Executive Summary of 2013 Accreditation Self-Evaluation

In general, the College finds that it meets the standards of the ACCJC for (1) Institutional Mission and Effectiveness, (2) Student Learning Programs and Services, (3) Resources, and (4) Leadership and Governance. These four categories are broken into eleven sub-sections, each of which contains evaluations of the major areas within the sub-section and a plan for the overall sub-section. These evaluations and plans are summarized as follows, beginning with the status of the four recommendations from the last accreditation visit. The full versions of the evaluations and plans from the standards start on page 6.

Recommendations from 2007

1. The team recommends that Student Support Services develop and implement student learning outcomes and measurements for all its departments, collect and analyze the data, and link the results to planning and program improvement.

This recommendation has been met as of fall 2012 and all departments have now developed SLOs and assessment methods that provide useful information about how to improve student learning. Departments have written comprehensive program plans, with recommendations linked to data obtained through SLO assessment, student survey data, and individual program data collection methods. SLO assessment has now been integrated with the program review process in Student Services. Standard 2B.1 and the SLO and Program Planning chapter discuss the process that Student Services took to achieve their goal of meeting the recommendation.

2. The team recommends that the next master plan include an emphasis on planning for distance education and all off campus sites with regard to instruction and support services. Further, the master plan should address the evolving classified staffing needs in light of new technologies, facilities expansion, and operational needs.

Our Governing Board accepted the Distance Education Strategic Plan in July 2009, which includes an emphasis on planning for distance education for all campus sites, as well as addressing evolving classified staffing needs in light of new technologies, facilities expansion, and operational needs. The new Educational Master Plan, completed in spring 2013, also contains an emphasis on planning for distance education and off campus sites with regard to instruction and student services. The College Strategic Plan of 2012-15 contains two objectives related to classified staffing needs, one regarding professional development and another regarding integrating planning and resource allocation for institutional effectiveness.

3. The team recommends that the college adopt a formal reserve policy. The college should establish a clear written reserve policy to protect the financial stability of the college in the support of institutional effectiveness.

The Governing Board approved a formal reserve policy in February 2008 and the District has since fully funded the required reserve.
4. The team recommends that the college update the "Governance Manual" (1999) to reflect the current governance processes used by the constituent groups of the college. The college should describe the charge of the committees and the composition of the membership and how often they meet.

Significant updates to the Governance Manual have taken place since the last accreditation visit. All board policies will have been updated by the time of the site visit in October 2013, and the Governance website contains descriptions of committees with the charge, composition and frequency of meeting. The Faculty Senate website also has a list of governance committees with Senate membership. The shared governance groups that most influence policy on campus are clearly represented by the CPC.

Synopsis of evaluations and plans from standard sub-sections

1A: Mission
Cabrillo’s Mission was developed through a collaborative process and defines our purpose, student population, and commitment to student learning. It is published, but should be posted throughout the College in various places. It should be included in the College Strategic Plan, Educational Master Plan, and reviewed periodically along with the Vision statement, both for content (effectiveness and relevancy) and for the effectiveness of the process used to develop it.

1B: Improving Institutional Effectiveness
Institutional dialog about the continuous improvement of institutional processes and student learning is ongoing, self-reflective and collegial. Priorities are aligned with the College Mission and Strategic Plan, and goals for improvement and their assessment is discussed in CPC. Ongoing program planning occurs at several levels of the College, and the integrated planning cycle should be made systematic and fully implemented at each department, division and component level with a comprehensive, six-year cycle with annual updates, including Administrative and non-Instructional Program Planning.

2A: Instructional Programs
Instructional programs meet the College mission, are of high quality regardless of the type of credit awarded, delivery mode, or location, and include focused study in at least one area of inquiry or an interdisciplinary core as well as a component of general education. Educational planning requires dialog that relies on the expertise of faculty, college policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and faculty surveys indicate that the vast majority (97.3%) of instructors feel that academic freedom is upheld by the college.  As instructional planning has become more complicated the college will need to develop processes that are more inclusive, efficient, effective, and readily available. There should be a design review process for DE courses prior to course delivery.

The SLO assessment process in Instruction is well-established and robust, and the College has moved to the proficiency stage where the SLO process has become part of the fabric of the institution. Qualitative measurement is strong, produced by dialog which is the most enjoyable and productive part of the process for many departments, and the numerical reporting of assessment results will now be explored as quantitative measurement is developed. An emphasis on quality assurance has become the major focus of the SLO efforts in Instruction, and four
major areas have been identified for improvement: adjunct participation, timely completion of the assessment, reporting of results, and digitalizing the reports. More intensive training for program chairs and Deans, special meetings for the programs chairs of small departments to brainstorm solutions to their specific challenges, and a program chair section on the SLO web site are some of the recommendations from the Outcomes Assessment Review Committee (ARC) to address these challenges.

Students and prospective students are provided clear and accurate information about courses, programs and transfer policies, and students receive a syllabus for each course that specifies the SLOs, which are consistent with the official course outline. The purpose, content, course requirements and expected SLOs are described for degrees and certificates, and students completing CTE certificates and degrees are able to meet standards in employment and licensure requirements. Online registration is a challenge for less technically sophisticated students, and the college continues to seek improvements in making information as complete and user-friendly as possible, including helping guide students define and meet their educational goals.

2B: Student Services
Student Services maintain their quality through evaluation of programs and services regardless of where and how they are delivered, making improvements and allocating resources based upon these assessments. The college catalog includes all the required components, and further improvements could be made to create a more cohesive, integrated and user-friendly document with a clearer and more integrated process for revision.

All Student Services programs have completed program plans incorporating data from SLOs and AUOs, and a common assessment cycle and tool for future program reviews has been designed. The Campus Climate Student Survey is used to measure student satisfaction with all services across campus, and departments review the results and use specific program data to analyze trends for program improvement and respond to changing State regulations. After plans are reviewed within the component, they are incorporated into integrated program planning at the institutional level. The Student Success Act of 2012 will require new priorities for faculty staffing in Student Services along with instructional staffing, and the institution will need to develop an implementation plan for the new requirements.

Students can now use self-service tools to access information online such as degree and enrollment verifications, which contributes to student success and addresses an ongoing goal and student learning outcome. These online services also provide useful feedback which can improve processes. Guided enrollment is a new service for students through a partnership between the Learning Communities Center and Assessment that provides learning community information directly after the assessment session for students who place at basic skills in math or English. Improvements to the ESL assessment and placement procedures are ongoing.

The challenges identified in the last accreditation report regarding department structure, facilities, and the decentralized provision of counseling services have been partially addressed with reorganization and a new division. The next cycle of improvement will address improving counseling facilities to facilitate student flow, access and consolidation of services, some of which may need to be included in the next bond campaign. Admissions and Records and
Financial Aid are now combined under Enrollment Services, which facilitates sharing resources, talents, ideas, and responsibilities between the two departments, as well as more efficient planning and training. This integrated communication model should be expanded to all Student Services programs to identify systems and processes for the evaluation, redesign and distribution of forms.

2C: Library and Learning Support Services
Library and learning support services are of sufficient quality, currency, depth and variety to provide appropriate resources for educational offerings, regardless of location or means of delivery. The library and learning centers all participate in campus planning processes, and are evolving and adapting to changing budget realities, increasing the level of cooperation and sharing among the different centers. This will continue, with a goal of increasing shared spaces, more standardized practices and hours, and other shared utilization of resources. Student feedback has provided a strong reality check to staff perceptions of assumed student needs, and the learning centers will use the program planning process to evaluate their effectiveness in contributing to student success.

3A: Human Resources
District hiring procedures are designed to ensure that qualified personnel are hired to maintain the integrity and quality of Cabrillo’s program and services. Instructional program planning drives decisions to hire faculty, and classified staffing is evaluated on an on-going basis through a regular planning process that includes instructional program planning and administrative departmental review. Management position requests are reviewed by the College Cabinet, administrative staff and CPC. The 2011 Accreditation survey reflects that faculty, staff and administrators believe the college’s policies and practices demonstrate appropriate concern for issues of equity and diversity, and the Staff Development Committee and the Teaching and Learning Center have been successful in providing appropriate training opportunities for faculty and staff.

The ability to increase classified staff and faculty has been limited by State budget reductions, and in an attempt to address staffing needs of new facilities, some reallocation and/or reorganization of resources and positions has taken place within the components. The college will continue to evaluate academic/instructional programs so that staffing patterns conserve resources to best support student achievement, and continue to evaluate what level of services can be offered while remaining fiscally responsible by creatively addressing student needs.

3B: Physical Resources
Since 2007, the District has completed the majority of the capital construction projects from the Facilities Master Plan. Physical resources support institutional programs and services effectively, and evaluation of facilities and equipment is done on a regular basis, taking utilization and other relevant data into account. Challenges exist in finding ways to provide sufficient facilities staff to maintain resources in optimum condition for longevity and a positive learning environment, including developing a total cost of ownership model for responsible budget planning.

Facilities Planning and Plant Operations (FPPO) will adhere to a six-year planning cycle for physical resources. Additionally, work will be done to more fully integrate maintenance planning
with facilities and equipment, which will include a process to evaluate how these resources are being allocated along with the reallocation and renovation of existing space to ensure the best possible learning environment for students given the current fiscal restraints. Alarm and key distribution systems will be improved to enhance security.

3C: Technology Resources
Technology and facility decisions are based on the results of evaluation of program and service needs, including those for Distance Education, and those needs are met effectively as a result of prioritization and plans for improvement. An integrated college web site has been developed, and over 200 faculty and 16,000 students each year use a common learning management system for online, hybrid, and web-enhanced instruction. IT has implemented emergency response applications and a disaster recovery plan, along with significant upgrades to the college network infrastructure and telecommunications for all offices and the majority of classrooms. New internal processes include a project charter that ensures validation of projects and verification of their requirements. A new Virtual Desktop Infrastructure was launched in 2012 that will save significant costs with the service and support needs for labs, and improvements to the data storage and central information systems have improved services to all students, faculty, and staff.

The 2011 accreditation survey indicated an overall positive trend in staff and faculty satisfaction with the IT Department, but almost twenty-percent of responders felt their assigned computer did not meet their needs, and classified staff would like to see more time for training on applications. The survey also showed that wireless connectivity and effective smart classrooms are in need of improvement. A wireless coverage audit will be conducted to identify gaps in coverage and areas of excessive overlap. Enhancements are also planned for college infrastructure, data access, and security, which will improve the effectiveness of the integrated data systems, MIS reporting, document management, and web-based services.

3D: Financial Resources
Financial planning is conducted with transparency, in accordance with the District’s mission and goals, and with responsible allocation of resources to maintain fiscal solvency and support institutional planning. There are appropriate control mechanisms in place to assure the financial integrity and responsible use of resources, which occasionally bring to light deficiencies that need to be corrected in internal processes. The integration of financial resource planning with institutional planning takes place at all levels of program planning and is reviewed at a college-wide level by the College Planning Council, and the various programs systematically assess the effective use of financial resources and use the results to improve effectiveness.

4A: Decision Making Process
Shared governance structures work collaboratively on behalf of institutional improvements, and communication and dialogue at the College is widespread and effective. Communication to the public regarding educational quality at the College is accurate, and the response to past Commission recommendations has been timely and complete. The institutional values, embodied in the Mission and the Core Four, are familiar to all and used at all levels of institutional practice and process. Institutional leaders create opportunities for staff at all levels and students to take initiative in improving the programs and processes with which they are involved.
Written policies on governance procedures specify appropriate roles for staff and students, as well as the academic roles of faculty in the planning of educational programs and services. The faculty and our academic administrators are relied upon by the college for recommendations regarding student learning programs and services. The Faculty Senate, Curriculum Committee, Academic Council and the Outcomes Assessment Review Committee all provide avenues for faculty input on instructional programs.

4B: Board and Administrative Organization
The 2011 Faculty and Staff Accreditation Surveys show that 72% of the faculty and 68% of the staff agreed that the Board’s policies support the quality, integrity and effectiveness of student learning programs and services, while 79% and 58% respectively agreed that the administration provides effective leadership for the college. Two-thirds of the faculty (69%) agreed that the Faculty Senate is effective in making recommendations in academic and professional matters. The Board will incorporate Accreditation standards into its annual self-evaluation.

The president retains primary responsibility for the quality of services Cabrillo provides, and serves as an effective leader in planning, organizing, budgeting, selecting and developing personnel, as well as assessing institutional effectiveness. The ongoing public support for the college is reflected in Foundation contributions surpassing $16 million dollars.

EVALUATIONS AND PLANS

STANDARD I: Institutional Mission and Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

STANDARD 1A -- Mission
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

EVALUATION
Taken together, Cabrillo’s Mission and Vision Statements define our purpose, describe our intended student population and highlight our commitments and strategies towards student learning. Additionally, since our last self-evaluation we have gone through an inclusive process to update and more fully develop our statements and have met this part of the standard.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population

EVALUATION
The above description can be summed up in the following flowchart:
This process reveals the fact that the Mission Statement and Vision Statement guide a cycle of evaluation, integrated planning, implementation, and re-evaluation. Thus the College establishes student learning programs and services that are aligned with our Mission Statement and Vision Statement, which together define our purpose, character, and student population.

2. **The mission statement is approved by the governing board and published.**

**EVALUATION**
While this standard has been met at the basic level, it has been suggested that the college consider posting the Mission and Vision Statements in more public places, such as classrooms throughout the college, the Student Activities Center (Building 900), the Enrollment Services Center (Building 100), the Cabrillo Theater, and the College Gym.

3. **Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

**EVALUATION**
Typical of Cabrillo’s governance and decision-making processes, our latest revised Mission and Vision Statements were the product of a planned, collaborative, inclusive, campus-wide dialog which was driven by an analysis of the previous Mission Statement. As such, we are justifiably proud of the final outcome of this process. However, there has been no formal analysis of the effectiveness and relevancy of the revised statement or an analysis of the process itself, nor has one been institutionalized. Thus it is felt that as the college embraces the idea of a periodic review of Mission and Vision Statements we ought to include analysis of the outcome as a part of that process.

4. **The institution's mission is central to institutional planning and decision-making.**

**EVALUATION**
Clearly, the mission statement is an important part of Cabrillo’s planning and decision-making processes. The Fall 2011 Staff/Faculty Survey from Cabrillo’s Planning and Research Office (PRO) indicates that most faculty, staff, and managers/administrators agree that the mission statement guides institutional planning. 90.1% of faculty, 76.3% of staff, and 100% of Managers/Administrators either agreed or strongly agreed with the statement “Cabrillo’s mission statement guides institutional planning.” This is a substantial increase from the PRO Staff and Faculty Survey, 2005 in which fully 37% of the staff and 27% of the faculty “neither agreed nor disagreed” with the statement. [12]
The current survey results; the dialog and analysis that took place as a part of the re-writing of the Mission Statement; our reliance on our Mission Statement’s core concern for student success as a basis for planning, decision-making, and improving; and the core concern for student success as a guidepost for executing painful, but necessary, budget-cutting indicate that the college meets this standard. However, the Mission/Vision Statements are not explicitly stated as part of the College Strategic Plan (CSP).

No improvement plan for Standard 1A was identified as a result of the self-evaluation.

**STANDARD IB -- Improving Institutional Effectiveness**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

**EVALUATION**

The College meets the Standard. By staying consistent with the College Mission and **College Strategic Plan (CSP)** the College is addressing priorities to ensure that fiscal funding aligns with the College Mission in the face of deficits that run in the millions of dollars. The planning process to develop a new **Educational Master Plan** includes many opportunities for input from the College, including an online, campus-wide survey, and on-campus interviews and meetings with various stakeholders at the College.

By aligning the **Educational Master Plan** with the **CSP** and the Mission Statement, the College remains focused on producing and supporting student learning. In evaluating its processes for effectiveness, the institution examines evidence of the achievement of student learning outcomes and administrative unit outcomes, in order to refine those processes for increased student learning.

Opportunity for improvement exists in the area of administrative program planning, which is not as developed at the College as instructional program planning and is still refining its processes for maximum effectiveness.

2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
**EVALUATION**
The College meets the standard. The College Strategic Plan goals are clearly stated with measurable objectives that have been widely discussed and regularly assessed. The Outcomes Assessment Review Committee (ARC), charged with review of SLOs and AUOs from all areas of the college, produces an annual report that is discussed by several shared governance committees and posted online for all the College community to read. ARC is also charged with Institutional Effectiveness considerations, and makes recommendations regarding college-wide processes such as administrative program planning templates. All departments of the college undergo program review processes to evaluate and improve the outcomes of their work and its impact on students. The College Planning Council (CPC) serves as a forum to discuss institutional goals, objectives, and College-wide issues, and work towards their resolution. The creation of the Services and Program Reduction Advisory Council (SPRAC) as a subcommittee of CPC in 2011 is in alignment with this role.

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**EVALUATION**
The College is working toward full compliance with the standard. Many departments of the College have a full planning cycle implemented which is integrated with resource allocation and systemic re-evaluation, and other areas are still clarifying procedures that will make these processes systemic, cyclical and transparent. The College Planning Council (CPC) is a shared governance committee of the College that is advisory to the President and in which all constituent groups are represented, and in which Budget referendums are vetted and approved by the Governing Board. The CPC meetings are a formal, but open dialogue and forum and are open to members of the entire College community. The current budget crisis modality shows how much we are doing correctly. Clearly this is the most difficult planning process, and although it is not pain-free, it is functional in its current form.

4. The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

**EVALUATION**
The College meets the standard. Planning is broad-based, resulting in improvement of institutional effectiveness, and the necessary resources are allocated within the capacity of the institutional budget.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

**EVALUATION**
The College meets the standard. Extensive assessment data is collected and integrated into key planning documents for quality assurance, and feedback from the College website where
information about institutional quality is posted serves to assess the effectiveness of this communication to the public.

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

EVALUATION
The College meets the standard. Ongoing planning processes at several levels of the College incorporate systematic review and modification of all parts of the cycle. Room for improvement exists in ensuring that the review process of the planning cycle is systematic at all levels of the college.

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

EVALUATION
The College meets the standard. The program planning/instructional planning process is entirely rooted in dialogue, as is the development of SLOs and AUOs. As plans are formalized, the dialogue continues, taking on a more campus-wide consideration—more dialogue and more evaluation takes place. The quality of the planning itself is evaluated, as well as that of the SLOs/AUOs and their assessment. Resources for growth are assigned based on this evaluation, and ultimately, the entire institution is evaluated based on these criteria.

PLAN FOR STANDARD 1B
1. Fully implement the Integrated Program Planning cycle at all of its stages throughout the College at each department, division and component level.
2. Develop a staggered, comprehensive, six-year cycle with annual updates for all departments undergoing Administrative/non-Instructional Program Planning.

STANDARD II: Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support Services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all its students.

STANDARD 2A -- Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The
provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

EVALUATION
The College meets the standard. While instructional programs meet the mission of the institution and uphold its integrity regardless of location or means of delivery, the procedure to evaluate DE course design during the faculty evaluation process would be improved by requiring a design review prior to course delivery. The SLO assessment process in Instruction is well-established and robust. The college has moved from the set-up stage in SLOs to one in which the process has become part of the fabric of the institution. In the campus accreditation survey, two questions were specifically asked about instructional SLO processes with impressive results.

1. “Cabrillo assesses student learning outcomes and uses the results to make improvements.” Only nine of the 164 respondents disagreed.

2. “Cabrillo relies on the faculty (and advisory committees when applicable) to determine competency levels and measureable students learning outcomes” Only six of the 162 respondents disagreed.

Similarly, a survey undertaken in Fall 2011 by the SLO Assessment Review Committee asked respondents to indicate how they felt about the following two statements:

1. “SLO assessment provides a way to look at how well students are mastering course material or learning from a Library or Student Service encounter.” One hundred twenty faculty responded; 73.4% of adjuncts (36 total) and 76.1% of faculty (54 total) agreed or strongly agreed with the statement.

2. SLO assessment provides an opportunity for useful dialogue about how to improve teaching and learning. Out of the one hundred and twenty-three respondents, 75.5% adjunct faculty (37 total) and 86.5 % of fulltime faculty (64 total) agreed or strongly agreed.

It is the dialog aspect of Cabrillo’s SLO assessment process that seems to be both the most enjoyable and productive for many departments. In its 2012 Program Plan, the Physics department wrote, “This process has proved very beneficial to our department. It sparked many interesting discussions about teaching methodologies as well as highlighted our students’ strengths.” The Computer Applications/Business Technology department stated “We have found this to be a productive way to have focused discussions on course and student success and ways to increase them.” Perhaps putting it best, in 2011, History wrote “The SLO review process set up a framework for dialog among all of the members of the department that has transformed Flex week meetings into lively and always useful conversations about teaching: best practices, assignments, evaluation instruments and rubrics, and most importantly, how our students are achieving the department’s stated SLOs…The SLO assessment meetings have led to a rich, valuable and ongoing dialogue on student success. We have cultivated a truly collaborative department and our shared expertise has led to much improvement in the quality and uniformity of instruction”
This is not to say that the institutionalizing SLO assessment in Instruction has been without its challenges. However, with the advent of the SLO Assessment Review Committee and its assigned duties, Cabrillo has created a process that regularly analyzes those challenges and suggests ways to meet them. For instance, in its 2011 annual report, the SLO Assessment Review Committee noted that Program Chairs and Deans are now the primary trainers of departmental faculty, as compared to the past when the SLO Coordinator took on that role through numerous flex workshops. This is borne out by data from ARC’s SLO survey in which adjunct faculty indicated that their primary means of learning about SLO assessment methods was the program chair. The ARC report states “Yet, many Program Chairs are new to the position, and sometimes the college. In addition, the HASS and VAPA divisions have new deans who have come from other schools. Training is clearly needed, focused on how to organize and keep track of the Revolving Wheel of Assessment for individual departments and how to encourage adjunct participation.” This need is echoed in the 2011 program plan from Political Science “Adding SLOs to our program planning over time has significantly impacted the planning process itself...The time involved in conceptualizing how to apply this new paradigm, taking part in the necessary training and actually implementing the assessment has been significant. Although part time faculty members have been willing to participate, SLO assessment puts an undue burden on them.” The 2011 Sociology program plan highlighted another of ARC’s concerns. “…The Program Chair duties of a one full time contract department … have been overwhelming…The assessment process has suffered.”

These challenges are reflected in the program plans from other departments. To meet them, the Outcomes ARC committee has recommended more intensive training for program chairs and Deans, special meetings for the programs chairs of small departments to brainstorm solutions to their specific challenges and a program chair section on the SLO website. Addressing these issues, along with others listed in the Outcomes Assessment Committee annual reports, is now the major focus of the SLO efforts in Instruction. This new emphasis on quality assurance is a natural outgrowth of the college’s SLO efforts. Now that the Instruction has experienced five years of all departments following the Revolving Wheel of Assessment, it is time to reassess and make improvements. The Outcomes Assessment Review Committee, the Council on Instructional Planning and the Faculty Senate have noted four major quality assurance challenges in Instruction and are working on plans to address them. The challenges are with adjunct participation and timely completion regarding SLO Assessment, reporting of assessment results, and digitalizing SLO assessment reporting. The plans are detailed in the SLO Assessment and Program Planning chapter of the report.

Another challenge that ARC began meeting last year and that was taken up by the Faculty Senate in Fall 2011 is the numerical reporting of assessment results on the Assessment Analysis forms. The current forms ask program chairs to summarize department data in a narrative format which arose out of Cabrillo’s great valuing of the dialog portion of SLO assessment. However, in a meeting with the Technical Assistance Team from the Bridging Resources and Information and Culture grant that Cabrillo received from the Research and Planning Group of California, it was suggested that Cabrillo explore adding a numerical component. The SLO ARC committee brought this idea to the Faculty Senate who approved a pilot project that commenced in 2012. Eight departments volunteered to participate. The Senate will be carefully monitoring if this addition “takes away” from the dialogue that is such a rich part of the current process.
Other challenges facing SLO assessment in Instruction, as noted in the ARC reports, are:

- Providing on-line posting and storage of SLO Assessment Analysis forms.
- Creating a web tool for program chairs to check their department’s place on the Revolving Wheel of Assessment and the SLO assessment tasks due each semester.
- Revising the SLO web site, including a special section for Program Chairs.

These challenges will be discussed, monitored and met through on-going discussions in the Outcomes Assessment Review Committee itself and the bodies it reports to, especially the Academic Senate, Strategic Planning Committee, College Planning Committee and the governing board. According to the ACCJC SLO rubric, Cabrillo is proficient.

Faculty survey results indicate that 96.3% of instructors agree that the college encourages the use of different teaching methodologies as a response to learning styles of students. Faculty also agree (90%) that Cabrillo assesses student learning outcomes and uses the results to make improvements. Finally, survey results also demonstrate that the vast majority of instructors believe that dialog among faculty regarding the continuous improvement of student learning is strongly evidence-based.

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

EVALUATION

The college meets the standard in assuring the quality and improvement of all instructional courses and programs offered in the name of the institution. These standards are upheld regardless of type of credit awarded, delivery mode, or location. Since 2007 the ongoing process of SLO assessment has been institutionalized to a large extent. Nearly every course contains SLO’s in the Course Outline of Record, and department faculty have engaged in the evaluation and assessment of SLO’s and the Core Four learning outcomes as part of ongoing efforts at improving student success. Faculty surveys suggest that these assessment efforts are effective and that these assessments are useful in helping the college to achieve its mission.

Still, as the assessment process goes forward there are significant challenges to make it work better and quality assurance efforts are being put into effect, as outlined in 2A.1.c. Increasing adjunct participation in SLO assessment, staying on schedule, digitalizing assessment reporting data, employing quantitative measurements, and making the program planning process more useful and efficacious – all these remain challenges for the college in moving forward on SLO assessment.

CurricuNet is working well for the college. After a steep learning curve for many faculty and staff after its adoption in 2007, most members of the Curriculum Committee and most administrators see its benefits in improving the process of curriculum development. However, many faculty and staff have found it to be frustrating and sometimes difficult to use for basic
curriculum reform. At the course level, some departments continue to be challenged to archive all course syllabi from all faculty.

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

EVALUATION
The College meets the standard of requiring all academic and vocational degree programs to have a component of general education based on a philosophy that is clearly stated in the catalogue. All processes of planning require dialog about educational programs. This dialog is ongoing, robust, directed, and inclusive, relying on the expertise of faculty to determine the appropriateness of including each course in the GE curriculum.

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

EVALUATION
The college meets the standard that all degree programs include focused study in at least one area of inquiry or an interdisciplinary core.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

EVALUATION
The College meets the standard. Students completing CTE certificates and degrees are able to meet standards in employment and licensure requirements. Useful information on job placement has been generated by the Completer/Leaver surveys and by tracking the numbers of certificates earned in CTE programs. However, obtaining complete and accurate data is extremely difficult, and students in some programs, such as Welding or Culinary Arts, may find immediate employment after only one or two courses, without completing any formal certificate or degree. The Fact Book contains information on the employment status of former CTE students.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

EVALUATION
The College meets the standard. Students and prospective students are provided clear and accurate information about courses, programs and transfer policies. The purpose, content, course
requirements and expected SLOs are described for degrees and certificates. In each course students receive a syllabus that specifies the SLOs, which are consistent with the official course outline.

The automated telephone registration system, Hawknet, was discontinued in 2010. Online registration continues to be a challenge for less technically sophisticated students, and the college continues to grapple with the challenge of making all pertinent information – on courses, registration, financial aid, etc. – as complete and user-friendly as possible. Room for improvement in institutional processes exists to help guide students to define and then meet their educational goals, as state-mandated reforms – parts of the Student Success regulations - are implemented over the next few years.

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public Governing Board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

EVALUATION
The College meets the standard of policies that make clear the institution’s commitment to the free pursuit and dissemination of knowledge. Faculty Survey results indicate that the vast majority (97.3%) of instructors feel that academic freedom is upheld by the college.

PLAN FOR STANDARD 2A
Strengthen existing SLO processes for quality assurance.

Standard 2B -- Student Support Services
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress learning and success. The institution systemically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery support student learning and enhance achievement of the mission of the institution.

EVALUATION
The College has met the standard and the recommendation from the previous accreditation site visit through its collection of qualitative and quantitative data that evaluates programs and services despite their location and means of delivery and identifies program and service improvement and resource allocation based upon these assessments.
All Student Support Services programs have completed program plans incorporating data from Student Learning Outcomes assessment and including the assessment results in recommendations for program improvement and resource allocation, and have established a 6 year program planning cycle with annual updates. The College utilizes the Campus Climate Student Survey, administered every two years, to measure student satisfaction with all services across campus, and each department reviews the results to analyze trends and areas for program improvement. In addition, each department uses specific program data to comply with and respond to changing State regulations and student needs.

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

EVALUATION
The College has met the standard through its inclusion of all required components of the standard and areas noted for review and improvement in the 2007 report have been addressed. In addition, the college has made the catalog available through use of mobile-friendly devices and in formats accessible to students with disabilities.

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

EVALUATION
The college meets the standard. Student Services is committed to equitable access to all students through assessed and revised processes, increased use of technology and assessed and improved in-person services, regardless of location or means of delivery. Personal and civic responsibility are advocated for and supported through student services activities and programs. Implementation around Admission issues and security of records has been analyzed and improved in response to changes in federal and state laws. Counseling services have undergone program review and a cycle of assessment, resource allocation and implementation in order to support student access, development and success. The challenges identified in the last report regarding structure, decentralization of counseling services and facilities have been partially addressed with a new division, and the next cycle of improvement will address improving counseling facilities to facilitate student flow, access and consolidation of services. With the need for more effective use of resources and time, these are important issues. Improvements to the ESL assessment and placement procedures are also ongoing.

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

EVALUATION
The 2007 Accreditation team recommended that Student Services develop and implement student learning outcomes and measurements for all its departments, collect and analyze the data, and link the results to planning and program improvement. This recommendation has been completed by all departments as of fall 2012.
In addition, the following self-identified recommendation was made by Student Services in 2007: Student Services will continue to implement a systematic and ongoing cycle of program planning, evaluation and assessment for all Student Services and support programs, including the Counseling Division, allowing sufficient opportunities for dialog within and among programs. SLOs will be integrated throughout the departments’ plans along with effective assessment practices and instruments to measure their success. (The Counseling Division is now a department under the new C&ESS Division.)

All departments have now developed comprehensive program plans, with recommendations linked to data obtained through SLO assessment, student survey data, and individual program data collection methods, such as the online application questionnaire on CCCAPPLY and student/employer ratings of student employees’ competencies in various employment related areas. The data obtained and analyzed by each of the Student Services programs, and the data-driven recommendations for self-improvement, can be found within each Program Plan posted on the VPSS web site. The list of SLOs and AUOs for each program and service is also posted, along with the six year program planning assessment schedule.

The Student Services Council (SSC) meets monthly to share information on program developments, student needs, and areas for collaboration, as well as reviewing program plans and annual updates as scheduled. SSC is comprised of directors and managers of all Student Services programs, the two Student Services deans and the Vice President of Student Services, along with their executive assistants, and the Dean of Education Centers who also serves as a liaison to the Instruction Council (IC). SSC has developed the following mission statement:

The Student Services Council shares information and fosters dialog around Student Services issues, programs and services; identifying best practices that promote student success and learning outcomes. The council serves as an important avenue of information to student services staff through the student services managers, coordinators and directors.

The departmental planning process uses multiple types of student-generated data in its recommendations for program improvement, and those plans are reviewed and revised by all Student Support Services areas at the Student Services Council. The VPSS brings program plan recommendations with budget implications to the College Planning Council, which is advisory to the President. The VPSS then presents a report to the Board of Trustees, summarizing the recommendations from the Student Services program plans. This demonstrates a continuous cycle of evaluation and planning and supports college-wide dialog. As indicated by a recent campus survey conducted by PRO for the SLO Assessment Review Committee, Student Services staff would benefit from being involved in campus trainings and discussion to have a better understanding of SLOs and be directly involved in planning, assessing and modifying services in order to ensure that everyone is part of the effort to assist students be successful.

Specific services with additional evaluation and improvement goals:
Admissions and Records and Financial Aid are now combined under an Enrollment Services umbrella. A new position, Director of Enrollment Services, oversees the two departments. Cross
training of staff in both departments is taking place to better serve students. Sharing resources, talents, ideas, and responsibilities between the two departments leads to more efficient planning and training. The changes will be evaluated by impacted staff and managers. The process is being designed now. Those assessments will be shared with the shared governance committee, CPC.

The National Student Clearinghouse is a tool of our evaluation process. Since our last accreditation, Cabrillo has expanded the use of the National Student Clearinghouse for Degree Verification, Student Self-Service, Enrollment Verifications, and other available information. This contributes to student success by providing students with self-service tools that they can access at any time, which is an ongoing goal and student learning outcome. It also provides feedback that contributes to the improvement of processes by tracking transfer and degree attainment when students leave Cabrillo College.

Evaluation of Guided Enrollment
One of the main foci of Learning Communities programs is to offer “guided enrollment” after a student tests in assessment. This is a partnership between the LC faculty/program and the Assessment Center as a way to direct those at the basic skills level with high touch needs to become aware of and hopefully enroll in a success-focused educational program. The Guided Enrollment subcommittee has evaluated the strengths and weaknesses of this service for improvement.

The Student Services component has designed a common assessment cycle and tool for future program reviews, which contain some unique features that are different from instructional areas. An area for improvement in the process is to ensure that after plans are reviewed within the component, they are seen and incorporated at the institutional level. Another area for improvement is to ensure that Student Services faculty staffing needs are given priority along with instructional staffing needs as the Student Success Act of 2012 is instituted and the institution develops an implementation plan for the new requirements.

PLAN FOR STANDARD 2B

1. Identify responsibilities and timeline for implementation of requirements of the Student Success Act, Title 5 and the California Education Code: orientation, assessment, education planning and enrollment priorities.

2. Analyze and develop a plan to improve counseling/transfer space to better serve students and support the faculty and staff.

STANDARD 2C -- Library and Learning Support Services

Library and other Learning Support Services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

EVALUATION
The college meets the standard. Library and learning support services are of sufficient quality, currency, depth and variety to provide appropriate resources for educational offerings, regardless of location or means of delivery. Instruction is provided for students to develop skills in information competency. The library and learning centers are consistently among the top-rated services in student satisfactions surveys. The library provides a dynamic learning environment, continuously evaluating its information resources through annual surveys and feedback from students and faculty, and expanding the reach of its services by establishing a robust and growing Watsonville Center presence, as well as a full complement of services to remote users. The learning centers are actively evolving and adapting to the changing needs of student, and changing budget realities. In addition, the increasing level of cooperation and sharing among the learning centers will help maintain high levels of student service in spite of constrained resources.

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

EVALUATION
The college meets the standard. The library and learning centers all actively participate in campus program planning processes, and continuously review and adapt services as required by student needs and student feedback. The increased focus on responsiveness to demonstrated student needs has increased the appreciation for student surveys and other feedback mechanisms which provide a strong reality check to staff perceptions of assumed student needs.

No improvement plan for Standard 2C was identified as a result of the self-evaluation.

STANDARD 3A -- Human Resources
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

EVALUATION
The College meets the standard. College hiring procedures follow detailed regulations, from both District policy and state regulations. Guidelines for hiring of personnel were developed by campus constituent representatives, including the Governing Board, administration, faculty and classified employees. All District hiring procedures, including the advertising of positions, formation and training of hiring committees, and the interview process, are designed to ensure that qualified personnel are hired. Instructional program planning drives the faculty hiring process. All faculty positions that are to be filled at the College are based on documented needs that arose in program plans.

The College has made faculty assessment of Student Learning Outcomes (SLOs) a component of every faculty member’s evaluation process. There is a Code of Ethics for the Governing Board and there are numerous related policies for staff, faculty, and administration in a variety of publications.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

EVALUATION

The College administers its available resources to meet the standard. In July 2009, the Governing Board approved the Distance Education Strategic Plan, which was updated in October 2012 and included an emphasis on planning for distance education for all campus sites. This plan addressed evolving classified staffing needs in light of new technologies, facilities expansion, and operational needs. In 2009-2010, HR developed and posted Guidelines for Search and Selection Committee Members in order to help clarify College hiring processes.

In Fall 2011 a campus-wide faculty and staff survey was done for the Self Evaluation Accreditation Survey, which included opinions as to whether there are sufficient faculty and classified staff to meet the needs of the College.

The College has expanded its facilities over the past several years and new buildings have been completed. As stated in the Midterm Report, dated October 5, 2010, under self-identified recommendations for 3.A.1., the College authorized over 2009-2010 the following 8 FTE new classified support staff positions to support staffing levels in the facility and plant expansion: 6 custodians, 1 lead custodian, and 1 grounds maintenance worker. In light of budget realities, the college has attempted to address staffing needs of new facilities with some reallocation and/or reorganization of resources and positions within the components.

There have been reductions of class sections and reductions in services due to overall operating budget reductions. The College has also experienced restructuring/reorganization in some departments (such as Admissions and Records and Financial Aid), because workflow processes have been enhanced by greater use of electronic procedures.
Hiring decisions relating to instructional faculty are based on instructional program planning. Cabrillo’s ability to increase current classified staffing levels has been hampered by State budget reductions that have directly affected the funding the College receives. The process for reviewing management position requests is done by the College Cabinet, administrative staff and College Planning Council (CPC).

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

EVALUATION

The College meets the standard. Employment procedures and personnel policies are governed by Board Policy (BP) and Administrative Regulations (ARs), faculty and staff contracts, Ed Code, and Federal and State labor laws. The College’s procedures and policies are available on the College website and required postings are physically displayed in the Human Resources department. The College provides and ensures a system of security and confidentiality for personnel and employment records.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

EVALUATION

The College meets the standard and continues to strive to promote diversity and equity as part of the College culture, as shown by recent survey results. The 2011 Accreditation survey reflects that faculty, staff, and administrators believe the college’s policies and practices demonstrate appropriate concern for issues of equity and diversity.

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

EVALUATION

The College meets the standard. Efforts to highlight the importance of professional growth and training at Cabrillo are a result of a strategy included in the 2008-2011 College Master Plan. The Staff Development Committee (SDC) and the Teaching and Learning Center (TLC) have been successful in providing appropriate training opportunities for faculty and staff. The Staff Development Committee evaluates Flex activities, and the results of participant surveys. The SDC survey response assessments are used to ensure that future activities meet the needs of faculty and staff. The results of two campus-wide surveys in 2010-2011 and feedback from Flex event evaluation forms indicate that the greatest needs for faculty and staff are training in new technologies, interpersonal communication skills, and emergency preparedness.
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

EVALUATION

The College meets the standard. The Governing Board adopted goals for 2011-2012 which state in part that “Student Success will be the priority” in determining:

- Staffing patterns that conserve resources to support student achievement;
- Allocation of resources to creatively address student needs and increase achievement of student goals.

The Governing Board is committed to shared governance and values the timely recommendations to the College Planning Council (CPC) to inform board decisions. Cabrillo continues to evaluate its staffing needs on an on-going basis through a regular planning process that includes instructional program planning and administrative departmental review. However, in the past several years, state budget reductions have had a major impact on the College’s ability to hire faculty and staff. Given staffing realities in light of available financial resources, the College continues to evaluate the scope of services and programs possible. As previously stated, the academic Program Reduction/Elimination Task Force develops numerical criteria to rank academic/instructional programs. The Task Force recommendations are advisory to decisions regarding reduction and elimination of academic programs and are reviewed by Faculty Senate before information goes to the College Planning Council (CPC). Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) also guide program planning. Additionally, the recently established Services and Program Reduction Advisory Committee (SPRAC) serves in an advisory role regarding decisions in the reorganization of programs and/or reduction of services involving classified staff. SPRAC provides advisory reports to the College Planning Council (CPC).

No improvement plan for Standard 3A was identified as a result of the self-evaluation.

STANDARD 3B -- Physical Resources

Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, independent of location or means of delivery.

EVALUATION

Since 2007, the District has completed the majority of the capital construction projects from the Facilities Master Plan. Security has been enhanced by improvements in the alarm and key distribution systems. The long-range nature of Facilities projects is apparent in the fact that these were identified in the College's Facilities Master Plan (FMP) generated in 1999 and reflect the
educational goals and physical resource requirements from the previous College Master Plan (CMP) of 1996.

In the course of compiling this Self Evaluation, certain areas were identified as concerns with regards to physical resources:

- The current budget presents a challenge in providing enough operating budget to properly maintain facilities (custodial, maintenance and grounds). This issue has become more of a problem as the new buildings come on line with a higher level of sophistication. State funding for scheduled maintenance and instructional equipment is inadequate to support maintaining facilities and equipment in the current state of operating condition. There has been a commitment from the Board to support an ongoing funding source and this should be established to ensure maintenance of a positive learning environment.
- A plan is underway to improve campus burglar alarm and key control systems, but adequate staffing will be essential to monitor, service and further improve the systems.

In the 2010 Campus Climate Survey, the students expressed favorable opinions on the Cabrillo Campus itself, the maintenance of buildings, roads, and lawns, and the quality of police protection. However, parking remained an area of low ratings.

2. 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.

EVALUATION
The College meets the standard. Evaluation of facilities and equipment is done on a regular basis, taking utilization and other relevant data into account. Broad input into the process of reallocation and renovation of existing space is solicited through the Facilities Planning Advisory Council (FPAC) and also CPC. Physical resources support institutional programs and services effectively. Room for improvement exists in finding ways to provide sufficient facilities staff to maintain resources in optimum condition for longevity and a positive learning environment.

PLAN FOR STANDARD 3B
As the college nears completion of its ambitious building program, the optimal use of the physical resources of the college will be an ongoing challenge. To meet these challenges, the college will:

1. Develop a plan to more fully integrate facilities, equipment, and maintenance planning.
2. Develop a total cost of ownership model for facilities and equipment and implement such a program where it best serves the needs of the college.

STANDARD 3C: Technology Resources
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

**EVALUATION**

The college meets the standard. Many industry standard principles are now utilized to manage projects and the scope of information associated with them. The primary objective is successful deployment of the project, through communication, a clear understanding of the requirements, management participation, and documentation. The IT Project and Planning Charter insures proper documentation for establishing the validity of a project, and many other details are included to ensure that project requirements are verified. [1]

Since the last accreditation visit, Cabrillo’s information technology accomplishments include development of an integrated college web site, implementation of Alert-U, and emergency response application, implementation of a disaster recovery plan for IT, significant upgrades to the college network infrastructure, and voice over IP (VOIP) telecommunications for all offices and the majority of classrooms. [1] The installation of a new storage area network (SAN) and completion of the R18 conversion to Colleague has improved services to all students, faculty, and staff. [7] Over 200 faculty and 16,000 students each year are using Blackboard Learn, the learning management system used for online, hybrid, and web-enhanced instruction. [3] The Distance Education Committee, in collaboration with the CCFT Distance Education Task Force wrote a Distance Education Plan, and the faculty contract and faculty evaluation process now contains performance standards for online teaching. [3]

A new Virtual Desktop Infrastructure (VDI) project has provided a new direction for the technological landscape at Cabrillo. Leveraging an opportunity to redesign Labs in the Building 300 renovation project, the server infrastructure and requirements for zero clients were planned and implemented for use in spring 2012. The new VDI strategy will save significant costs with the service and support needs for the Lab. Whereas the goal for 2012 was to deploy 250 virtual clients for both new and established labs, 330 was the actual number of clients deployed. The survey conducted in late 2011 indicated an overall positive trend in staff and faculty satisfaction with the IT Department. Additionally, IT communications and services are relevant and timely. [1] However, almost twenty-percent still feel their assigned computer does not meet their needs. In addition to the loss of productivity and frustration that exists with employees using old equipment, there is a more significant support requirement for older equipment as well. One of the primary objectives of the IT Department is to develop and implement a Virtual Desktop Infrastructure (VDI) for use throughout Cabrillo. Additionally, classified staff would like to see more time for training on applications. Schedules often restrict access, and obtaining release time to train can be an issue. [16] One other area to address based on the current survey includes the following two areas; wireless connectivity at Cabrillo (Hawknet), and effective smart classrooms. The IT Department’s goal will be to conduct a wireless coverage audit to identify gaps in coverage and areas of excessive overlap.

The Information Technology Department has three primary goals. Each of those goals contains multiple short term and long term objectives. They are summarized as:

1. Improve College effectiveness through enhancements to the following systems:
   - Colleague, MIS reporting, SQL data warehouse, document management, and web.
2. Enhance student, faculty, and staff technology use with improvements to infrastructure development, data access, and security.
3. Improve efficiency of College services through development of technology solutions to support a successful college environment.

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

EVALUATION
The college meets the standard. The institution ensures that technology and facility decisions are based on the results of evaluation of program and service needs, including those for Distance Education, and that those needs are met effectively as a result of prioritization and plans for improvement.

No improvement plan for Standard 3C was identified as a result of the self-evaluation.

STANDARD 3D: Financial Resources
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

1. The institution relies upon its mission and goals as the foundation for financial planning.

EVALUATION
The College meets the standard. Financial planning is conducted with transparency, in accordance with the District’s mission and goals, and with responsible allocation of resources to maintain fiscal solvency and support institutional planning.

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.  
   a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of the financial resources to support student learning programs and services.

EVALUATION
The College meets the standard. There are appropriate control mechanisms in place to assure the financial integrity and responsible use of resources, which give evidence of their effectiveness by occasionally bringing to light deficiencies that need to be corrected in internal processes.

3. The institution has policies and procedures to ensure sound financial practices and financial stability.
EVALUATION
The College meets the standard. The financial policies and procedures in place ensure sound financial practices and financial stability.

4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

EVALUATION
The college meets the standard. The integration of financial resource planning with institutional planning takes place at all levels of program planning and is reviewed at a college-wide level by the College Planning Council, and the various programs systematically assess the effective use of financial resources and use the results to improve effectiveness.

Currently, the District continues to prioritize efforts to integrate institutional and financial planning. The District is committed to maintaining data integrity, transparency, and timely delivery of information, all within its participatory governance structure.

No improvement plan for Standard 3D was identified as a result of the self-evaluation.

STANDARD IV: LEADERSHIP AND GOVERNANCE
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

STANDARD 4A -- Decision-Making Processes
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.

EVALUATION
The College meets the standard. Institutional leaders create opportunities for staff at all levels and students to take initiative in improving the programs and processes with which they are involved. The institutional values, embodied in the Mission and the Core Four, are familiar to all
and used at all levels of institutional practice and process.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

EVALUATION
The faculty and our academic administrators are relied upon by the college for recommendations regarding student learning programs and services. According to survey results, strong majorities of faculty feel that their representation on CPC allows for effective input of ideas concerning policy and planning decisions. [Faculty Survey, 12/11] This representation is in addition to the ongoing work of the Faculty Senate, the Curriculum Committee, and the Academic Council and the Outcomes Assessment Review Committee which all provide avenues for faculty input on our programs.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

EVALUATION
The College meets the standard. Written policies on governance procedures specify appropriate roles for staff and students, as well as the academic roles of faculty in the planning of educational programs and services. Shared governance structures work collaboratively on behalf of institutional improvements, and clear examples of these improvements exist. Communication and dialogue at the College is widespread and effective.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

EVALUATION
The College meets the standard. Documentation shows that the response to past Commission recommendations has been timely and complete; communication to the public regarding educational quality at the College are accurate, and there are several indications of full and responsible compliance with USDE regulations.

5. The role of leadership and the institution’s governance and decision-making structures 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.

No improvement plan for Standard 4A was identified as a result of the self-evaluation.
STANDARD 4B -- Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

EVALUATION
Overall, the Governing Board policies and practices meet the criteria of Standard IVB part 1.

According to the data in the 2011 Faculty and Staff Accreditation Surveys, 72% of the faculty and 68% of the staff agreed that the Board’s policies support the quality, integrity and effectiveness of student learning programs and services. In addition, the survey shows that more than two-thirds of the faculty (69%) agrees that the Faculty Senate is effective in making recommendations to the Governing Board in the Senate’s purview of academic and professional matters.

Despite the economic challenges facing community colleges, the dedication, leadership, and vision of Cabrillo’s Governing Board have contributed to the overall success of the college in the last few years. The ongoing public support for the college is reflected in the contributions to the Foundation for an endowment surpassing $16 million dollars, which places the college in the top 2 percent of the 112 community colleges in California, far exceeding the relative size of the institution.

Since the last accreditation self-evaluation, the Board has addressed areas for improvement by establishing annual retreats which are held in September and by revising its code of ethics policy (BP 1105) in 2007 to include consequences of any violation. The review of policies is ongoing and the Board utilizes the policy and procedures service provided by the Community College League of California.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

EVALUATION
The College meets the standard.

The 2011 Faculty and Staff Accreditation Surveys ask respondents about the current administration rather than the president specifically, but a majority of the faculty and staff who responded (79% and 58% respectively) agreed that the administration provides effective leadership for the college.
By acting as a catalyst and change agent when necessary, honoring the shared governance process, and maintaining a high-profile presence and level of participation in the community, the president retains primary responsibility for the quality of services Cabrillo provides. He also serves as an effective leader in planning, organizing, budgeting, selecting and developing personnel, as well as assessing institutional effectiveness.

Recommendations from the last self-study focused on encouraging the Board to enact policies that would allow it to better evaluate and assess how well it performed in achieving its goals. These recommendations have largely been met:

1. Create a review cycle for policies, manuals, and procedures.
   The review cycle for Board Policies and Procedures is an ongoing process which started in 2006. The goal is to have all policies and procedures reviewed between 2007 and fall 2013, before the site visit of the accreditation team. Since the last accreditation visit, the college has implemented a number of legally required policies that were not in place at the time of the last accreditation. The Governance Manual is a living document (on the college website) that is regularly updated when committees make changes to their formal charges. Since the last self-study, a website has been established for the College Planning Council (CPC), which is included in the Governance Manual. All members of the college may now easily access agendas, minutes and meeting handouts of the CPC, and the website is updated regularly after each meeting.

2. Schedule regular retreats to review the role and function of the board.
   The Board has participated in a retreat led by an outside facilitator each September since 2006.

3. Conduct its self-evaluation according to the schedule and manner determined in the policy.
   The last survey to evaluate the Board as part of its self-evaluation went out to the campus community in August 2010. According to Policy (BP 1310) the self-evaluation should occur annually, so this is still an area of improvement.

**PLAN FOR STANDARD 4B**
The Board will incorporate Accreditation standards into the assessment of its own performance.