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

Our Core 4 Competencies:
- Communication
- Critical Thinking
- Global Awareness
- Personal and Professional Responsibility
Dear Cabrillo Community,

The excitement builds as we prepare for our visit from the Accreditation Site Team as part of our reaffirmation of accreditation as a college. As the new president, we will learn together through this process. Our self-evaluation process for this report began in 2010, and the final document (available on our Accreditation website at http://cabrillo.edu/services/pro/accred/#) has been accomplished through dedicated work by many people at the college.

I encourage you to read through our report, which has embedded videos of students talking about their experience at Cabrillo College. I especially want to thank the many people who participated on the Standards teams; please take a moment to thank your colleagues who are listed below for their efforts.

We have put together in this brief publication some basic information that we hope will make the accreditation process more familiar to the College as a whole. In addition, we are sharing some key components from our report, such as the six items we have identified for our own planning agenda and the diagrams for Integrated Planning and Decision Making at the College.

Cabrillo College, as you know, is an excellent institution and we are all committed to continually improving all that we do to help students achieve the learning outcomes for which they are striving. We are looking forward to welcoming our colleagues on the Evaluation Team who will be visiting in October. You can meet them briefly by title on page four. I am confident that they will find Cabrillo to be as special and excellent a place as we all know it to be.

Thank you for all the work you do on a daily basis to serve our students, and I wish us all an invigorating start to the Fall 2013 semester!

Sincerely,
Laurel

PLEASE THANK OUR STANDARDS TEAM MEMBERS:

IA. Alex Taurke (Chair), Steve Hodges, Laura Dickie, John Graulty, Beatiz Perez, Stephanie Stainback

IB. Dale Attias (Co-Chair), Kristin Fabos (Co-Chair), Michael Booth (Co-Chair), David King, Tobin Keller, Rick Fillman, Pamela Sanborn, Christy Vogel, Pamela Poandl, Shelley West, Tatiana Bachuretz

IIA. Michael Mangin (Co-Chair), Wanda Garner (Co-Chair), Marcy Alancraig, Sarah Albertson, Dale Attias, Enrique Buelna, Jennifer Cass, Laurie Colombani, Mark DeSmet, Olga Diaz, Carlos Figueroa, Jean Gallagher-Heil, Laurie Hedin, Steve Hodges, Carol Hoffman, Carolyn Jackson, Onnie Killefer, Robin McFarland, Dustin McKenzie, Lisa Meyer, Diego Navarro, Isabel O’Connor, Pam Sanborn, Michael Strunk

IIB. Barbara Shultz-Perez (Co-Chair), Margery Regalado (Co-Chair), Sesario Escoto, Margaret Tam, Tama Bolton, Marcy Wieland, Jay Jackson, Veronica Leon, Rudy Puente, Anna Zagorska, Michael Wille, Debra Spencer, Jessica Gonzalez-Durham, Katie Marlow, Mayra Rocha

IIC. George Romero (Co-Chair), Victoria Banales (Co-Chair), Stephanie Staley, Tera Martin, Jeanette Richey, Joyce Flager, Beth Regardz, Dan Rothwell, Rhea Leonard

IIIA. Barbara Shingai (Co-Chair), Dave Reynolds (Co-Chair), Diane Goody, David Douglass, Sondra Ricar, Alta Northcutt, Glenn Dixon, Becky Sulay

IIIB. Joe Nugent (Co-Chair), Gary Marcoccia (Co-Chair), David King, Binh Cheung, Harry Bidleman

IIIC. Dan Borges (Co-Chair), Francine Van Meter (Co-Chair), Wade Gil (Co-Chair), Ed Parrish, Brad Krein, Dale Attias, Matt Escover, Barb Durland, Gerlinde Brady, Lena Mason, Marcelo Nogueira, Ray Rider, Rosemary Brogan

IIID. Graciano Mendoza (Co-Chair), Ray Kaupp (Co-Chair), Terri Evans, Masina Hunnicut

IVA. James Weckler (Co-Chair), Sarah Doub (Co-Chair), Melinda Silverstein, Conrad Scott-Curtis, Sandi Moore, Jason Camara, Phil Carr

IVB. Debora Bone (Co-Chair), Rachel Mayo (Co-Chair), Dominique Hansen, Lori Amato, Cheri Barkey
WHAT IS ACCREDITATION?
Accreditation is a quality review process for a college, to ensure that instruction, programs, services, and all the functions of the college measure up to commonly accepted standards of excellence. Accreditation assures that the courses students take at the college will be recognized by other accredited institutions, and it assures the legitimacy of degrees and certificates granted by the institution.

HOW DOES IT WORK?
In our region we use a peer review process on a six-year cycle. Representatives from other colleges form a team to visit us after reading our Self Evaluation report (where we examine the College according to a series of standards that all the member colleges in our region use) and conduct interviews, examine the evidence we have submitted to substantiate our report, and write a team report with recommendations regarding our accreditation status.

WHO ACCREDITS US?
The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) accredits associate degree granting institutions in California, Hawaii, and other Pacific Island regions.

WHO ACCREDITS THE ACCREDITORS?
The U.S. Department of Education (DOE) oversees the American system of accreditation and reviews accrediting commissions every five years. In order to provide students with federal financial aid, an institution must be accredited by a DOE-recognized accrediting body.

WHAT ARE THE POSSIBLE OUTCOMES?
The visiting Evaluating Team may make any one of the following recommendations to the ACCJC regarding a college’s accreditation:

- Reaffirm accreditation (this can be with or without a follow-up report and/or visit). The recommendation to reaffirm accreditation is usually accompanied by team recommendations in their report, which may either be to improve in an area or to fully meet the standard in an area.
- Defer action on accreditation (additional information is pending from the college or there are serious issues to be addressed within six months)
- Issue a warning (the institution has deviated from the standards to an extent that gives concern to the ACCJC)
- Impose probation (the institution is in substantial non-compliance with the standards)
- Order Show Cause (the institution has deviated from the standards to such an extent that it must demonstrate why its accreditation should not be withdrawn)
- Terminate accreditation
Who’s Coming to Campus

CABRILLO COLLEGE 2013 ACCREDITATION EVALUATION SITE TEAM MEMBERS
(For more detailed bios see Accreditation web page)

Dr. Henry Shannon (Chair)
Superintendent/President
Chaffey College

Mr. Carl Bengston
Dean, Library and Educational Technologies
Cerritos College

Mr. Philip Dykstra
Research Analyst
Cypress College

Ms. Stephanie Fleming
Assistant Professor in Communication Studies & Accreditation Coordinator
Pasadena City College

Mr. Greg Gilbert
Trustee
Copper Mountain College

Dr. A. Cathleen Greiner
Dean for Online and Distance Education
Irvine Valley College

Dr. Sherrie Guerrero
Associate Supt. – Instruction and Student Services
Chaffey College

Ms. Julie Sanchez (Assistant)
Executive Assistant
Chaffey College

Ms. Jan Lubin
Director of Planning and Program Evaluation
Windward Community College

Dr. Joanne Schultz
Vice President of Administrative Services
Merced College

Dr. Richard Tahvildaran-Jesswein
Professor, Associate Director, Public Policy Institute
Santa Monica College

Dr. Elnora Webb
President
Laney College
What to Expect for the Site Team Visit

MONDAY, OCT. 14 – THURSDAY, OCT. 17

• Be prepared to provide any information about your area if needed by members of the Evaluation Team, and attend any specific meetings with the team if asked to do so.

• Visit the Accreditation website to become familiar with the information.

• If you are responsible for maintaining a College webpage, do not change any links! This will break the link that the team members need to follow in the Self-Evaluation.

• Participate in one of the college-wide Open Forums with the team. Dates will be posted on the Accreditation website.

• Attend the team’s final exit report, on Thursday, Oct. 17. Time and location will be posted on the Accreditation website.

What MUST the team members do?

• Reach a decision as to how well our college is doing what colleges like us are expected to do
• Make a judgment as to how well our college is doing what it claims to do
• Point out to us, and the ACCJC, any notable strengths and weaknesses that significantly affect the education of our students
• Recommend steps we might take to strengthen ourselves
• Evaluate the progress we have made in carrying out the recommendations of the previous visiting team
• Communicate its findings, judgments, and recommendations to the ACCJC, which makes the actual decision on accreditation

What will the team members NOT TRY to do?

• Visit every class or confer with each staff member, because time does not permit
• Resolve all our problems; they can’t

What will they TRY NOT to do?

• Let the biases of individual team members affect their evaluation of us
• Be picayune or become embroiled in internal conflicts
• Interfere with the normal functions of the faculty senate, professional organizations, the administration, or the governing board

— Adapted from the “Porterfield Statement” prepared by John H. Porterfield, Retired member of the teaching faculty, Diablo Valley College and former member of the ACCJC board.
Accreditation Standards – Abridged

(For full version see Accreditation web page)

**Standard I: Institutional Mission and Effectiveness**
The institution’s mission emphasizes student learning, is communicated internally and externally, and is analyzed with quantitative and qualitative data to improve its effectiveness. This process is an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation.

IA. Institutional 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.

IB. Improving Institutional Effectiveness: The institution demonstrates a conscious effort to produce and support student learning, including organizing key processes and allocating resources to measure, improve and support student learning through achieving student learning outcomes.

**Standard II: Student Learning Programs and Services**
The institution offers instructional programs, student support services, and library and learning support services of high quality, regardless of delivery format or location. Student learning outcomes are systematically assessed to improve program effectiveness. They include increased understanding and appreciation of diversity, personal and civic responsibility, and intellectual, aesthetic and personal development.

IIA. 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.

IIB. Student Support Services: The institution serves a diverse student body in a supportive learning environment, offering support services that address students’ identified needs.

IIC. Library and Learning Support Services: Students are provided access and training to use library and other learning support services (tutoring, learning centers, computer laboratories, and learning technology) which are sufficient to support all instructional programs.

**Standard III: Resources**
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes and student learning outcomes, to support student learning programs and services, and to improve institutional effectiveness. Resource planning is integrated with institutional planning.

IIIA. Human Resources: The institution employs qualified personnel and encourages diversity. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development.

IIB. Physical Resources: The institution provides safe and sufficient physical resources (including facilities, equipment, land, and other assets) that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

IIC. Technological Resources: The institution assures that any technology support it provides is designed to meet the needs of learning and teaching (including distance education), college-wide communications, research, and operational systems.

IID. Financial Resources: Financial resources are planned and managed with integrity and provide financial solvency. The financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

**Standard IV: Leadership and Governance**
Leadership throughout the organization is used for continuous improvement. In addition to the designated responsibilities of the governing board and the chief administrator, governance roles facilitate decisions that support student learning programs and services and improve institutional effectiveness.

IVA. Decision-making Roles and Processes: Ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IVB. Board and Administrative Organization: The designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution are clearly recognized, along with the leadership of individuals and constituencies at the institution.
Through its Self Evaluation, the College has identified six areas for further development:

1. Fully implement the Integrated Program Planning Cycle at all of its stages throughout the College at each department, division and component level. (Standard IB)
   Lead responsible: President
   Completion: December 2014

2. Develop a staggered, comprehensive, six-year cycle with annual updates for all departments undergoing Administrative/non-Instructional Program Planning. (Standard IB)
   Lead responsible: President
   Completion: December 2013

3. Strengthen existing SLO processes for quality assurance. (Standard IIA)
   Lead responsible: SLO Coordinator
   Completion: June 2014

4. Identify responsibilities and timeline for implementation of requirements of the Student Success Act, Title 5 and the California Education Code: orientation, assessment, education planning and enrollment priorities. (Standard IIB)
   Lead responsible: Vice President, Student Services
   Completion: June 2013

5. Conduct analysis and develop a plan to improve counseling/transfer space to better serve students and support the faculty and staff. (Standard IIB)
   Lead responsible: Dean, Counseling & Educational Support Services
   Completion: June 2013

6. The Board will incorporate Accreditation standards into its annual self-evaluation. (Standard IVB)
   Lead responsible: Chair, Governing Board
   Completion: December 2014
Cabrillo College Integrated Program Planning

Mission
Student Success
Core 4
(Institutional Learning Outcomes)

Evaluation
• Program Reviews: Student Achievement Data
• SLO / AUO Assessment
• ARCC Scorecard
• Effectiveness of Process, Policies, Organization

Implementation
• Instructional and non-Instructional Program Plans
• Improvement cycle; re-evaluate

Goal Setting
• College Strategic Plan
• Educational Master Plan
• Facilities Master Plan
• Technology Plan

Resource Distribution
• Funding priorities
• College Planning Council
• President’s Cabinet
• Components, Division & Department Integrated Planning

Governance
• Governing Board (Sets Priorities)

Integrated Planning
• CPC

Constituent Groups
• Faculty Senate
• Administrative Council Managers
• CAB
• Constituent Groups are:
  Faculty Senate, Student Senate
  Cabrillo Classified Employees Union,
  Cabrillo College Federation of Teachers,
  Confederals, and Administrators / Managers

Components
• Components are:
  President’s Office, Administrative Services,
  Instruction, and Student Services

Cabrillo College Decision-Making Process