EVALUATION REPORT

Cabrillo College
Aptos, California

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

The report represents the findings of the evaluation team
that visited
Cabrillo College from October 14-17, 2013

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October 2013

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Summary of Evaluation Report

Institution: Cabrillo College

Dates of Visit: October 14-17, 2013

Team Chair: Dr. Henry D. Shannon, Superintendent/President

                      Chaffey College

A 12-member team visited Cabrillo College from October 14-17, 2013 for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the College is meeting the Commission standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the College.

In preparation for the visit, team members attended an all-day training session on September 13, 2013, conducted by the ACCJC, and studied Commission materials prepared for visiting team members. The team was divided into four committees, one for each standard. Team members read the College's self-study report, including recommendations from the prior Cabrillo College visiting team, and assessed the printed and the online evidence provided by the College.

A pre-visit was conducted by team chair and team assistant on September 6, 2013. Prior to the visit, team members completed written evaluation of the self-study and began identifying areas for further investigation. On the day before the formal beginning of the visit, the team members spent a day discussing their views of the written materials provided by the College and reviewed the 2013 Accreditation Self-Evaluation completed on June 10, 2013, and other materials submitted to the Commission since its last comprehensive visit.

During the visit, the team met with over 200 faculty, staff, administration, members of the Board of Trustees, and students. The team chair and several team members met with members of the Board of Trustees, the president of the College, and various administrators. In addition, team members visited the satellite or off-campus site in Watsonville, CA.

The team also attended two open meetings to allow for comments from any members of the College.

The team felt the self-study was thoroughly organized and well presented. The College was very prudent in their use of the Internet for resource documents.

The team felt that the self-study report was sound. The faculty and staff who attended the open forums were candid and engaging.

Major Findings and Recommendations of the 2013 Visiting Team

<u>Commendations</u>

The members of the accreditation visiting team commend Cabrillo College for its sincere engagement in the accreditation process and its cooperation with visiting team members. The team identified several noteworthy accomplishments and makes the following commendations:

1. The team commends the faculty, staff, and administrators for maintaining a robust dialogue focused on the college mission in support of its students in spite of major budget crises, board and administrative turnovers, reductions in staff, retirements, along with other challenges.

2. The team commends the college for the development and assessment of its CTE programs. The college has become a leader for developing a system for tracking employment outcomes that is now used statewide.

3. The team commends the Student Services Component for the manner in which it addressed the prior recommendation and, at the same time, remained innovative and positive. Cabrillo is poised to be a leader in the state in implementing the Student Success Act by re-envisioning services (with the assistance of assessment results) to create a "high-tech, high-touch" environment that effectively meets the needs of students.

4. The team commends the College for developing and maintaining comprehensive and useful websites for all library and learning support services and centers, as well as for the Distance Education program. These websites greatly simplify access to important resources and services for students on the Aptos campus and at the Watsonville Center, and certainly for Distance Education students and others who are seldom on site, if at all.

5. The team commends the Facilities Department for its long-term efforts to sustain and conserve resources in landscape and energy management.

6. The team commends the Technology Department for its leadership, organizational structure, project planning, and action implementation, all informed by the SLO and AUOs of the unit and in service to the college and student population.

7. The team commends the leadership and support provided to the college, community (students, faculty, administration) by the Teaching and Learning Center (TLC) linking technology, distance education, faculty and staff development, online faculty and student orientations, and a sustainable space and resource in support of learning and teaching excellence.

8. The team commends the Foundation for its leadership, performance, and contribution to the long-term financial sustainability of the community and the mission of the college

After carefully reading the self-study, examining evidence, interviewing college faculty, staff, administrators, and students, the team offers the following recommendations:

Recommendations

As a result of the October 2013 visit, the team made the following recommendations:

1. In order to improve effectiveness, the team recommends that the College build on its extensive, meaningful dialogue and develop a plan to document and assess institutional effectiveness more thoroughly through a culture of evidence embedded in codified roles, systems, and processes (I.B, IV.A).

2. In order to improve effectiveness, the team recommends that the College clarify and document its definition of a program and include the evaluation and improvement of all degree offerings in the program review and planning process (II.A.1.c).

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).

4. In order to improve effectiveness, the team recommends greater use of and evaluation of evidentiary data with a systematic process for capturing evidence of decisions and disseminating the results widely for use by all appropriate college constituents (IV.A.3).

Accreditation Evaluation Report
for
Cabrillo College

INTRODUCTION

Cabrillo College is located in Santa Cruz County, California. Santa Cruz County voters approved the formation of a junior college district in 1958. The following year, a newly elected Cabrillo College Governing Board named the new college in honor of the Portuguese explorer Juan Rodriguez Cabrillo. Instruction began in the fall of 1959 in temporary facilities in Watsonville. Since that time, the College has provided affordable, high-quality education and job training opportunities for more than a half-million area residents. Cabrillo graduates are part of the community, working as doctors, lawyers, nurses, teachers, journalists, dental hygienists, police officers, licensed childcare providers, musicians, archaeologists, artists, engineers, computer programmers, mathematicians, chefs, writers, scientists, small business owners and corporate executives, among others. For many people in the community, Cabrillo College represents the only affordable option for learning new skills that will help them achieve personal and professional success.

Cabrillo has long enjoyed the support of its community, which has continually approved bond proposals over the years to finance Cabrillo's growth and development. In 1960, 77 percent of voters approved a $6.5 million bond issue to finance the construction of a permanent campus in Aptos. Construction began in 1961, and by the fall of 1962, 2,000 students were enrolled. To finance further expansion, 81 percent of voters approved a bond issue in 1965. In 1973, the voters approved the passage of a local matching bond, permitting the purchase of 20 acres of land on the ocean side of Soquel Drive and the construction of four new buildings.

By the later 1990s, it was evident that such support was needed again. Campus buildings, 40 years old, were in need of repair and improvement. Resources were needed to further expand the Watsonville Center. Perhaps most importantly, the campus was serving more than twice as many students, day, evening and weekend, as it was built to serve. In an era when most bond elections around the state were failing, Cabrillo asked local voters to support an $85 million bond proposal in June of 1998. It passed with a 74.5 percent yes vote, and was followed by another $118.5 million bond proposal in 2004, which was supported by 61.9 percent of voters. These funds allowed the College to add a world-class Horticulture Center at the top of the upper campus, build two major parking structures and a new Student Activities Center, rebuild the lower athletic fields, create an Arts Education Classroom Center which includes a music hall and theater, and build a Health and Wellness Center, with Allied Health programs in one building and a wellness center in another.

The College has long valued making higher education accessible to underserved communities within its service area, and in 1987, a center was opened in downtown Watsonville to increase the college participation rate of residents in the southern part of the county, a primarily Latino population. In 1993, the former Watsonville Post Office was remodeled to house the center, and in 2001, the site was expanded with an adjacent three-story building that brought the total square footage to 44,000. In 2012, the Solari Green Technology Center was opened to complete the

campus. Students may complete all General Education requirements for A.A. degrees and certificates at the Watsonville Center, located at 318 Union Street in Watsonville, California, meaning that more than 50 percent of many certificates and degrees may be completed at this site.

As part of the *1996-1997 College Master Plan,* it was determined that the College should develop an education center in the north county area to improve access for residents of Scotts Valley and San Lorenzo Valley. The Scotts Valley Center was opened in a leased facility in 2007 following years of communication with community members and evaluating potential sites. Cabrillo enjoys community support. The Santa Cruz County community participation rate is substantially higher than the state average.

Santa Cruz County has become increasingly diverse over the past decade. Demographic changes observed in Cabrillo's student population reflect changes occurring in California, Santa Cruz County, Cabrillo's district population, as well as wider service area.

Cabrillo College has a comprehensive mission which is as follows: "Cabrillo College is a dynamic, diverse and responsive educational community dedicated to helping all students achieve their academic, career and personal development goals."

MAJOR FINDINGS AND RECOMMENDATIONS OF THE 2007 VISITING TEAM

Recommendation 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 (II.B.1, II.B.4).

In the last evaluation report, the 2007 team made a recommendation that Student Support Services develop and implement student learning outcomes and measurements for all its departments, collect and analyze data, and link the results to planning and program improvement. In 2008, Student Services training in writing SLOs that were tied to the college's "Core 4" competencies. Although Student Services engaged in writing the SLOs, the strict adherence to the "Core 4" model which was originally designed for instructional programs did not work. Student Services departments found that assessment of these SLOs did not yield meaningful data that addressed Student Services needs for information about how students were experiencing their respective services. Thus, in 2010, the college obtained a Bridging Research Information and Culture grant administered by the RP Group. Through this process, Student Services departments were able to craft more useful and appropriate SLOs and administrative unit outcomes. Once these were in place, the Student Services areas were able to assess them and engage in dialogue for the improvement of services. Since the last visit, each Student Services department has completed program planning and assessed their outcomes at least twice. These plans—along with annual updates—are displayed on the website of the Vice President of Student Services. This recommendation has been resolved by the College.

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.

The Educational Master Plan (2013) does address Distance Education (DE) as a strategic focus, providing an opportunity to build on efficiencies (greatest number of WSCH per section, p. 62) and as a method of addressing FTES enrollment targets and stabilization. Of the three college entities (Cabrillo College, Watsonville Center and CC Distance Education Program), enrollment and WSCH growth is projected to be the greatest in DE. As a result, planning for this key sector is critical. The team interviewed the Director of the Teaching and Learning Center (TLC) (Francine Van Meter), visited the TLC, confirmed Board Policy (BP) 3700 (and related Administrative Regulation), read the 2009 Distance Education Strategic Plan (2009) and analyzed the update to that plan (last update October 2012 and currently in progress for November 2013), effective with the Board of Trustees acceptance in December 2012. The plan and report focus on AUOs, program goals and standards, student learning and changes that have occurred throughout the year. DE classified staffing needs regarding technology, facilities and operational needs are actively addressed, even in the climate of budget reductions. This evidence clearly resolves the 2007 Team Recommendation 2, DE portion. More information on distance education at Cabrillo College will be addressed in Standard 2A1.

The team confirmed that classified staffing training occurs through interviews with the Director of IT and visiting the IT training room. When new or updates to IT programs, software and processes occur, the Director of IT does work with unit personnel and managers to provide training. The team visited the training room where both in-person and computer-based information is facilitated.

With regard to facilities expansion and operational needs, the team noted in several interviews and via the Self Evaluation (SE) that staffing new/refurbished buildings (e.g., 800 and Watsonville) has been strained by reductions in force (positions and percent of FTE) (pp. 188-189 SE); in many instances (IT and A&R), restructuring/reorganization has taken place. This decrease in classified staff was the result of impacts of statewide budget reductions. At the same time, staff has been trained where appropriate and continues to provide current best practices (e.g., facilities/landscaping classified staff at all locations).

The 2007 ACCJC Site Team Recommendation 2 has been resolved by the College and verified through review of evidence, planning documents and interviews.

Recommendation 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 (III.D.2.c).

The team confirmed that the college responded to this recommendation by adopting a formal reserve policy that was approved by the Cabrillo College Governing Board in February 2008, and the college maintains a minimum five percent reserve as mandated by the Chancellor's Office. This recommendation has been resolved by the College.

Recommendation 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 (IV.A.2.a, IV.A.5).

At the time of the last self-evaluation and team visit, Cabrillo College received a recommendation to "update" its governance manual to reflect the current governance processes used by the constituent groups of the College.   The recommendation reads, in part, "The College should describe the charge of the committees and the composition of membership and how often they meet." While this recommendation has been met, the College is encouraged to take a step further to expand the governance manual to delineate roles and responsibilities and processes. It was made clear to the visiting team that Cabrillo College's new president, Dr. Jones, believes there is a need to again review, evaluate, and update the manual. This work is unfolding with the support of all constituent groups through the charge of the College's main planning body, the CPC.   The issues were identified at the CPC's most recent retreat.

ELIGIBILITY REQUIREMENTS

1.   Authority

The evaluation confirmed that Cabrillo College is a public, two-year community college operating under the authority of the State of California, the Board of Trustees of the Cabrillo College District. Cabrillo College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

2. Mission

The evaluation team confirmed that Cabrillo College's updated mission statement was adopted by the Board of Trustees in June 2011. The mission statement is appropriate for a community college. It is published widely throughout the college, including the College's web page and the college catalog.

3.   Governing Board

The evaluation team confirmed that the Cabrillo College District is governed by a seven-member Board of Trustees. Trustees are elected to the Governing Board for four-year staggered terms from each of the seven districts within the tri-county area – Santa Cruz, Monterey and a small portion of San Benito counties.

4.   Chief Executive

The evaluation team confirmed that the Cabrillo College president serves as chief executive officer who has primary authority and responsibility for leadership and management of all programs and services provided by the College.

5.   Administrative Capacity

The evaluation team confirmed that the College has sufficient administrative staff with appropriate preparation and experience to operate the College.

6.   Operating Status

The evaluation team confirmed that Cabrillo College is operational and actively serves student seeking certificate and degree completion.

7.   Degrees

The evaluation team confirmed that Cabrillo College offers a total of 132 degree and 71 certificate programs.

8.   Educational Program

The evaluation team confirmed that Cabrillo College degree programs align with the College's mission and fields of study are aligned with generally accepted practices in degree-granting institutions of higher education. The team also confirmed that programs are of sufficient content and length, are taught at appropriate levels of quality and rigor, and culminate in identified student learning outcomes.

9.   Academic Credit

The   evaluation team confirmed that Cabrillo College awards academic credit in a manner consistent with generally accepted higher education practices. The College uses the Carnegie formula and clearly distinguishes between degree applicable and non-degree applicable courses.

10.   Student Learning and Achievement

The evaluation team confirmed that Cabrillo College defines course, program/degree, and institutional learning outcomes, assesses their student learning outcomes, and engages in meaningful dialogue leading to continuous quality improvement.

11. General Education

The evaluation team confirmed that Cabrillo College incorporates general education into its degree programs, with a significant emphasis on demonstrated competencies in writing, computation, and other major areas of knowledge. There are comprehensive learning outcomes for the students who complete the general education component, and degree credit is reflective of the quality and rigor appropriate for higher education.

12. Academic Freedom

Cabrillo College supports academic freedom of faculty and students. The College's policy on academic freedom (BP3710) states that "the College protects and encourages the exchange of ideas which are presented in the spirit of free and open dialogue." This policy statement on academic freedom also addresses the students' right to academic freedom.

13. Faculty

Cabrillo College has 202 full-time and 386 part-time faculty (Spring 2013) who are experienced and qualified to perform their teaching and related responsibilities. The College is in the process of hiring nine additional full-time faculty. The degrees and dates of all full-time faculty are listed in the college catalog.

14. Student Services

Cabrillo College provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population, supporting student learning and

development within the context of the institutional mission. The College provides services in the following areas: Admissions and Records, Articulation, Cabrillo Advancement Program, Bookstore, Children's Center, Counseling, Disabled Student Programs and Services and Learning Skills, Food Services, Integrated Learning Center (Watsonville), Library, Extended Opportunity Programs and Services, Fast Track to Work, Financial Aid and Scholarships, International Student Services, PUENTE and other Learning Communities, Student Affairs, Student Employment and Student Health Services, Transfer and Career Center, Veterans Affairs, Inter-Collegiate Athletics, Tutorials, the Writing and Reading Centers, Open Access Computer Labs, Math Learning Center, MESA, STEM Center, Stroke Center and the Cabrillo College division of the Santa Cruz County Sherriff's Office.

15. Admissions

The College's admissions policies are consistent with its mission and conform to parameters outlined in state law and College regulations. They are published in the College Catalog, the Schedule of Classes and on the Cabrillo website. To enroll at Cabrillo, a student must satisfy the published requirements.

16. Information and Learning Resources

Cabrillo provides specific long-term access to information and learning resources and services to support its educational mission and instructional programs wherever and in whichever format they are offered. These resources and services are provided for and delivered by many different divisions, departments and centers; but in general, they primarily are the responsibility of two areas: the Robert E. Swenson Library and the Information Technology Department. Cabrillo's resources include a library collection of over 70,000 items. Within the library, information sources are accessed from more than 100 technology stations equipped with computers, monitors and VCRs, or other information technology setups. All Cabrillo staff, students and faculty have access to computers, email, and the Internet. The library has wireless capacity as do many other buildings and sties on campus. Students also have access to 110 computers in the CTC-Aptos and 34 computers in the CTC-Watsonville. There are more than 1,000 additional computers in labs that are restricted to certain programs, classes, or departments.

17. Financial Resources

Most of the financial resources of the College come from the State of California. Additional funding is obtained from federal, state and private sources. All funds coming to the College are carefully tracked and documented. The College maintains adequate reserve levels for contingencies and for expansion. The College maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future.

18. Financial Accountability

The College is audited on an annual basis by an independent audit firm. The firm is selected by evaluating the scope of its experience, the size of the firm and its ability to provide backup

personnel and a wide range of expertise. References are carefully evaluated. The audit firms employ *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants.   The Governing Board reviews the audit findings, exceptions, letter to management and any recommendations made by the contracted audit firm. The College demonstrates compliance with Title IV federal requirements.

19. Institutional Planning and Evaluation

Student Learning Outcomes (SLOs) are systemically evaluated and made public through institutional planning documents posted online. The Student Success Scorecard is posted on the College home page, making public in which ways the College is achieving its purpose. The Planning sections of the Self-Evaluation demonstrate the wide-ranging basic planning for the development of the College, as does the 2012-2015 *College Strategic Plan*. The results of goals, strategies and outcomes of the *College Strategic Plan* are reviewed by all components of the College on an annual basis to make decisions regarding improvement through an ongoing and systematic cycle of improvement. The institutional planning process considers evidence of student achievement of educational goals to improve institutional structures and processes and for decisions regarding resource allocation and management.

20. Integrity in Communication with the Public

Cabrillo displays in writing and practice the model of institutional integrity. The Mission Statement of the College is clearly articulated in the College Catalog as well as in the *College Strategic Plan*. The College Catalog, the schedule of classes and the College's website also provide the public with current information on degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, transfer requirements, hours of operation and appropriate contact information such as phone numbers and specific web pages where needed. The names and academic preparation of the faculty and administration are listed in the back of the catalog. The names of the Governing Board members are also listed.

The College works with local media to ensure publication of important dates and activities of interest in various community and media calendars (e.g. governing Board Meetings, Accreditation Public Forums, lectures and workshops, performances, lunch/dinner at the Sesnon House through the Culinary Arts and Hospitality Management program). The College also does a certain amount of direct mail to provide information and reminders about various activities, such as school performances or the start of registration.

21. Integrity in Relations with the Accrediting Commission

The Governing Board and self-evaluation provides assurance that the College adheres to the Commission's eligibility requirements and accreditation standards and policies (Board Policy Manual, Section 1: Bylaws of the Governing Board). The institution complies with Commission requests and directives and describes itself to all accrediting agencies in identical terms with complete, honest and accurate disclosure.

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.

A.   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.

General Observations:

The College has adopted a mission statement that is committed to student success. The mission statement – *"Cabrillo College is a dynamic, diverse and responsive educational community dedicated to helping all students achieve their academic career and personal development goals"* along with the vision statement serve as the foundation for student learning at Cabrillo College. This foundation is woven throughout the College Strategic Plan and Educational Master Plan in the College's goals and objectives. These items explain how Cabrillo approaches teaching and learning through core learning expectations – the "Core Four" to address its broad educational purposes, its intended student population and its commitment to student success.

The "Core Four": Communication, Critical Thinking & Informational Competency, Global Awareness and Personal Responsibility & Professional Development serve as the skills students need to be successful at Cabrillo College. This success is at the heart of the College's mission which was recently revised in summer 2011 and yet to undergo a full cycle of review in all areas to assess its institutional effectiveness.

Findings and Evidence:

The College has a mission statement that defines its broad educational purposes, its intended student population including distance education students and its expressed commitment to student learning and success. The mission statement in tandem with the vision statement, detail its approaches to teaching and learning through core learning expectations – the Core Four. The College believes all students can be successful if they are competent in communication through reading, writing, listening and speaking; in critical thinking and informational competency through analysis, research and problem solving; in global awareness through an appreciation of scientific complexities, diversity and civics along with personal responsibility and professional development through self-management and self-awareness. Of particular note are the College's programs and services such as the Academy for College Excellence (ACE), Puente, the Transfer Center, the Stroke and Disability Learning Center and the recently expanded Watsonville Center which was developed in keeping with the mission to meet the needs of a changing student population wanting to succeed. However, decisions about the Watsonville Center expansion relied primarily on data from students within the school, rather than also including data from the

surrounding community about their needs. Enrollments have declined at the Center for the last three years.

Cabrillo College regularly assesses its programs and services in a systematic way at a variety of levels to evaluate how well it is meeting the needs of its students. The College has developed Student Learning Outcomes (SLOs) and to a lesser extent Administrative Unit Outcomes (AUOs) Assessment Plans in each of the College's five sectors: Transfer and Basic Skills Programs, Occupational Programs, Student Services, Library, and Administrative Services. The student services area utilized a grant to work with the RP Group (Research and Planning Group) to develop SLOs. This evaluation helped lead to changes in areas such as how staff communicated with students resulting in better service. This information along with student surveys, exit interviews and analyses of quantitative and qualitative data are used to strengthen programs and services and ensure that learning programs are tied back to the mission. The improvement cycle begins with the mission and vision statements connected to the Core Four and are evaluated through SLOs and AUOs, assessments and continuous improvements making for a cycle of evaluation, integrated planning, implementation and re-evaluation although it remains at different levels depending on the area (Standard I.A.1).

Cabrillo College's current mission statement was reviewed since the College's last accreditation visit beginning in spring 2010. During the course of the review, the College updated and expanded its mission culminating with a unanimous approval by the College's Governing Board on June 13, 2011. The mission statement is widely available electronically on the College's website and in print in the class schedule, agendas for various shared governance committees such as the College Planning Council (CPC) and throughout the College in a variety of public places (Standard I.A.2).

The institution utilizes its governance and decision-making processes to review the College Mission Statement periodically and revises accordingly. The College's previous mission statement was developed back in 2001. It was reviewed in both 2004 and 2007. During the 2007 review, stakeholders reemphasized that a review take place every three years to maintain continued relevance. In the spring 2010 review, constituency groups across campus began the process to modify the mission and vision statements through a variety of flex activities to make them more relevant to planning and student learning. The following year, representatives from all campus constituency groups including Administrative Council, Faculty Senate, Instruction Council, Managers, Student Services Council and the Campus Planning Council revised both statements resulting in new mission and vision statements approved by the College Governing Board in June 2011 (Standard I.A.3).

The mission is central to planning and decision-making at Cabrillo as evidenced by its alignment with several planning documents such as the Facilities Master Plan, Watsonville Master Plan and the Technology Plan. This alignment is especially crucial in light of the tough economic times and scarce resources available for allocation.

Student success, the heart of Cabrillo's mission, is inherent in its planning and decision-making. The most recent Staff/Faculty Survey found that 90% of faculty, 76% of staff and 100% of managers/administrators believe Cabrillo's mission guides instructional planning and therefore is

central to decision-making. However, the College's Educational Master Plan and College Strategic Plan are fairly new and need to have the opportunity to be fully evaluated over time as to whether the final outcomes are tied back to the mission statement (Standard I.A.4).

Conclusions:

The College meets all requirements set forth in Standard 1A. The College has a wide variety of instructional, campus administrative and student support services and programs that support its mission and its intended student population. The College exemplifies its commitment to student learning in its mission and vision statements, institutional outcomes and its ongoing commitment to improvement in its programs and services. The College reviews its mission statement as the first step in the strategic planning process. The College's mission statement was approved by the Cabrillo College Governing Board and is available both in print on a variety of documents as well as electronically on the College website. The College's planning process supports its mission statement and regularly evaluates the level to which the College is accomplishing its mission.

Recommendations

None

B.   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.

General Observations:

The team confirmed that Cabrillo College has an integrated program planning model linked to measuring student success. According to Cabrillo's Self-Study, institutional effectiveness is informed by the elements at its core: the College Mission, the Governing Board goal of Student Success and the "Core Four" Institutional Learning Outcomes. These elements guide the cycle, which is carried out in all functions of the College. Beginning with program reviews and student achievement data in the evaluation stage, the preliminary bases for plans is formed with assessments of SLOs and AUOs. As the Student Success Act of 2012 is formalized statewide, the College anticipates incorporating elements of the ARCC (Accountability Reporting for the Community Colleges) outcome measures into local performance evaluation measures. The evaluation of College processes, policies and organization is also critical at this stage. At the next step, goal-setting takes place as plans are developed, and some of the college-wide plans are listed in the diagram. At the resource allocation phase, funding priorities are set as the plans go through the component and shared governance review: Department plans are prioritized within the division; division plans are prioritized within the component; and ultimately, discussion at

the CPC and cabinet level is involved. The final stage of implementation also involves the improvement cycle, using the feedback from evaluation to adjust the process and re-evaluate after changes are made, which will affect the next plan developed.

The College has continued its robust dialogue across all aspects related to the College, focusing on assessment and program review leading to sustainable quality improvement through the planning and budget processes. The updating of the Distance Education and Watsonville/Scotts Valley Educational Plan to align with the new College Educational Master Plan and College Strategic Plan is one example of this.

Student Learning Outcomes are well-formed at the institutional level and are mapped to the program and course level. However, Administrative Unit Outcomes are in the developmental stages. Distance Education and the Watsonville/Scotts Valley Center have their own plans and have established Student and Administrative Unit Outcomes. Their Six-Year Program Plans are evaluated against these plans, which are aligned to the College's Educational Master Plan and College Strategic Plan.

Institutional effectiveness is informed by the College Mission, the Core Four Institutional Learning Outcomes, and the Strategic Plan goal of Student Success. Every program goes through an 18-month institutional planning process every six years with shorter annual updates produced in other years. The basis for these program plans is the assessment of Student Learning Outcomes Learning Outcomes and Administrative Unit Outcomes. Goal-setting takes place as plans are developed and evaluated through analysis of their alignment to the College Strategic Plan, Educational Master Plan, Facilities Plan, and Technology Plan. Funding priorities are set as plans go through the College's planning process with dialogue occurring at the College Planning Council Outcomes, President's Cabinet, and divisions and departments. Thus, the College's Mission and Vision Statements guide a cycle of evaluation, planning, implementation and re-evaluation.

Findings and Evidence:

The College started to review and renew its mission statement in Fall 2010 at a Flex Week workshop where the entire campus came together to discuss the purpose of the mission and vision, the differences between the College's mission and vision, the relationship of the mission and vision to the College's core values, and the relevance of the mission and vision to planning and student learning. The newly drafted statements were taken to shared-governance groups on campus for feedback and approval before being forwarded to the Governing Board. However, there was no formal evaluation of the process as the College felt that the robust dialogue taking place in the formation of the mission and vision indicated wide-spread involvement and no further evaluation was necessary. The Governing Board adopted the new mission and vision on June 13, 2011.

The mission statement is the primary driver of the new Educational Master Plan, which was approved by the Governing Board in 2013. It is incorporated in the new Facilities Master Plan, Watsonville/Scotts Valley Educational Plan, Distance Education Strategic Plan, and Technology Plan either directly or through alignment with the College Strategic Plan. These plans along with

the departmental Six-Year Program Plans establish goals and objectives for the College and its departments.

The new College Strategic Plan was crafted through creating Goal Area Implementation Teams to dialogue. These teams included input from faculty, staff, administration, and students. The dialogue produced two Strategic Outcomes: Student Success and Institutional Effectiveness. The Goal Area Implementation Teams for Student Success and Institutional Effectiveness exist at the College today, but their current charge and the reporting process for their discussions are unclear. There is a wealth of dialogue occurring in both committees on identifying current and prospective projects, but the link to the planning and budget process is not readily apparent.

The College measures the effectiveness of its instructional programs using indicators such as course success and completion, certificate and degree rates, and student satisfaction. A student Campus Climate Survey is conducted bi-annually and is used to address the needs and concerns of the student body in relation to instruction, enrollment and registration processes, student government, and facilities.

Institutional goals for student success have also been established by the College. The dialogue on establishing these goals was initiated between the Accreditation Liaison Officer and the Institutional Researcher and then filtered through a few of the shared governance committees on campus. From these discussions, Student Achievement Goals were set to meet or exceed the average of the five previous years for course completion, retention, degree completion, transfer and certificate completion.

The College also examines results from Student Learning and Administrative Unit Outcomes assessment as evidence of the overall effectiveness of its programs and services through Six-Year Program Plans for General Education and Transfer and Basic Skills programs and Two-Year Program Reviews for Career and Technical Education programs. Student Services departments use a three-year cycle. Administrative Unit Outcomes for the Library and other Administrative offices have no established time line as they are more recent. These are read and analyzed by the Outcomes Assessment and Review Committee, a sub-committee of the Faculty Senate, looking for student needs and issues that may be occurring across campus. The Outcomes Assessment Committee reports back to the Governing Board, the College Planning Council, the Classified and Faculty Unions, the Student Council, and the Faculty Senate through an annual report that is presented by the SLO Coordinator.

The mapping of the College's Core Four, Cabrillo's institutional outcomes, to course outcomes has been completed. Programs outcomes will be added to these. The mapping was not present in the evidence given to the Team. However, in order for the College's program planning cycle to function, extensive dialogue must occur within departments to identify practices, analyze data and validate efforts to improve student success. Previously, department chairs would collect all the assignments that were assessed into a book along with the rubric used for the assessment and the results. All department faculty would discuss the assessment and the results were recorded on a form and kept in the department chair's office. Now the SLO online tracking system is used. This will soon be replaced by the SLO Module of CurricUNET, which will create a more robust archive for all Six-Year Program Plans, Two-Tear Program Reviews, Administrative

Outcome Reviews, and Annual Updates. The beta testing will be with the departments of Economics and English, Medical Assisting, and Counseling and will be rolled out to the College next year a few departments at a time.

Thus, all Program Plan assessments are predicated on how the program facilitates student success. Approximately 12 instructional programs undergo comprehensive institutional planning each year. For instructional programs, the Program Plans set goals and objectives, identify resources needed to accomplish those goals, and provide for evaluation of their effectiveness. The goals set must be linked to the College Strategic Plan and reflect the mission and vision of the College.

These plans are informed by data used to evaluate student enrollment, student performance, faculty load, program expenditures, and for Career Technical Programs occupational outlooks, and former student success in the job market. The Council on Instructional Planning, which includes representation from all divisions, the SLO Coordinator, and Faculty Senate, ranks all program requests for resource allocation for instructional programs, the Instruction Council ranks requests from non-teaching entities within the Instruction department, the Student Services Council ranks requests from departments within Student Services, and the Administrative Council ranks requests from departments within Administrative Services with the top third of reported to the College Planning Council.

Although we assume that assessments are discussed at the department level, these discussions are chronicled in hard copy files with only an executive summary of what takes place at the departmental meeting attached to the Six-Year Program Plans and the Two-Year Program Reviews for Instruction and Administrative Outcomes Reports for the Library, Student Services, and other Administrative Outcomes. In addition, to these summaries, feedback to instructors is given through the Council on Instructional Planning. Usually discussion on SLO assessment occurs in the spring. Feedback is given on whether to approve the assessment or to revise it. If an assessment is to be revised it is forwarded to the department chair by the dean, and returned to the instructor with instructions, a checklist, and a quality rubric. The instructor has two to three weeks to make the revision, and then it is returned to the Council on Instructional Planning for further review. The Council on Instructional Planning then prioritizes the assessments and sends the top third to the College Planning Council. The SLO Coordinator is an Ex Officio member of this committee. Unfortunately, this process was not readily collaborated by the evidence presented to the Team. Evidence was also not presented outlining how department and course level assessment is performed or how the results of assessments filter down to improve student learning or student achievement.

One of the recommendations from the 2007 Visiting Team was the establishing of Student Learning Outcomes as well as Administrative Outcomes for Student Services. This recommendation has been satisfied by the Office of the Vice President of Student Services. Student Learning Outcomes assessment has been done twice in the last four years. One change brought about by these assessments was the development of an Educational Planning Workshop for students prior to setting up counseling appointments. Another was the rotating of Student Services staff that are bilingual in English and Spanish at Cabrillo's Watsonville Center.

Student Learning and Administrative Outcomes assessment is prioritized from the Program Plans of functional offices at the Student Service Council. The committee functions in a similar way to the Council on Instructional Planning described above. It prioritizes both Student Learning and Administrative Outcomes assessment and one-time funding requests from Program Plans and sends the top third to the College Planning Council.

The Office of Administrative Services has just created Administrative Unit Outcomes for review for all functional offices under its control. The functional office conducts the assessment and makes recommendations to the Vice President of Administrative Services for resource allocation and office improvement. The assessment then goes to the Administrative Council for review. This Council, like the Student Services Council, is modeled on the Council on Instructional Planning. The Vice President of Administrative Services reports the recommendation of the Administrative Council to the College Planning Council, which makes its recommendation to the president, who then makes the request to the Governing Board.

Facilities are under the privy of the Office of Administrative Services. The Facilities Master Plan is updated monthly. Updates go through the Facilities Planning and Advisory Committee. One such modification is the improvement of air flow to Building 100. The original bid was approved by the Facilities Planning and Advisory Committee and was discussed and approved by the College Planning Council. However, the bid came in higher than expected and is now going out for rebid. Since this is a change in the scope of the project, it will need to go to the College Planning Council again before going to the Governing Board for approval.

All significant decisions regarding the campus are reviewed by the College Planning Council. This group, made up from members of all campus constituencies, makes recommendations for action to the president for approval by the Governing Board. The charge of the College Planning Council is to oversee and evaluate planning and review budgetary and resource allocation matters. It was also the Accreditation Steering Committee for Self Evaluation of Educational Quality and Institutional Effectiveness, which is the primary mechanism used to review and modify its processes.

Dialogue at the College Planning Council is pervasive. Students on the College Planning Council feel heard and highly respected. They feel a part of the shared governance process, and express how the topics brought to the Council affect them. The same is true for the classified staff. However, it is difficult to determine how the process used is evaluated or how the prioritization of items is evaluated.

Conclusions:

Cabrillo College meets Standard I, Institutional Mission and Effectiveness. Cabrillo's mission is central to planning and decision making. The mission, vision, and Core Four are published widely around the College, on its website, and in various College publications. The mission is central to the College's integrated planning process. This process has been effective and has resulted in meaningful change.

The College uses evidence-based dialogue to improve institutional effectiveness. The College Educational Master Plan, College Strategic Plan, Technology Plan, Watsonville/Scotts Valley Education Plans, and Facilities Plan have been updated to reflect the College's current circumstances.

Systems used for goal setting, planning, resource allocation, and evaluation are functioning and they involve all constituencies on the campus.

Recommendations:

Recommendation 1: In order to improve effectiveness, the team recommends that the college build on its extensive, meaningful dialogue and develop a plan to document and assess institutional effectiveness more thoroughly through a culture of evidence embedded in codified roles, systems, and processes (I.B, IV.A).

STANDARD II: STUDENT LEARNING PROGRAM 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 of its students.

A.   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.

General Observations:

The descriptions in this Self-Evaluation are extensive and cohesive. Evaluation is often brief and while a substantial amount of evidence is provided, the evaluation does not consistently address the data. The college identified several areas in which it wants and needs to improve but only had one planning agenda item for this section. Consequently, several self-identified areas of improvement did not become part of the college's future goals for institutional improvement in the area of Instruction. The areas in need of improvement identified in the Self-Evaluation include the need to develop a procedure to evaluate Distance Education course design during the faculty evaluation process (page 123), and increase participation (specifically for adjunct faculty) and quality assurance in the assessment process, and making the planning process more useful (page 132).

The college addresses the needs of its communities across its service areas through the offering of individual courses and programs leading to the awarding of Associate degrees and Certificates. It is unclear, based on the data provided, as to how many programs are offered at Cabrillo College. The Chancellor's Office report indicates 132 programs, the college's PRO office reports 199 programs and the 2012 College Status Report on Student Learning Outcomes Implementation reports 21 programs.

The institution appears to have embraced a culture of assessment and that it is moving beyond compliance to quality assurance in the area of outcomes assessment (page 120). Data shows that the participation in assessment is growing. Due to the ambiguity of what constitutes a program at the college it is difficult to assess if the assessment measures in place apply all levels of the college and if all degrees are evaluated.

Cabrillo College has an expanding distance education offering and the self-evaluation notes that one third of the graduates receiving degrees or certificates have taken three or more Distance

Education courses. The college's Distance Education Annual Report indicates that the student performance in DE courses at Cabrillo exceeds the statewide average.

Since their last evaluation, The College has linked the assessment of course and some program outcomes to the planning process. It is unclear, from the documented evidence provided, what type of program/unit reviews are conducted. The Self-Evaluation appears to use the terms program review and program planning to refer to the same process. This also occurred during interviews with the site visitation team. It appears that the program review process and program planning process have been combined in one document and that the college uses the terms program review and program plan to refer to that same document. The College also has several different pieces of evidence detailing the number of programs offered to students and these numbers vary significantly.

In response to the previous accreditation recommendations, the College has emphasized Distance Education in the new Educational Master Plan.

Findings and Evidence:

The institution assures the quality and improvement of all instructional courses and programs through a rigorous curriculum approval process. The Curriculum Committee reviews all instructional course and program proposals that meet degree completion requirements for Associate Degrees, general education transfer requirements and career and technical education.

The institution demonstrates a commitment to ensuring that instructional programs, regardless of means of delivery, address and meet the mission of the institution and uphold its integrity. However, inconsistencies exist in how the College defines an instructional program and it is unclear, based on the evidence provided, if the College is evaluating all instructional programs (III.A.1).

The Self-Evaluation notes that the mission is the driving force behind curriculum development and course articulation. The integrity of the curriculum is ensured by the curriculum approval process that includes multiple levels of review. The Curriculum Handbook explains that the process originates with faculty at the department level, advances to the Program Chair for review before the proposal is submitted to a Division Subcommittee member via CurricUNET. The Curriculum Committee Chair tracks and reviews all proposals before submitting the course proposal to the Vice President of Instruction for final approval. The Curriculum Committee also reviews all existing curricula on an annual cycle to ensure rigor, relevance and transferability (Curriculum Handbook). The overall process maintains rigor while being efficient and effective. The members of the Curriculum Committee, including the chair, are very knowledgeable of the process and are highly engaged and passionate about their role in the success of students (II.A.1.a).

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students. In addition to the main campus, the college maintains learning centers in Watsonville and Scotts Valley. Students can complete the General Education requirements of a degree at the Watsonville Center. It is commendable that

members of the campus community believe the Watsonville Center to be integrated into the College's planning process. The team encourages the college to make discussions regarding planning at the Watsonville center more explicit and transparent and include the evidence of these items in future documentation (II.A.1.b).

The Teaching and Learning Center (TLC) hosts the Distance Education program, supporting a strong DE program of course offerings, providing instructional and technology training, addressing state and national DE issues, facilitating positive, ongoing leadership that is widely acknowledged and will be a significant portion of FTES growth (sections have been reduced in response to statewide FTES reductions, but have remained stable year over year the last two years), as noted in the Educational Master Plan. Distance Education is an area of strength for instruction due to multiple factors. The reasons for success include the Foundational program for the TLC, a long-standing director, the updated 2012 Distance Education Plan for Distance Education, and the tracking of student success and completion rate as compared to statewide averages. The College also has an established Board approved DE policy, a focus on regular and effective contact per Title V, a clear training process for instructors and a clearly communicated expectation for an orientation for students enrolled in DE courses (II.A.1.b).

The College identifies student learning outcomes for courses, programs, certificates, and degrees. Cabrillo College has been a leader in outcomes assessment in California and the college has engaged in a widespread dialogue about student learning outcomes. As part of the assessment plan, the Accreditation Planning Committee has divided the assessment of SLOs into five areas: Transfer and Basic Skills, CTE, Student Services, Library, and Administration and assessment occurs at all levels, but to varying degrees. Under the guidance of the Faculty Senate, the faculty design course SLOs and the Self-Evaluation Report indicated that nearly all courses have the required outcomes. The 2012 College Status Report on Student Learning Outcomes Implementation for Cabrillo College indicates that 89% of college courses had defined SLOS and that 61% had ongoing assessment. An SLO summary update provided to the Faculty Senate on October 15, 2013 indicates that these numbers have increased. According to this summary sheet, as of May 2013, 81% of courses' SLOs were assessed and that there was an active level of participation in assessment for Student Services and Administrative Units. The College appears to be using assessment data to inform decisions and make improvements. It is unclear if this process applies to all instructional programs due to the inconsistencies in the College's definition of a program (II.A.1.c; II.A.2.a).

The College continues to use the "Core Four" as the Institutional outcomes. Each course level outcome must align to one of the Core Four and as a result the College reports 100% of institutional learning outcomes have ongoing assessment (2012 College Status Report on SLO Implementation) (II.A.2.b).

Distance Education courses and courses offered at Watsonville and Scotts Valley must follow the same assessment procedures and requirements.

The College utilizes the Core Four as the institution and program level outcomes. The Core Four are well developed and address the college's commitment to General Education. The college catalogue and website give clear explanations of the Core Four and their applicability to student

learning. The Self-Evaluation and college catalogue, supported by interviews, indicate that the Core Four also serve as the outcomes for all degree offerings. The evaluation of these results is found in the Program Plans. It is unclear, based on the documentation provided, if the college is evaluating all degrees or programs. There are mixed and sometimes contradictory answers at the college regarding the definition of a program. It is also unclear, based on the evidence provided, if all degrees are being evaluated. The institution does have established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses; but it is unclear, based on the evidence, if this process applies to all programs. For example, the college catalogue and website identify that the Core Four are the outcomes for all degrees offerings, but the program plans do not address the evaluation of AA, AS or ADT degrees. Interviews evidence of this step is not found in program plans or any additional evidence provided to the visiting team. The team requested evidence to speak specifically to the evaluation of the individual AA, AS and/or ADT degrees beyond the General Education degree but none was provided. For example, the college offers an AA degree in Sociology but there is no evidence in the Sociology program plan that the AA degree is being evaluated. It is unclear if the college meets the standard (II.A.1.c; II.A.2.e).

The institution is engaged proactively in the process of assessment. The College has devoted resources for the development and assessment of Student Learning Outcomes and has recently acquired a software program to aid in the data collection and monitoring of the assessment process. While this program is being piloted in fall 2013, the previous process was to track assessment data in paper form and this has inhibited the college's ability to close the assessment loop. It was difficult for the team to gather assessment data due to the paper-based system. An update regarding the implementation of this data collection software was discussed at the October 16, 2013 Faculty Senate meeting.

The quality of the SLOs at the institution and course levels are high due to the amount of refinement and collaboration that has occurred since 1999. While the College continues to increase participation, it will need to continue to address how to efficiently capture the data so that it can be used effectively by a larger portion of the campus community. The College will also need to address how to increase participation for its adjunct faculty.

The College's agenda for the future demonstrates a clear understanding of assessment, with emphasis on planning and improvement. The college identifies several challenges to the past process and how it has addressed these issues through training and tracking. Cabrillo College identified the need to strengthen existing SLO processes for quality assurance and has included this as a planning agenda item in this Standard. The College's Self-Evaluation does not identify the inconsistent definition of a program or how the College will address the evaluation of all instructional programs. The evidence provided does not support the college's evaluation of individual degree offerings such as the AA degree in English. Based on the information in the Self-Evaluation, the program plans and interviews, the team encourages the College to clarify the definition of an instructional program and address the assessment of all degree offerings (II.A.1.c).

The standards are consistent for all instructional courses and programs at Cabrillo College and assure their quality and improvement independent of their purpose regardless of type of credit awarded, delivery mode or location.

The mission of the College drives the focus of institutional course and program offerings that are initiated by faculty and are vetted and approved through the Curriculum Committee process. In addition, course and program needs are identified through the program planning cycle. Rigorous processes for initiating new programs, courses and curricular change are clearly articulated.

Faculty create, develop, approve and evaluate all courses and programs. Courses and programs originate from faculty and a variety of programs have developed that serve both the internal and external communities. GAIT B, the committee facilitating the second goal of the Strategic Plan (increasing institutional effectiveness) has overseen the creation of programs collaborating with local school districts and monitors the efficacy of intervention programs on campus.

Through the Curriculum Committee, a subcommittee of the Faculty Senate, the college has established procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate courses and programs. Faculty members have primary roles in strengthening and developing instructional programs and courses including the development and assessment of student learning outcomes. Committee membership comes from all instructional areas of the college. Members abide by the guidelines of Title 5, the Education Code, Executive Orders and Governing Board Policy, and the program and Course Approval Handbook from the California Community Colleges Chancellor's office. The Assessment Review Committee, a subcommittee of the Faculty Senate, illustrates a faculty driven process of assessment that also incorporates the other campus constituency groups. The college also plans for this committee to oversee the development and measurement of Student Service and Administrative Unit Outcomes.

To ensure compliance with guidelines for distance education in the California Community College System, the Distance Education Committee, subcommittee of the Curriculum Committee has designed Board Policy 3700 and a training process for instructors and provides recommendations to the Office of Instruction on all matters regarding Distance Education. The Curriculum Committee continues to use CurricUNET to the review process at a high level of express (II.A.2.a).

The College relies on faculty expertise to identify competency levels and measurable student learning outcomes. Evidence indicates that the Assessment Review Committee, in conjunction with departmental faculty, has primary responsibility for the development of student learning outcomes. The college has institutionalized assessment in the area of instruction and has made considerable progress in the areas of Student Services and Administrative Units (II.A.2.b).

The College adheres to district policy in accordance with Title 5 regulations implemented through curriculum and program review processes. These rigorous processes set criteria for deciding the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for its courses and programs. Outcomes assessment and program planning processes have become an important source of information for improvement. The program review process at Cabrillo is a 6-year cycle for instruction, 2-year cycle for CTE and a 3-year cycle for Student Services and

Administrative units. The process begins during Flex week when the areas are given data sets regarding assessment and student achievement data. The areas then participate in a rich dialogue that informs the program plans. Program chairs facilitate the drafting of the program plans. There is a clear and consistent link between outcomes assessment and resource allocation in these documents. Two examples of this are the faculty prioritization process and updates program discontinuous process. The Outcomes Assessment Review Committee maintains the annual assessment reports (II.A.2.c).

The College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Instructional delivery modes include online, hybrid, lecture, labs, hands-on, and learning communities. Blackboard is used as the learning management system and extensive training on Blackboard has added a new dimension to the delivery of instruction. Appropriate delivery modes are determined by course level, subject, success of students in other courses and the completion of transfer and/or career goals. Instructors determine the most appropriate form of delivery and assessment (II.A.2.d).

The College evaluates all courses and the Core Four through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

The program review process has been combined with the program planning process. The terms program review and program plan are used interchangeably in the Self-Evaluation and the term program review is used in the integrated planning model even though the campus community relies more on the term program plan. While this caused some amount of confusion, it is clear that departments are engaging in the review process. It is sometimes unclear, due to the difficulty of documenting dialogue, as to the format of this department level review. The member of the campus community appear committed and well informed of this process and multiple campus members commented that this process works very well for the Cabrillo College community (II.A.2.e; II.A.2.f).

The College uses state-approved assessment instruments to place students in English, reading, math, and English as a Second Language courses. The college uses multiple measures to minimize test bias and validate test effectiveness in measuring student learning (II.A.2.g).
The College awards credit based on student achievement of the course's stated learning outcomes. The College has maintained a high level of quality in this area: SLOs are part of the course outlines of record and the Curriculum Committee reviews objectives, content, learning outcomes and the scope of each class and outcomes are required for any new course proposal. New courses must also align to the Institutional Outcomes, or Core Four. The College aligns its practice of awarding credit with those of other systems of public higher education in California. The College uses the SLO assessment results as evidence that the student has gained the knowledge associated with the coursework (II.A.2.h).

The College has developed and published student learning outcomes for the General Education program and CTE certificates. The Associate of Arts Degrees and Associate Degrees for Transfer do not have outcomes listed in the course catalog. Additionally, the program outcomes

for the General Education Program are also the Core Four, which have been identified as the College's Institutional Outcomes (II.A.2.i).

Cabrillo College requires all academic and vocational degree programs a component of general education based on the college's general education philosophy. The general education outcomes, or the Core Four, were developed through coordinated efforts of the Outcomes Assessment Review Committee and Faculty Senate and have been utilized since 2003. Flex workshops have been consistently offered and the college has focused on aligning course level outcomes to the Core Four. The College is also expanding its use of CurricUNET to address outcomes assessment as well as curriculum review (II.A.3.a; II.A.3.b; II.A.3.c).

All degrees and certificates include one area of focused study in at least one area of inquiry or interdisciplinary core for each degree. Additionally, all vocational programs are competency based and meet the standards of the applicable external licensing or accreditation agency (II.A.4; II.A.5).

The College catalog, schedule, and website provide students with appropriate and accurate information about educational courses, programs and transfer policies. These materials are easy to read and readily available for students at various locations on campus. The catalog undergoes annual review to ensure integrity and currency. The College has appropriate processes in place for staff to review and edit publications throughout the year. The most current information regarding programs, "class schedule," or any catalog modifications are updated on the college website.

Cabrillo College conveys transfer policies via course catalogs, class schedules, and through advisement, indicating the transferability of college courses to both the California State University and University of California systems. Degrees and certificates are described for students in various publications. These publications are available on the website as well as at various places on the Aptos and Watsonville sites. Articulation agreements are reviewed yearly and new articulation is proposed when new courses/programs are developed and are appropriate for articulation.

Faculty prepare syllabi, which contain clear and accurate information, for every section of every class offered at the College. Course objectives and SLOs align with course outlines and each outline is required to address its relationship to the Core Four (II.A.6.a; II.A.6.c).

The Self-Evaluation Report indicates that, in response to budget constraints, the program discontinuance procedures were updates since the last accreditation and are explained in AR 3121. The policy is available on the college website (II.A.6.b).

A Board-approved policy on academic freedom was revised and adopted in June 2013 and is readily available to students and the community via the college catalog website. Board policies and college procedures regarding ethical behavior are clearly communicated in writing, as are expectations for student academic honesty (II.A.7.a; II.A.7.b).

Cabrillo College does not seek to instill specific beliefs or worldviews and, thus, this Standard does not apply (II.A.7.c).

Cabrillo College does not offer curricula in foreign locations and therefore this Standard does not apply (II.A.8).

Conclusion:

It is unclear, based on the evidence provided, if the College fully meets the Standard due to the lack of evidence provided for II.A.1.c and II.A.2.a. Repeated requests for evidence that the college is evaluating the AA, AS and ADT degrees was made. The team was directed to program plans but could not find a specific evaluation of the individual AA, AS and/or ADT degrees in the plans.

The College appears to meet the Standards in all other areas. The institution provides high quality instructional courses and programs, which it assures through a rigorous curriculum approval and a comprehensive program planning process. The program planning process requires thoughtful analysis of department strengths and weaknesses, allowing departments to identify resources needed for improvement. With the implementation of CurricUNET to capture assessment data, the college will able to increase the participation in the assessment process and better use the data for improvement. The college has also provided documentation that the participation in the assessment process has increased since the 2012 update on assessment implementation was provided to ACCJC. The team encourages the college is embrace a more effective method of gathering the assessment data and making the storage of this data and process available to the entire campus community.

The Self-Evaluation and the college catalog explain that the College utilizes the Core Four as the institution level outcomes. The Core Four are well developed and address the college's commitment to General Education. The college catalogue and website give clear explanations of the Core Four and their applicability to student learning. The Self-Evaluation and college catalogue, supported by interviews, indicate that the College has determined that the Core Four also serve as the outcomes for all degrees offerings. The team confirmed that the evaluation of these results for some degree offerings is found in the Program Plans. It is unclear, based on the documentation provided, if the College is evaluating all degrees or programs. There are mixed and sometimes contradictory answers at the college regarding the definition of a program. It is also unclear, based on the evidence provided, if all degrees are being evaluated. The institution does have established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses but it is unclear, based on the evidence, if this process applies to all programs. For example, the college catalogue and website identify that the Core Four are the outcomes for all degrees offerings but the program plans do not address the evaluation of AA, AS or ADT degrees. Interviews revealed that there is confusion regarding the college's degree offerings and to the attention paid to the AA and AS degrees. Interviews revealed that the Core Four are used to assess all degrees but evidence of this step is not found in program plans or any additional evidence provided to the visiting team. The team requested evidence to speak specifically to the evaluation of the individual AA, AS and/or ADT degrees beyond the General Education degree but none was provided. For example, the college offers an AA degree in

Sociology but there is no evidence in the Sociology program plan that the AA degree is being evaluated. It is unclear if the College meets the standard (II.A.2).

Recommendations:

Recommendation 2: In order to improve effectiveness, the team recommends that the College clarify and document its definition of a program and include the evaluation and improvement of all degree offerings in the program review and planning process (II.A.1.c).

B.   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 systematically 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.

General Observations:

Cabrillo College provides more than twenty programs and services within the Student Services Component to address the educational, health, and well-being of a diverse set of students. Those programs and services range from the traditional assessment, admissions and registration, financial aid, counseling, and other matriculation related areas to the learning communities of categorical programs such as EOPS/CARE, CalWorks (Fast Track to Work), and DSPS.

All student support services are provided at all locations and available online. However, there are two key points of face-to-face service delivery, the Aptos campus and the Watsonville Center. Students at Scotts Valley are provided services through online delivery.

The self-evaluation report notes that 14,222 students attended Cabrillo College in the fall of 2012. The ethnic breakdown of that student population is as follows: 55% white, 32% Hispanic/Latino, 10% decline to state/other, 4% Asian/Pacific Islander/Filipino, 1% African American, and 1% Native American. According to the college's Education Centers Program Plan 2013-2016, the Student Population at the Watsonville Center (1,997) was 83% Latino in spring 2012 which represents 25% of the college's overall population and 54% of the college's Hispanic/Latino population. With regard to the Scotts Valley Center, the student population is primarily white (67%) and Hispanic/Latino (23%).

As noted earlier in this document, the Student Services Component has effectively addressed the 2007 team recommendation concerning the development of student learning outcomes and administrative unit outcomes. All Student Services departments are on a three-year cycle for program planning. Included in these efforts are the assessment of learning outcomes or administrative unit outcomes and the use of that information for the improvement of services.

The Student Services Component has been aggressively working to implement the elements of California's recent Student Success Act. These efforts, coupled with the progress in program planning and outcomes assessment, has resulted in many significant improvements that improve service to students. Examples of these efforts include:

- Realignment of Counseling Appointments: As a direct result of learning outcome assessment, Counseling has created a "Before You Make Your Appointment" campaign designed to educate students about how to prepare for a counseling appointment. Express appointments with counselors are also available so that students can obtain answers to quick questions or obtain signatures on petition forms. Of course, students can also make scheduled, longer counseling appointments.

- Educational Planning Workshops: Students are also being required to attend newly created educational planning workshops presented by the Transfer Center staff. These workshops help inform students about the tools available to them and get them thinking about their future educational goals.

- Required Introduction to College Classes: Counseling has also created a half-unit guidance course for targeted populations of students. By the end of these classes, students have completed their educational plans and received vital information about college success.

Another area in which Student Services excels is in their efforts to address the mental health of their students. Cabrillo has worked extensively to expand the knowledge base of faculty, staff, and administration regarding student mental health issues using the Kognito training resources available through Chancellor's office. To date, Cabrillo has trained more faculty and staff through Kognito than any other college in the state. In addition to these efforts, both the Dean of Student Services and the faculty coordinator for Student Health Services have worked together to create a Behavioral Intervention Team. However, recent developments have expanded the team with augmentation by key individuals on campus who can review incidents and take appropriate action. This expanded team also includes the involvement with the county mental health office.

The campus has recently made significant improvements to existing facilities and expanded capacity at both the Aptos Campus and the Watsonville Center. However, the main matriculation functions for student services at the Aptos campus are located in a small, cramped building that formerly housed administrative offices. The area is noticeably different from many of the adjacent buildings. For example, the carpet is worn, the lighting is poor, and the flow of student traffic is confusing. Plans are in place to remodel this facility, which will bring some relief. However, given the significance of the Student Success Task Force and additional student centered initiatives which will continue to increase the demand for these services, the college would benefit from a more robust discussion concerning the space allocated to these core functions of Student Services.

Findings and Evidence:

The College engages in sound practices using a comprehensive set of strategies to assure that students experience quality support services independent of location and delivery method. With regard to distance education, the college makes networked computers available to students who do not otherwise have Internet access. In addition, wireless access is available to students on campus who use their own laptop computers (II.B.1).

The college catalog is thorough, precise, and accurately reflects current, key aspects about the institution such as mission, contact information, course offerings, requirements, and the majority of the policies and procedures. The college catalog is available in both print and electronic format. The location and publications where other policies may be found are also made clear. The class schedule, the student handbook (e.g. Students Rights and Responsibilities booklet), board policies, and the college website are the locations where this information can be found. The non-discrimination and sexual harassment policies are summarized in Spanish in the catalog, but the policies themselves are not translated into Spanish.

Admissions policies, requirements, and fees are the same for distance education programs and traditional programs. There is no distinct process for recording complaints and grievances from distance education students as opposed to traditional students. All student complaints are handled informally through the deans. The Dean of Student Services monitors complaints that are advanced to grievance status; however, there were no formal grievances during this evaluation period. College records are stored in secure and confidential areas. Paper records do not include Social Security numbers or birthdates. The College has made great strides moving to a paperless system, with Financial Aid being paperless for the past two years. Electronic access is housed within the College's information management system (Ellucian Colleague) and is password protected. The computer backup system is sufficient for storing electronic information (II.B.2).

The information required by the Commission with regard to general information, requirements, and major policies affecting students exists in the catalog. Although the College meets the standard by having a paragraph on violation of student rights (p. 40 in the 2013-2014 catalog), it would be more helpful for students to clearly list the steps involved in the general complaint process rather than directing them to the Office of the Dean of Student Services for a copy of the Student's Rights and Responsibilities document. Like the policies mentioned above, this document is not translated into Spanish either. The College should make it a priority to translate both the policies and the handbook into Spanish, especially for their Watsonville Center students (II.B.2.a, II.B.2.b, and II.B.2.c).

The catalog is current, complete, clear, and easy to understand. On an annual basis, staff in the Office of Instruction initiates a review of the current catalog for the next year's version. Sections of the catalog are sent to the appropriate areas (e.g., Instructional Programs, Student Services, etc.) to ensure information is accurate and timely. That revised information is then incorporated into the next year's catalog (II.B.2.d).

The College addresses the needs of its students in concerted ways and effectively from intake, advising, resource allocation services (e.g., financial aid), course placement, student life engagement activities, instructional support services, and career services. The first point of

identifying student needs is on the initial online application that has a section that allows students to identify support needs. The application for admission has 15 areas where students can specify special services they may need to become successful. This includes financial aid information, academic counseling, services for disabled students, career counseling, and/or other support services. Once students check these boxes, an email is sent to the student identifying the appropriate contact for the requested resource. These requests are used by student support services to contact students and provide information about the available services. In addition, the College studies and identifies the support needs of its student population through surveys and program plans. It provides appropriate services and programs to address those needs. It has employed effective practices to identify the support needs of students. It is using program plans, student surveys, and regular meetings with student services professionals to assess and review effective practices (II.B.3).

Cabrillo College provides equitable access to all of its students regardless of service location or delivery method. Student support services are provided throughout the day and during selective evening hours. There are several delivery methods for students to access services which include face-to-face, online, and web-based media. Student services available for distance education students include online admissions, orientation, registration, and counseling. Examples of these services include Express Walk-In counseling appointments for quick questions, longer scheduled appointments with a counselor, or completion of an online "Ask a Counselor" advising form (II.B.3.a).

Cabrillo College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, personal development for all of its students. Student clubs and organizations are available and actively sponsor special events, performances, and activities that enhance the understanding of and appreciation for diversity. During the 2012-2013 year, for example, the student senate sponsored a completion ceremony for the STARS program (learning community of high-risk students who are mostly Latino); an annual commemoration event with an essay scholarship contest and keynote speakers in honor of Dr. Martin Luther King, Jr.; the Cabrillo College Social Justice Conference which addressed the cultural issues of Native American, Latinos, and African Americans; a Lunar New Year Celebration created by the Chinese class and initiated by faculty and students; and the sponsorship by the Suenos Club of visiting artist Simon Sidello (II.B.3.b, II.B.3.d).

In the evaluation report, the 2007 team noted that counseling was housed in both instruction and student services. That report also noted that it was not clear how dialogue and training in counseling was occurring and that the overlap in services created confusion about the services each office provided. The team noted that the College's efforts to integrate a coordinated "one stop" model for housing many of the student services was a positive direction and should be expanded to include all services in close proximity. As mentioned early under general observations, the facilities issues have constrained this effort. Nevertheless, in July 2011, Matriculation, DSPS and Learning Skills were moved from Instruction to Student Services and incorporated into the Counseling Department and renamed Counseling and Educational Support Services (C&ESS). As noted in the self-evaluation, this redesign provides a smoother pathway for students' progress through services, from pre-enrollment to program completion. The move has also improved communication and dialogue.

An example of this improved communication occurred during a Student Services Council (which includes all Student Services directors and coordinators who meet with the Vice President of Student Services and includes the Dean of the Education Centers) meeting during the team's visit. At this meeting, the council was asked to prioritize requests stemming from program plans and annual updates for possible funding. The council discussed each item, and some items were removed because the departments had funding for them. This gesture ensured that the requests which had no opportunity for departmental funding would receive greater consideration when the list was combined with the Instructional list through the College Planning Council. The council members were supportive of each other and collaborated to ensure that those items with the highest priority served the most students possible. The Student Services Council reached consensus on every item in a positive, congenial manner.

The College designs, maintains, and evaluates counseling and academic advising services to support student development and success. Those services are designed to guide students through the matriculation process. They include assessment interpretations, orientation, student educational plan development, and follow-up services for students on probation. Additional support services units include DSPS, EOPS/CARE, MESA, Veteran's Services, etc.

The College provides professional development support with regular training of all counselors within the college. Counselors regularly participate in professional growth opportunities such as CSU and UC conferences, On Course training, Flex Day activities and bi-weekly department meetings. Counselors from all areas (e.g. EOPS) participate in the department meetings. In addition, the counseling faculty and staff from all locations regularly convene to participate in program planning and student learning outcome and administrative unit outcome processes. Both full-time and part-time counselors meet minimum qualifications for their positions and are regularly evaluated in accordance with the established collective bargaining agreement. This evaluation process provides for both peer and student feedback pertaining to counseling services (II.B.3.c).

The institution regularly evaluates placement instruments and practices to validate their effectiveness while minimizing biases. Placement test and cutoff scores are used to determine optimal placement for English and math courses. The college uses only those assessment test approved the California Community College Chancellor's Office. The College Board determines ability to benefit for students who are seeking financial aid resources but do not have a high school diploma. Validation of the math and English cut scores were completed by the Planning and Research Office (PRO) this year, and the results are posted on the PRO website. The Reading and ESL instruments went through the validation process this past year, however, they did not receive sufficient responses to validate those instruments. Plans are in place to re-administer the validation process this year (II.B.3.e).

The institution maintains student records permanently, securely, and confidentially with provision for secure backup of all files regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. Records are maintained in the admissions and registration, DSPS, financial aid, health services, deans and

vice president of student services offices. The college is advanced in its use of technology for the storage and security of records.

The institution takes steps to insure that it complies with the Family Education Rights and Privacy Act (FERPA), California Education Code, Title 5 of the California Code of Regulations, other pertinent bodies of law, and local board policies and procedures (II.B.3.f).

As noted earlier, the 2007 visiting team recommended that Student Services implement SLOs and evaluate assessments to identify needed improvements. This recommendation has been met, and all Student Services departments have developed comprehensive program plans, with recommendations linked to data obtained through SLO assessment, student survey data, and individual program data collection methods. The program plans are updated every three years on a staggered schedule. Completed program plans are first reviewed by the Student Services Council before moving on to the College Planning Council for review and integrated into institutional plans. Finally, the Assessment Review Committee examines the outcomes of all institutional assessments and identifies trends and issues that need to be address at the institutional level. This information is then shared with all campus constituents (II.B.4).

Conclusions:

The Student Services Component, under the leadership of the Vice President of Student Services, has worked diligently to address the prior recommendation regarding learning outcomes. All programs have learning outcomes and/or administrative unit outcomes that are regularly assessed through the program planning process. Verified service improvements have been made as a result of this process. The college fully meets all facets of standard II.B.

Although hampered by inadequate facilities, the professionalism and passion of the leaders in Student Services has ensured that the college made significant strides toward improving services for students and implementing as many elements as possible of the Student Success Act. Because of their efforts, the college is poised to be in compliance with the Student Success Act; more importantly, Cabrillo students will benefit from the improved, streamlined services that will help them clarify their educational goals as early as possible and help ensure their success.

Recommendations:

None

C. 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.

General Observations:

The self-evaluation report presents evidence that library and learning support services are sufficient to support the institution's instructional programs. The library provides a variety of electronically accessible resources as well as significant print collections, and increasingly applies technology to enhance access to resources and services for both DE and traditional students. The library itself is equipped with more than fifty computer workstations where students can access the Internet and many other electronic information resources and services. Library services also include ongoing instruction to help students develop skills in information competency, and all services have been extended to reach students in Watsonville at the Watsonville Computer Technology Center (WCTC) and Integrated Learning Center (ILC). The Tutorial Center is housed in the same building as the library, and the adjacency provides students in Aptos with easy access to tutoring and support services. The Tutorials Program provides generalized tutoring services to a wide variety of student populations, including CTE, DSPS, EOPS, and ESL students among others. Services are provided by faculty, staff and student tutors. However, funding for the Tutorials Program is unstable, and service hours and staffing have been reduced in recent years.

Faculty, staff and tutors in the Reading Center and the Writing Center (WC)/ESL Lab provide support for students in Reading, English and ESL basic skills courses. Software packages and drop-in tutoring are available in the Reading Center for students who need reading assistance. A computer lab is available in the WC/ESL Lab, as is tutoring, both for individuals on a drop-in basis and in small group classes. The WC/ESL Lab supports students from all disciplines and programs across the curriculum and a range of specialized programs. The OWL (Online Writing Lab) has also been expanded recently to serve students in face-to-face classes as well as Distance Education students.

The Math Learning Center (MLC) occupies a relatively small space, but is nonetheless vibrant and active. Students in math classes and programs with math as a prerequisite are offered a variety of support services, including a computer lab, tutoring, group instruction, test proctoring, etc. These services are also located in the library building, adjacent to and accessible from the library.

The MESA Program, Physic/Engineering Learning Center (PLC), and CIS Lab provide specialized support for STEM students in a recently renovated and spacious facility. Faculty, staff and tutors provide a variety of learning resources and support services there, including Skill-building workshops and seminars, review sessions, and test preparation and proctoring, as well as drop-in tutoring and study space for individuals and small groups.

The Computer Technology Center (CTC) on the Aptos campus provides students with access to general use computers in a lab setting. Faculty, lab managers and student assistants are available to tutor and help students there as needed during 70 open hours weekly. The WCTC and ILC provide students at the Watsonville Center with access to an open computer lab and multi-

purpose learning facility where faculty, staff and student assistants are available 50-60 hours weekly to provide support and assistance.

All college learning support centers are participating or planning to participate in the relatively new Polyhedral timekeeping and activity tracking software package. This software will help faculty and staff of the centers track and report usage, manage referrals, and assess and evaluate services.

Findings and Evidence:

As stated in its spring, 2012, Instructional Program Plan, "The Cabrillo College Library contributes to the college mission by serving as a thriving intellectual center and providing instructional focus through a full range of information resources and services." This statement is verified in the institutional self-evaluation report by evidence provided for substandard II.C.1.a, and confirmed by the site visit. Collection development analyses show that library materials are purchased consistently and purchasing decisions are based on curricular needs and in consultation with instructional faculty. Access to electronic resources, which meets the information needs of students on campus as well as Distance Education students, has been retained despite budget cuts during the last few years, and usage remains high. Indirect assessment in the form of satisfaction surveys confirms that faculty and students believe library resources and services improve learning and advance the College's mission (II.C.1.b). Course evaluations for Library 10 show a steady increase in satisfaction with formal library instruction over the last 10 years. However, an analysis of course-related library instruction shows a decline in numbers served in recent semesters, which coincides with the retirement of an instruction librarian and the promotion of another to library director; one of those contract positions remain unfilled.

Library and other learning support services are available to Cabrillo College students at facilities on the main campus in Aptos and at the Watsonville Center, as well as virtually to all students via the Internet (II.C.1.b). Although service hours had been reduced in several facilities, including the library, due to the budget difficulties of recent years, most have been restored to some extent, as reflected in the chart presented to support substandard II.C.1.c, on p.174 of the self-evaluation report. However, students continue to complain about inadequate learning support service hours for the library and CTC in Aptos and at the Watsonville Center. Comprehensive library and learning support services are accessible to Distance Education students and DE faculty online from the websites of the various support units, as well as from the Distance Education website itself.

The library maintains an agreement with the UC Santa Cruz libraries to provide borrowing privileges to Cabrillo College students and also participates in an interlibrary loan program with other libraries in the region (II.C.1.e); that program is currently being evaluated. Library collections are protected from theft by a 3M magnetic detection system, and all college facilities, including the library and learning support centers and related equipment, are kept locked when closed and protected by a security system (II.C.1.d).

All library and learning services support units participate in the College's integrated program planning process, which includes the development and assessment of student learning outcomes. As part of this process, the library completed a program plan in 2012; the Aptos and Watsonville CTCs are included the Information Technology Department's 2012 Technology Plan and Program Review; the Watsonville ILC is included in the Watsonville and Scotts Valley Education Centers Program Plan, 2013-2016; the Math Learning Center is included in the Math Department's 2010 Instructional Planning Report; the most recent program plan for MESA was submitted in 2008; the PLC is included in the 2012 Physics Department Program Plan; the Aptos and Watsonville Reading Centers are included in the 2011 Reading Department Program Plan; the WC/ESL Lab is included in the 2010 Reading Department Plan; and the Tutorials Program prepared and submitted its program plan in 2013. It is clear from the evidence provided in the College's self-evaluation of substandard II.C.2, that library and learning support services are evaluated routinely and systematically for the most part, and that the results of evaluation are used as the basis for improvement.

Conclusions:

Overall, library and learning support services are sufficient to support the College's instructional programs and related activities. Access to support services is adequate and students appear to be equally well served whether they take advantage of available services onsite in Aptos or Watsonville, or online as Distance Education or Scotts Valley students. Desired outcomes are identified and assessed routinely and systematically, and assessment results are used to improve effectiveness. Learning support resources and services are selected and developed thoughtfully and collaboratively, and adequate instruction in their use is provided by competent faculty and staff. Maintenance and security of resources and facilities appear to be effective, as do collaborative agreements with other institutions. The College meets Standard II.C and all of its sub-standards.

In order to expand the capacity for library instruction, the team encourages the College to move as quickly as possible to address the need to fill the current contract librarian vacancy and to restore staffing and service hours in the library and learning support centers to appropriate levels.

Recommendations:

None

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A: 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.

General Observations:

Cabrillo College's self-study addressed major aspects of Standard III.A. The College makes sure that the qualifications for each position are close matched to needs by administrative review. For faculty positions, once a position has been recommended through the program planning and faculty prioritization process, the College adheres to defined minimum qualifications established by the State of California Community College Chancellor's Office. This includes the qualifications of faculty involved in offering distance education. For administrative positions, the component head reviews the scope of responsibility and in consultation with Human Resources, determines the appropriate qualifications. There is a classification review process for classified positions that are new or revised, designed to align positions properly based on the scope of their responsibility and to provide consistency with the College. The College meets the requirements of the 50% law and AB 1725 faculty obligation number which are considered in the hiring decision prioritization process. Finally, the College has developed a task force to look at long-range Human Resource staffing given the reduction in classified ranks (III.A.1.A; III.A.1.B).

Findings and Evidence:

The college has a highly qualified, professional, and, most significantly, dedicated community of employees.

In hiring and selection of all employees, clear qualifications are established by the appropriate component and these are communicated in position announcements. The Visiting Team found that faculty positions are identified as a result of the faculty prioritization process and minimum qualifications established and verified throughout the breadth of the search and selection process. Classified and administrative positions are well communicated in all documents and qualifications developed in dialogue and based on component needs. Classified leadership is considering a prioritization process, specifically given the reduction in force over the past several

years and challenging budgets projected for the current and outlying years. The Human Resources department provides significant leadership throughout the entire process and ensures that those hired by the college meet all qualifications (III.A.1.a).

The evaluation processes for employees are clear, verifiable and used in making decisions (III.A.1.b; III.A.1.c). Classified and administrative employees have clear processes and timelines (CCEU and Board Policy); faculty also have changed their self-evaluation in the CCFT contract to reflect on student learning outcomes (SLOs) and how the outcomes affect teaching and faculty can become more effective. Code of Ethics values are noted in board policy (BP 1105) and in bargaining contracts and guides (III.A.1.d).

Staffing levels —faculty, support staff, administration—have been impacted over the last five years, reduced as part of both statewide and college budget reductions (III.A.2; Self-Evaluation; interviews with Director of HR; Interview with CCUE President). The most compelling statistics paint a picture of broad impact through a longitudinal overview of staffing positions for all categories. Positions have not been filled when vacated, reduction in hours has occurred and sections have been cut. The Services and Program Reduction Advisory Committee (SPRAC), a subcommittee of the CPC, involved key employee stakeholders and analyzed broad reaching impacts of each reduction, providing a process for deep, if painful, reflection. While the employment picture has stabilized, with faculty hiring planned and some classified/administration hiring occurring, the climate of budget challenges continues to weigh on the college. Restructuring of duties remains under discussion in some units, even as there is wide acknowledgement that personnel are working hard and care for students while doing more with fewer resources.

Employment policies and procedures are well documented, codified and have been thoroughly in place for many years. The Director of Human Resources provides clear leadership for the unit and for the college human resources processes, from tracking and providing professional development for classified staff to hiring and selection processes for all component hires. The team applauds the Human Resources Department for being a competent group; the department provided a professional environment during a very painful and long budget reduction period (III.A.3.a; III.A.3.b; Self-Evaluation; review of HR website; interview with Director of HR).

One area the College can continue to improve is attention to hiring and support of candidates from diverse backgrounds. Ethnic diversity of full-and part-time faculty and classified staff has remained largely flat over the past five years reported. At the same time, student diversity, especially for the Latino population, has grown and projected to do so over the coming years. Interviews and review of documentation indicate the college is aware of these trends and strives to promote diversity and equity as part of the college culture (III.A.4.a; III.A.4.b; III.A.4.c).

Professional development for faculty and classified staff continues to be available, even in tough budget times. Faculty have funds available for professional growth activities (including Faculty

Grants provided by the Cabrillo College Foundation; Sabbatical Leave; Technology Grant) and time via FLEX and SLO training. Classified staff can take courses (Professional Growth Program) and, as a result, receive additional compensation. In accordance with the contract, there is no limit for these units. Human Resources sponsored leadership training for administrative personnel and plans are in progress to bring it back with the full support of the Vice President Administrative Services and the Superintendent/President. The Teaching and Learning Center (TLC) is also a service center where training and support of faculty, staff and administrators occur, including for Distance Education (DE). Ongoing attention and plans to continue improvement and offerings occur through many venues, including the Staff Development Committee, Teaching and Learning Center, grant opportunities/projects and CCUE Professional Growth Program (III.A.5.a; III.A.5.b; Self-Evaluation; Interviews with Director of HR, Team Co-chairs, Director of TLC).

There are plans in place and broad attention to linking the current and future needs for human resource support throughout the college. It is clear, with the reductions and ongoing budget challenges, that there is support for attention to the *human* resource needs of the college community in service to each other and the student population (III.A.6).

Hiring procedures for both faculty and staff comply with the general guidelines set forth by the state and state-wide academic senate. The College provides evidence through its board policies, job descriptions, and recruitment strategies that it employs qualified personnel. Job descriptions relate to the college mission and goals, and appropriate board policies support fair hiring practices. Position responsibilities are reviewed and updated to ensure that they match job expectations. Faculty hiring processes include extensive involvement of faculty members in the selection of new faculty. The College ensures that minimum qualifications are reviewed and that announcements and performance measures are appropriately appraised. All search committees are trained regarding fair hiring practices and the human resources department facilitates the work of these committees (III.A.2).

Conclusions:

The College meets this standard.

Recommendations:

None

B: 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.

General Observations:

The College should be commended for the passage of two bonds, Measure C and D, and the development of the Facilities Master Plan which is designed to assist with college build out through 2025. The College works to ensure that all facilities serve student needs, and that they are safe and maintained. The Safety Committee focuses on staff, student, and visitor safety. And they have a robust emergency plan that is published on the website. There is also a Google map that identifies the services and emergency routes as well as provides way finding for students.

The Facility Planning and Advisory Committee (FPAC) is the planning committee that advances the Facility Master Plan. As such, it is comprised of students, staff and faculty from across all three components. The Space Allocation Plan reviews related impacts to changes, remodeling and new space allocations.

In total, Cabrillo students attend classes at four sites across the district. The general look of the Aptos campus has the appearance of being well maintained. The landscaping is low maintenance and attractive, even though the 160-acre Aptos campus and the 2-acre Watsonville campus only have five groundskeepers in total. There are new buildings located throughout the campus and a new campus in Watsonville. The facility master plan takes into account the estimated student needs through 2025 and is currently over built for 2013-14 by 5,813 square feet; but under built for 2025 by 19,016 square feet. The Watsonville campus is well positioned as it is built to the 2025 growth levels defined in the Educational Master plan.

Even in these serious budget times, there is approximately $1 million budgeted each year to assist with regular maintenance.

Findings and Evidence:

In the facility master plan they identified goals including the renovation and modernization of aging facilities. Both bond measures are coming to a close. The next building to be renovated is Building 100 that houses Admissions and Records, Counseling, and Financial Aid. The building was specifically identified as having some serious facilities and maintenance needs; the project is currently under bid and remains a high priority. The District has identified needs in their facility master plan in all areas: electrical, plumbing, fire, way finding, mechanical, exteriors, interiors, roofs, heating, cooling. They have done a general assessment of each building. The department would like to see a total cost of ownership model used as new buildings come on board as well as ongoing maintenance of the older buildings. The five year maintenance plan does address some of these needs, but not all. Each year the plan is updated. Even though it is not considered enough, the District does allocate approximately $1 million to the maintenance budget to assist with the ongoing needs. The roads and parking lots are addressed by the parking fund revenues. Additional maintenance funding has been secured by the Foundation as part of the naming opportunities. A portion of the donations for major naming opportunities is set aside as endowments for the maintenance of the named building.

Even though they have had two bond measures and continue to fund maintenance at a high level, there is still $12,555,350 of critical needs.

Cabrillo does integrate the facility planning with institutional planning and the planning supports the educational programs and services. The planning is assessed on a yearly basis.

The College is dedicated to long-term sustainability for its landscape infrastructure. With a staff of five groundskeepers for 160 acres at Aptos and two acres at Watsonville, they have developed low and re-capture water systems, attended to details for maintaining grounds, implemented efficient HVAC systems and pre-set lighting with the result of reductions in utilities and a savings rebate from PGE. The Visiting Team noted this in the Self-Evaluation, interviews with managers and faculty and through landscape observations

As a result of an overall review of effectiveness in 2010, maintenance and plant operations were all combined under one unit: Facilities Planning and Plant Operations (FP&PO). As a result, there is more coordination and integration in both planning projects and allocating resources to complete them. With the newly revised Education Master Plan (January 2013), a revision of the Facilities Master Plan through a series of Town Hall meetings at all sites, has been completed and approved (June 2013).The revised plan will guide the college in the use of physical and budgetary resources to support long-term sustainability of its campus locations.

Conclusions:

The College meets this standard.

Recommendations:

None

C: Technology Resources

Technology resources are used to support student learning and services to improve institutional planning.

General Observations:

Planning for technology continues to be an essential and integrated element for the college, as many of the plans and Education Master Plan include information technology requirements in support of student learning and success. The Information Technology (IT) Department has three main primary functional areas: Applications, Operations and Client Services. In reviewing the IT Department outcomes, the visiting team noted the goals are specifically focused on student success and college effectiveness. The Technology Steering Committee (Tech Committee) is charged with developing and implementing a college technology plan to assure technology planning is integrated with institutional planning. The Tech Committee, chaired by the IT Director, completed a new Technology Plan and Program Review, adopted in spring 2012. The Tech Plan is integrated with the other plans and provides guidance and prioritization of technology projects at the college. An example of integration is that the plan is coordinated with the DE Plan and Program Review to collaborate on projects, training and implementing changes.

Of particular interest regarding planning integration is the "Continuous Improvement Processes in IT Project Management." Technology projects and capacity are reviewed through a cycle that has four steps: Assess; Plan; Implement; Evaluate. As a result, priorities and funds can be matched to resolve technology requirements.

Findings and Evidence:

In a brief period of time, the Director, Information Technology, his team and the Technology Committee have developed and implemented the Technology Plan and an annual prioritized list of projects created in collaboration with instructional, student (e.g., Blackboard Upgrade) and research services (Tech Plan, Spring 2012; IT Priorities, October 16, 2013). As noted in the plan a staff of 25 supports and expands an extensive array of soft and hardware at all locations. Of particular note is the Virtual Desktop Infrastructure (VDI) and the Data Center, both forward planning actions which will benefit the college in terms of savings and service (employing virtual technologies). As a result, the college is taking a lead in the community college system. This type of accomplishment has occurred within the context of re-structuring and reduction in budgets for an essential function of the college.

The Teaching and Learning Center (TLC) has long been an established locus (1997) at Cabrillo College and its Director a leader in supporting continued focus and support for distance education, training, technology and planning. Of particular note is the three-year Program Plan for Distance Education (DE) approved in 2009; it was assessed and updated in 2012, with annual reports provided to the college's Board of Trustees (p. 212, Self-Study; Distance Education Program Plan and Review, October 2012). The TLC is widely acknowledged as a college-wide resource, both for in-person training and development and online learning and instruction.

The Teaching and Learning Center (TLC) hosts the DE program, supporting a strong DE program of course offerings, offering instructional and technology training, addressing state and national DE issues, providing positive, ongoing leadership that is widely acknowledged and will be a significant portion of FTE growth (sections have been reduced in response to statewide FTE reductions, but have remained stable year over year the last two years), as noted in the Educational Master Plan.

DE is an area of strength for instruction due to the following:

- Foundational program (Distance Education Program) for the TLC
- Long standing Director
- Version two of a Distance Education Plan for Distance Education (2009: assessed and updated in 2012)
- Review and action to track DE student success and completion rates compared to statewide averages as a benchmark
- An established BP3700
- A focus on regular and effective contact per Title V
- A clear process for new and ongoing faculty training who are and will offer their courses via DE
- A clear and communicated expectation for student orientation for DE students

Conclusions:

The College meets this standard.

Recommendations:

None

D: Financial Resources

Financial resources are sufficient to support 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.

General Observations:

The District has experienced significant reductions in revenue, as have all California Community Colleges. However, through 2012-13 the District has not experienced a significant reduction in fund balance. The current year 2013-14, has a planned reduction in fund balance that is generally the result of conservative planning. The District is generally aware of the tenuous nature of their ability to generate growth, so no growth dollars are included. There is a large deficit factor built in to cover the risk associated with the state funding model. The District has budgeted expenditures to exceed revenue but, given past spending patterns, there is a strong possibility that they will not expend any of the fund balance in this current fiscal year as well.

The shared governance committee that participates in the budget process is the College Planning Council (CPC). This group appears to be quite knowledgeable about the elements of the budget and how they affect funding and consequently the expenditure budget. Difficult decisions have been made over the last five years including a staffing reduction plan that was put into place in four phases.

There is a general understanding that the Aptos/Capitola area is not a growth area and that right sizing the Aptos campus should occur. There is some difference of opinion on what that concept means and which areas should be right sized. There is growth potential in the Watsonville area and the campus is built out to meet that potential need. The other growth area is Distance Education and the institution has already done a substantive change for a fully online degree. This degree was suspended when work load reductions occurred. However, now that there is growth/restoration, this is an excellent opportunity for growth.

Findings and Evidence:

The institution has a total General Fund Revenue Budget of $69,931,173, Expenditures of $74,980,862 resulting in an estimated deficit of $8,049,793; reducing the fund balance to $6,197,007. There is however, approximately $4,458,724 in carry-over expenditures along with possible outlay of one-time funding of $1,975,164. Neither of these is expected to be fully spent in the current year. The actual operational deficit is budgeted to be $1,419,213.

There is sufficient revenue to support the educational improvements. However, the institution is coming to the end of its bond resources and will now have to rely on the Foundation endowments or grants to support the programs along with the General Fund allocation of $1 million for maintenance.

The finances are presented to the CPC and the Board on a regular basis and are audited each year as evidenced by the CPC and board agendas and minutes. The Business Services web page also has the actual documents. The resources are allocated based on priorities. The lists are in the back of the budget book.

The CPC is the central planning organization and also the conduit for the budget information. It is the role of CPC to review the mission, goals and the strategic plan. The Educational Master Plan, Technology Master Plan and the Facilities Master Plan are all reviewed by this body as well. The budget process is thoroughly reviewed by this body. They participate in the budget assumption phase and receive all of the prioritized lists. The Vice President of Instruction reviews and recommends the faculty prioritization that comes from the faculty senate and forwards the list to CPC. All other staffing requests must be present in the program reviews and are reviewed by the cabinet. The staffing plan is forwarded to CPC for inclusion in budget as funding provides. One time funding is sent to the divisions for dialogue and distribution. These lists also come back to CPC for inclusion into the budget. Ultimately these assumptions are all included in the budget document that goes to the board for final approval on or before the September deadline. This is present in the agendas and minutes of both CPC and the Board (III.D.1. a).

As part of the planning calendar, the assumptions are built around the expected cost increases including items such as utility expenses, step and column increases, and benefit increases. Because of the difficulty in determining what revenue might be, the institution uses a scenario model to include the various options that might occur if certain assumptions materialize. This gives the CPC, the Board and the campus community information on what affects different aspects of the budget might have on the institutions budget. The scenarios can be found in the back of the budget book as well as in the minutes of both CPC and the Board (III.D.1.b).

On the operational side, the institutions primary long range operational plan has to do with Other Post-Employment Benefits (OPEB) costs. There is an actuary study done every two years and posted on the Business Office webpage. Even though there have been difficult financial times in the State of California, the institution, while not funding the whole Actual Required Contribution (ARC), it has been setting aside a portion very consistently as noted in the budget book of 2013-14. These funds are not in an irrevocable trust but are kept in a separate fund. Another long term plan has to do with facility maintenance. The Budget has consistently included at least $1M to assist with this. The Foundation has also provided endowments to help with the upkeep of the

various named buildings such as the Solari buildings and matching endowments. Grants are also utilized for this purpose as evidenced by the STEM building upgrade (III.D.1.c).

The institution has a very clear financial planning and budgetary process. The Business Office prepares assumptions and scenarios for the CPC and then to the Board of Trustees. This is documented in the agendas and minutes (III.D.1.d).

There is a high degree of accuracy in the budget and financial information. There were only a few financial differences noted in the management letter and the findings in the audit were all communicated to the appropriate areas and implemented (III.D.2.a; III.D.2.b).

The institution discusses the fund balances at the CPC and the Board in conjunction with the scenario discussion as well as the final budget presentations that occur at both levels. There are forums and workshops presented by the VP of Administration. The institution does have funding difficulty since the state withheld significant funds for each institution. Cabrillo utilized a Tax Revenue Anticipation Note (TRAN) at the beginning of the year as well as mid-year to ensure proper cash flow. The documents reside on the Business Office Web Page. The District participates in a JPA to cover insurance needs (III.D.2.e).

All resources are utilized in the manner that it is intended. The bonds have an oversight committee that reviews the activity. There is an external audit on both the bond financial activity as well as transactions. The Foundation has a separate accountant that monitors the appropriateness of expenditures and the audits are clean: no financial adjustments or findings with an unqualified opinion. There is an excellent connection between the Foundation and the needs of the college in all areas including naming activities that carry a requirement of maintenance endowments (III.D.2.d).

The internal control of the institution is regularly audited and there are no findings related to this area as noted in the audit (III.D.2.e).

There has been significant budget cutting to ensure a stable budget while essential services were maintained. The institution did experience some issues with cash flow based on the unusual timing of payments from the state; but the TRAN is utilized to assist with the funding gaps. Regardless of the timing of cash receipts, there is sufficient fund balance over and above the recommended prudent reserve to cover unexpected emergencies (III.D.3.a).

The Executive Director and her team oversee a strong giving and distribution program by the Foundation in support of the students, faculty and programs at Cabrillo College. Between 1990 and 2011, the Foundation total net assets grew to $22,281,000; the Source of Private Funds total for 2012-13 was $3,359,000 and support to the College was $3,435,000 (2013-14 Director's Manual, p. 36). As a result, Cabrillo College is ranked second in the community college system for funds raised (November 16, 2012 Salary and Productivity of High Performing Community Colleges Survey), as well as Return on Investment and Funds Raised per Student. As is noted in the Cabrillo College Foundation 2011 Annual Report and through an interview with the Executive Director, the college is widely supported by the local community (with 4000-5000 donors annually) and is a strong and sustainable source of funding for faculty grants, student

scholarships and programs even in "some of the most turbulent economic times" (2011 Annual Report). The Foundation Board of Directors shares this commendation as critical partners in working passionately on behalf of the College.

The current oversight structure is adequate to ensure adherence to systematic application of accounting practices and policies and enforce good practices in internal controls to ensure that the general ledger and all accounting documents are properly recorded in a timely manner. There is ample evidence of this on the webpage and in the Business Office Guidelines Handbook (III.D.3.b).

Long-term liabilities are assessed and delivered to the campus as part of process budget. The OPEB and vacation liability are assessed and recorded as part of the conversation entries associated with the year end audit. The institution does include a portion of the ARC in the budget. This shows that there is recognition of the general liabilities of the institution. All bond activity is handled by the county tax assessor and is not applicable to the institution (III.D.3.c).

The institution does have an actuarial done every two years and the ARC has, in part, been funded each year even though there has been a severe budget crisis with in California (III.D.3.d).

The institution has maintained an excellent bond rating even in the light of the California economy (III.D.3.e).

Cabrillo has a relatively low default rate. This is under the oversight of the Vice President Student Services and the Financial Aid Office (III.D.3.f).

The internal controls that have been instituted with in the Business Office have been routinely audited and deemed sufficient to make sure all transactions are appropriately recorded. All contracts flow through the District's internal controls system and are in adherence with the Board Policy (III.D.3.g).

The institution regularly under goes external audits and engages in program planning (program review) to assess each area. All aspects of Administrative Services have developed AUO's and are going through a second iteration of defining and assessing these. This was discovered from conversations with the various departments within the component (III.D.3.h).

CPC is tasked with the oversight of integrating institutional and financial planning. This group reviews all of the master plans as indicated by their agendas and information received by the president. With the entrance of a new president, the assessment of the Mission and Vision Statements have very recently been reviewed and updated along with the strategic goals (III.D.4).

The Financial Resources are well maintained, audited, reviewed and assessed. Even in a time of significant cuts, the institution has managed to maintain a healthy fund balance and continue to adequately support the institution for the benefit of students. The right sizing of the institution will prove to be a challenge institution wide but with the rich dialogue that has been evidenced throughout.

<u>Conclusions</u>:

The College meets this standard.

<u>Recommendations:</u>

None

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.

A. Decision-Making Roles and 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.

General Observations:

Institutional leaders, starting with the Governing Board and the college superintendent/president, created an environment for empowerment, innovation and institutional excellence. Cabrillo College faculty, staff, administrators, no matter their official titles, take initiative to improve practices, programs, and services designed to improve student learning. The Governing Board is a policy making body and delegates day-to-day operations of the college to the superintendent/president.

Board Policies are developed for governance participation by faculty (BP 2130), Faculty Senate (BP 5170), Classified Staff (BP 2140), Students (BP 2150) and the Management team (2040). As well, specified of areas of influence are defined within administrative procedures, and all stakeholder groups are represented in the various shared governance charges as outlined in the Governance Manual, available at the president's web page. The standard illustrates stakeholder involvement by discussing the scheduling of an annual staff development day that resulted from a direct appeal by classified staff (A.5). The ongoing role of faculty and staff in the development of policies is described; including the Board's decision to rely primarily on the Faculty Senate regarding academic and professional matters.

The current Superintendent/President was hired in July 2013, and she is making great strides in understanding the institution while developing a new vision. The Superintendent/President has primary responsibility for the quality of the institution. She is responsible for effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. During the Team visit, the Superintendent/President concluded a listening tour and shared with the College Planning Council a well-received SWOT that she'd compiled during the tour.

The Cabrillo College decision making process is well articulated in the self-study. The process includes the following groups: faculty senate, student senate, classified union, federation of teachers, confidential employees, and administrators/managers. However, the primary decision-making body is the College Planning Council (CPC). The CPC is the central shared governance group at Cabrillo with broad representation; the CPC is an advisory group and it makes recommendations to the Superintendent/President on college operations and policy.

Findings and Evidence:

Faculty, staff, administrators and students provided examples of how their active participation in the governance of the institution is honored—their insights, contributions via the various shared governance and operational committees, namely the CPC, CIP, ARC and GAIT A & B as well as the taskforce SPRAC (IV.A.1).

For example, teams of faculty, staff, administrators and students serve on over 30 committees, taskforces, and workgroups. As ideas develop from challenges i.e., budgetary leading to staff reductions or strong interest in serving students i.e., Welcome Center, the interests of faculty and staff to initiate solutions was supported. A staffer's comments during a shared governance session about her being the "Welcome Center" prompted the College to move away from an initial plan to establish a center, in a single location, with select staff to welcome all students to viewing all entry locations of the institution as key sites of student entry to welcome students and all staff as essential to providing key information to all students.

The institutional mission and goals reveal that the institution is committed to student success and educational excellence. The College mission states, "Cabrillo College is a dynamic, diverse, and responsive educational community dedicated to <u>helping all students achieve their academic, career and personal development goals</u>." As such it makes clear a commitment to student achievement. The College added an elaborative vision statement that reveals the College's dedication to student success and its definition of student success as focused on the educational including career preparation needs of its students and based on students experiencing personal fulfillment. In so doing, it intentionally sought to reveal how the mission would be accomplished. Embedded throughout this Report and the evidence is a constant focus on educational excellence via assessment, planning, operational improvements and strategic actions.

The institution's goals and values, which are embedded within its vision, strategic plan and core competencies (see below), are articulated and understood by all groups of stakeholders. The goals are (A) Student Success and (B) Enhance Institutional Effectiveness. In several group and individual sessions faculty, classified staff and administrators illuminated these goals, discussed their importance and how they are working to implement the relevant strategies, monitor progress in achieving each goal, serve as a resource to trouble shoot, assist in integrating where appropriate the goals and the operational efforts with other planning agendas including facilities and technology master plans.

College staff and students can list what those goals and values are as they have 24/7 access to them on the institution's website, and the Core Four are posted in main facilities throughout the College including classrooms, the student center and learning labs.

Consistent with the governance manual, a number of staff described their role to assist the institution to achieve its broad mission and specific goals. This was revealed in the GAIT A and GAIT B committees, which were developed to systematically support the College and ensure achievement of each goal.

Several documents with institutional performance data are circulating and available to staff and

students, including the institutional self-evaluation, college Fact Books, Enrollment Tracker, Program Plans, Census Reports, Master Plans and assessment results and Assessment Review Committee Reports.

Faculty, classified staff and students in addition to administrators report that the institution's processes for institutional evaluation and review, and planning for improvements, provide venues where the discussions evaluating the institution's performance involves diverse groups of the staff throughout the College. There were mixed findings of the evidence and the degree to which they were easily accessible and understandable.

Institutional planning efforts provide opportunity for appropriate staff participation. Individuals bring forward ideas for institutional improvement via the six-year cycle of program planning (formerly referred to as program review), annual unit plan updates, the annual systematic assessment of learning outcomes and the resource prioritization processes. Also, staff have the opportunity to bring ideas forward to their supervisor for review via the Student Services Council and Administrative Council. Further, staff can use their governance networks to advance agenda items to the College Planning Council, the lead shared governance group of the College. Importantly, the College's culture is such that other forums may be used to advance ideas to influence the direction and priorities of the College. This is best illuminated in the emergence of the SPRAC, as a sub-committee of the CPC, which effectively responded to a very difficult time in the recent history of the College where nearly 90 classified staff positions were considered for elimination.

The governance groups interact in ways not discussed in the self-evaluation report. For example, the CIP receives results from the Curriculum Committee, specifically the SLO assessment and proposed changes to the curricula. The CPC receives the planning agendas, priorities and outcomes of the Outcomes Assessment Review Committee (OARC), CIP, Student Services Council and Administrative Council for consideration and recommendation to the College president. The Governing Board receives reports of many of shared governance group's efforts for public review, comment and acceptance or approval. In addition, documentation is also provided on the websites of PRO and other college locations. The institution uses identified weaknesses to make needed improvements throughout the year. See GAIT A and B, OARC findings, minutes of Cabinet, Administrative Council and Student Services Council.

The College articulates the responsibilities of individuals to develop ideas for improvements in support of the institution. In general, these efforts promote improvements to individual's areas of responsibility. Board Policies are developed for governance participation by faculty (BP 2130), faculty senate (BP 5170), classified staff (BP 2140), students (BP 2150) and the management team (2040). As well, specifics of areas of influence are defined within administrative procedures, and all stakeholder groups are represented in the various shared governance charges as outlined in the Governance Manual.

In practice, the governance and operational bodies of the College are working to enhance the effectiveness of the institution so that student success levels increase. While the specific charges of each committee and work group varies, the representatives interviewed discussed and provided evidence of their focus on student learning to increase the level of student success. This

was most apparent in the Outcomes Assessment Review Committee (ARC) and the Goal Area Implementation Teams, GAIT A and GAIT B. Yet the charge of only one of these groups, the Student Services Council, specifies its emphases on student learning and success:

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

In governance, the institution relies heavily on its faculty and its academic/faculty senate. As well, it relies on a number of other shared governance as well as administrative groups. For example, the planning priorities of the institution are considered and processed through the component units—instruction, student services, and administrative services to their respective groups for deliberations, namely the CIP, Student Council and Administrative Council respectively. Then all of the results and recommendations are considered by the CPC for recommendations to the College president and decision by the Governing Board.

The Self Evaluation document highlights collaborative work by the Faculty Senate and Administration to develop a Program Reduction and Elimination Matrix that utilizes planning cycles and quantitative data from throughout the College (p. 232). Also stressed is equity and diversity planning, student success, servant leadership, the "Cabrillo Way" role of welcoming people to campus, and information gathering through Town Hall meetings. Figure 4 (p. 233) provides a visual of the College's decision-making process and shows the Board at the top, a separate optional path for the faculty senate, and the College mission existing at center.

Board Policies are developed for governance participation by faculty (BP 2130), Faculty Senate (BP 5170), Classified Staff (BP 2140), Students (BP 2150) and the Management team (2040). As well, specifics of areas of influence are defined within administrative procedures, and all stakeholder groups are represented in the various shared governance charges as outlined in the Governance Manual. The standard covers the new Governance Manual's availability on the president's web page as well as staff development day that resulted from a direct appeal by classified staff (p. 233). The ongoing role of faculty and staff in the development of policies is described; including the Board's decision to rely primarily on the Faculty Senate.

At the time of the last self-evaluation and team visit, Cabrillo College received a recommendation to "update" its governance manual to reflect the current governance processes used by the constituent groups of the College. The recommendation reads, in part, "The College should describe the charge of the committees and the composition of membership and how often they meet." While this recommendation has been met, it was made clear to the visiting team that Cabrillo College's new Superintendent/President believes there is a need to again review, evaluate, and update the manual. This work is unfolding with the support of all constituent groups through the charge of the College's main planning body, the CPC. The issues were identified at the CPC's most recent retreat (IV.A.2).

It is clear through the evidence provided by Cabrillo College that the standard is met. That is, their governing documents clearly identify roles and procedures for substantive governance in the development and implementation of institutional policies and planning. It is worth noting that at almost every turn the team was met with demonstrations of this "substantive voice" among faculty during the campus visit. The "Cabrillo Way" is real and inarguably evident at every level of governance: Administration, Faculty, Staff, and Students with faculty and administrators with defined principal leadership roles in institutional governance (IV.A.2.a).

As noted above, Board Policies 2130 and 2040 describe the official responsibilities and authority of the faculty and academic administrators in curricular and other educational matters. It is made clear through the site visit that Cabrillo College's description in its self-study is accurate. Cabrillo relies heavily on its faculty and the faculty senate's joint committees to address, review, evaluate, and improve student learning programs and services. This was most evident in the faculty senate's Outcomes Assessment Review Committee (OARC) where faculty, administrators, and staff members work collegially through a process to arrive upon recommendations that are then vetted in other committees on campus including the CPC, the College's primary planning body (IV.A.2.b).

As noted earlier, the written policies on governance procedures specify appropriate roles for all staff and students and the academic roles of faculty in areas of student educational programs and services planning. The classified staff and associated student body leaders demonstrated a clear understanding of their roles. They are active participants in decision-making consistent with those roles. There is evidence of staff and students working with faculty and administrators collaboratively to improve the College. SPRAC reflects that collaboration, which began with classified staff urging re-consideration of proposed layoffs. The Faculty Senate supported the staff's leadership by joining in to ensure a rigorous re-consideration of all reduction priorities. The administrative team listened and used the input, which was shared as recommendations to the CPC and resulted in the Superintendent/President's recommendations to the Governing Board and supportive actions by the Board. According to diverse groups of staff, faculty, and administrators, the final actions—while still difficult—reduced the total number of positions being eliminated by approximately 50%, and ensured a better baseline of institutional staff support than would have been the case had the original plan been authorized. Reportedly, innovations and restructurings occurred in some areas. Yet challenges persist in other areas due to "doing more with less." This understanding has informed to continued review of institutional conditions.

Cabrillo College's governance structures were tested under great stress as the college took steps to reducing staffing and cut budgets in response to the worst financial crisis since the Great Depression. With the creation of an ad hoc committee to the college's CPC, the Service Program Reductions Committee (SPRAC), the college proved that its governance structures were sound and allowed the Governing Board, administrators, faculty, staff, and students to work together for the good of the institution. The process provided space for collegiality and generated data that will be useful to the institution beyond the immediate need to reduce budgets.

During the Team visit, requests for procedural evidence concerning Cabrillo's decision making processes were frequently answered with explanations involving an "organic" dialogic process

wherein college personnel were said to have arrived at consensus though winnowing, broad based participation. While such a system of communication is no doubt egalitarian and student centered, the audit structure of collegial peer review and institutional decision-making are increasingly reliant on evidentiary data, a systematized process as reflected by agendas, minutes, measures, and analysis. Several statements of faculty and staff revealed experiences of less than complete communications where "dialogue" resulting in more of the same rather than decisions or other results when such were needed.

While widespread communication seems evident, yet it is less than effective as conveyed in several committees, interviews and via observations. Information about how shared governance groups are aligned, their actual charge and the role of members is not clearly understood among some faculty, staff and administrators. In general, the employees of the College do not share a common voice about institutional efforts and how those efforts are lead to achieving institutional goals or improving learning. Members of the CPC conveyed their lack of understanding of their roles, and several members of GAIT B shared that there were no links to other groups within the institution, either the CPC, the Student Services Council or Administrative Council (IV.A.3).

The College acts deliberately to address the requirements of the ACCJC. The Institutional Self Evaluation Report and the previous Midterm Report demonstrate the institution's integrity in its relationship with the Commission. The institution communication of educational quality and institutional effectiveness to the public appears accurate. Cabrillo College received a favorable mid-term report from ACCJC in 2010 (IV.A.4).

The institution regularly evaluates its governance and decision-making structures through the use of surveys i.e., longitudinal (last conducted in 2011) and through its 6-year program planning cycle and annual unit plan updates. The results are communicated within the campus community.

The College currently utilizes surveys and its regular planning cycle to evaluate its decision-making structures. However, it is not clear as to how exactly the results of these surveys and evaluations fully meet the standard of "widely" communicating results and that those results be used as the basis for improvement.

It was noted often during the campus visit that the "Cabrillo Way" is "deliberative," all about "dialogue," and allows for things to "bubble-up" to established governance structures. However, it is not clear how the results of these surveys and/or planning cycle evaluations have been used to improved governance structures (IV.A.5).

Conclusions:

In general, the College meets this standard. However, the team believes additional clarification in some areas will help the college improve. These areas included an expanded governance manual that clarifies the roles and responsibilities of each governing group, an explanation of how that governance is integrated with and responsive to planning, resource allocation, institutional goals, student learning outcomes, and institutional effectiveness. A greater emphasis and reliance on evidentiary data with a systematic process of capturing evidence of decisions and disseminating the results widely will improve trust and communication.

Recommendations:

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).

Recommendation 4: In order to improve effectiveness, the team recommends greater use of and evaluation of evidentiary data with a systematic process for capturing evidence of decisions and disseminating the results widely for use by all appropriate college constituents (IV.A.3).

B. 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.

General Observations:

The Governing Board for Cabrillo College District consists of seven trustees who are elected to four-year staggered terms from one of seven distinct districts. There is also a student trustee who is elected annually. The majority of the Board has served at least two terms in office. Additionally, Board members' participation in the accreditation process demonstrates a commitment to and an understanding of the accreditation process.

Board members are elected by the citizens of Santa Cruz County. They are independent and responsive to the citizens they represent as is evidenced by Town Hall meetings and a 360 degree self-evaluation Board survey. Board members are active in the community and are advocates at the state and federal levels. The Board follows the principle of "acting as a whole" or speaking with one voice. The Board regularly reviews data related to educational quality and financial integrity. The Board has also established a policy on ethical and legal standards for college operations. These include an annual audit, seeking legal advice as necessary and adherence to the Brown Act.

The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity. Consistent with its duties and responsibilities (BP1020), the Governing Board is independent; its actions final and not subject to the actions of any other entity. This is specified in the Board's published bylaws and policies.

The Board has several documents with statements about quality of programs, integrity of institutional actions, and about effectiveness of student learning programs and services. They are found in the institution's board-established policies, mission statement and vision statement. They are also evident in the Educational Master Plan and Strategic Plan draft.

The Board has a written policy describing selection and evaluation of the chief administrator (BP 2080 and AR 2080). The board adheres to it as is evident in its actions during the changes in its President/CEO during December 2011 to present. Within one month of the previous permanent president's departure by December 2011, an interim was appointee was selected and a successful search for a permanent new president was underway.

Findings and Evidence:

The Governing Board is appropriately representative of the public interest and lacking conflict of interest. It has a policy prohibiting conflict of interest (BP 1090). Board members use it and developed its administrative procedure 1090 to further ensure that this would not be compromised. The composition of the Governing Board reflects public interest in the institution. Each member of the Board is elected to represent a particular trustee area throughout Santa Cruz County (see BP 1040). In addition, a student representative is identified from the student body as an advisory only, non-voting member (IV.B.1.a).

Cabrillo College is a public institution and part of the California Community College system. As such, the institution has no private owners; all of the Governing Board members are non-owners of the institution.

The Governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Beginning with the District Statement of Philosophy, BP 1000, the District illuminates its core values, mission, and vision—all of which describes the Governing Board's expectations for quality, integrity and improvement in student learning programs and service. The College's goals further reveal the College's emphases on student success and continuous improvement of the institution to ensure increasing levels of effectiveness. These priorities are operationalized throughout the College in shared governance groups, planning bodies, and administrative and operational teams such as the Administrative Council and the Student Services Council. Given the nature of the College culture, some of the same faculty, staff and administrative representatives share leadership roles across these organized bodies.

The intentional setting, recording and analyses of student outcome data is shared among some of these groups and, with one exception, systematically presented at least annually to the CPC. The work of the GAIT A and B represents an exception. Their work seems rigorous, yet is not directly tied to the CPC or any other organized body of the College.

The Governing Board seems aware of the institution-set standards and analysis of results for improvement of student achievement and learning (IV.B.1.b.).

The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity. Consistent with its duties and responsibilities (BP 1020), the Governing Board is independent; its actions final and not subject to the actions of any other entity. This is specified in the board's published bylaws and policies. The institution or the Governing Board

publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures (IV.B.1.c, d).

The Governing Board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary. Currently, the board is updating its policies and administrative procedures and has produced a cross walk in preparation for adopting the policy framework used by most California community colleges and developed by the Community College League of California. At the time of the Self Evaluation 60% of BPs had been updated (IV.B.1.e).

The Governing Board has a program for board development and new member orientation. The program addresses the need to learn about Accreditation Standards and expectations. The board has a formal, written method of providing for continuing membership and staggered terms of office, and it is found in BP 1040 (IV.B.1.f).

The Governing Board's self-evaluation processes for assessing Board performance are defined, implemented, and published in its policies or bylaws. The Board self-evaluation process as defined in its policy BP 1310 entails its commitment to assessing its performance to identify "strengths and areas in which it may improve its functioning." Annually, the Board undergoes its self-evaluation process. It entails the Board assessing through discussions and other means its efficacy during the previous year and establishing goals for the subsequent year. At least once every three years, "members of the college community, including faculty, staff, students, and community members will be invited to provide written input to the evaluation process in the format developed for this purpose." As a quality control measure, the Board relies on the college president to develop and revise the evaluation form and ensure dissemination to college constituents for their anonymous feedback. The college president also collects and compiles the forms for Board review prior to the evaluation meeting. (See AR 1310.)

The Board is planning to consider SLO data provided by the senate-developed Program Review. A Board survey has been distributed electronically to the campus community as part of its self-evaluation process (p. 244). Additionally, the Board has direct access to electronic meeting notes from all college committees (p. 245). In January, 2013 the Board hired an interim president. That individual was succeeded by the current president who was appointed to a permanent position in June of the same year. Within this time period Cabrillo had two Board resignations that were filled by appointments. Also, the 2011/12 academic year involved significant funding crises for higher education throughout the state, so given all of the above, the Board has continued to function and support institutional improvements (p. 247) and strategic planning (p. 248).

Clearly, there are issues related to staffing levels, as reflected in the board survey. Forty-two percent of staff are not fully satisfied that administration provides effective leadership (p. 249). While Standard IV describes a college that is actively recovering from a stressful period of administrative turnovers and fiscal challenges, the team sees a need for the Board, and indeed the entire college, to focus more on measurable outcomes as a guide to decision making and planning.

The Board survey, for example, would have benefitted from a larger range and number of respondents. The last Board survey in 2010 had 78 responders, 40 of whom were faculty. Five Board members completed the questionnaire. With such a small number of responders, the team is hopeful that the next survey will actively seek responses from a larger representation of Cabrillo's constituents.

The self-evaluation document mentions the Board's electronic access to college meetings agendas and minutes, but there is no evidence of having explored findings related to that availability. While the Self Evaluation mentions the Board's determination to incorporate accreditation standards into its self-evaluation," by December 2014 (p. 69), no specific mention is provided of how that will relate to planning and governance responsibilities. To its credit, during the team visit, the Board announced its intention to conduct a review process during the coming year, the planning of which can provide an opportunity to construct annual goals and measures in a manner consistent with the college Mission, institutional outcomes, and in direct cooperation and support of the college's President. By so doing, the Board will not only provide for a more fully integrated organization, it will through a unified codification of roles, systems, and processes be better prepared to address such challenges as staff dissatisfaction with hiring levels, equity and diversity needs throughout the institution, facilities staffing, and the provision of venues consistent with the community's continuing desire for lifelong learning and the arts (IV.B.1.g).

The Governing Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code (BP1105). If a Board member has been found to violate the policy, s/he "may be subject to a resolution of censure by the Governing Board. Censure is an official expression of disapproval passed by the Governing Board." Other resolution may also be sought depending on the nature of the violation (IV.B.1.h).

The Governing Board is informed about and involved in the accreditation process. The board uses the resources of the CCLC, AACJC for training. The board is knowledgeable about accreditation standards, including those that apply to the board. The board is informed of the current institutional self-evaluation and the previous recommendations, and appropriately participated in the related planning efforts including meeting with the visiting team.

The Board's evaluation policy explicitly conveys its annual evaluation self-evaluation process "to identify those areas of Board functioning which are working well and those which may need improvement." Based on the findings from such a performance review, the Board "may develop goals for improvement. In addition to identifying specific issues, the discussion of the Board's roles and responsibilities can build communication and understanding among Board members of each others' values and strengths, and lead to a stronger, more cohesive, working group." While the evaluation documents of the Board reflect Accreditation Standards and expectations for improvement of the institution, the Board is developing it evaluation process including tools to ensure it allows for more input and better demonstrate how its actions reflect the commitment to supporting and improving student learning outcomes (IV.B.1.i).

The Governing Board has the responsibility for selecting and evaluating the college chief administrator, the president. It delegates full responsibility and authority to the president to implement and administer board policies without board interference and holds her accountable

for the operation of the college. The Board has established policy (BP 1430) and employed a process that is documented for conducting search and selection processes for hiring of its new chief administrator. The Board has delegated the administrative authority to lead the institution to its chief administrator, college president. This delegation seems clear to faculty, staff and administrators. However, the recent history of the college leadership reflects gaps in administrative leadership in essential areas that were filled by faculty and staff.

BP 2080 and AR 2080 codifies the Board's mechanisms used to evaluate the chief administrator's performance on implementation of board policies and achievement of institutional goals. This ensures the ability of the Board to evaluate its expectations for regular reports on institutional performance from the chief administrator (IV.B.1.j).

The Superintendent/President has primary responsibility for the quality of the institution she leads. She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. She delegates authority to administrators and others consistent with their responsibilities, as appropriate. This was apparent in her actions during the team's visit where she deferred to members of her Cabinet, Administrative Council, Faculty Senate and various shared governance groups to lead meetings, organize plans, and respond to requests for evidence (IV.B.2.a).

Assuming her role just three months ago, the Superintendent/President is guiding institutional improvement of the teaching and learning environment in various ways. She is present at the meetings of and a member of the governance groups. Faculty, staff and students conveyed their deep appreciation for the way the current president is engaging them, assuming leadership and inspiring leadership among them. Administrators joined most in expressing a high level of confidence in her capacity to ensure the college has on-going (1) a collegial process that sets values, goals, and priorities; (2) evaluation and planning that rely on high quality research and analysis on external and internal conditions; (3) educational planning that is integrated with resource planning and distribution to achieve student learning outcomes; and (4) procedures that evaluate overall institutional planning and implementation efforts.

As a newly appointed chief administrator three months ago, the Superintendent/President communicates institutional values, goals (institution-set standards) and specific directions. The Superintendent/President is very familiar with the institution's performance and ensures use and analyses of data to understand and improve the performance of the institution. The Superintendent/President is actively engaged in all of the key shared governance groups that focus on student learning and success including the ARC, CIP and as chair of the college's primary planning group, the CPC. She is described as leading the college in its use of evidence to understand student learning. She hired a new director of research to focus on student learning and means to improve student success, thus the efforts of GAIT A and GAIT B. He and his team have easy access to the president and her entire administrative team. It reflects the president's concerted efforts to link institutional research on student outcomes, institutional planning and resource allocation processes (IV.B.2.b).

The Superintendent/President assures the implementation of statutes, regulations, and Governing Board policies and assures that institutional practices are consistent with institutional mission and policies. There is clear evidence of proactive leadership by the new Superintendent/President to strengthen the capacity of the institution in systemic ways. This is consistent with board policies and reflected in the many formal and informal comments, observations and written documents illuminating the Superintendent/President's role and actions during her three month tenure. The Superintendent/President conducted a "Listening Tour," retreats, and engaged with a diverse set of work and governance groups to obtain answers to key questions that will allow her to determine the most effective way to move forward and to achieve the mission and strategic priorities of the College. She is also obtaining responses to additional questions from key leadership groups (IV.B.2.c).

The Superintendent/President works and communicates effectively with the communities served by the institution. Consistent with the report, previous and current presidents are known for their active engagement throughout the College and local community. This has led to a robust and exceptional investment by the community in the College's Foundation, the building of facilities infrastructure that supports core educational programs and services including STEMs and the performing arts. It has also ensured a County-wide agreement to strengthen the educational alignment among the school districts and the College to improve the academic preparedness of all students and develop a college going culture (IV.B.2.e).

Conclusion:

Standard IV begins with a description of Cabrillo's organizational chart (Figure 5, p. 233) as "one dimensional," and describes the actual decision making process as established in "relationships." It "only hints" at how the College is led, who serves as leaders on campus, and what the boundaries or parameters of the various leadership roles are. It is noteworthy that the self-study declares "real leadership" and governance takes place across the campus in shared governance and/or advisory committees and is heavily based on "relationships" among members of the community or what they refer to as "neighborhood". This "Cabrillo Way" is described as an ethos where the focus is on equity, diversity, and student success, ethos that has been the single most substantive definer of the College's identity for more than fifty years.

Throughout the self-evaluation, there is the occasional need to read between the lines, areas, particularly concerning Cabrillo's responses to the recent budget crises and staffing levels, most of which was clarified by the Team visit. The 2011 Accreditation Survey (p. 191) indicates that 72.6% of classified/confidential respondents disagreed with the statement that "There are Sufficient Number of Qualified Staff to support college serves," which may help to explain why nearly a quarter of Cabrillo's staff do not agree that Cabrillo's Mission Statement guides institutional planning (p. 97).

A thoughtful retrospective that considers the budget crises and staff/Board turn over may be useful both to the College and the visiting team. For now, Cabrillo's diligence should be praised, and while the college has built an exemplary system of interrelated standards and measures, many of their plans have yet to be made operational, such as course and program SLO assessment, cost of ownership analysis, administrative outcomes, to name a few.

Recommendations:

None