary by the Chancellor.
- **Administrative Procedure (AP) 2410** (IVC7-02) prescribes that the District Consultation Council (DCC) is to regularly complete the review of board policies, adding that any employee, student, or member of the public may initiate a review of any policy by written request.
- The **North Orange County Community College District (NOCCCD) BP and AP Continuous Review Cycle chart** (IVC7-03) illustrates the board policy review schedule.
- The **11-28-22 DCC Minutes** (IVC7-04) exemplify that DCC reviews and revises Board policy with constituency input.
- The **Administrative Support Manager for the Chancellor's Office** sends an **email** (IVC7-05) to the College to inform the community of board policy revisions and approvals.

Analysis and Evaluation

The Board acts in a manner consistent with its policies and procedures (IVC7-01, IVC7-02) by consistently reviewing its policies for their effectiveness in fulfilling the district and college missions (IVC7-03). Policies are revised with participation and input from constituency groups (IVC7-04). After policies are reviewed, revised, removed, or added per the established review schedule, the College receives updates on approvals (IVC7-05), which are also available to the public via the district website.

8. 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

- North Orange College Community College District (NOCCCD) provides plans and progress reports via its **District-wide Planning webpage** (IVC8-01).
- The College’s **Institutional Research & Planning Office** provides institutional effectiveness reports and plans through its **webpage** (IVC8-02).
- The Chancellor annually presents a student success report to the Board. The 2022 presentation, “Journey in Equity,” focused on Student Outcome 5-Year Trends (see **09-27-22 Board of Trustees (BOT) Meeting Minutes**, IVC8-03a and **NOCCCD Student Outcome 5-Year Trends presentation**, IVC8-03b).
- The President annually presents the Institutional Effectiveness Report to the Board of Trustees (BOT) (see **04-25-23 BOT Meeting Minutes, Cypress College “State of the College” Presentation**, IVC8-04), providing an update on various student outcomes, including course success and retention, completion of transfer-level English and math, degree and certificate awards, and transfer volume.
- The Board reviews and approves plans related to student learning and achievement, such as the Institutional Effectiveness Partnership Initiative (IEPI) as seen in the **04-26-22 BOT Meeting Agenda Item 4.a.1** (IVC8-05).
- The College presents Guided Pathways initiative progress reports to the BOT annually, for example on the **03-22-22 BOT Meeting Agenda Item 4.a.1** (IVC8-06).
- The Dual Enrollment program provides updates to the Board, which include enrollment and student success indicators and plans for ongoing improvement, as seen in the **Dual Enrollment Update presentation** (IVC8-07a) summarized and linked in the **03-28-23 News from the Board** (IVC8-07b).
- The **Achieving the Vision: NOCCCD Student Success Trends report** (IVC8-08) summarizes the District’s Colleges’ progress toward the California Community Colleges Chancellor’s Office’s Vision for Success goals. The report was reviewed at the 06-07-23 Board of Trustees retreat.
- The **2018-2019 Board Meeting Presentations & Activities schedule** (IVC8-09) outlines a series of study sessions that the Board held on special topics, including student success and equity.

Analysis and Evaluation

The College meets the Standard.

The Board regularly receives information for review to ensure that the College is accomplishing its goals for student success. The Board reviews key indicators of student outcomes and success through published reports on the District and College websites (IVC8-01, IVC8-02), annual presentations (IVC8-03, IV8-04), plan approvals (IVC8-05), regular updates (IVC8-06 pp.12-45, IVC8-07, IVC8-08), and study sessions on special topics (IVC8-09). The Board also has the opportunity to request future agenda items on any areas of interest. All activities aid the Board in ensuring academic quality.

9. **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

- **Board Policy (BP) 2010** (IVC9-01) dictates that the Board shall consist of seven members elected by the qualified voters of the District.
- **BP 2100** (IVC9-02) specifies that terms of members shall be for four years and staggered so that

approximately one half of the members shall be elected at each trustee election.

- **BP 2740** (IVC9-03) 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.
- **Administrative Procedure (AP) 2740** (IVC9-04) specifies orientation materials and opportunities for newly elected Board members.
- **BP** (IVC9-05a) and **AP 2735** (IVC9-05b) encourage participation in activities that enhance understanding of the community college mission and the role of a trustee.
- The **Board Goals** (IVC9-06) include Goals for Board Effectiveness focused on improving board of trustee orientation and continued scheduling of training.
- The **Candidate Information Session presentation** (IVC9-07) provides a District Overview, Trustee Roles and Responsibilities, and Process for Candidacy.
- The Board uses a **Professional Development (PD) & Training** chart (IVC9-08) to track members' ongoing training and PD; it shows that the Board intentionally engages in ongoing development and orientation.
- The **Travel Expense Report** (IVC9-09) documents Board members' conference travel.

Analysis and Evaluation

The College meets the Standard.

Without exception, all Board elections have taken place in strict accordance with board policy (IVC9-01, IVC9-02), which ensures continuity of Board membership and provides a mechanism to deal with Board vacancies. The District has a commitment to ongoing training and professional development of Board members (IVC9-03 to IVC9-08). Additionally, Board members engage in ongoing training through participation in professional conferences, such as the Community College League of California (CCLC) Annual Convention, the Annual Legislative Conference, and the Annual Trustee Conference (IVC9-09).

10. 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

- **Board Policy (BP) 2745** (IVC10-01) mandates that a Board evaluation be conducted in April of odd-numbered years.
- **Administrative Procedure (AP) 2745** (IVC10-02) establishes the evaluation process and timeline.
- The **03-22-22 Board of Trustees (BOT) Meeting Agenda** (IVC10-03a) contains the recommendation to adopt the revised BOT assessment instrument and a copy of the instrument, which was approved by the BOT, as documented in **Item 6.b** of the **03-22-22 minutes** (IVC10-03b).
- The Board makes public the results of this self-evaluation as seen in the **05-24-22 BOT Meeting Agenda** (IVC10-04).
- The Board holds a retreat to review the self-evaluation results (see **08-27-22 Special Session Board Meeting Agenda**, IVC10-05a, and **Minutes**, IVC10-05b).

- During the retreat, the Board sets goals for institutional and board effectiveness (see **09-27-22 BOT Agenda, Item 6.b.1**, IVC10-06a) and **06-22-21 BOT Agenda, Item 6.b.1**, IVC10-06b, for examples).
- The adoption of Resolution No. 20/21-22, affirming the North Orange County Community College District's Commitment to Diversity, Equity, Inclusion, and Anti-Racism, which is documented in the **05-11-21 BOT Meeting Agenda** (IVC10-07a) and was approved on **05-25-21**, see **Item 6.3** of the **minutes** (IVC10-07b), is an example of an improvement the Board has made. This adoption aligned with the District's mission and goals.

Analysis and Evaluation

The College meets the Standard.

Per BP and AP (IVC10-01, IVC10-02), the Board has been evaluating itself every other year since 2003. The evaluation tool is discussed openly, and suggestions for changes are welcomed from the public (IVC10-03). All board members and resource table participants have the opportunity to evaluate the Board each year. Through the assessment instrument utilized (IVC10-03a pp.107-114), 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. Results are reviewed and shared publicly (IVC10-04 pp.73-99, IVC10-05) and used for continuous improvement (IVC10-06a pp.37-39, IVC10-06b pp.99-131, IVC10-07a pp.210-213, IVC10-07b pp.185-186).

11. 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 7)

Evidence of Meeting the Standard

- The Board adheres to a Code of Ethics/Standards of Practice, **Board Policy (BP)** (IVC11-01a) and **Administrative Procedure (AP) 2715** (IVC11-01b), which establish standards of ethical trustee behavior. In compliance with AP 2715, all trustees reaffirm their adherence to the code of ethics by signing a Code of Ethics statement at the annual organizational meeting. Copies of the signed statements are maintained in the Chancellor's Office. BP 2715 also outlines how to file and address a trustee misconduct complaint.
- The Board implemented this policy when it received a formal complaint of trustee misconduct related to Trustee Ryan Bent, which is documented in the **10-27-20 Board of Trustees (BOT) Meeting Agenda** (IVC11-02a) and corresponding **minutes, Item 6.a** (IVC11-02b).
- **BP** (IVC11-03a) and **AP 2710** (IVC11-03b) forbids trustees to engage in any employment or activity that is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the District.
- Members of the Board complete the **Statement of Interest Form 700 from the California Fair Political Practices Commission** (IVC11-04) annually. Human Resources submits the completed forms to the Fair Political Practices Commission (FPPC) on their behalf and maintains the copies in the Office of the Vice

Chancellor of Human Resources.

- The Board conducted a study session in which they completed an ethics workshop titled “Ethics, Conflicts of Interest, & Form 700 for Board Members” (see **04-11-23 BOT Meeting Minutes**, IVC11-05).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 7.

The Board has code of ethics and conflict of interest policies (IVC11-01, IVC11-03), which are reaffirmed annually (IVC11-01b) and implemented as needed (IVC11-02a pp. 52-57, IIC11-02b pp.240-241). Board members have no employment, family, ownership or other personal interest in the District (IVC11-03). Their interests are disclosed (IVC11-04, IVC11-05 p.189) and do not interfere with their impartiality or outweigh the great duty to secure and ensure the academic and fiscal integrity of the District.

12. 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

- **Board Policy (BP) 2200** (IVC12-01) establishes the Board’s role to delegate full responsibility and authority to the Chancellor to implement and administer board policies without interference.
- **BP 2430** (IVC12-02) states that the BOT delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board (1.0), and that the Board will evaluate the Chancellor’s performance annually based on agreed upon goals and objectives (3.0). The policy further sets the expectation that the Chancellor make available information or give any reports to the BOT (5.0).

Analysis and Evaluation

The College meets the Standard.

The Board delegates full responsibility and authority to the Chancellor to implement and administer its policies and procedures and fully evaluates achievement of established objectives on an annual basis (IVC12-01, IVC12-02).

13. 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

- **Board Policy (BP) 3200** (IVC13-01) states that the Chancellor keeps the Board informed of approved accrediting organizations and the status of accreditations, including recommendations and responses. The Chancellor also ensures Board involvement in the accreditation process.
- **Administrative Procedure (AP) 3200** (IVC13-02) establishes a clear process for the Colleges in the District to conduct accreditation, including the requirement of having the Board review and approve the self-evaluation report prior to submission to the ACCJC.
- The Accreditation Liaison Officer and Faculty Chair present timely updates and required information to

the BOT, such as the presentation of the ACCJC Mid-Term report, as seen on the **09-14-21 Board of Trustees (BOT) Meeting Agenda, Item 5.d** (IVC13-03).

- **BP 3225** (IVC13-04a) expresses the Boards’s commitment to institutional effectiveness through goal setting and assessment, and **AP 3225** (IVC13-04b) establishes that institutional effectiveness, including accreditation, shall be a collaborative and public process for continual improvement.

Analysis and Evaluation

The College meets the Standard.

The Chancellor ensures that the Board is informed about the accreditation status of the College, including how it meets the ACCJC’s Eligibility Requirements, Standards, and Commission policies (IVC13-01, IVC13-02, IVC13-03 p.84). Further, the Board participates in appropriate accreditation processes and supports, through policy, the College’s efforts to improve and excel (IVC13-04). Finally, as part of the Board’s assessment (see IV.C.10.), specifically in question 23b, the Board regularly evaluates its roles and functions in the accreditation process.

Conclusions on Standard IV.C: Governing Board

The College has an independent, policy-making governing board that acts as a collective entity in the interest of the College’s educational quality, including matters related to accreditation. The Board adheres to policies to fulfill its duties and responsibilities in an ethical manner, including those for ongoing training and systematic self-evaluation. The Board has authority over and responsibility for policies to assure the academic integrity, institutional effectiveness, and financial stability, delegating the responsibility to implement and administer those policies without interference to the Chancellor.

Improvement Plan(s)

Not applicable.

Evidence List

Standard IV.C Governing Board Evidence List	Website Link
IVC1-01 NOCCCD Biographies Webpage	IVC1-01
IVC1-02 NOCCCD Board Policy 2200	IVC1-02
IVC1-03 NOCCCD Board of Trustees Meeting Agenda and Minutes Webpage	IVC1-03
IVC1-04 NOCCCD Board Policies and Administrative Procedures Webpage	IVC1-04
IVC1-05 NOCCCD Board Policy 2410	IVC1-05
IVC2-01 NOCCCD Board Policy 2330	IVC2-01
IVC2-02 NOCCCD Board Policy 2715	IVC2-02
IVC3-01a NOCCCD Board Policy 2430	IVC3-01a
IVC3-01b NOCCCD Administrative Procedure 2431	IVC3-01b
IVC3-02 NOCCCD Chancellor Job Description	IVC3-02
IVC3-03 Chancellor Finalist Forums & Feedback Email 11-04-21	IVC3-03
IVC3-04 NOCCCD Board of Trustees Minutes 11-23-21	IVC3-04

IVC3-05a NOCCCD Board Policy 2435	IVC3-05a
IVC3-05b NOCCCD Administrative Procedure 2435	IVC3-05b
IVC3-06a NOCCCD Board of Trustees Minutes 08-27-22	IVC3-06a
IVC3-06b NOCCCD Board of Trustees Minutes 10-11-22	IVC3-06b
IVC3-06c NOCCCD Board of Trustees Minutes 11-22-22	IVC3-06c
IVC3-07 NOCCCD Administrative Procedure 7120-4	IVC3-07
IVC3-08 NOCCCD Administrative Procedure 7240-7	IVC3-08
IVC4-01 NOCCCD Board Policy 2200	IVC4-01
IVC4-02a NOCCCD Board Policy 2710	IVC4-02a
IVC4-02b NOCCCD Administrative Procedure 2710	IVC4-02b
IVC4-03 NOCCCD Board Policy 2100	IVC4-03
IVC5-01 NOCCCD Board Policies and Administrative Procedures Webpage	IVC5-01
IVC5-02 NOCCCD Board of Trustees Minutes 04-25-23	IVC5-02
IVC5-03 NOCCCD Board Policy 2200	IVC5-03
IVC5-04 NOCCCD Board Policy 2510	IVC5-04
IVC6-01 NOCCCD Board of Trustees Meeting Agenda and Minutes Webpage	IVC6-01
IVC6-02a NOCCCD Board Policy 2010	IVC6-02a
IVC6-02b NOCCCD Board Policy 2015	IVC6-02b
IVC6-03 NOCCCD Board Policy 2200	IVC6-03
IVC6-04a NOCCCD Board Policy 2210	IVC6-04a
IVC6-04b NOCCCD Board Policy 2200	IVC6-04b
IVC6-05a NOCCCD Board Policy 2305	IVC6-05a
IVC6-05b NOCCCD Board Policy 2310	IVC6-05b
IVC6-05c NOCCCD Board Policy 2315	IVC6-05c
IVC6-05d NOCCCD Board Policy 2320	IVC6-05d
IVC6-05e NOCCCD Board Policy 2330	IVC6-05e
IVC7-01 NOCCCD Board Policy 2410	IVC7-01
IVC7-02 NOCCCD Board Policy 2410	IVC7-02
IVC7-03 NOCCCD Board Policy and Administrative Procedure Continuous Review Cycle	IVC7-03
IVC7-04 District Consultation Council Minutes 11-28-22	IVC7-04
IVC7-05 Revised Board Policies and Administrative Procedures Email 04-06-23	IVC7-05
IVC8-01 NOCCCD District-wide Planning Webpage	IVC8-01
IVC8-02 Cypress College Institutional Effectiveness Webpage	IVC8-02
IVC8-03a NOCCCD Board of Trustees Minutes 09-27-23	IVC8-03a
IVC8-03b NOCCCD Student Outcome 5-Year Trends Presentation	IVC8-03b
IVC8-04 NOCCCD Board of Trustees Minutes 04-25-23	IVC8-04
IVC8-05 NOCCCD Board of Trustees Agenda 04-26-22	IVC8-05
IVC8-06 NOCCCD Board of Trustees Agenda 03-22-22	IVC8-06
IVC8-07a 2023 Dual Enrollment Presentation	IVC8-07a
IVC8-07a News from the Board 03-28-23	IVC8-07a
IVC8-08 2018-2019 Board Meeting Presentations & Activities Calendar	IVC8-08
IVC9-01 NOCCCD Board Policy 2010	IVC9-01
IVC9-02 NOCCCD Board Policy 2100	IVC9-02
IVC9-03 NOCCCD Board Policy 2740	IVC9-03
IVC9-04 NOCCCD Administrative Procedure 2740	IVC9-04

IVC9-05a NOCCCD Board Policy 2735	IVC9-05a
IVC9-05b NOCCCD Administrative Procedure 2735	IVC9-05b
IVC9-06 NOCCCD Board Goals Webpage	IVC9-06
IVC9-07 Candidate Information Session Presentation 07-28-20	IVC9-07
IVC9-08 Board of Trustees Professional Development and Training Chart	IVC9-08
IVC9-09 NOCCCD Travel Expense Report – Board of Trustees	IVC9-09
IVC10-01 NOCCCD Board Policy 2745	IVC10-01
IVC10-02 NOCCCD Administrative Procedure 2745	IVC10-02
IVC10-03a NOCCCD Board of Trustees Agenda 03-22-22	IVC10-03a
IVC10-03b NOCCCD Board of Trustees Minutes 03-22-22	IVC10-03b
IVC10-04 NOCCCD Board of Trustees Agenda 05-24-22	IVC10-04
IVC10-05a NOCCCD Special Session Board Agenda 08-27-22	IVC10-05a
IVC10-05b NOCCCD Special Session Board Minutes 08-27-22	IVC10-05b
IVC10-06a NOCCCD Board of Trustees Agenda 09-27-22	IVC10-06a
IVC10-06b NOCCCD Board of Trustees Agenda 06-22-21	IVC10-06b
IVC10-07a NOCCCD Board of Trustees Agenda 05-11-21	IVC10-07a
IVC10-07b NOCCCD Board of Trustees Minutes 05-25-21	IVC10-07b
IVC11-01a NOCCCD Board Policy 2715	IVC11-01a
IVC11-01b NOCCCD Administrative Procedure 2715	IVC11-01b
IVC11-02a NOCCCD Board of Trustees Agenda 10-27-20	IVC11-02a
IVC11-02b NOCCCD Board of Trustees Minutes 10-27-30	IVC11-02b
IVC11-03a NOCCCD Board Policy 2710	IVC11-03a
IVC11-03b NOCCCD Administrative Procedure 2710	IVC11-03b
IVC11-04 Statement of Interest Form 700	IVC11-04
IVC11-05 NOCCCD Board of Trustees Minutes 04-11-23	IVC11-05
IVC12-01 NOCCCD Board Policy 2200	IVC12-01
IVC12-02 NOCCCD Board Policy 2430	IVC12-02
IVC13-01 NOCCCD Board Policy 3200	IVC13-01
IVC13-02 NOCCCD Administrative Procedure 3200	IVC13-02
IVC13-03 NOCCCD Board of Trustees Minutes 09-14-21	IVC13-03
IVC13-04a NOCCCD Board Policy 3225	IVC13-04a
IVC13-04b NOCCCD Administrative Procedure 3225	IVC13-04b

D. Multi-College Districts or Systems

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

- **Board Policy (IVD1-01a)** and **Administrative Procedure 2430 (IVD1-01b)** establishes the authority and

delineates the responsibilities of the Chancellor, the District's CEO.

- The **District Consultation Council (DCC) webpage** (IVD1-02) outlines the purpose of DCC, a monthly meeting of District representatives, which advises the Chancellor in overall policy and direction in educational excellence and integrity throughout the District.
- The Chancellor holds weekly meetings (see **05-17-23**, IVD1-03a; **05-24-23**, IVD1-03b; and **06-06-23**, IVD1-03c **Chancellor's Staff Agendas**) with Chancellor's Staff, senior district administrators, and the College Presidents, who address operational effectiveness and alignment between District Services and the Colleges.
- The Chancellor regularly hosts **Chancellor Connects** (IVD1-04) on each campus to meet with staff, faculty, and students.
- The Chancellor addresses the college community each semester during the **Opening Day Ceremony** (IVD-05), casting vision for the upcoming term.
- The Chancellor participates in the annual **commencement** ceremonies (see **program**, IVD1-06), supporting the College's mission to transform students' lives through educational attainment.
- The Chancellor communicates regularly with the College on matters of educational excellence and effective operations of the College as exemplified in Dr. Breland's **July 2022** (IVD1-07a), **September 2022** (IVD1-07b), and **March 2023** (IVD1-07c) **memos**.
- The **Joint NOCCCD Anti-Hatred Statement** (IVD1-08a), **Cesar Chavez Day** (IVD1-08b), and **NOCCCD Leaders Make Statement Regarding Supreme Court Ruling on the Use of Race in Admissions** (IVD1-08c) **emails** are examples of how the Chancellor provides collegial leadership to district students and employees in response to crises or current events.

Analysis and Evaluation

The College meets the Standard.

The Chancellor provides leadership in setting expectations and supporting effective operations of the College (IVD1-01, IVD1-02, IVD1-03) and communicates broadly and openly with District constituents (IVD1-04 to IVD1-08). The Chancellor has established clearly defined roles, authority, and responsibility between the Colleges and the District, which will be discussed in IV.D.2.

2. **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

- The **District Function Map** (IVD2-01), created in 2022-2023, documents the responsibilities of the Colleges and the District by function. DCC will review the map annually for accuracy and effectiveness.
- The **North Orange County Community College District (NOCCCD) Departments webpage** (IVD2-02) provides a brief description of the services that the District provides to the College Services department's core functions and responsible departmental administrators.
- The **NOCCCD Decision-Making Resource Manual** (IVD2-03) describes the structure, function, and alignment of constituents, governance and organizational groups, and meeting calendars.
- The **NOCCCD Integrated Planning Manual** (IVD2-04) explains and depicts the integrated planning model, or 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 reevaluation.

- The District conducts a three-year administrative review of District Services, such as the **Finance & Facilities** (IVD2-05a), the **Information Services** (IVD2-05b), and the **Educational Services & Technology** (IVD2-05c) **Administrative Reviews**, to evaluate their support of the College's mission and functions.
- The **College's Accreditation webpage** (IVD2-06) communicates the College's accreditation status and contains previous ACCJC reports and ACCJC reaffirmation and action letters.

Analysis and Evaluation

The College meets the Standard.

The Chancellor delineates, documents, and communicates the District's operational responsibilities from the College's operations (IVD2-01, IVD2-02). The District has procedures of decision making (IVD2-03) and integrated planning (IVD2-04) in place for institutional effectiveness, including a three-year administrative review of District Services (IVD2-05) (See also IV.D.5.). The District's resource allocation and planning is evaluated against accreditation standards as evidenced in this report in III.D as well as in previous accreditation reports, culminating in the College's accreditation with the ACCJC (IVD2-06).

See IV.D.7 for a discussion of the PACE Climate Survey, which includes a customized set of questions regarding the effectiveness of District Services.

- 3. 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

- The **Budget Allocation Handbook** (IVD3-01) provides a detailed description of the process NOCCCD uses to allocate resources, including the role of the Council of Budget and Facilities (CBF).
- The **Council on Budget and Facilities (CBF) webpage** (IVD3-02) provides a link to its monthly meeting dates, agendas, and minutes.
- **Board Policy (BP) 6200** (IVD3-03) describes budget preparation procedures including criteria for constituency approvals and compliance.
- **BP 6250** (IVD3-04) describes the general fund reserves and contingency procedures.
- The District hosts an annual **Budget Allocation Model Forum** as seen in the **2023 event announcement** (IVD3-05a) in which the Vice Chancellor, Finance & Facilities; the District Director, Fiscal Affairs; and the Colleges' Vice Presidents, Administrative Services present the District and Colleges' resource allocation models using the **NOCCCD Budget Allocation Model Forum presentation** (IVD3-05b). Participants have an opportunity to submit questions when they register for the event.
- The District submits and publishes quarterly and annual financial status reports on the **CCFS-311Q Reports** (IVD3-06a) and **CCFS-311 Reports** (IVD3-06b) **webpages** for transparency and accountability.
- The most recent audit report, located on the **NOCCCD Audit Reports webpage** (IVD3-07), demonstrates that the District reviews and controls systemwide expenditures.

Analysis and Evaluation

The College meets the Standard.

The District has an established policy and procedure for resource allocation, which is adequate to support the operations and sustainability of the College system (IVD3-01 to IVD3-04). During the previous accreditation visit, the District committed to reevaluating its resource allocation process which resulted in Cypress College Institutional Self-Evaluation Report

the new Resource Allocation Model (RAM) (IVD3-01 pp. 7-14). The District has made an increased effort to ensure that the RAM is well-understood across the District (IVD3-05). The District ensures effective control of expenditures (IVD3-06, IVD3-07). (See also III.D. for detailed information on fiscal affairs.)

4. 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.

Evidence of Meeting the Standard

- **Board Policy 2430** (IVD4-01) outlines the delegation of authority to the Chancellor.
- **Administrative Procedure (AP) 2430** (IVD4-02) states that the Chancellor delegates full responsibility and authority to the College Presidents to implement and administer delegated policies and holds them accountable for the operation of their respective institutions.
- **AP 7240-7** (IVD4-03) outlines the evaluation process for management employees and specifically the evaluation of executive officers in 2.0.

Analysis and Evaluation

The College meets the Standard.

The Chancellor delegates full responsibility and authority to the College President and provides support in implementing District policies at the College (IVD4-01, IVD4-02). The President is held accountable for the College's performance by the Chancellor, who conducts an annual evaluation of executive officers, including the College Presidents (IVD4-03), and a comprehensive evaluation every three fiscal years. See III.A.5 for details about the evaluation process.

5. 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

- **North Orange County Community College District (NOCCCD) Integrated Planning Manual** (IVD5-01a) describes and depicts how district and college planning are integrated. The manual was revised during the 2022-2023 academic year, as evidenced by the **10-17-22 minutes of the Institutional Effectiveness Coordinating Council (IECC)** (IVD5-01b).
- The **Educational and Facilities Master Plan 2021-2030 (EFMP)** (IVD5-02a) integrates input from all members of the District to guide both educational programs and facilities investments for the District through 2030. The strategic directions within the plan inform the College's Strategic Plan goals and objectives, as illustrated in the graphics in the **Cypress College Strategic Plan 2021-2024** (IVD5-02b).
- The **02-28-22 District Consultation Council (DCC) meeting summary** (IVD5-03) shows the authorization to form the Design Teams, including college representatives, to update the District's Mission, Vision, and Values (MVV) and to create the 2022-2026 Districtwide Strategic Plan.
- The **04-28-23 DCC meeting summary** (IVD5-04) documents the first read of the revised MVV as well as plans for the formation of an EFMP Plan Refresh Committee with college representation.
- The **IECC** (IVD5-05) exists to make integrated planning and evaluation recommendations to the District Consultation Council (DCC). The College's Director of Institutional Research & Planning is a member of IECC, ensuring integration of District and College efforts.
- The **Progress Report on NOCCCD District-wide Strategic Plan 2018-2020** (IVD5-06) summarizes the

achievements of all four entities of the District (Cypress College, District Services, Fullerton College, and North Orange Continuing Education) toward its 2018-2020 strategic directions, including improving completion rates, eliminating equity gaps, increasing success rates, strengthening planning, and sustaining collaborative projects and partnerships.

- The **05-18-20 minutes of the IECC** (IVD5-07) document the District's plans to evaluate the EFMP.

Analysis and Evaluation

The College meets the Standard.

The District and the College engage in integrated planning and evaluation (IVD5-01) through the collaborative development of the EFMP (IVD5-02a, IVD5-03, IVD5-04), which serves as the foundation for the District's and College's strategic plans (IVD5-02b). The IECC (IVD5-05) provides progress reports on the District's objectives (IVD5-06, IVD5-07), while the College evaluates and reports its student learning and achievement primarily in the annual Institutional Effectiveness Report (see I.B.8.).

6. 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.

- The District created the **Decision-Making Resource Manual** (IVD6-01) in part to clearly articulate how decisions are made. It outlines the constituency representation and meeting schedule of District governance and organizational groups for increased communication.
- The **North Orange County Community College District (NOCCCD) Governance webpage** (IVD6-02a) further describes the types of groups that develop recommendations. Each of the governance groups (District Consultation Council [DCC], District Curriculum Coordinating Committee [DCCC], Districtwide Enrollment Management Advisory Committee, Institutional Effectiveness Coordinating Council, District Technology Committee [DTC], and Council on Budget and Facilities [CBF]) have their own webpage to publish their agendas and minutes, as seen in the **DCCC webpage** (IVD6-02b).
- Representatives on District Governance Groups, such as the College Academic Senate President or Distance Education Dean, provide regular reports and updates to their constituencies as seen in the President's Report, Item VIII. q. on DCC in the **01-26-23 Academic Senate minutes** (IVD6-03a) and the DTC Update, Item 6. in the **03-02-23 Distance Education Committee minutes** (IVD6-03b).
- The **NOCCCD Organizational Groups webpage** (IVD6-04) further informs the College of the groups that assist the Chancellor in implementing the Board's plans and policies, including their meeting frequency and purpose.
- All **Board of Trustees (BOT) meeting dates** (IVD6-05a), **policies and procedures** (IVB6-05b), and **minutes and agendas** (IV6-05c) are published on the NOCCCD website for open communication.
- The Public Affairs Office publishes and sends, to all College email users, **News from the Board** (IVB6-06), a summary of action from the most recent BOT's meeting.
- District Services staff send emails to notify the College of needed operational information, such as the **timesheet reminder email** from District Manager, Payroll (IVD6-07a), or the **purchase order memo** from the District Director, Purchasing (IVD6-07b).
- The **PACE Climate Survey Districtwide Summary** (IVD6-08) reports that districtwide and college information and sharing are on par with other higher education institutions nationwide.

Analysis and Evaluation

The College meets the Standard.

Communication between the District and the College is inherent to the participatory decision-making process

(IVD6-01), as representatives to the District's governance groups (IVD6-02) are responsible for providing timely, accurate, and complete updates to their constituencies, enabling the College to make effective decisions (IVD6-03). Additionally, the Board of Trustees and District Services communicate information to the Colleges through the NOCCCD website (IVD6-04, IVD6-05) and email updates (IVD6-06, IVD6-07, IVD6-08 p.2).

7. 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

- In 2019, the Educational and Facilities Master Plan (EFMP) consultants Brailsford & Dunlavey, and Moore Ruble Yudell Architects & Planners surveyed 5,784 NOCCCD employees, students, alumni, and community members. The results are detailed in the infographics on the **North Orange County Community College District (NOCCCD) Survey Findings webpage** (IVD7-01).
- The same consultants conducted vision discussions and data gathering, which were presented to the College Academic Senate, Associated Students, President's Advisory Cabinet, Curriculum Committee, and Deans, as archived on the **NOCCCD presentations webpage** (IVD7-02).
- Both the survey and the presentations were used to develop the **EFMP** (IVD7-03), the District's ten-year road map for guiding planning efforts, strategic plans, program reviews, and resource allocation.
- In 2021, NOCCCD partnered with the National Initiative for Leadership and Institutional Effectiveness (NILIE) to administer the **PACE Climate Survey for Community Colleges** (IVD7-04). The survey included questions from two subscales: 1) Institutional Structure, which focused on the mission, leadership, spirit of cooperation, structural organization, decision-making, and communication and 2) Racial Diversity, which focused on the racial and ethnic climate for administrators, faculty, and staff. Specific questions about each area within District Services were also included.
- The PACE Survey results, including the **Qualitative Responses by District Services Area** (IVD7-05), were reviewed by District Services during their Administrative Reviews (see IV.D.2) to guide areas in determining strategies for improvement.
- As discussed at the **03-27-23 District Consultation Council (DCC) Meeting** (IVD7-06), NILIE administered the PACE Climate Survey again in spring 2023. The District will share results in fall 2023.
- In 2022, Gensler conducted a **NOCCCD Education Engagement Index (EEI) Survey** (IVD7-07a) regarding student and employee experiences during remote operations as well as expectations for the future of learning and work. **Results** were presented to the District (IVD7-07b) and shared via **email** (IVD7-07c).
- The Chancellor established a **Remote/Hybrid Workgroup** (IVD7-08a) to review the data and provide input on continued hybrid teaching, learning, and working across the District, which led to the NOCCCD Flexible (Hybrid) Work Guidelines, shown in the **03-27-23 DCC Agenda** (IVD7-08b).
- The **Institutional Effectiveness Coordinating Council (IECC)** (IVD7-09) makes recommendations to DCC, regarding District-level research and planning for evaluation and continuous improvement.
- At the **10-17-22 IECC meeting** (IVD7-10), the committee discussed how to best administer the PACE Climate Survey again and made recommendations for adding questions from the District's Equal Employment Opportunity (EEO) plan.
- **DCC** (see **webpage**, IVD7-11) is the participatory governance body charged with promoting communication and fostering an awareness of District-wide perspectives among the students, faculty, classified staff, and administration concerning the welfare, growth, and sustainable quality improvement within NOCCCD.

Analysis and Evaluation

The College meets the Standard.

NOCCCD regularly gathers data for evaluation to assure integrity and effectiveness in assisting the College in reaching its student-focused goals. In recent years, the District has conducted three major surveys, shared their results, and used them for ongoing improvement (IVD7-01 to IVD7-08b pp.6-17). The IECC (IV7-09) coordinates the frequency of District-level research as well as its analysis, interpretation, and dissemination (IV7-10), while DCC (IV7-11) is the primary means of evaluating and communicating the effectiveness of District in the areas of role delineations, governance, and decision-making processes.

See IV.D.2 for information and examples of the District’s regular administrative review process.

Conclusions on Standard IV.D: Multi-College Districts or Systems

The Chancellor provides leadership for NOCCCD and the College. The roles, authority, and responsibility between the District and the College are clearly defined for the effective operation of the College, and the policy for resource allocation is adequate to support and sustain the College. The Chancellor delegates full responsibility and authority to the College President for the implementation and administration of policies locally and holds the President accountable. District and college planning and communication are integrated and effective, yet the District continues to regularly evaluate all areas for ongoing improvement.

Improvement Plan(s)

Not applicable.

Evidence List

Standard IV.D Multi-College Districts or Systems Evidence List	Website Link
IVD1-01a NOCCCD Board Policy 2430	IVD1-01a
IVD1-01b NOCCCD Administrative Procedure 2430	IVD1-01b
IVD1-02 NOCCCD District Consultation Council Webpage	IVD1-02
IVD1-03a Chancellor’s Staff Agenda 05-17-23	IVD1-03a
IVD1-03b Chancellor’s Staff Agenda 05-24-23	IVD1-03b
IVD1-03c Chancellor’s Staff Agenda 06-06-23	IVD1-03c
IVD1-04 NOCCCD Chancellor Connect Webpage	IVD1-04
IVD1-05 Spring 2023 Opening Day Agenda	IVD1-05
IVD1-06 Cypress College Commencement Program 05-19-23	IVD1-06
IVD1-07a Chancellor’s Memo 07-20-22	IVD1-07a
IVD1-07b Chancellor’s Memo 09-30-22	IVD1-07b
IVD1-07c Chancellor’s Memo 03-30-23	IVD1-07c
IVD1-08a Joint NOCCCD Anti-Hatred Statement 05-17-22	IVD1-08a
IVD1-08b Cesar Chavez Day: March 31, 2023 04-03-23	IVD1-08b
IVD1-08c Statement Regarding Supreme Court Ruling...Race Admissions 06-30-23	IVD1-08c
IVD2-01 District Function Map	IVD2-01
IVD2-02 NOCCCD Departments Webpage	IVD2-02
IVD2-03 NOCCCD Decision-Making Resource Manual	IVD2-03

IVD2-04 NOCCCD Integrated Planning Manual	IVD2-04
IVD2-05a NOCCCD Administrative Review Department of Finance & Facilities	IVD2-05a
IVD2-05b NOCCCD Administrative Review Information Services	IVD2-05b
IVD2-05c NOCCCD Administrative Review Educational Services & Technology	IVD2-05c
IVD2-06 Cypress College Accreditation Webpage	IVD2-06
IVD3-01 Budget Allocation Handbook	IVD3-01
IVD3-02 Council on Budget and Facilities Webpage	IVD3-02
IVD3-03 NOCCCD Board Policy 6200	IVD3-03
IVD3-04 NOCCCD Board Policy 6250	IVD3-04
IVD3-05a NOCCCD Budget Allocation Model Forum 2023 Announcement	IVD3-05a
IVD3-05b NOCCCD Budget Allocation Model Forum 2023 Presentation	IVD3-05b
IVD3-06a NOCCCD CCFS-311Q Reports Webpage	IVD3-06a
IVD3-06b NOCCCD CCFS-311 Reports Webpage	IVD3-06b
IVD3-07 NOCCCD Audit Report Webpage	IVD3-07
IVD4-01 NOCCCD Board Policy 2430	IVD4-01
IVD4-02 NOCCCD Administrative Procedure 2430	IVD4-02
IVD4-03 NOCCCD Administrative Procedure 7240-7	IVD4-03
IVD5-01a NOCCCD Integrated Planning Manual	IVD5-01a
IVD5-01b Institutional Effectiveness Coordinating Council Minutes 10-17-22	IVD5-01b
IVD5-02a NOCCCD Educational and Facilities Master Plan	IVD5-02a
IVD5-02b Cypress College Strategic Plan 2021-2024	IVD5-02b
IVD5-03 District Consultation Council Minutes 02-28-22	IVD5-03
IVD5-04 District Consultation Council Minutes 04-24-23	IVD5-04
IVD5-05 NOCCCD Institutional Effectiveness Coordinating Council Webpage	IVD5-05
IVD5-06 NOCCCD Strategic Plan Progress Report 2018-2020	IVD5-06
IVD5-07 Institutional Effectiveness Coordinating Council Minutes 05-18-20	IVD5-07
IVD6-01 NOCCCD Decision-Making Resource Manual	IVD6-01
IVD6-02a NOCCCD District Governance Webpage	IVD6-02a
IVD6-02b NOCCCD District Curriculum Coordinating Committee	IVD6-02b
IVD6-03a Academic Senate Minutes 01-26-23	IVD6-03a
IVD6-03b Distance Education Committee Minutes 03-02-23	IVD6-03b
IVD6-04 NOCCCD Organizational Groups Webpage	IVD6-04
IVD6-05a NOCCCD Board Meeting Dates Webpage	IVD6-05a
IVD6-05b NOCCCD Board of Trustees Policies & Procedures Webpage	IVD6-05b
IVD6-05c NOCCCD Board of Trustees Meeting Agenda and Minutes Webpage	IVD6-06c
IVD6-06 News from the Board 03-28-23	IVD6-06
IVD6-07a NOCCCD Payroll Email 02-01-23	IVD6-07a
IVD6-07b NOCCCD Purchasing Email 03-13-23	IVD6-07b
IVD6-08 PACE Climate Survey Districtwide Summary Spring 2021	IVD6-08
IVD7-01 NOCCCD 2021-2030 Master Plan Survey Findings Webpage	IVD7-01
IVD7-02 NOCCCD 2021-2030 Master Plan Presentations Webpage	IVD7-02
IVD7-03 NOCCCD Educational and Facilities Master Plan	IVD7-03
IVD7-04 NOCCCD Districtwide PACE Climate Survey for Community Colleges Spring 2021	IVD7-04
IVD7-05 PACE Climate Survey: Qualitative Responses by District Services Area Spring 2021	IVD7-05

IVD7-06 District Consultation Council Minutes 03-27-23	IVD7-06
IVD7-07a NOCCCD Education Engagement Index Survey May 2022	IVD7-07a
IVD7-07b Education Engagement Index Webinar Presentation	IVD7-07b
IVD7-07c Education Engagement Index Survey Results Email 11-15-22	IVD7-07c
IVD7-008a NOCCCD Remote-Hybrid Workgroup Membership	IVD7-008a
IVD7-08b District Consultation Council Agenda 03-27-23	IVD7-08b
IVD7-09 NOCCCD Institutional Effectiveness Coordinating Council Webpage	IVD7-09
IVD7-10 Institutional Effectiveness Coordinating Council Minutes 10-17-22	IVD7-10
IVD7-11 NOCCCD District Consultation Council Webpage	IVD7-11

Quality Focus Essay



At Cypress College, "Buen Cypress" means that we take this journey together.

H. Quality Focus Essay

As part of the College's *Buen Cypress! We Take This Journey Together* brand, the College aims to create a culture that connects students across all demographic groups to the College. One way the College does this currently is by telling students' stories. Guests to the College, along with students and staff, see these stories visually across campus through banners, story walls, and faces of success displaying the students featured in Cypress +, Presidential Scholars of Distinction, or the My Cypress Story campaigns. Additionally, CYProud, CYPossible, and CYProfessional media stories further share student success. To enhance and build upon the *Buen Cypress! We Take This Journey Together* culture, the College seeks to find new ways to connect students with the resources that will help them succeed and to create a sense of belonging. The College's QFE project is designed to introduce new students to the campus and the various resources available to help them succeed through interactive walks. The College plans to develop a variety of walks, both physical and virtual, to help students connect with the College and find the tools they need.



#CYProud: Abby Omolafe, Political Science and Dance

by Mardo Kagbara on June 12, 2019

Student success comes in many different forms, and Cypress College is proud to recognize and celebrate the variety of paths our students take to achieve their dreams. Whether it's transferring to a four-year institution, or receiving an associate degree or certificate and heading into the workforce, we want all of our students to know we are on this educational journey with them and are pleased to feature distinguished CYProud students for 2019.

Abby Omolafe



Introduction and Rationale

At the all-campus retreat in fall 2022, Cypress students shared that they require access to information in many ways and at all times. Further, in a recent Gensler survey conducted across the District, students

overwhelmingly said they wanted flexibility in their course and service delivery, while also emphasizing the need for better information about those services. Students also expressed a desire for greater connection with others.

However, students report they don't know about the College's services, don't know how to find them, and don't know which department can assist them in finding what they need. They have also shared that the current communication channels of website information, traditional campus signage, social media, student handbook, and even just asking someone, is not sufficient to help them successfully find their way. They want guided information, much like googling a question and receiving an answer.

Anticipated Impact on Student Learning and Achievement

With the goal of providing just-in-time information to students in a streamlined manner, the College plans to develop physical and virtual interactive walks to connect students to the College's resources and services. These could include walks equipped with digital, physical, and ADA compliant signage; QR codes; digital monitors; 3-D virtual tours; and other postings to introduce students to the College and help them navigate the multitude of available resources. By creating multiple walks for various purposes and modalities, students could choose a walk based on theme, interest, or need, directing them to the right building, person, or resource, and knowing what to ask when they arrive.

Interactive walks can provide an easy and engaging way to connect students to the people, information, and resources they need, with the goal being to deepen the connections students have on campus by leading them to the people who can best help them. New and continuing students can find information without always having to wait for a person to respond, receive information outside of campus hours, expand their knowledge of the campus, or navigate to the correct offices to find assistance. This goal may be accomplished through interactive QR codes that can be accessed through a mobile device, or signage that can help students find the resources that can support them. The College desires the pre-pandemic "No Wrong Door" motto to expand to meet a post-pandemic just-in-time, flexible demand for information that guides, rather than overwhelms.

Outcome Measures

As expressed by the College motto, *Buen Cypress!*, the College's investment in a shared journey with students serves as a focal point — a shared goal for the College community — that extends from the outreach phase through graduation and alumni relations. A commitment to this philosophy should result in measurable outcomes related to entering the path, staying on the path, and ensuring learning. Four areas serve as goals for the "Starting the Journey" effort:

- Greater use of campus services (ESC, MLC, Financial Aid, etc.) — Connection to campus services correlates with student success and ties directly to the pillars of entering and staying on the path, as well as ensuring learning.
- Improved persistence — While persistence falls most directly under the Guided Pathways Pillar of Stay on the Path, the efforts and strategies described in this area also correlate to practices that increase persistence.
- Greater sense of connection and community — "Starting the Journey" is a derivative of the college motto *Buen Cypress! We Take This Journey Together*. The purpose of this phrase, and the philosophy associated with it, is to increase connection and community. This can be measured through the Climate Survey by adding a question to ask students if they participated in an interactive walk.

- Increased successful enrollment — Potential students are introduced to the College and enter the path in various ways. This may include guests attending athletic events, performing arts events, community meetings, or competitions on campus. Introducing these guests to the College has the potential to increase the number of students enrolling at the College.

Project Action Plan

The following outline serves to guide the project through the research and discovery phase, testing, and finally full implementation. The notes included are not comprehensive but serve as a starting point for each phase.

Buen Cypress: Starting the Journey Plan

Phase 1: Research and Discovery (Year 1)

Who: Determine implementation team.

- Caring Campus Representative
- President
- Office of Campus Communications
- Guided Pathways
- Accreditation
- Student Services Representatives
- Associated Students/Student Representatives/Student Ambassadors
- Instructional Designer/Developer

What: Determine what students don't know.

Determine what students want to know.

Determine how students obtain information and respond to communication efforts.

Identify services and resources to be included in interactive walks.

Identify what to call the experience/activity (i.e., what name do students relate to?).

Inventory current orientation content across campus.

How: Survey data

Student focus groups – include new students

Interviews

Faculty and Staff Prototype Experience (i.e., testing QR codes)

Phase 2: Development (Year 2)

Content

- Based on the research collected in Phase 1, determine what content needs to be part of the walk(s) and what form it needs to take (e.g., key questions students should ask). What do we want students to know? What do we want them to do?
- Create physical and virtual interactive walks based on identified needs.
- Explore how interactive walks' content can easily be used by faculty (i.e., connection to curriculum/assignment integration, integration with Canvas, how to assess student completion).
- Explore how walk(s) content can easily be used by student services/support staff.

Process

- Determine how the walks will work.
 - Logistics (e.g., tracking usage, gathering information, earning badges, collecting information, campus GPS map)

- Timing (e.g., Welcome Week? Before school starts? Week one? Ongoing throughout the year?)
- Determine how to motivate student participation (e.g., gamification, badging? prizes? compulsory “mandatory fun”?).
- Determine how walk(s) integrate into existing efforts (e.g., classes, orientations, communications, services).

Phase 3: Proof of Concept (Year 2)

- Pilot with smaller groups, including new students (e.g. Charger Fridays).
- Staff participate in walk(s).

Phase 4: Implementation (Year 3)

- Implement what was designed and tested.

Phase 5: Evaluation and Next Steps (Year 4)

- Collect and review data.
 - What parts of the walk are left “undone”? This could help us understand things that are hard to find on walk(s).
 - Survey students: What was easiest/difficult to find?
 - Do we need additional topics/activities?
 - What are other opportunities to develop additional walks for departments, division, programs, etc.?