Governance Manual

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Introduction

Over 25 years ago, the California Legislature and the Governor approved AB 1725 directing the California Community College Board of Governors to develop regulations which are designed to:

… ensure faculty, staff, and students (have) the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (70900.5).

Upon direction from the Legislature, the California Community College Board of Governors adopted Title 5 regulations to implement AB 1725. For faculty, these regulations are contained in section 51023 and again in section 53201 specifically for Academic Senates. Regulations pertaining to classified staff can be found in section 51023.5 and those pertaining to students are under section 51023.7. The Board of Governors then directed each community college district Board of Trustees to adopt local policies and procedures to implement these Title 5 regulations.

The Cabrillo College Board of Trustees policies supporting the Title 5 regulations are contained in Board Policy 2510: Participation in Local Decision-Making (See Appendix).

At Cabrillo College, shared governance is grounded in the inclusion of faculty, staff, students, and administrators in the decision-making processes. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. The Faculty Senate, the Associated Students of Cabrillo College (ASCC) Student Senate, Administrative Council representatives, and the collective bargaining units are all present at the highest shared governance council, the College Planning Council (CPC). Two-way communication between the individual members of CPC and their constituent groups is critical for optimal functioning of the planning structure.
Cabrillo College Mission, Vision, Core 4 Competencies, Accreditation

Our Mission
Cabrillo College is a dynamic, diverse, and responsive educational community dedicated to helping all students achieve their academic, career, and personal development goals.

Vision Statement
Cabrillo College is passionate about developing critical thinking, honing oral and written communication, and enhancing global awareness, while cultivating personal and professional responsibility in our students. Exploration, innovation, creativity, and implementation of a variety of teaching methods, including technology literacy, are hallmarks of our approach to learning. We help students of varying skill levels achieve their potential, and consider everyone in the college part of a community of learners who are treated with dignity and respect. Cabrillo College supports a climate of diversity, self-empowerment, and sustainability, with a strong sense of social justice.

As an integral part of Santa Cruz County, Cabrillo College is an accessible gateway to prosperity that provides education for all, supporting the local economy and improving economic vitality. We serve students who have goals of transfer, career preparation, basic skills, personal fulfillment, and retraining through an inclusive and effective learning environment. Students will leave with greater knowledge and a richer expectation of themselves.

Core Four Competencies
To achieve our mission, the Cabrillo College community works together to help students master our four college competencies. The Core 4 represent the major skills that all students need to succeed. The college is committed to fulfilling this promise: When our students have met the requirement for the A.A or A.S. degree or have completed the general education sequence, they will be competent in:

- **Communication**: Reading, Writing, Listening, Speaking, and/or Conversing
- **Critical Thinking and Information Competency**: Analysis, Computation, Research, Problem Solving
- **Global Awareness**: An appreciation of Scientific Processes, Global Systems and Civics, and Artistic Variety
- **Personal Responsibility and Professional Development**: Self-Management and Self-Awareness, Social and Physical Wellness, Workplace Skills

Accreditation
Cabrillo College is accredited by the Western Association of Schools and Colleges, the recognized local agency which is affiliated with the Federation of Regional Accrediting Commissions of Higher Education. The College adheres to the institutional standards set forth
by the Accreditation Commission for Community and Junior Colleges, and has been approved by the Board of Governors of the California Community Colleges and the California State Department of Education. The College is also approved by the California Department of Education for the training of veterans under the provisions of the G.I. Bill of Regulations. The College is a member of the Community College League of California. Designated courses are accepted on a transfer basis by the University of California, the California State University system, and by private four-year colleges and universities.
Role and Responsibility for Governance

**Faculty Participation:**

**Operational Planning**
There is operational consistency for all faculty. Faculty work with their Program Chairs and Deans on matters concerning curriculum and classroom operations. Faculty work together with administrators to determine the most effective methods to meet the needs of students, personnel, and the college.

**Participatory (Shared) Governance**
The Faculty Senate is responsible for formal recommendations regarding academic and professional matters (See Appendix: California Administrative Code Title 5 Section 53201, Cabrillo Board Policy 2510). The Faculty Senate Executive Board consists of an elected president, and an appointed Vice President, Secretary, and Treasurer. The Division Senators are comprised of two faculty elected from each of the five instructional divisions, plus one each from Counseling, Counseling and Educational Support Services, and the Library. The Watsonville Representative is a voting member. Senator-at-Large seats rotate every other year and are filled by election. Non-voting seats are held by a Student Senate Representative, the Student Learning Outcomes Assessment Coordinator, the Cabrillo College Federation of Teachers Liaison, the Cabrillo Classified Employee Union Liaison, and the Vice President of Instruction.

The Faculty Senate is also responsible for appointing faculty to college and district standing committees, peer review teams, and various college and district ad hoc committees. In addition, the Faculty Senate provides input into the prioritization process for new planning and resource requests through their appointments to the core mission workgroups and the College Planning Council. The Senate president meets regularly with the College President and Vice President of Instruction and the Director of Planning & Research to ensure college-wide faculty concerns are communicated and discussed. Faculty Senate meetings are open and all faculty are encouraged to communicate regularly with their representatives and to participate in Senate sponsored events, activities, and meetings. Senate minutes are posted on their website: [http://cabrillo.edu/associations/facultysenate/minutes.html](http://cabrillo.edu/associations/facultysenate/minutes.html)

**Collective Bargaining**
The Cabrillo College Federation of Teachers (CCFT) is the collective bargaining representative for all Cabrillo College faculty. CCFT often appoints representatives to committees and groups that deal primarily with employee contracts and benefit information and issues. Questions or concerns regarding faculty working conditions should be directed to CCFT representatives.

**Collective Bargaining: Legal Provisions**
Decision-making policies and implementation cannot detract from negotiated agreements on wages and working conditions. Faculty senate and bargaining representative may establish
agreements as to consulting, collaborating, sharing or delegating (Title 5 §53204). The exclusive bargaining agent shall consult with the faculty senate prior to engaging in bargaining on: Faculty Evaluation (Ed Code §87663), Tenure (Ed Code §87610.6) and Faculty Service Areas (Ed Code §87743.2).

**Classified Staff Participation:**

**Operational Planning**
Classified staff have the responsibility and opportunity to participate in decision-making across the college. At the operational level, classified staff collaborate with other staff, administrators, faculty, and students within and across their departments, programs, and service areas to determine the most effective ways to meet the needs of the students, personnel, and the college. Different units have varying processes for how operational decisions are made and staff are encouraged to check with their supervisors, governance, and/or bargaining unit leaders for more detailed information.

**Participatory (Shared) Governance**
Recommendations and opinions of staff are given every reasonable consideration. The classified staff appoints representatives to various college committees through the collective bargaining unit, (CCEU). Classified staff shared governance participation is defined by Title 5 and Board Policies and Administrative Procedures. Classified staff provide input into the prioritization for new planning and resource requests through their appointments to core mission workgroups and the College Planning Council. Classified staff are encouraged to communicate regularly through their representatives and are encouraged to participate in meetings, events, and other college wide activities.

**Collective Bargaining**
Classified staff have one collective bargaining unit that represents all classified employees on work related conditions. Questions or concerns regarding working conditions should be directed to the Cabrillo Classified Employee Union (CCEU) representatives. CCEU appoints representatives to shared governance committees and groups that deal with all aspects of college decision making, especially those that affect employee contracts, working conditions, and benefit information.

**Confidential – Meet and Confer Group:**
“Confidential Employee” is an employee of the District who, in the regular course of his/her duties, has access to confidential information that contributes to the development of management proposals and decisions with respect to employer-employee relations (Government Code Section 3540.1(c)). As such, they are not a bargaining unit, but rather a meet and confer unit. This component has a representative presence on the CPC and selected shared governance committees.

**Student Participation:**
The Associated Students of Cabrillo College (ASCC) Student Senate is responsible for representing all students to the college president, Faculty Senate, and college standing committees (Cabrillo Board Policy 2150, California Administrative Code Title 5 Section
The ASCC Student Senate appoints eligible students to serve on a number of college standing committees, including the College Planning Council, and the Assessment Review Committee, among others. All Cabrillo students are represented on the Cabrillo Board of Trustees by a Student Trustee with an advisory vote (Cabrillo Board Policy 2150). The ASCC President or his or her designee is a member of the College Planning Council.

Each Cabrillo student has specific rights and responsibilities as a student enrolled in the college, which are defined by the Students Rights and Responsibility Handbook. All students are encouraged to make their voice heard by voting or participating in student elections and student clubs, by bringing issues to the attention of the ASCC Student Senate, or by contributing their opinions to occasional college surveys regarding student satisfaction with the college and specific departments and services.

**Participatory (Shared) Governance**

Students participate in decision-making processes in a variety of ways. The ASCC Student Senate meets regularly and appoints student representatives to governance groups and committees within the college. The ASCC Student Senate provides input to the prioritization process for new planning and resource requests through their appointments to the Student Learning Outcomes Committee, the Facilities Planning and Advisory Committee, and the College Planning Council. Students have a responsibility to gather information from these meetings and to disseminate this information and collect feedback from their student peers.

**Administrator Participation:**

**Operational Planning**

Administrators participate in decision-making processes in a variety of ways. In their local areas of responsibility, they are responsible for seeking faculty, staff, and student input to improve programs and services, as well as working with their direct supervisors and appropriate committees and work groups to represent the ideas and issues of their areas. Managers are responsible for facilitating department and unit program reviews and plans by faculty and staff, as well as for facilitating division or service area meetings where faculty and staff work together to prioritize any requests for college-wide resources coming from their academic or service areas.

All Deans, Vice Presidents, and select managers with broader campus responsibilities serve on the Admin Council, which meets monthly. When needed, managers provide formal input on governance issues to the college president.

The Instructional Deans have a monthly meeting with the Vice President of Instruction and the Director of Planning & Research to problem solve and discuss operational issues such as providing curriculum support to faculty, program compliance and regulatory changes, enrollment management, and coordinating overlapping programs and services.

The President’s Cabinet meets weekly and includes the President and all the Vice Presidents, and the Director of Planning & Research as needed. The President’s Cabinet is responsible for discussing overall college operational issues and making recommendations to the President based on input from their areas.
Participatory (Shared) Governance
Administrators are appointed to serve on a variety of Cabrillo College and District ad hoc and standing committees by the college president. The administrators provide input to the prioritization process for new planning and resource requests through their appointments to the core mission workgroups and the College Planning Council. In addition, administrators have a responsibility to solicit opinions from faculty, staff, and students in affected areas, as well as give those opinions reasonable consideration before final decisions are made that affect those individuals.

Meet and Confer
Administrators who are directors, deans, and vice presidents are represented by the meet and confer group, Administrative Benefits Committee (ABC). Questions and concerns regarding working conditions should be directed to ABC representatives.

**Board of Trustees:**

Operational and Policy Planning
The Governing Board is responsible for making formal decisions regarding academic and professional matters. This is done through the implementation of Board Policy. Board policy is the voice of the Governing Board and defines the general goals and acceptable practices for the operation of the District. It implements federal and state laws and regulations. The Governing Board, through policy, delegates authority to the Superintendent/President to administer the District. The Superintendent/President and District employees are responsible to reasonably interpret Board policy as well as other relevant laws and regulations that govern the District.

Participatory (Shared) Governance
In administering District policies, the Superintendent/President shall be guided by the knowledge that the Governing Board values an open interchange of ideas among all employees of the District. Nothing herein shall be interpreted as intended to interrupt the free and open flow of ideas and assistance among personnel at every level.
Structures for Participation

**Participatory (Shared) Governance Committee**
Committee or council consisting of constituent representatives designated or selected to act in an advisory capacity to College Planning Council that meets on a regular basis. The charge of Cabrillo College governance committees is to communicate ideas, concerns, goal completions and recommendations through dialogue between the committee, CPC, and their constituents. These committees serve as vital components to college planning and goal setting.

**Operational Committee**
Standing committee or council intended to consider all matters pertaining to procedural issues as defined by the role of the members, (e.g., Admin Council, Instructional Deans Group) and assisting with college operations needs.

**Subcommittee**
A permanent sub group convened by a standing committee or council designated to consider specific subjects in detail for recommendations back to the standing committee or council. The chair or one representative must be a member of the committee or council to which it reports. Other members need not be members of the committee to which it reports.

**Ad Hoc Committee (Committee completes recommendations and is up for renewal annually)**
A working group or sub-group created by a council or operational committee to address and make recommendations on a particular subject. The members need not be from a council or committee.

**Task Force**
A constituency-represented group specifically convened by and reporting to a committee or to the President (or President’s designee) to address a special college-wide subject/issue and meets until the subject/issue is resolved.
PARTICIPATORY GOVERNANCE CABRILLO COLLEGE COMMITTEE STRUCTURE
Participatory Decision-Making at Cabrillo College

The Governance Manual of Cabrillo College outlines effective participation in the governance of the college. This document is a joint effort between constituency groups, which include faculty, students, classified staff, and administration. The development of this document is an important first step to ensure that a culture of participatory/shared governance flourishes. Though the term shared governance does not appear in law and regulation, it is used to refer to processes that involve faculty, staff, and students in decision-making. It also refers to the role of the board of trustees and their designees. Though “shared governance” is used in many circles, for this document we will refer to shared governance as participatory decision-making.

Participatory decision-making necessitates engaging in mutually productive dialogue that is based on respect, trust, and a willingness to seek and give information in an honest fashion. This is what good faith effort means. It is grounded in honesty. It is a sincere intention to deal fairly with others.

Again, this Participatory Decision-Making document is an important first step in creating a culture of effective participation in the governance of the college. How well the college succeeds in this endeavor will ultimately depend on all of us at Cabrillo. Creating a culture of cooperation and communication is not an easy task. But such a culture is necessary in order for effective participation in the governance of the college to take place. With the best of efforts and hard work that have been placed into this document to describe our structures for decision-making, this cannot replace the requirement for good faith efforts and the deliberate labor that is part of honesty, communicating, active listening, and sharing.

Effective participatory decision-making requires good faith effort, which requires the following:

- Fact-based decisions, in which all participants get access to the same data and reports.
- Inclusion of all stakeholders affected by the decision.
- Grounding in the good of the institution and student success.
- No hidden agendas.
- Open address of disagreement and difficult issues.
- An honest attempt to come to agreement.
- Decisions are made within the appropriate established process.
- Due process and timelines for review and recommendation are included.

Decision-Making Processes that are based on good faith communication include these elements:

- Decisions are made within the appropriate established process.
- Due process and timelines for review and recommendation are included.
- Meetings are publicized (website), public (open to all stakeholders), and easily

Not reviewed by CPC
- accessible, with agendas and supporting documents available in a timely manner.
- Discussions and recommendations are visible, transparent, documented (minutes, etc.), and widely publicized with opportunity for feedback (e.g., facilitated through digital documents).

In cases of inability to reach agreement:
- Win-win solutions should be prioritized, even when such solutions were not originally advocated.
- Compromises should be fully considered.
- In cases where the President makes a decision not aligned with the recommendation of College Planning Council, the President will promptly communicate in writing the reason a differing decision was enacted to the College Planning Council.

**Conflict Resolution**

In order to work in good faith where conflict occurs, communication should be collegial, respectful, and honest. This includes open, frank discussion without fear of retaliation. It suggests discussion occur at the table with cognizant stakeholders rather than in the parking lot where only a few are present. It includes fully valuing Cabrillo Board Policy 2510, adopted March 2, 1992 and updated June 9, 2014, (see appendice).
Decision-Making Guiding Principles at Cabrillo College

Decision making at Cabrillo College is guided by the following principles:

1. Utilize a consistent approach to data analysis
2. Access the most reliable information available
3. Produce a visual model of the process (next page)
4. Articulate clearly what the recommendation is and to whom it is being communicated
5. Provide an opportunity for all individual stakeholders to participate
6. Decide based on good of the institution and student success

Decision making resources at Cabrillo College

The types of resources used will vary on the scope and charge of the group and what kinds of decisions are being made.

Master Plans at Cabrillo College:
Decisions must align with the Cabrillo’s master plans or strategic plans. Noted plans include:
1. Educational Master Plan
2. Strategic Plan
3. Facilities Master Plan
4. College Technology Plan
5. Distance Education Plan

Data and Reports:
Decisions must consistently utilize appropriate data to inform and clarify decisions, and all stakeholders shall have access to the most reliable and applicable data and reports to best guide recommendations. Below are examples of additional resources that add understanding and direction to Cabrillo’s decision-making processes. Note that some data are college-level, some regional, and some state-level.

1. Program data: Success and retention rates (traditional and distance education); awards and completion rates; enrollments rates (basic skills, career technical education (CTE), transfer);
2. Population/demographic data: Ethnicity, age, gender, enrollment status, unit load, assessment placement, financial aid status, economic profiles and indicators (county employment rates, market demands, poverty rates)
3. Institutional data: Transfer rates, licensure exam pass rates, CTE employment rates, matriculation details, basic skills report, ARCC report

Not reviewed by CPC
College Mission: Cabrillo College is a dynamic, diverse, and responsive educational community dedicated to helping all students achieve their academic, career and personal development goals.
The college has been unable to procure restoration as planned, but will proceed with commitments to its recent Listening/Visioning process. The results of the spring visioning process will provide further direction for staffing and other program needs necessary to support the future of Cabrillo College.

The Mission Statement will continue to guide the college budget strategies given that the college:
- did not earn restoration funding in 2013-14 and
- enrollment fell below the 2012-13 cap of 10,894

The college will continue to re-evaluate operations, with the goal of prioritizing and funding programs as indicated below.

The intent of the following process commitments, criteria and strategies is to enable Cabrillo to move from being a college that has been organized and staffed to operate on a $60 million budget to an organization and staffing level that can deliver sustainable services to the community within the ongoing resource allocation from the state.

The college will make every attempt to leverage funding from a variety of appropriate sources. The following criteria and prioritization commitments will apply to programs and services regardless of the funding source.

I. Process Commitments
   A. Link budget planning to institutional strategic plan effectiveness measures, including program planning requests and accreditation recommendations. Redesign efficiencies to support long range planning, including the evaluation of the impact on student success.

   B. Utilize the appropriate forums to create efficiencies of process, facilities, centralized services, technology solutions, and other areas that provide resource savings.

   C. In the event that program reductions are necessary, the college will work to preserve faculty, staff, and management personnel when possible and, if not possible, will assist with employment-related transitional issues.

   D. The college may shift resources and make program reductions to adapt to changing needs and to ensure fiscal stability. The college will attempt to generate more revenue by increasing enrollment through program review and development, integrating best practice methods of enrollment management and efficiencies, and pursuing other revenue generating opportunities.

   E. The process will be characterized by openness, respect, sensitivity, and inclusiveness, and will be facilitated through the CPC as part of its role and responsibility as the highest shared governance committee making recommendations to the president.
The Strategic and Educational Master Plans provide the general framework for the following criteria:

II. Criteria
   A. Compliance Requirements
      1. Maintain accreditation standards of the college and academic programs
      2. Maintain state and federal compliance requirements (Strategic Plan), e.g.:
         • 50% law
         • Full-time faculty obligation number (FON)
         • Accessibility
         • Affordable Care Act

   B. Preserve transfer, basic skills, and Career Technical Education so students are able to complete their academic goals (Strategic Plan).
      • Core courses toward an AA/AS
      • General education breadth
      • Labor market and employment trends

   C. The college will include the Student Success Scorecard, accreditation recommendations, planning agendas, and Board goals as part of the resource allocation directive. Continue to maximize positive impact on student success (Strategic Plan).

   D. Optimize enrollment to achieve maximum state revenues. Maximize efficiency of programs and services (Strategic Plan and Technology Plan).
      • WSCH/FTEF
      • Non-redundant

   E. Minimize fiscal impact of non-base budget programs on General Fund (Strategic Plan).
      • Ancillary/Auxiliary operations
      • Categorical and grant-funded programs

   F. Ensure comprehensive planning and maximize efficiencies to meet operational needs of new and existing facilities (Strategic Plan and Facilities Master Plan).
      • Optimize effective utilization of college facilities (Strategic Plan)

   G. Maximize professional development opportunities for employees.

   H. Develop a plan for funding the total cost of ownership for facilities and technology needs on campus.
III. **Strategies**

A. Design and implement the Student Success Initiative for the college.

B. Review all auxiliary and categorical program budgets with the appropriate budget administrator. Ensure program budgets are linked to program and institutional plans. Leverage funding where appropriate to identify reductions.

C. Implement a classified prioritization process for positions.
   - Pilot for new classified positions in 2014-15

D. Evaluate facility use for efficiency and effectiveness.
   - Water and Energy Use Reduction
   - Maximize facility use for increased enrollment and services to students.

E. Discuss compensation and, benefit programs with all employee groups annually through planning information sessions and agreed upon bargaining meetings.

IV. **Historical Data Available**

A. **Internal Data**
   - Accreditation Self-Study [http://www.cabrillo.edu/services/pro/accred/index.html](http://www.cabrillo.edu/services/pro/accred/index.html)
   - Budget & Benefits Information Center: [http://www.cabrillo.edu/internal/adminservices/budgetcenter/](http://www.cabrillo.edu/internal/adminservices/budgetcenter/)
   - Educational Master Plan: [http://www.cabrillo.edu/services/pro/masterPlan/](http://www.cabrillo.edu/services/pro/masterPlan/)
   - FACT Books [http://www.cabrillo.edu/services/pro/factbook/](http://www.cabrillo.edu/services/pro/factbook/)
   - Program Planning Pages [http://pro.cabrillo.edu/pro/factbook/programPlanningTables.html](http://pro.cabrillo.edu/pro/factbook/programPlanningTables.html)
   - Strategic Plan: [http://pro.cabrillo.edu/cmp/](http://pro.cabrillo.edu/cmp/)
   - Technology Plan: [http://www.cabrillo.edu/services/pro/accred/pdf/ITTP.pdf](http://www.cabrillo.edu/services/pro/accred/pdf/ITTP.pdf)

B. **External Data**
   - Fiscal Data Abstract 06-07
   - Current Cost of Education 06-07
   - WASC Accreditation Standards
     [http://www.cabrillo.edu/services/pro/accred/pdf/ACCJC%20NEW%20STANDARDS.pdf](http://www.cabrillo.edu/services/pro/accred/pdf/ACCJC%20NEW%20STANDARDS.pdf)
Appendices
§ 53200. Definitions.

For the purpose of this Subchapter:

a. “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

b. “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”

c. “Academic and professional matters” means the following policy development and implementation matters:

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development; and
11. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

d. “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

1. relying primarily upon the advice and judgment of the academic senate; or
2. agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

HISTORY

1. Amendment of NOTE filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
2. Amendment of NOTE filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).
4. Relocation of article 2 heading filed 5-15-93; operative 6-4-93 (Register 93, No. 25).
5. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
§ 51023.5 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5
Barclays Official California Code of Regulations
Title 5. Education
Division 6. California Community Colleges
Chapter 2. Community College Standards
Subchapter 1. Minimum Conditions

§ 51023.5. Staff.

a. The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

1. Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and nonmanagement positions or groups of positions shall be separately defined or categorized.

2. Participation structures and procedures for the staff positions defined or categorized.

3. In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

4. Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.

5. Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

6. The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

7. When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:
i. The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.

ii. Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.

iii. When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

iv. In all cases, representatives shall be selected from the category that they represent.

b. In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

c. Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.

d. The governing board of a community college district shall comply substantially with the provisions of this section.

§ 51023.7. Students.

a. The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

1. Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

2. Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

3. Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

4. For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

b. For the purposes of this Section, district and college policies and procedures that have or will have a “significant effect on students” includes the following:

1. grading policies;
2. codes of student conduct;
3. academic disciplinary policies;
4. curriculum development;
5. courses or programs which should be initiated or discontinued;
6. processes for institutional planning and budget development;
7. standards and policies regarding student preparation and success;
8. student services planning and development;
9. student fees within the authority of the district to adopt; and
10. any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

c. The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

d. Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.

e. The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.


HISTORY

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 91, No. 23).
2. Editorial correction of printing errors in subsections (a) and (b) and HISTORY 1 (Register 91, No. 43).
3. Amendment of subsections (a)(2), (a)(4), (b), (b)(10), (d) and (e) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
HISTORY

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b), (Register 91, No. 23).

2. Editorial correction of printing error in subsection (b) and HISTORY 1. (Register 91, No. 43).

3. Amendment of subsections (a)(1), (a)(3), (a)(5), (a)(7), (b), (c) and (d) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

# Glossary of Common Acronyms and Miscellaneous Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Associate in Arts degree</td>
</tr>
<tr>
<td>ABC</td>
<td>Management Group (Union)</td>
</tr>
<tr>
<td>AB1725</td>
<td>Assembly Bill 1725 is landmark legislation that provides new direction and support for the community college. The bill's reforms fall into eight areas: Mission; Governance; Finance; New Programs and Services; Affirmative Action; Employment Policies; Accountability; Conditions and Appropriation for Reform.</td>
</tr>
<tr>
<td>ABC</td>
<td>Administrative Benefits Committee</td>
</tr>
<tr>
<td>ACCESS</td>
<td>In cooperation with UCSC, a summer program for community college students that focuses on students belonging to groups with below-average UC eligibility and enrollment rates, and groups that are not fully represented in the biomedical sciences (biology and chemistry)</td>
</tr>
<tr>
<td>ACE</td>
<td>Academy for College Excellence (formerly known as DBA, Digital Bridge Academy) (Student Learning Community)</td>
</tr>
<tr>
<td>ACHRO/EEO</td>
<td>Statewide Association of Chief Human Resources Officers/Equal Employment Officers</td>
</tr>
<tr>
<td>ACCT</td>
<td>Accounting (Instructional Program)</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act - A federal act which mandates full accessibility for students and employees with disabilities</td>
</tr>
<tr>
<td>ADAPT</td>
<td>Adaptive Physical Education (instructional Program)</td>
</tr>
<tr>
<td>ADC</td>
<td>Administrative Council (administrative governance group)</td>
</tr>
<tr>
<td>A&amp;R</td>
<td>Admissions and Records Office</td>
</tr>
<tr>
<td>AGS</td>
<td>Alpha Gamma Sigma (campus club - Student Honor Society)</td>
</tr>
<tr>
<td>AH</td>
<td>Art History (Instructional Program)</td>
</tr>
<tr>
<td>ALH</td>
<td>Allied Health (Instructional Program)</td>
</tr>
<tr>
<td>AMAP</td>
<td>Accelerated Medical Assisting Program (Student Learning Community)</td>
</tr>
<tr>
<td>ANTHR</td>
<td>Anthropology (Instructional Program)</td>
</tr>
<tr>
<td>AP</td>
<td>Accounts Payable (in Business Office)</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
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<td>--------------</td>
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</tr>
<tr>
<td>AP</td>
<td>Art Photography (Instructional Program)</td>
</tr>
<tr>
<td>AP</td>
<td>Administrative Procedure (found in current Cabrillo Policy Manual)</td>
</tr>
<tr>
<td>APD</td>
<td>Academic Program Director</td>
</tr>
<tr>
<td>AR</td>
<td>Administrative Regulation (found in archived Cabrillo Policy Manual)</td>
</tr>
<tr>
<td>ART</td>
<td>Art-Studio (Instructional Program)</td>
</tr>
<tr>
<td>AS</td>
<td>Associate in Science degree</td>
</tr>
<tr>
<td>ASCC</td>
<td>Associated Students of Cabrillo College</td>
</tr>
<tr>
<td>ASCCC</td>
<td>Academic Senate for the California Community Colleges. The statewide organization representing the faculty on matters of educational policy. Local academic senates also have rights and responsibilities related to local district governance.</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language (Instructional Program)</td>
</tr>
<tr>
<td>ASM</td>
<td>Administrative Services Managers</td>
</tr>
<tr>
<td>ASPD</td>
<td>Academic Specialist Program Director</td>
</tr>
<tr>
<td>ASTRO</td>
<td>Astronomy (Instructional Program)</td>
</tr>
<tr>
<td>ATH</td>
<td>Athletics (Instructional Program)</td>
</tr>
<tr>
<td>AUO</td>
<td>Administrative Unit Outcomes (measures what administrative unit does for others) as opposed to SLO (student learning outcomes)</td>
</tr>
<tr>
<td>BBP</td>
<td>Blood-borne Pathogens</td>
</tr>
<tr>
<td>BBS</td>
<td>Bilingual/Bicultural Studies (Instructional Program)</td>
</tr>
<tr>
<td>BELA</td>
<td>Business, English, and Language Arts Division</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology (Instructional Program)</td>
</tr>
<tr>
<td>BOG</td>
<td>Board of Governors. Appointed by the Governor, the Board establishes policy for the California Community Colleges</td>
</tr>
<tr>
<td>BOGW</td>
<td>Board of Governors fee waiver (waives the unit enrollment fee at Community Colleges for California residents, including high school students, so that the cost of enrollment is not a barrier. Eligibility is based on financial need.)</td>
</tr>
<tr>
<td>BP</td>
<td>Board Policy (found in Cabrillo Policy Manual)</td>
</tr>
</tbody>
</table>
CORE  Cabrillo's team representatives for Datatel's major area modules (finance, payroll, Human Resources, and Student Services)
CPC  College Planning Council
CRCC  Curriculum Reporting for Community Colleges
CS  Computer Science (Instructional Program)
CSSO  Chief Student Services Officer (aka Vice President of Student Services)
CSUMB  California State University, Monterey Bay
CTC  Computer Technology Center
CTE  Career Technical Education
CWEE  Cooperative Work Experience Education
DANCE  Dance (Instructional Program)
DAS  Division Accounting Specialist
Datatel  Cabrillo’s “Datatel Colleague” integrated computer software system
DBA  Digital Bridge Academy (now ACE, Academy for College Excellence)
DE  Distance Education
DFEH  Department of Fair Employment and Housing
DH  Dental Hygiene (Instructional Program)
DM  Digital Media (Instructional Program)
DMCP  Digital Management Career Preparation (Instructional Program)
DOJ  Department of Justice
DOL  Department of Labor
DOT  Department of Transportation
DSPS  Disabled Student Program and Services
DUPS  Duplications - Cabrillo’s copy center on campus
ECE  Early Childhood Education (Instructional Program)
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ECON</td>
<td>Economics (Instructional Program)</td>
</tr>
<tr>
<td>EDA</td>
<td>Economic Development Agency</td>
</tr>
<tr>
<td>ED Code</td>
<td>California Education Code</td>
</tr>
<tr>
<td>EDUC</td>
<td>Education (Instructional Program)</td>
</tr>
<tr>
<td>EEOC</td>
<td>Equal Employment Opportunity Commission</td>
</tr>
<tr>
<td>EERA</td>
<td>Education Employment Relations Act - regulates collective bargaining</td>
</tr>
<tr>
<td>EMP</td>
<td>Educational Master Plan</td>
</tr>
<tr>
<td>ENGL</td>
<td>English (Instructional Program)</td>
</tr>
<tr>
<td>ENGR</td>
<td>Engineering (Instructional Program)</td>
</tr>
<tr>
<td>EOPS</td>
<td>Extended Opportunity Program and Services - a categorically funded program for colleges and programs serving disadvantaged students</td>
</tr>
<tr>
<td>ERISA</td>
<td>Employee Retirement Income Security Act</td>
</tr>
<tr>
<td>ES</td>
<td>Environmental Science (Instructional Program)</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language (Instructional Program)</td>
</tr>
<tr>
<td>ETECH</td>
<td>Engineering Technology (Instructional Program)</td>
</tr>
<tr>
<td>FAO</td>
<td>Financial Aid Office</td>
</tr>
<tr>
<td>F factor</td>
<td>Relates to FLEX Week credit calculation</td>
</tr>
<tr>
<td>FEHC</td>
<td>Fair Employment and Housing Commission</td>
</tr>
<tr>
<td>FELI</td>
<td>Faculty Experiential Learning Institute</td>
</tr>
<tr>
<td>FLEX</td>
<td>Fun, Learning, Experience, eXpand – week of flexible faculty schedule (annually 9 days of faculty staff development)</td>
</tr>
<tr>
<td>FMLA</td>
<td>Family Medical Leave Act</td>
</tr>
<tr>
<td>FMP</td>
<td>Facilities Master Plan</td>
</tr>
<tr>
<td>FPAC</td>
<td>Facilities Planning Advisory Committee</td>
</tr>
<tr>
<td>FP&amp;PO</td>
<td>Facilities Planning and Plant Operations (formerly M&amp;O)</td>
</tr>
<tr>
<td>FR</td>
<td>French (Instructional Program)</td>
</tr>
</tbody>
</table>

CPC 3/5/14
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>FSA</td>
<td>Faculty Service Area (used for faculty layoff and reassignment purposes defined in CCFT contract)</td>
</tr>
<tr>
<td>FT</td>
<td>Fire Technology (Instructional Program)</td>
</tr>
<tr>
<td>FTEF</td>
<td>Full-Time Equivalent Faculty</td>
</tr>
<tr>
<td>FTES</td>
<td>Full-Time Equivalent Student</td>
</tr>
<tr>
<td>FTTW</td>
<td>Fast Track to Work program</td>
</tr>
<tr>
<td>FYE</td>
<td>First Year Experience (Student Learning Community to prepare students for academic success as new college students)</td>
</tr>
<tr>
<td>GEOG</td>
<td>Geography (Instructional Program)</td>
</tr>
<tr>
<td>GEOL</td>
<td>Geology (Instructional Program)</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade point average</td>
</tr>
<tr>
<td>GRMN</td>
<td>German (Instructional Program)</td>
</tr>
<tr>
<td>HASS</td>
<td>Human Arts and Social Sciences Division</td>
</tr>
<tr>
<td>HAWK</td>
<td>Health, Athletics, Wellness and Kinesiology Division (formerly HWPEA)</td>
</tr>
<tr>
<td>HERC</td>
<td>Higher Education Recruitment Consortium (in California bay area)</td>
</tr>
<tr>
<td>HIST</td>
<td>History (Instructional Program)</td>
</tr>
<tr>
<td>HMO</td>
<td>Health Maintenance Organization</td>
</tr>
<tr>
<td>HONRS</td>
<td>Honors (Instructional Program)</td>
</tr>
<tr>
<td>HORT</td>
<td>Horticulture (Instructional Program), also name of building/location</td>
</tr>
<tr>
<td>HR</td>
<td>Human Resources department</td>
</tr>
<tr>
<td>HS</td>
<td>Health Science (Instructional Program)</td>
</tr>
<tr>
<td>HSERV</td>
<td>Human Services (Instructional Program)</td>
</tr>
<tr>
<td>IA</td>
<td>Instructional Assistant (classified position)</td>
</tr>
<tr>
<td>IAC</td>
<td>Instructional Administrator Council</td>
</tr>
<tr>
<td>IC</td>
<td>Instruction Council</td>
</tr>
<tr>
<td>IDA</td>
<td>Instructional Division Assistant (classified position)</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
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<td>--------------</td>
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</tr>
<tr>
<td>IIPP</td>
<td>Injury and Illness Prevention Program</td>
</tr>
<tr>
<td>ILC</td>
<td>Integrated Learning Center (location: Watsonville Campus)</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology (formerly CR, Computer Resources)</td>
</tr>
<tr>
<td>ITAL</td>
<td>Italian (Instructional Program)</td>
</tr>
<tr>
<td>ITEC</td>
<td>Industrial Trades Education Center (Location: Watsonville Campus)</td>
</tr>
<tr>
<td>JAPAN</td>
<td>Japanese (Instructional Program)</td>
</tr>
<tr>
<td>JOURN</td>
<td>Journalism (Instructional Program)</td>
</tr>
<tr>
<td>JTPA</td>
<td>Job Training Partnership Act (a federally-funded job training program)</td>
</tr>
<tr>
<td>KIN</td>
<td>Kinesiology (Instructional Program) (formerly PE)</td>
</tr>
<tr>
<td>LIBR</td>
<td>Library (instructional Program), also name of building/location</td>
</tr>
<tr>
<td>LRC</td>
<td>Learning Resources Center</td>
</tr>
<tr>
<td>LS</td>
<td>Learning Skills</td>
</tr>
<tr>
<td>MA</td>
<td>Medical Assisting (Instructional Program)</td>
</tr>
<tr>
<td>MATH</td>
<td>Mathematics (Instructional Program)</td>
</tr>
<tr>
<td>MESA</td>
<td>Math, Engineering, and Science Achievement program (Student Learning Community)</td>
</tr>
<tr>
<td>METEO</td>
<td>Meteorology (Instructional Program)</td>
</tr>
<tr>
<td>MHN</td>
<td>Managed Health Network</td>
</tr>
<tr>
<td>MLC</td>
<td>Math Learning Center</td>
</tr>
<tr>
<td>M&amp;O</td>
<td>Maintenance and Operations department (now FP&amp;PO)</td>
</tr>
<tr>
<td>MQs</td>
<td>Minimum Qualifications. Replaces California Community College credentials for state-defined academic qualifications related to faculty hiring</td>
</tr>
<tr>
<td>MUS</td>
<td>Music (Instructional Program)</td>
</tr>
<tr>
<td>N</td>
<td>Nursing (Instructional Program)</td>
</tr>
<tr>
<td>NAS</td>
<td>Natural and Applied Sciences Division</td>
</tr>
<tr>
<td>NSF</td>
<td>National Science Foundation</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>OARC</td>
<td>Outcomes Assessment Review Committee</td>
</tr>
<tr>
<td>OCEAN</td>
<td>Oceanography (Instructional Program)</td>
</tr>
<tr>
<td>PC</td>
<td>Program Chair</td>
</tr>
<tr>
<td>PCN</td>
<td>Position Control Number (budget-related position number)</td>
</tr>
<tr>
<td>PCTE</td>
<td>Perkins Career and Technical Education Act</td>
</tr>
<tr>
<td>PDA</td>
<td>Professional Development Activity</td>
</tr>
<tr>
<td>PERS</td>
<td>Public Employees' Retirement System</td>
</tr>
<tr>
<td>PHILO</td>
<td>Philosophy (Instructional Program)</td>
</tr>
<tr>
<td>PHYS</td>
<td>Physics (Instructional Program)</td>
</tr>
<tr>
<td>PO</td>
<td>Purchase Order</td>
</tr>
<tr>
<td>PPO</td>
<td>Preferred Provider Organization. A network of health care providers who contract for discounted fee-for-service rates with payer (insurance company or employer) of such services</td>
</tr>
<tr>
<td>PR</td>
<td>Purchase Requisition</td>
</tr>
<tr>
<td>PS</td>
<td>Political Science (Instructional Program)</td>
</tr>
<tr>
<td>PSYCH</td>
<td>Psychology (Instructional Program)</td>
</tr>
<tr>
<td>PUENTE</td>
<td>Intensive writing, counseling and mentoring project to help Mexican American/Latino students stay in school, enroll in college, earn degrees, and return to the community as leaders and mentors. (Student Learning Community)</td>
</tr>
<tr>
<td>RE</td>
<td>Real Estate (Instructional Program)</td>
</tr>
<tr>
<td>READ</td>
<td>Reading (Instructional Program)</td>
</tr>
<tr>
<td>REAL</td>
<td>Reading and English Academic Learning (Student Learning Community)</td>
</tr>
<tr>
<td>RT</td>
<td>Radiologic Technology (Instructional Program)</td>
</tr>
<tr>
<td>SAS</td>
<td>Senior Accounting Specialist (classified position)</td>
</tr>
<tr>
<td>SBDC</td>
<td>Small Business Development Center</td>
</tr>
<tr>
<td>SDLC</td>
<td>Stroke and Disability Learning Center (also known as the Stroke Center)</td>
</tr>
<tr>
<td>SEIU</td>
<td>Service Employees International Union (former classified employee union, now CCEU)</td>
</tr>
</tbody>
</table>

CPC 3/5/14
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISC</td>
<td>Self-Insured Schools of California</td>
</tr>
<tr>
<td>SJSU</td>
<td>San Jose State University</td>
</tr>
<tr>
<td>SLO</td>
<td>Student Learning Outcomes (measures knowledge, skills, abilities and attitudes students gain)</td>
</tr>
<tr>
<td>SLRB</td>
<td>Sabbatical Leave Review Board</td>
</tr>
<tr>
<td>SLS</td>
<td>Sign Language Studies (Instructional Program)</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology (Instructional Program)</td>
</tr>
<tr>
<td>SPAN</td>
<td>Spanish (Instructional Program)</td>
</tr>
<tr>
<td>SPECS</td>
<td>Cluster term for departments working together in the HASS Division</td>
</tr>
<tr>
<td>SPRAC</td>
<td>Services and Program Reduction Advisory Committee (advisory to College Planning Council, aka CPC)</td>
</tr>
<tr>
<td>STEM</td>
<td>Title III grant for Science, Technology, Engineering and Mathematics</td>
</tr>
<tr>
<td>STRS</td>
<td>State Teachers' Retirement System</td>
</tr>
<tr>
<td>TA</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>TA</td>
<td>Theater Arts (Instructional Program)</td>
</tr>
<tr>
<td>TLC</td>
<td>Teaching and Learning Center</td>
</tr>
<tr>
<td>TSA</td>
<td>Tax Sheltered Annuity</td>
</tr>
<tr>
<td>TUs</td>
<td>Teaching Units</td>
</tr>
<tr>
<td>UCSC</td>
<td>University of California, Santa Cruz</td>
</tr>
<tr>
<td>VAPA</td>
<td>Visual, Applied and Performing Arts Division</td>
</tr>
<tr>
<td>VATEA</td>
<td>Vocational Applied Teacher Education Act</td>
</tr>
<tr>
<td>VP</td>
<td>Vice President</td>
</tr>
<tr>
<td>VPAS</td>
<td>Vice President, Administrative Services (aka CBO and formerly Vice President of Business Services)</td>
</tr>
<tr>
<td>VPI</td>
<td>Vice President, Instruction (aka CIO)</td>
</tr>
<tr>
<td>Code</td>
<td>Department/Program</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>VPSS</td>
<td>Vice President, Student Services (aka CSSO)</td>
</tr>
<tr>
<td>W</td>
<td>Welding (Instructional Program)</td>
</tr>
<tr>
<td>WS</td>
<td>Women’s Studies (Instructional Program)</td>
</tr>
</tbody>
</table>
The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

**Faculty Senate(s) (Title 5 Sections 53200-53206)**
The Board or its designees will consult collegially with the Faculty Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Faculty Senate.

**Staff (Title 5 Section 51023.5)**
Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the classified group will be given every reasonable consideration.

**Students (Title 5 Section 51023.7)**
The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540 et seq.

See Administrative Procedure AP2510.

**References:**

*Education Code Section 70902(b)(7)*;  
*Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (Staff), and 51023.7 (Students)*;  
*Accreditation Standard IV.A*
Chapter Two: Board of Trustees

PARTICIPATION IN LOCAL DECISION MAKING

Faculty Participation

Operational Planning
There is operational consistency for all faculty. Faculty work with their Program Chairs and Deans on matters concerning curriculum and classroom operations. Faculty work together with administrators to determine the most effective methods to meet the needs of students, personnel, and the college.

Shared Governance
The Faculty Senate is responsible for formal recommendations regarding academic and professional matters (See Appendix: California Administrative Code Title 5 Section 53201, Cabrillo Board Policy 2130). The Faculty Senate Executive Board consists of an elected president, and an appointed Vice President, Secretary, and Treasurer. The Division Senators are comprised of two faculty elected from each of the five instructional divisions, plus one each from Counseling, Counseling and Educational Support Services, and the Library. The Watsonville Representative is a voting member. Senator-at-Large seats rotate every other year and are filled by election. Non-voting seats are held by a Student Senate Representative, the Student Learning Outcomes Assessment Coordinator, the Cabrillo College Federation of Teachers Liaison, the Cabrillo Classified Employee Union Liaison, and the Vice President of Instruction.

The Faculty Senate is also responsible for appointing faculty to college and district standing committees, peer review teams, and various college and district ad hoc committees. In addition, the Faculty Senate provides input into the prioritization process for new planning and resource requests through their appointments to the core mission workgroups and the College Planning Council. The Senate president meets regularly with the College President and Vice President of Instruction and the Director of Planning & Research to ensure college-wide faculty concerns are communicated and discussed. Faculty Senate meetings are open and all faculty are encouraged to communicate regularly with their representatives and to participate in Senate sponsored events, activities, and meetings. Senate minutes are posted on their website:
http://cabrillo.edu/associations/facultysenate/minutes.html

Legally Defined Areas of Participation in Title 5 And Other Codes

Academic Senate
For the purposes of this Section, the term "academic and professional matters" means the following policy development and implementation matters:
1. curriculum, including establishing prerequisites and placing courses within disciplines
2. degree and certificate requirements
3. grading policies
4. educational program development
5. standards or policies regarding student preparation and success
6. district and college governance structures, as related to faculty roles
7. faculty roles and involvement in accreditation processes, including self-study and annual reports
8. policies for faculty professional development activities
9. process for program review
10. process for institutional planning and budget development
11. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate

Other code sections that legally require participation by faculty:
1. Education Code Section 66450 - distribution of academic presentations
2. Education Code Section 87458 - administrative retreat rights
3. Education Code Section 87359 - equivalencies to minimum qualifications
4. Education Code Section 87360 - faculty hiring
5. Education Code Section 87663 - faculty evaluation
6. Education Code Section 87610.6 1 - faculty tenure
7. Education Code Section 87743.2 - faculty service areas
8. Title 5, Section 55022 - curriculum committees
9. Title 5, Section 53204 - academic senate/union agreements

Collective Bargaining
The Cabrillo College Federation of Teachers (CCFT) is the collective bargaining representative for all Cabrillo College faculty. CCFT often appoints representatives to committees and groups that deal primarily with employee contracts and benefit information and issues. Questions or concerns regarding faculty working conditions should be directed to CCFT representatives.

Decision-making policies and implementation cannot detract from negotiated agreements on wages and working conditions. Faculty senate and bargaining representative may establish agreements as to consulting, collaborating, sharing or delegating (Title 5 §53204). The exclusive bargaining agent shall consult with the faculty senate prior to engaging in bargaining on: Faculty Evaluation (Ed Code §87663), Tenure (Ed Code §87610.6) and Faculty Service Areas (Ed Code §87743.2).

Staff Participation

Operational Planning
Classified staff have the responsibility and opportunity to participate in decision-making across the college. At the operational level, classified staff collaborate with other staff, administrators, faculty, and students within and across their departments, programs, and service areas to determine the most effective ways to meet the needs of the students, personnel, and the college. Different units have varying processes for how operational decisions are made and staff are encouraged to check with their supervisors, governance, and/or bargaining unit leaders for more detailed information.

Shared Governance
Recommendations and opinions of staff are given every reasonable consideration. The classified staff appoints representatives to various college committees through the collective bargaining unit, (CCEU). Classified staff shared governance participation is defined by Title 5 and Board Policies and Administrative Procedures. Classified staff provide input into the
prioritization for new planning and resource requests through their appointments to core mission workgroups and the College Planning Council. Classified staff are encouraged to communicate regularly through their representatives and are encouraged to participate in meetings, events, and other college wide activities.

**Collective Bargaining**

Classified staff have one collective bargaining unit that represents all classified employees on work related conditions. Questions or concerns regarding working conditions should be directed to the Cabrillo Classified Employee Union (CCEU) representatives. CCEU appoints representatives to shared governance committees and groups that deal with all aspects of college decision making, especially those that affect employee contracts, working conditions, and benefit information.

**Confidential – Meet and Confer Group**

“Confidential Employee” is an employee of the District who, in the regular course of his/her duties, has access to confidential information that contributes to the development of management proposals and decisions with respect to employer-employee relations (Government Code Section 3540.1(c)). As such, they are not a bargaining unit, but rather a meet and confer unit. This component has a representative presence on the CPC and selected shared governance committees.

**Student Participation**

The Associated Students of Cabrillo College (ASCC) Student Senate is responsible for representing all students to the college president, Faculty Senate, and college standing committees (Cabrillo Board Policy 2150, California Administrative Code Title 5 Section 51023.7). The ASCC Student Senate appoints eligible students to serve on a number of college standing committees, including the College Planning Council, and the Assessment Review Committee, among others. All Cabrillo students are represented on the Cabrillo Board of Trustees by a Student Trustee with an advisory vote (Cabrillo Board Policy 2150). The ASCC President or his or her designee is a member of the College Planning Council.

Each Cabrillo student has specific rights and responsibilities as a student enrolled in the college, which are defined by the Students Rights and Responsibility Handbook. All students are encouraged to make their voice heard by voting or participating in student elections and student clubs, by bringing issues to the attention of the ASCC Student Senate, or by contributing their opinions to occasional college surveys regarding student satisfaction with the college and specific departments and services.

**Shared Governance**

Students participate in decision-making processes in a variety of ways. The ASCC Student Senate meets regularly and appoints student representatives to governance groups and committees within the college. The ASCC Student Senate provides input to the prioritization process for new planning and resource requests through their appointments to the Student Learning Outcomes Committee, the Facilities Planning and Advisory Committee, and the College Planning Council. Students have a responsibility to gather information from these
meetings and to disseminate this information and collect feedback from their student peers.

**Students** (Education Code Section 51023.7)
Students shall be provided with opportunities to participate in the formulation and development of Board Policies and Administrative Procedures, and in those processes for jointly developing recommendations for action by the Board of Trustees, that the Board reasonably determines, in consultation with staff, have or will have a significant effect on students. Including:

1. grading policies
2. codes of student conduct
3. academic disciplinary policies
4. curriculum development
5. courses or programs which should be initiated or discontinued
6. processes for institutional planning and budget development
7. standards and policies regarding student preparation and success
8. student services planning and development
9. student fees within the authority of the District to adopt
10. any other Board Policy, Administrative Procedure or related matter that the district Board of Trustees determines will have significant effect on students.

**Administrator Participation**

**Operational Planning**
Administrators participate in decision-making processes in a variety of ways. In their local areas of responsibility, they are responsible for seeking faculty, staff, and student input to improve programs and services, as well as working with their direct supervisors and appropriate committees and work groups to represent the ideas and issues of their areas. Managers are responsible for facilitating department and unit program reviews and plans by faculty and staff, as well as for facilitating division or service area meetings where faculty and staff work together to prioritize any requests for college-wide resources coming from their academic or service areas.

All Deans, Vice Presidents, and select managers with broader campus responsibilities serve on the Admin Council, which meets monthly. When needed, managers provide formal input on governance issues to the college president.

The Instructional Deans have a monthly meeting with the Vice President of Instruction and the Director of Planning & Research to problem solve and discuss operational issues such as providing curriculum support to faculty, program compliance and regulatory changes, enrollment management, and coordinating overlapping programs and services.

The President's Cabinet meets weekly and includes the President and all the Vice Presidents, and the Director of Planning & Research as needed. The President's Cabinet is responsible for discussing overall college operational issues and making recommendations to the President based on input from their areas.

**Shared Governance**
Administrators are appointed to serve on a variety of Cabrillo College and District ad hoc and standing committees by the college president. The administrators provide input to the
prioritization process for new planning and resource requests through their appointments to the core mission workgroups and the College Planning Council. In addition, administrators have a responsibility to solicit opinions from faculty, staff, and students in affected areas, as well as give those opinions reasonable consideration before final decisions are made that affect those individuals.

Meet and Confer
Administrators who are directors, deans, and vice presidents are represented by the meet and confer group, Administrative Benefits Committee (ABC). Questions and concerns regarding working conditions should be directed to ABC representatives.

Board of Trustees

Operational and Policy Planning
The Governing Board is responsible for making formal decisions regarding academic and professional matters. This is done through the implementation of Board Policy. Board policy is the voice of the Governing Board and defines the general goals and acceptable practices for the operation of the District. It implements federal and state laws and regulations. The Governing Board, through policy, delegates authority to the Superintendent/President to administer the District. The Superintendent/President and District employees are responsible to reasonably interpret Board policy as well as other relevant laws and regulations that govern the District.

Shared Governance
In administering District policies, the Superintendent/President shall be guided by the knowledge that the Governing Board values an open interchange of ideas among all employees of the District. Nothing herein shall be interpreted as intended to interrupt the free and open flow of ideas and assistance among personnel at every level.

Legal References:

- Education Code Section 70902(b)(7);
- Title 5 Sections 53200 et seq., 51023.5, and 51023.7;
- Accreditation Standards IV.A.2 and IV.A.5

Approved: March 2, 1992
Revised: July 10, 1995
Revised: May 21, 2014
Cabrillo Integrated Planning Process

**Mission**

**Student Success**

**Core 4** *(Institutional Learning Outcomes)*

**IMPLEMENTATION**
- Instructional and non-Instructional Program Plans
- Improvement cycle; re-evaluation

**EVALUATION**
- Program Reviews; Student Achievement Data
- SLO/AUO assessment
- ARCC Scorecard
- Effectiveness of Processes, Policies, Organization

**RESOURCE DISTRIBUTION**
- Funding priorities
- College Planning Council
- President's Cabinet
- Component, Division & Department Integrated Planning

**GOAL SETTING**
- College Strategic Plan
- Educational Master Plan
- Facilities Master Plan
- Technology Plan
COMPONENT COMMITTEES

VP
STUDENT SERVICES

STUDENT SERVICES COUNCIL
COMPONENT COMMITTEES

HEALTH BENEFITS COMMITTEE

VP ADMINISTRATIVE SERVICES

BOND MEASURE D CITIZEN'S OVERSIGHT COMMITTEE

ADMINISTRATIVE SERVICES COUNCIL
CONSTITUENCY

ASOCIATED STUDENTS OF CABRILLO COLLEGE
Accreditation Recommendation 3:

In order to improve effectiveness, the team recommends that the College expand and enhance its governance manual to clarify the roles and responsibilities of each of the college governance elements. In addition, the team recommends that the college develop a clear process and timeline for the evaluation and continuous improvement of the college planning and decision-making processes (IV.A.2, IV.A.5)
Committee/Council/Advisory Group Listing

1. ABC Group
2. Academic Council
3. Admin Council
4. Administrative Services Council
5. ASC Advisory Group (Formerly Disabled Student Program and Services)
6. ASCC Student Senate
7. Basic Skills Advisory Group
8. Cabrillo Classified Employee Union (CCEU)
9. Cabrillo College Federation of Teachers (CCFT)
10. Cabrillo Hispanic Affairs Committee (CHAC)
11. Classification Study Committee
12. Classified Employees Personal Growth Committee
13. Classified Prioritization Committee
14. College Planning Council
15. Confidential Employee Group
16. Council on instructional Planning (CIP)
17. Curriculum Committee
18. Distance Education (DE) Committee
19. Education Centers Advisory Group
20. Emergency Preparedness Committee
21. EOPS Advisory Group
22. Facilities Planning Committee (FPC)
23. Faculty Grant Committee
24. Faculty Prioritization
25. Faculty Senate
26. Health Benefits Committee
27. Institutional Effectiveness Committee
28. Instructional Administrative Council
29. Instructional Council
30. Outcomes Assessment Review Committee (OARC)
31. Sabbatical Leave Review Board
32. Professional Engagement and Transformational Learning Committee
33. Safety and Emergency Preparedness Group
34. Sustainability and Climate Planning Group
35. Student Discipline Hearings Committee
36. Student Equity and Success Committee
37. Student Health Services Advisory Group
38. Student Services and Program Advisory Group
39. Student Services Council
40. Technology Committee
41. Transfer Center Advisory Group
## Cabrillo College Participatory Governance Committee

### Committee Name:

### Committee Charge:

**INSTRUCTIONS FOR COMMITTEE CHARGE:**

Please Include:

1. Rationale for committee
2. How committee activities support constituents (students, faculty, staff, etc.) in the college;
3. How committee supports institutional planning activities;
4. How committee supports meeting of accreditation standards
5. What committee produces (information, discussions, collaborations, recommendations, decisions, event, thing, etc.)

### Type of Committee: (Pick One)

- Constituency Group
- Shared Governance Group
- Operations Group
- Subcommittee
- Ad Hoc Committee
- Task Force

### Sub-Committee Reports to: (Pick One)

- College Planning Council
- Faculty Senate
- Student Services Council
- Instructional Council
- CCEU
- CCFT
- Human Resources
- Staff Development
- Vice President of ___________
- Dean of ___________
- College President
- Other (Please specify)

### Frequency of Meeting: (Pick One)

- Annually
- Quarterly
- Monthly
- Weekly or Bi-Weekly
- Ad Hoc (for brief period of time)
- Other (Please specify)

### Meeting Day and Time (if routine):

### Meeting Location:

### Committee Chair(s):

### Length of Chair Term:

### Is the chair elected or appointed by position? (Pick One) Elected Appointed

### Contact Person (if different than Chair):
Committee Membership *(Student's participation subject to academic schedule)*

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee Position</th>
<th>Representing</th>
<th>Term Duration</th>
<th>Term End Date</th>
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<tbody>
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</tbody>
</table>
Cabrillo College Participatory Governance Committee Annual Goals

Committee Name:

Accreditation:

Goal One:

Action Items:

1.
2.

Goal Two:

Action Items:

1.
2.

Goal Three:

Action Items:

1.
2.

Goal Four:

Action Items:

1.
2.
Cabrillo College Participatory Governance Committee Bi-Annual Report Submitted to CPC

Committee Name: ____________________________

Date of Approved Report: ______________________

Please list the committee goals (milestones) for the semester and which are:

1. Completed
2. In Progress
3. Continued to Next Semester
4. Deleted

(Please just put the number next to the goal.)

➢ If completed, please answer the following question and add to the goal summary.
   “If the goal/milestone is completed, please give three to five sentences on how the completion of the goal/milestone has helped to make Cabrillo College a more effective learning institution”

➢ If in progress please list the items completed and what needs to be completed next term (with a tentative timeline for completion if possible).

➢ If continued to next semester, please itemize the steps to be taken to complete the goal/milestone and give a tentative timeline for completion.

➢ If deleted, please give a one sentence response as to why the goal has been deleted.

Thank you to the Committee from CPC for your diligence this semester. You can either send this summary to the committee as part of its final information review, or any member or all of your committee can attend the CPC meeting to make a formal presentation of the report.

Please contact Cheryl Romer for deadline submittal dates and possible oral report timelines.
## Committee Name:
Date: /2014
Time:
Facilitators/Location/Chair:

### Attendees:

### Guests:

<table>
<thead>
<tr>
<th>Topic, Info/Action</th>
<th>Topic Lead</th>
<th>Time on topic</th>
<th>Discussion</th>
<th>Action Items and Timeline</th>
<th>Primary Effectiveness Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval of Agenda Action</td>
<td>Min</td>
<td>• To be added during the meeting</td>
<td>•</td>
<td>None</td>
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<tr>
<td>Approval of Minutes Action</td>
<td>Min</td>
<td>• To be added during the meeting</td>
<td>•</td>
<td>None</td>
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<tr>
<td>Info</td>
<td>Min</td>
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<td>•</td>
<td>Student Success</td>
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<tr>
<td>Action</td>
<td>Min</td>
<td>•</td>
<td>•</td>
<td>Institutional Effectiveness</td>
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<tr>
<td>Agenda Building &amp; Summary Take-away Info</td>
<td>Min</td>
<td>•</td>
<td>•</td>
<td>None</td>
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</tbody>
</table>

### Parking Lot:
### Information Requested

1. *To be added during the meeting*
2. 
3. 
4. 

### Meeting Summary or Take Away:

1. *To be added during the meeting*
2. 
3. 
4. 

### Effectiveness Links

1. Mission Statement and Core 4 Competencies (Communication, Critical Thinking, Global Awareness, Personal and Professional Responsibility)
2. Student Success
3. Institutional Effectiveness
4. Board Goals
5. Education Master Plan
6. Facilities Plan
7. Technology Plan
8. Program Plans
9. Student Equity Plan
# Committee Critique Form

Committee Name: ______________________________

Your Name *(optional)*: ______________________________

Please choose the number that best represents your feelings:

**Evaluation Scale:**  
(1) Absolutely not  (2) No  (3) Yes  (4) Absolutely  (5) N/A

<table>
<thead>
<tr>
<th>Agenda</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. An Agenda was made available to all participants prior to the meeting.</td>
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<td>2. The objectives of the meeting were clearly stated on the agenda.</td>
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<td>3. Agenda items were appropriate for this group at this type of meeting.</td>
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<td>4. The agenda contained just the right number of items for the time available.</td>
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<tr>
<th>Meeting Type/Space/Size/Composition</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1. This meeting was necessary to address the topic of concern.</td>
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<td>2. The type of meeting was appropriate to the task/concern.</td>
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<td>3. The right kinds of people were in attendance.</td>
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<td>4. The size of the group was appropriate.</td>
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<tr>
<td>5. The meeting room was of appropriate size and arrangement.</td>
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<tr>
<th>Meeting Process</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>1. The agenda was followed closely.</td>
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<td>2. The meeting started and finished on time.</td>
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<td>3. The meeting met the stated objective(s).</td>
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<td>4. The meeting accomplished its purpose.</td>
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<td>5. Decisions were made effectively.</td>
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<td>6. Time utilization was effective.</td>
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<td>7. Summary agreements were made and action items assigned.</td>
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<thead>
<tr>
<th>Facilitator/Recorder</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>1. Facilitator kept the group focused on the common task.</td>
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<td>2. Facilitator kept the meeting moving.</td>
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<td>3. Facilitator brought group to closure, agreeing on action items.</td>
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<td>4. Recorder captured the basic ideas of the meeting.</td>
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</table>

**Total Score**  
/80