

Cypress  College
Minds. *Motivated.*

Cypress College
2017 Accreditation Site Visit Guide
October 9- 12, 2017

Cypress College Mission, Vision and Core Values



Mission Statement

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

College Vision

A premier learning community recognized for supporting student success and enriching society.

Core Values

Excellence

Quality and high standards in instruction and student services, enhanced by professional growth for faculty and staff.

Integrity

An ethical standard of honesty, fairness, accountability, and trust.

Collegiality

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

Inclusiveness

A community that embraces diversity, fosters individuality, provides an accessible, supportive climate, and encourages a variety of perspectives and opinions.

Message from the President



Welcome to the fall 2017 semester at Cypress College. In addition to the usual sense of renewal that accompanies the start of a new semester, this fall we will be hosting an ACCJC accreditation site visit team October 9 through October 12. Accreditation is an important process that helps ensure the college meets specific standards of quality and institutional excellence. Without accreditation, a college could not disburse federal financial aid to students, nor would credits transfer to other institutions of higher education.

For the past two years, a dedicated team of your colleagues — faculty, staff and administrators — have been writing and gathering evidence for our Self Evaluation Report, which can be downloaded here:

<http://news.cypresscollege.edu/wordpress/2017-accreditation-self-study/>

The Self Evaluation Report describes how the College meets each standard, how we make decisions, plan, and the many ways we continuously improve our processes and student outcomes.

Many of you may not be sure what your role in the accreditation visit will be; this booklet is intended to be your guide to the overall accreditation process, as well as serve as an overall reference to familiarize you with the many accomplishments, processes, and occasional challenges the college has highlighted in our report. We hope you will find it a useful resource to better understand the site visit process, in particular. Please read it carefully so that you are prepared to participate in a successful accreditation site visit.

For questions about the accreditation process, please contact Accreditation Self-Evaluation Faculty Chair Liana Koeppel at (714) 484-7175 or lkoeppel@cypresscollege.edu, or Accreditation Liaison Officer and Director of Research and Planning, Philip Dykstra at (714) 484-7311 or pdykstra@cypresscollege.edu.

Thank you for the work you do to ensure Cypress College meets and exceeds our own standards for serving our students!

A handwritten signature in black ink that reads "JoAnna Schilling". The signature is written in a cursive, flowing style.

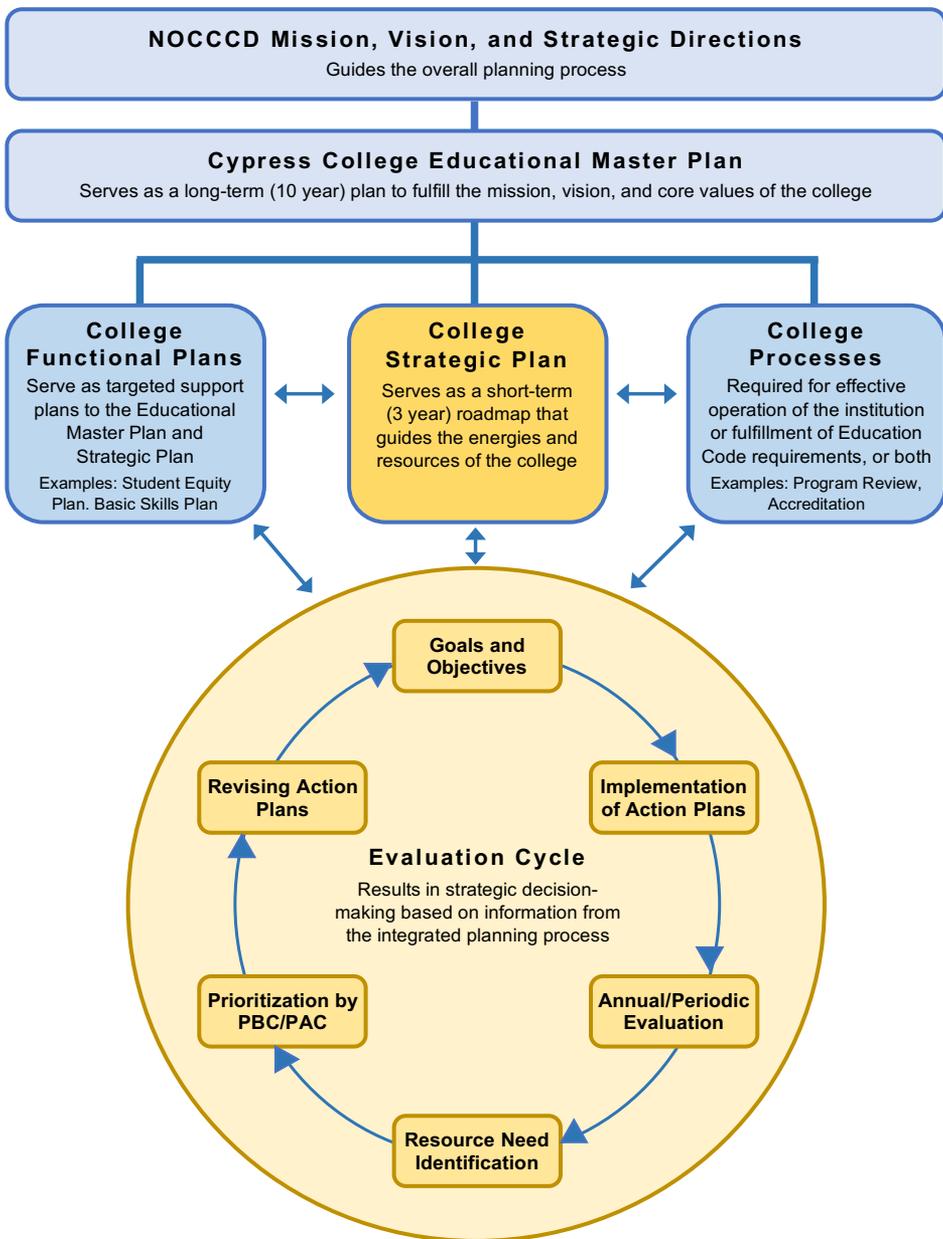
JoAnna Schilling, Ph.D.
President

Alignment of NOCCCD Strategic Directions and Cypress College Strategic Directions

NOCCCD Strategic Directions	Cypress College Strategic Directions		
	A: Student Success	B: Organizational Effectiveness and Excellence	C: Strong Community Connections
1: Annually improve completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.	X		
2: Annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.	X		
3: Annually improve the success rate for math, English, and ESL students moving within the same discipline from a) noncredit to the highest level credit basic skills course, b) basic skills to college-level courses, and c) the next higher course in the sequence of credit or noncredit basic skills courses.	X		
4: Implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities noncredit basic skills courses.		X	
5: Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.			X

Note. The Cypress College Strategic Directions and NOCCCD Strategic Directions have goals within each direction that are not presented in the table, however these goals may further align the plans.

Cypress College Integrated Planning Model



About the Accreditation Site Visit/FAQs

When?

The 13-member Accreditation Site Visiting Team will be on the Cypress College Campus October 9-12, 2017.

What?

The Site visit will include open forums, classroom visits, meeting observations, employee interviews and a review of the report and evidence submitted. While you don't need to be worried about a member jumping out from the bushes to give you a pop quiz, you should also not be surprised to see a Team member slip into your classroom to observe it for a few minutes, or someone sitting in on a meeting. While most interviews will be scheduled with relevant parties in advance, it's not uncommon for Team members to interact with employees outside of the interview context officially or unofficially. When doing so, please remember the following tips:

- Greet Visiting Team members and provide assistance as needed.
- Be open and respond accurately to questions.
- If you are asked a question that you are unable to answer, recommend someone such as a supervisor or dean who could provide the requested information.

Who?

The Visiting Team members will be provided name badges so that you will be able to identify them as they conduct their work on campus. A list of the Team is provided later in this booklet. Please facilitate the Team's efforts and validate our Self-Evaluation Report by helping them observe how we function at Cypress College.

Where?

We have reserved CC Complex 419 for the Team's private work space throughout their visit. Other rooms in the Complex will also be utilized for Accreditation meetings and interviews, and signs will be posted to indicate which rooms will be in use so we can be sure not to disturb the Team members.



Feedback?

We will be holding open forums at designated times when the Team will be available to the entire campus community. If you would like to ask questions or make comments to the Visiting Team, please plan to attend the open forums. Please note that members of the public are also welcome to review Cypress College's Self-Evaluation Report and to submit comments via our online feedback link <http://news.cypresscollege.edu/wordpress/2017-accreditation-self-study/2017-accreditation-process/>

Results?

On Thursday October 12, the Team will provide an Exit Report to the College. To the extent possible, please plan to attend to hear their preliminary findings. We will let you know the time and location of the Exit Report via email. After the team leaves they will issue their recommendations to ACCJC. ACCJC will consider the Team's recommendations and make their final decision and post them to their website in January. Results will be one of the following:

- Re-affirmation for Seven Years
- Re-affirmation for Seven Years with Follow-up report
- Re-affirmation for 18 months with Follow-up report
- Warning
- Probation
- Show Cause



The Accreditation Standards

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

Chair, Adel Rajab – Faculty, SEM

Standard I.A: Mission

Chair, John Sciacca – Former Dean, Health Science

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

Chair, Richard Fee – Dean, SEM

Standard I.C: Institutional Integrity

Chair, Treisa Cassens – Dean, Library/Learning Resource Center

Standard II: Student Learning Programs and Support Services

Chair, Susan Klein – Faculty, Language Arts

Standard II.A: Instructional Programs

Chair, Kathy Wada – Faculty, ESL

Standard II.B: Library and Learning Support Services

Chair, Joyce Peacock – Faculty, Library

Standard II.C: Student Support Services

Chair, Paul de Dios – Dean, Counseling and Student Development

Standard III: Resources

Chair, Parwinder Sidhu – Faculty, Social Science

Standard III.A: Human Resources

Chair, Joyce Carrigan – Former Dean, Fine Arts

Standard III.B: Physical Resources

Chair, Bob Riffle – Manager, Maintenance/Operations

Standard III.C: Technology Resources

Chair, Mike Kavanaugh – Former Manager, Technical Services, Academic Computing Technologies and Media Services

Standard III.D: Financial Resources

Chair, Karen Cant – Former Vice President, Administrative Services

Standard IV: Leadership and Governance

Chair, Lynn Mitts – Faculty, Health Science

Standard IV.A: Decision-Making Roles and Processes

Chair, Mark Majarian – Faculty, Fine Arts

Standard IV.B: Chief Executive Officer

Chair, Deidre Porter – Faculty, Counseling

Standard IV.C: Governing Board

Chair, Eldon Young – Dean, Language Arts

Standard IV.D: Leadership and Governance

Chair, Lisa Clark – Faculty, CTE

The Steering Committee

Accreditation Self Evaluation Committees

Liana Koeppel (Faculty)

Accreditation Self Evaluation Faculty Chair

Philip Dykstra (Director, Institutional Research and Planning)

Accreditation Liaison Officer

Steering Committee

Accreditation Self Evaluation Faculty Chair Liana Koeppel

Accreditation Liaison Officer Philip Dykstra

Standard I Chair Adel Rajab – Faculty

Standard II Chair Susan Klein – Faculty

Standard III Chair Parwinder Sidhu – Faculty

Standard IV Chair Lynn Mitts – Faculty

Cypress College President JoAnna Schilling
Robert Simpson (through Spring 2017)

Academic Senate President Bryan Seiling

Academic Senate Past President Jolena Grande

Executive Vice President Santanu Bandyopadhyay

Vice President TBD
Karen Cant (through Spring 2017)

Student Representative Tanya Washington

Classified Representative Rod Lusch

Confidential Representative Ty Volcy

The Site Visit Team

Team Chair – Dr. Pamela Luster

Dr. Pamela Luster has been the President at San Diego Mesa College since 2011. Prior to her Presidency, Dr. Luster held a number of positions including the Interim VP of Academic Services and VP of Student Services at Las Positas College. In addition, she was the Dean of Career Education and Workforce Development, Assistant Dean, Coordinator and Instructor in the Disabled Students Program, and Adjunct Instructor of Speech/Language and Learning Disabilities at West Valley College.

Team Assistant – Dr. Susan Topham

Acting Dean of Math and Natural Sciences, San Diego Mesa College

Team Members- Academic Representatives

Dr. Margarita Pillado

Associate Professor/Faculty Accreditation Coordinator,
Los Angeles Pierce College

Ms. Sondra Bergen,

Faculty, Instructor of English, College of the Sequoias

Dr. Don Miller,

Dean of Arts and Humanities, Las Positas College

Ms. Stefanie Sasaki,

Librarian/Assistant Professor, Honolulu Community College

Dr. Monica Pactol,

Vice President of Instruction, Folsom Lake College

Dr. Denis Wright,

Charlotte Campus President/BA Education, Florida Southwestern State College

Team Members- Administrative Representatives

Ms. Dorothy Cordell,

Director of Student Health Services/SLO Coordinator, San Diego City College

Ms. Susan Lamb,

Former Chancellor, City College of San Francisco

Dr. Kathryn (Kate) Mueller,

Dean, Enrollment Services, Orange Coast College

Dr. Joanne Schultz,

Vice President of Administrative Services, Merced Community College District

Dr. Marybeth Buechner,

Dean of Planning, Research and Institutional Effectiveness,
Sacramento City College

The Quality Focus Essay

The quality focus essay (QFE) is intended to identify two to three areas that are vital to the long-term improvement of student learning and achievement over a multi-year period. During the process of self-evaluation, the Accreditation Steering Committee at Cypress College engaged in a series of dialogues to identify the topics that are of significant importance to long-term improvement of teaching and learning. Additionally, the committee focused on topics that both encompass the overall functioning of the institution and are difficult to attribute to any specific standard. Thus, the areas identified for QFE impact the institution as a whole. As a result of this dialog and big-picture view, the following three topics were selected by the Accreditation Steering Committee:

1. Student Learning Outcomes – Cypress College will re-double its efforts to focus on closing the identified gaps in the College’s SLO completion process and further integrate SLOs into the College’s ongoing efforts to improve student success.
2. Distance Education – Cypress College will continue its efforts to improve and expand its DE program to meet current definitions and standards for distance education and to address the needs of 21st century learners. This includes a reorganization of the DE Program, evaluation of the current courses and technology utilized, and writing and finalizing a new DE plan.
3. Extended-day Funding – Cypress College will work to ensure that Budget Centers within NOCCCD receive from the District sufficient resources to be able to meet their FTES targets within their allocations.

QFE #1—Student Learning Outcomes

Chair, Kathleen Reiland,
Dean-Career Technical Education

QFE #2—Distance Education

Chair, Treisa Cassens,
Dean-Library and Learning Resource Center

Chair, Kathleen McAlister,
Faculty-Language Arts & Distance Education Coordinator

QFE #3—Extended Day Funding

Chair, Karen Cant,
Former Vice President-Administrative Services

Chair, Santanu Bandyopadhyay,
Executive Vice President-Educational Programs and Student Services

Plans Arising out of the Self Evaluation Process

STANDARD

CHANGE, IMPROVEMENT AND INNOVATION

Comm. Policy	The EVP and Dean of Counseling will formalize the Student complaint process to include maintaining records for a minimum of six years. The Student Complaint Process will be included in the Student Handbook and posted on the College website.
IA2	The Program Review Committee will create a distinct and separate Instructional Program Review process for the baccalaureate degree in Funeral Service.
IIB3	
IB7	The Vice President of Administrative Services will conduct an evaluation of all instructional supply budgets and resource management processes.
IB7	The District will prepare the necessary BP and AP to comply with the I20 minimum units degree requirement prescribed by Title V for the baccalaureate degree.
IIA5	
IB8	To improve reliability and accuracy, the College will engage in a review to make better use of more systemic, public dissemination of college information.
ICI	The College will improve the process that ensures the integrity and accuracy of non-printed information and the increasing number of projects printed outside the District print shop process.
IIA2	The College will restructure the DE program with more clearly established areas of responsibility for faculty and management along with a review of relevant policies, procedures and documentation.
IIA7	The College will disaggregate data based on demographics in the next review cycle for the Student Services quality Review and Campus Services Quality Review.
IIA12	The Mortuary Science Department will revise its PLO to include the baccalaureate degree in Funeral Service.
IIA16	The College will conduct a systematic evaluation of DE course success rates and implement any necessary changes.
IIC3	The Financial Aid Office, Veterans Resource Center and Transfer Center will expand online services to meet the needs of DE and off-site students.
IIIA5	The District and UF will work on revising the evaluation process to require DE faculty to be evaluated in DE courses taught.
IIIA5	The District will work with the DMA to review and revise the Management Appraisal Instrument to assess the effectiveness in encouraging improvement through the use of Learning Outcomes.
IIIA6	
IIIA6	The District will initiate discussions with AdFac to include participation in the SLO assessment process in the evaluation of adjunct faculty.
IIIA12	The District will maintain data on the six EEO categories year-to-year and conduct a longitudinal analysis with at least three years of data.
IIIA13	The District will work with Academic Senate to develop a professional code of ethics with articulated consequences for violations of professional ethics.

Plans Arising out of the Self Evaluation Process

STANDARD

CHANGE, IMPROVEMENT AND INNOVATION

IIIB1	The College will replace locks on campus with interior locking mechanisms to provide extra security in case of emergency lockdown.
IIIC2	District Information Services will complete an assessment of the wired, wireless video and voice network to better serve students and staff.
IIIDI	The College and District will work together to increase collaboration and solicitation of input from constituency groups as an intrinsic element of the financial decision-making process.
IIID2	
IVA4	The College will submit a substantive change with more than 50 awards that can now be achieved more than 50% online.
IVD2	The District will evaluate the dissemination of its resource allocation and financial accountability processes to make them easily accessible and centralized.
IVD6	The District will look for ways to improve communication efforts through more District-wide forums for conversation and engagement.
IVD7	The District will conduct an annual assessment of the budget allocation model and formula allocation and more effectively disseminate evaluation results to all stakeholders.
QFE 1	The College will improve the institutional effectiveness of outcomes by revisiting and streamlining all campus PLOs, AUOs and ILOs.
QFE 1	The College will increase faculty and administration participation rates in learning outcomes reporting.
QFE 1	The College will establish a Committee of Chairs to improve collaboration to eliminate achievement gaps and increase student achievement.
QFE 1	The College will secure an improved information system to house SLO tracking and disaggregation amongst cross platform integration.
QFE 2	The College will increase program and institutional effectiveness by reorganizing the DE program Personnel.
QFE 2	The College will update campus literature to effectively advertise the DE program and clarify course criteria and expectations as defined by delivery mode.
QFE 2	The College will administer a survey to identify and calculate the specific needs of DE students and faculty.
QFE 2	The College will create a DE plan to update policies and practices related to distance education and improve program quality.
QFE 3	The College will work with the District to modify the EDFM to provide adequate resources to meet and sustain college FTES targets.

Changes Arising out of the Self Evaluation Process

STANDARD	CHANGE, IMPROVEMENT AND INNOVATION
IAI	Revised College mission statement to include new baccalaureate degree and intended student population incorporating distance education.
IB3	Revised eligibility for funds in the Strategic Plan Fund to include any project that improves the College's Institution-Set Standards as well.
IB5	Enhanced disaggregation of data for Instructional Program Review by delivery mode for each course and by age, gender, ethnicity and other variables by program.
IIA7	
IB7	Added a separate Program Review for the Funeral Service bachelor degree to distinguish the degree from the associates degree program.
IB7	Conducted an evaluation of PBC and PAC as to the effectiveness of the decision-making processes utilized.
IC5	The College has prepared new SLO, Program Review and Financial Aid Guideline handbooks to document procedures and assure integrity.
IIA3	The College conducted a survey (ADCAP) of graduates to assess whether they felt their time at Cypress met the PLOs for their program and the ILOs for the College.
IIA3	PBC and Academic Senate approved the purchase of e-Lumen for all future SLO collection and storage.
IIB4	The College expanded electronic databases to meet the needs of our new baccalaureate degree students in the Funeral Service program.
IIC3	ConexED allows a student to participate in a counseling session using a smartphone, tablet, laptop or computer.
IIC7	The College evaluated the effectiveness of the alternative placement model using the Multiple Measures Assessment Project incorporating high school transcript data along with placement test scores.
IIIA5	The District and UF negotiated a pilot evaluation process to share student evaluations with the supervising Dean for use in evaluations.
IIIAI3	The Academic Senate created a committee to revise the Faculty Code of Ethics to include updates and consequences for violations.
IVA7	The College conducted an evaluation of the shared governance process along with specific processes with PBC and PAC.
IVB2	The College developed a more consistent process for recording decisions made in President's staff by having the President's Confidential Executive Assistant attend meetings and record decisions.
IVCI	The District and College collaborated to provide the Board of Trustees not only Student Success Scorecard information but now also conclusions and future implications.
IVC7	The District began a process to have a more structured and in depth analysis and evaluation of District policies over a six-year cycle.
IVCIO	The District made the results of the Board evaluations more accessible to the public by posting the results on the District website.

Cypress College Enrollment Demographics

Fall 2016 N = 15,728	<i>n</i>	%
GENDER		
Female	8,519	54.2%
Male	6,941	44.1%
Unknown	268	1.7%
AGE GROUP		
19 or less	4,253	27.0%
20 - 24	6,743	42.9%
25 - 29	2,373	15.1%
30 - 34	924	5.9%
35 - 39	473	3.0%
40 - 49	558	3.5%
50+	401	2.5%
Unknown	3	0.1%
ETHNICITY		
African-American	674	4.3%
American Indian/Alaskan Native	34	0.2%
Asian	2,767	17.6%
Filipino	944	6.0%
Hispanic	7,413	47.1%
Multi-Ethnic	531	3.4%
Pacific Islander	61	0.4%
Unknown	484	3.1%
White	2,820	17.9%
SPECIAL POPULATIONS		
CalWORKs	131	0.8%
CARE	46	0.3%
DSS	662	4.2%
EOPS	685	4.4%
Foster Youth	24	0.2%
Special Admit	88	0.6%
Veterans	286	1.8%



Dr. JoAnna Schilling, President, Cypress College
Dr. Robert Simpson, President, 2012-2017

North Orange County Community College District

Dr. Cheryl Marshall, Chancellor

Board of Trustees

Ryan Bent

Stephen T. Blount

Jeffrey P. Brown

Barbara Dunsheath

Ed Lopez

Molly McClanahan

Jacqueline Rodarte

Daniel Sebastian, Cypress College Student Trustee

Andrew Washington, Fullerton College Student Trustee