EVALUATION REPORT

CABRILLO COLLEGE
6500 Soquel Drive
Aptos, California 95003

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Cabrillo College from October 8-11, 2007

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Chair

Cabrillo College
Comprehensive Evaluation Team Roster
October 8-11, 2007

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SUMMARY OF THE EVALUATION REPORT

Institution: Cabrillo College
Date of Visit: October 8-11, 2007
Team Chair: Michael J. Viera, Ph.D.
                     Superintendent/President
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The accreditation team that visited Cabrillo College October 8-11, 2007, consisted of 11 members representing 9 different California community colleges, as well as a team member from a district office. The team received their initial training by Accrediting Commission for Community and Junior Colleges staff on September 5, 2007.

Following the all-day training in September, the team members completed two written assignments reviewing the Cabrillo Self Study. The team also conducted a final preliminary meeting on October 8, 2007, prior to starting their official visit.

The team noted that the Cabrillo College accreditation preparation process began more than two years before the October visit. The college's primary participatory governance body, the College Planning Council, served as the accreditation steering committee. The resulting *2007 Institutional Self Study in Support of Reaffirmation of Accreditation* is a well constructed document that is easily readable. However, the team found that several of the self study chapters relating to standards relied more heavily on description than evaluation.

The team also noted that Standard II: Student Learning Programs and Services, was mislabeled in the self study as "Instructional Programs." This mislabeling foreshadowed an inbalance between the instructional and student services evaluative portions of the standard.

Cabrillo College is doing an excellent job of providing comprehensive educational services to the residents of Santa Cruz County. The following recommendations are intended to strengthen the college.

2007 RECOMMENDATIONS

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.)

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. (III:A.2., III:B.2.a., III:B.2.b., III:C.)

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.)

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.)

All community colleges are institutions made up of and focused on people. The collaboration and community that have been developed at Cabrillo College are clearly a source of pride within the college and in the larger community. The spirit of collegiality is evident in every interaction.

2007 COMMENDATIONS

1. The team commends Cabrillo College for embracing and nurturing a culture of rich, open dialogue throughout the institution. A wide range of topics focusing on the continuing excellence of the institution with regard to student learning, resource allocation, and governance are subjected to a mindful and measured conversation among members of the college community.

2. The team commends the Digital Bridge Academy and the Watsonville Center as models for college responsiveness to community needs in relation to its programs and services.

3. The team commends the Cabrillo College Library for their proactive involvement in the development and sustained processes promoting student success. The library faculty and staff are learner centered and consistently foster a culture of inquiry and learning and expand students' access to ideas and information.

4. The team commends the college for valuing accessibility and providing consistent effort to make the campus and the college accessible.

ACCREDITATION EVALUATION REPORT FOR CABRILLO COLLEGE COMPREHENSIVE EVALUATION VISIT OCTOBER 8-11, 2007

INTRODUCTION

Cabrillo College was voted into existence in 1958 by the citizens of Santa Cruz County. Two years later, voters approved funds to construct a permanent campus in Aptos. Subsequent bond elections in 1965, 1973, 1998, and 2004 have greatly enhanced the Aptos campus and allowed in 1987 for the purchase and renovation of facilities in Watsonville for a college center. In 2006, the Cabrillo Community College District leased facilities in Scotts Valley for a third dedicated instructional site.

In spring 2007, Cabrillo College served 15,131 students at its three sites and two off campus locations. The main Aptos campus served 11,924 students. The Watsonville Center served 2,258 students. The Scotts Valley Center served 628 students in its first semester of operation. The remainder of students are served by two off campus locations in Santa Cruz and online classes.

The student populations of the two coastal campuses are more than 60 percent Anglo, while the Watsonville campus is more than 70 percent Hispanic. Although the geographic distances between the numerous instructional sites is not great, the county's congested traffic arteries explain the district's decision to support several small instructional locations.

Cabrillo College is governed by a seven member Board of Trustees with the longest serving board member in her fifteenth year of service. The current superintendent/president has served since 2004 and leads a staff of 225 contract faculty, 249 classified employees, and 38 managers, as well as several hundred part-time faculty and hourly staff.

TEAM EVALUATION OF INSTITUTIONAL RESPONSES TO 2001 RECOMMENDATIONS

In 2001, the college was given three recommendations by the visiting team. The 2007 visiting team conscientiously reviewed the recommendations from the previous team.

Recommendation 1:
The college should develop a comprehensive education program plan for Watsonville Center.

The 2007 team found that in response to the 2001 team recommendation the college developed the first draft of a three-year plan for the Watsonville Center in 2002. Following review and revision by campus groups, the second draft was approved by the Board of Trustees in July 2003. In 2005-2006, a second master plan for Watsonville was undertaken with expanded constituent input. An advisory committee was formed that included college, as well as community representation. The second Watsonville Master Plan was approved by the Board of Trustees in November 2006.

Conclusion: The college more than adequately responded to the recommendation.

Recommendation 2:
The college should expand the use of online and interactive technology to improve outreach, assessment, placement, registration, orientation, and advisement as well as other services that promote student access and support diverse educational needs. (Standard 2, 4, & 5)

In addressing the expansion of online and interactive technology to provide additional support services the college responded by documenting 21 separate activities. Those activities include online student orientation and advisement, electronic degree audit, online financial aid applications, a student housing information web site, Web Advisor, and an increase in electronic accommodations for students with disabilities. Essential services that are necessary to initiate the college application and registration process are on the home page of the college web site. The Web Advisor interface provides a direct means for students to navigate their way through the registration, assessment, orientation, and advisement process.

Conclusion: The college has more than adequately responded to the recommendation.

Recommendation 3:
The college should study the feasibility of augmenting the numbers of classified personnel to adequately staff existing functions and expansion of the college.

Following the report of the 2001 visiting team, the college experienced a financial crisis that led to the elimination of 21 classified staff positions, along with several contract faculty, management positions and numerous part-time faculty. Although the college has rebounded financially and has increased the number of support staff in the instructional areas of the college, overall, classified staff has actually declined. Since the 2001 recommendation, when the college employed 253 full-time classified staff, the classified workforce number dropped to 217 (2003) and has gradually increased to 249 (2007). In 2005-2006 Cabrillo College

adopted a new classified hiring prioritization process that includes input from classified staff. In fall 2006, several new classified positions were added using the new process. For the current year, the college has set aside resources to fund additional classified staff identified through the classified prioritization process in spring 2007.

Conclusion: The college has implemented a classified hiring prioritization process as well as gradually increasing resources to hire additional staff. Thus, the college has responded to the recommendation of the 2001 visiting team.

ELIGIBILITY REQUIREMENTS

The team confirmed the following:

1. AUTHORITY
    Cabrillo College is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Cabrillo College Board of Trustees. Cabrillo College operates as a degree granting institution by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institution accreditation body recognized by the United States Department of Education and the Council for Higher Education Accreditation.

2. MISSION
    The current mission statement for the college was adopted by the Cabrillo College Board of Trustees on July 10, 2000, and was re-approved in August 2006. The mission statement involved a process of districtwide input. The mission statement appears in college publications and on the college web site. The mission statement contains the information specified in the accreditation Eligibility Requirements.

3. GOVERNING BOARD
    Cabrillo College is a single college district governed by an elected Board of Trustees. The seven member board is a policy-making body in accordance with the California Education Code. There is one student trustee elected by the student body and who casts an advisory vote. The board makes policy for the district and exercises oversight of its operations. Board members have no employment, family, ownership, or other personal financial interest in the college or its centers (Board Policy 1090). As required by law, board members adhere to a conflict of interest policy.

4. CHIEF EXECUTIVE OFFICER
    The superintendent/president of Cabrillo College was appointed by the board in 2004 after a nationwide search. The superintendent/president has the ultimate responsibility for ensuring that the college complies with all board policies and state and federal laws and regulations.

5. ADMINISTRATIVE CAPACITY
    The Cabrillo College administration is adequate in number, experience, and qualifications to provide appropriate administrative oversight.

6. OPERATING STATUS
    Cabrillo College is a fully operational institution with students actively pursuing degrees, certificates, and transfer education. The college maintains a main campus in Aptos and sites in Watsonville and Scotts Valley.

7.   DEGREES
     Cabrillo College offers associate in arts degrees, associate in science degrees, and certificates of achievement approved by the State Chancellor's Office for the California Community Colleges. The college also offers all the necessary transfer courses, general education and lower-division major preparation, for students whose educational objective is to transfer to a four-year institution.

8.   EDUCATIONAL PROGRAMS
     Cabrillo College offers a range of degree and certificate programs that are consistent with the college mission and are provided in a manner conventional to community colleges and consistent with Eligibility Requirements. The educational programs are of sufficient content and length and maintain appropriate levels of quality and rigor for the degrees and programs offered.

9.   ACADEMIC CREDIT
     Cabrillo College awards credit based on the Carnegie formula of one unit of credit per 18 hours of lecture or 54 hours of lab work per semester.

10. STUDENT LEARNING AND ACHIEVEMENT
     Cabrillo College has established institutional level/general education student learning outcomes, locally referred to as the Core Four; and has developed a significant number of student learning outcomes at the program and course level. Student learning and achievement is foundational for institutional planning. The Student Learning Outcome Assessment Review Committee evaluates the effectiveness of planning addressing student learning and achievement. The college defines and publishes program educational objectives in the course outlines, in occupational brochures, and in instructional planning documents.

11. GENERAL EDUCATION
     Cabrillo College has a clear general education component in its degree programs and writing and computational skills are reflected in these requirements. Students are introduced to some of the major areas of knowledge, consistent with the practice at an accredited community college. General education courses are offered with comprehensive student learning outcomes that are appropriate for higher education.

12. ACADEMIC FREEDOM
     Cabrillo College maintains an atmosphere in which intellectual freedom and the freedom to test and examine existing knowledge are supported both by board policy and campus culture.

13. FACULTY
     As of fall 2005, the college employed 217 full-time faculty members and 365 part-time faculty members. The college's faculty must meet the minimum qualifications for service established by the Board of Governors of the California Community Colleges. Faculty responsibilities are stated in the Faculty Handbook and in the

contract between the Cabrillo Community College District and the Cabrillo College Federation of Teachers.

14. STUDENT SERVICES
Student services are consistent with the need of the student body and the college mission statement. The college has increased the number of technology-mediated student services.

15. ADMISSIONS
The mission of the college's Office of Admissions and Records is to provide information and services regarding admissions, registration, academic policies, and student records. The college has adopted admission policies which are consistent with the college mission and conform to parameters outlined in state law and college regulations.

16. INFORMATION AND LEARNING RESOURCES
Cabrillo College provides long-term access to information and learning resources and services sufficient to its mission and all its educational programs.

17. FINANCIAL RESOURCES
Cabrillo College's annual budget consists of state funding based largely on student enrollment. The college also seeks state and federal grants, as well as funding from private sources, to support programs and services. The college provides management policies and practices that ensure financial stability and provide adequate resources to support student learning programs and services to improve college effectiveness.

18. FINANCIAL ACCOUNTABILITY
Cabrillo College annually undergoes and makes available an external financial audit by a certified public accountant.

19. INSTITUTIONAL PLANNING AND EVALUATION
The College Master Plan has been developed to direct decisions at all levels of the college. The College Master Plan informs the Facilities Master Plan and the Technology Master Plan. The college is currently embedding learning outcomes and their assessment into the planning and evaluation processes for all departments. Effectiveness will be reviewed by the Student Learning Outcome Assessment Review Committee.

20. PUBLIC INFORMATION
Cabrillo College publishes a catalog, class schedule, and other publications that provide information about the college's purposes and objectives, admission requirements and degrees, as well as other regulations, policies, and procedures effecting students. The college maintains an up-to-date web site and makes college publications and resources available through the web site. The college works with the local media to ensure publication of important dates and activities of interest in various community and media calendars.

21. RELATIONS WITH THE ACCREDITING COMMISSION
    Cabrillo College adheres to the eligibility requirements, the accreditation standards, and the policies of the Accrediting Commission for Junior and Community Colleges of the Western Association of Schools and Colleges (WASC). The institution complies with Accrediting Commission for Community and Junior Colleges requests for disclosure of information in a timely and complete manner.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

General Observations
Standard I of the Self Study Report was well written, clear, and addressed each of the standards. As with most of the self study the description sections were thorough. However, the evaluation and planning sections did not contain the level of detail expected by the team. The plan does not identify who will be responsible for implementation, nor does it establish a timeline for completion.

The self study provides a comprehensive overview of the college's mission, planning and evaluation processes, accompanied by diagrams. These systems have been planned carefully and are clearly articulated. The processes appear to be effective at the college level, as well as at department/program level. The college provided ample evidence that it has many processes in place to address institutional mission and effectiveness. The college uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Cabrillo College evaluates and plans on a six-year cycle to correspond to the accreditation cycle. The mission statement is formally reviewed every six years. Through the accreditation self study process; the college determined that the mission statement should be re-evaluated at least once every three years. The College Master Plan will be reviewed/revised every three years. Also, the program planning processes occur on a regular three year cycle. The development of student learning outcomes (SLOs) is tied to the program review process. Within the College Master Plan content of the annual plans and budgets are prepared for all programs and services. The college provides evidence that it has the appropriate planning processes in place and that those processes are driven by the educational needs of the college.

Since the time of the last accreditation visit, several changes at the college have impacted mission and effectiveness. In keeping with its mission, Cabrillo College expanded the Watsonville Center and opened the new Scotts Valley Center. Both of these centers were planned to meet the needs of the population in the local service areas.   There are also new people serving in positions that are key to furthering the mission and institutional effectiveness. The superintendent/president joined Cabrillo College in 2004, and the new vice president of Instruction was hired in 2005, the director of the Planning and Research Office was hired in 2007, and the new vice president of Student Services joined the college three months prior to the team visit. In the self study the college noted that, as new personnel become familiar with the college's systems, there have been gaps in reporting updates on the College Master Plan to the College Planning Council.

Findings and Evidence

A. Mission
Cabrillo College has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. The mission statement, along with the Core Four institutional level student

competencies/outcomes, a definition of Student Learning Outcomes, and the primary functions of the college, is published in the General Information Section of the Catalog 2007-2008. It is also easy to find on the Cabrillo College web site, listed under "About Cabrillo." The mission statement and Core Four were recently printed and the team observed them posted throughout the campus, including the Library, lobby of the Theater, outside the Cafeteria, Health Services, Enrollment Services, Student Activities Center, and in classrooms. (I:A.1., I:A.2.)

The current mission statement was originally approved by the Board of Trustees in 2000. As part of the self study process, the mission was reviewed using the governance and decision-making processes. The Accreditation Mission Team led a comprehensive review in 2005 that involved various college constituencies, the Cabrillo College Foundation, and the Board of Trustees. It was agreed that the existing mission be retained and that the mission be reviewed at least once every three years. In August 2006, the Board of Trustees re-approved the Cabrillo College Mission Statement. (I:A.2., I:A.3.)

Cabrillo's mission statement is central to institutional planning and decision-making. The college has developed a number of programs and services that meet the needs of the diverse student population; for example, the Watsonville Center, Scotts Valley Center, Enrollment Services Center, Cabrillo Advancement Academy, Digital Bridge Academy, Stroke Center and Women's Educational Services. The mission is referenced in all major planning documents and was used as the basis for making difficult budget cutting decisions in 2002-2003. (I.A.4.)

Recommendation: None.

B. Improving Institutional Effectiveness

The culture of the college supports extensive dialogue, planning, and continuous improvement. The formal dialogue about improving student learning goes back to 1998, prior to the adoption of the 2002 accreditation standards. The faculty and staff engage in ongoing dialogue about the continuous improvement of student learning and institutional processes. This takes place in committees across campus, in institutional planning, and program review. Faculty have attended summer institutes, flex week workshops, and meetings to learn about, discuss, and develop student learning outcomes and assessment techniques. In 2003, they developed the Core Four Competencies for degree programs.

Cabrillo College is recognized as a statewide model for instructional student learning outcomes. The college is making steady progress in defining student learning outcomes for all courses and instructional programs. As of fall 2007 approximately two out of every three instructional programs had begun to formally define and assess their student learning outcomes. The improvement of student learning is part of curriculum review and student learning outcomes will be monitored by the new Assessment Review Committee. The assessment of those student learning outcomes is underway for the first group of instructional programs. (I:A.1.c.)

Student learning outcome assessment is embedded in Instructional Program Planning. Each instructional program undergoes an 18 month process that begins with a 6 month review of the program's student learning outcomes followed by a 12 month period of assessment and planning. Since the 2001 accreditation visit, each instructional program has been reviewed using this dialogue intensive process. Instructional Departments annually review their plans, update recommendations, and report their progress toward meeting their goals to the Council on Instructional Planning. Thus, the visiting team determined that the student learning outcomes and assessment process for instructional programs was well on the way to proficiency.

The program review processes for Student Services, Business Services, and Presidents' components are in the early development stages, with only two to three programs reviewed in each area. The Student Services programs have defined student learning outcomes, but through interviews, the team learned that several leaders believe that these student learning outcomes need to be further reviewed and refined. For those departments that do not provide direct service to students, the Planning and Research Office has developed a survey instrument that assesses the level of satisfaction among those who use the services of that department. This evaluation tool helps departments improve their effectiveness and identify areas for improvement. This opens the dialogue among various members of the college community.

While the college has made steady progress in instruction, the team found that the dialogue, program review, and the development and assessment of student learning outcomes in noninstructional areas are not as well developed, but are being addressed. Program Reviews for student services programs are well established and used to align the program's services with available resources. The team found a campus that was aware that student learning outcomes in the student services area needed to be developed. (I:B.1.)

The College Master Plan puts forward Cabrillo's measureable goals, including timelines for completion and naming individuals with primary responsibility for accomplishing the goals. Faculty and staff throughout the college understand these goals and use them to guide the development of department and program level plans. However, the program level plans have not always included measurable objectives against which performance could be measured. Since spring 2007, the college has been setting the groundwork for a new three year College Master Plan that will incorporate the results of this accreditation cycle. The Board of Trustees and College Planning Council held a college forum in October 2007 to begin to formulate new collegewide goals. (I:B.2.)

All of Cabrillo College's planning processes make substantial use of qualitative and quantitative data to support the development of goals and objectives and the evaluation of progress towards achieving those goals and objectives. Such data is available on the college web site in the "College Fact Book," through surveys, and in extensive program planning data and analysis provided by the Planning and Research Office. The Planning and Research Office is attempting to make program data more user friendly by providing users access to timely data through the Enrollment Tracker system. In responding to the use of a systematic cycle of evaluation to achieving stated goals and making decisions based on those goals, the

processes prioritize objectives and identify resources required to meet those objectives. The "College Master Plan" sets measurable objectives with concrete responsibilities and timelines. In an age of greater focus on accountability, this is an admirable step in ensuring an effective institution and a quality institution. The college has made strides towards integrating a focus on learning outcomes into all college processes. While this transition is not complete, the progress is significant. Once again the shift in focus and thinking is laudable as the college works to maintain effectiveness and to making the total shift to student centeredness. (I:B.3.)

Participation in the planning process is broad based and includes representatives from all sectors of the college. The committees involved in planning and reviewing the results of planning processes include the College Planning Council, Council of Instructional Planning, Instruction Council, Student Services Council, College Master Plan Task Force, the Facilities Planning Advisory Committee, and the Assessment Review Committee. Membership on these committees includes faculty, staff, and administrators, and representatives from instruction, student services, and business services. Student representatives are often involved as well. While there are opportunities for involvement for those interested in participating in planning, the results of a survey show that significant numbers of faculty and staff are not aware of the planning processes. (I:B.4.)

Cabrillo College produces a number of documents to communicate assessment results to its various constituencies. While all are available in print, most are also accessible via the college's web site. The college level plans which include the College Master Plan, Facilities Master Plan, and Strategic Technology Plan establish the college's goals and objectives. Regular reports on the progress made in achieving the goals contained in these plans are presented to the Board of Trustees. The Fact Book is an excellent resource that provides a wide range of information and data, including student demographics, student achievement, and other important information about the college. A report on the student climate survey, conducted every other year, is distributed widely and also appears on the web site. (I:B.5.)

The college has systematically reviewed and modified the effectiveness of the planning and resource allocation processes. The accreditation self study process itself is the impetus for the comprehensive dialogue, evaluation, and modification of processes that has been undertaken by Cabrillo College. The College Master Plan has been evaluated and updated on a three year cycle and the Facilities Master Plan on a ten year cycle. All of the college's instructional, student services, business services, and superintendent/president's components are scheduled to undertake periodic self study and program planning. The instructional planning process also includes curriculum review and student learning outcomes. (I:B.6.)

The College Planning Council established budget guidelines and reviews the ranked planning requests that are forwarded through Council of Instructional Planning and other components of the college. Resource allocation processes are in place to prioritize faculty and staff needs, instructional equipment, and one-time expenditures. The college has also been aggressive in seeking grants to support both instruction and student services programs. All resource allocation recommendations, except facilities, come through College Planning Council before being sent to board.

The college uses a range of mechanisms to gather evidence about the effectiveness of programs and services. These include data collected and reported by the Planning and Research Office. Instructional programs use indicators such as course retention and completion, certificate and degree completion rates, and student satisfaction. The annual Fact Book includes this data. In addition, student satisfaction is measured using periodic surveys. The college used the accreditation standards and self study process as one means of assessing the overall effectiveness of the institution. Cabrillo is working toward using the assessment of student learning outcomes as an additional way to measure institutional effectiveness and formed the student learning outcome Assessment Review Committee to evaluate those assessments. Program planning is another mechanism used to gather evidence about the effectiveness of programs and services. As these systems continue to be implemented, the college anticipates that it will have the capacity to evaluate whether the systems are resulting in improvements in instructional programs, student services, and library and other learning support services. (I:B.7.)

Conclusion: Cabrillo College meets Standard I, Institutional Mission and Effectiveness. The college has invested a significant amount of time and effort in reviewing its mission statement and validating that it defines its programs and the students it serves. Cabrillo College's mission is central to planning and decision-making. The college emphasizes the importance of the mission by publishing it with the core competencies and primary functions of the institution. The institutional planning processes are effective and result in meaningful plans that support the college mission. The team believes that the college's plan to review the mission of the college every three years as a minimum is sound and should be implemented.

The college is committed to increasing dialogue and focusing on evidence-based dialogue to improve institutional effectiveness. The team agrees with the college's plan to engage part-time faculty, to the extent possible, in the dialogue. The college's overarching plan to improve institutional effectives in an effort to meet the college mission by continually updating their major plans and to keep them robust rather than creating "shelf" documents is critical to maintaining institutional effectiveness.

The college has a long history of data based decision-making and planning that serves the college well. Systems for goal setting, planning, resource allocation, and evaluation appear to be functioning effectively. Cabrillo College has identified an interest in further refining its systems with a plan to conduct a comprehensive review of college planning and resource allocation processes, the integration of planning and budgeting, and the on-going evaluation of these processes. The team agrees that such an effort may streamline the process and result in better integration and alignment of the systems, especially as student learning outcomes are fully implemented and assessed. There is room for improving and clarifying the connection between the planning process and resource allocation, making it more transparent to the college community. This could also result in improved communication of the roles of the committees that are involved and identify the various opportunities for individual involvement in planning and evaluation.

The various programs and services cited in Standard I show a strong focus on meeting the college's mission, which is community focused. Cabrillo College's student population is changing at a very fast pace and reflects the growing Hispanic population in Santa Cruz County. The team encourages the college to continue to survey students, monitor the needs of the community, evaluate the effectiveness of programs and services, and continue to modify programs and services so that the needs of a changing student population are being addressed adequately, wherever those students are enrolled in the district. (II:A.1.)

The college has broad based planning processes which are inclusive of various constituencies. However, significant numbers of faculty and staff are not fully aware of those processes. While this may not be uncommon in many large organizations, the team suggests that, in an effort to increase institutional effectiveness, the college work to create a greater sense of buy-in. These efforts should increase commitment to the mission of the college.

The college is to be complimented for its ongoing commitment to improving student learning and for embedding institutional outcomes into the various planning efforts. While the college has made progress in instruction, the team believes the college should focus on completing program review and planning for all departments in student services and administrative programs. This needs to be an on-going, formal process that incorporates assessment and results in improvements in institutional effectiveness. The team also concludes that the college needs to further develop and assess student learning outcomes in student services programs.

Recommendation: None

Commendation 1: The team commends Cabrillo College for embracing and nurturing a culture of rich, open dialogue throughout the institution. A wide range of topics focusing on the continuing excellence of the institution with regard to student learning, resource allocation, and governance are subjected to a mindful and measured conversation among members of the college community.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

A. Instructional Programs

General Observations
The self study report descriptions were cohesive, comprehensive, and clearly documented. Evaluation sections were brief; the college decided to incorporate all of the "planning" for this portion of the standard into one section. Inasmuch as the adoption, assessment, and implementation of student learning outcomes is in progress, the thrust of the planning section is to continue that effort. In addition, the report identifies specific actions which the college intends to implement (e.g. CurricuNet, and a system for students to monitor progress toward the degree.) These plans seem to express a considered institutional commitment to action.

Cabrillo College addresses the educational needs of communities across its service area through the offering of individual courses and programs leading to the award of associate degrees and vocational certificates. Academic programs and services are provided on the main campus, at several off-campus locations (notably at the Watsonville Center and the Scotts Valley Center), and through the delivery of greatly expanded distance education offerings. College employees' strong concern for the quality and relevance of its educational offerings is evident through surveys and activities conducted for this self study. Students, as well as members of the community, express appreciation for the educational and cultural resources made available by the college, whether it be for the purpose of earning an associates degree, transferring to a baccalaureate level institution, preparing for entry-level or continued employment, enhancing basic learning skills, or pursuing general interests.

Measures by which the college can evaluate its effectiveness and plan for improvement in meeting the learning needs of its students have received focused attention and action since the last accreditation. Cabrillo College has apparently embraced the concept of the regular and consistent assessment of student learning as a core institutional commitment.

It is analyzing its current practices, revising them as needed, and establishing new procedures to be more effective in the future.

Findings and Evidence
As a result of the team's review of information and conduct of the visit, the team finds that the college's programs are appropriate to its mission and support a positive reputation in the communities it serves. As noted above, the college extends itself into the many communities it serves, either through programs physically located throughout the district or through several means of distance education. Structures that are in place to assure a consistently high level of quality are the process of instructional planning (which includes the results of student learning outcome assessment), the articulation of transfer courses and programs, and industry advisory committees. The college regularly conducts research into the achievement of its students in a variety of situations. This continuous assessment results in dynamic programs that are robust in their service to a diverse student population. However, this information is generally aggregated at the overall college or program level which makes it difficult to assess the impact at the various sites or in different modes of instruction. While demographic and

enrollment data from Watsonville, Scotts Valley, Aptos, and distance education is disaggregated and regularly considered in decision-making, the researcher indicates that there is no comparable reporting for student achievement or success data. The team suggests that the Planning and Research Office provide regular reports that disaggregate student achievement and learning success data in a variety of forums including by site and by mode of instruction. (II:A.1.)

In response to its extensive service area and the varied educational needs of its students, Cabrillo College has expanded its distance education program as well as offering classes with differing modes of instruction and with varying schedule configurations (including study abroad).

An increasing number of fully online classes are delivered each semester; the college anticipates that the demand for these classes will continue to grow as the college is currently contemplating offering complete degrees online. The Distance Education Committee's minutes from March 19, 2007, indicate a discussion of the need for a three to five year plan.

The college approves courses intended for electronic delivery through the curriculum process. To be considered, courses must address not only the standard required areas for curriculum approval, but also the appropriate interaction between students and faculty and among students; decisions regarding appropriate technology and methodology requirements for instructional integrity are justified by the same method. Courses are reviewed on a consistent cycle in concert with the Instructional Program Plan for the discipline.

Distance education training for instructors has been offered to faculty regularly since 2001 during flex activities. The Teaching and Learning Center provides orientation, training, and instructional design support for instructors teaching at a distance. However, there is no indication that faculty who teach at a distance are required to have a particular level of training. The college does have an agreed upon statement of intellectual property on its distance education web site. (II:A.2.)

Regardless of the delivery mode, the content of courses is determined by faculty and approved by the regular curriculum process. (II:A.1.a.b.)

The team finds that Cabrillo College has been and continues to be engaged in an extensive dialogue vis-à-vis student learning. Activities have included faculty institutes, flex sessions, departmental discussion, Faculty Senate dialogue, curriculum process discussions, and reports to the Board of Trustees. The results of this interchange include adoption and widespread dissemination of four college competencies known as the "Core Four," which came to be viewed as the organizing principles for the activities of the college. Recognition of the central role of learning as embodied by these competencies led to an understanding that all areas of the college act in support of this learning. Student services, administrative units, and instructional departments were each charged with developing an appropriate method of identifying and assessing their own contributions to student achievement of the "Core Four" (institutional level student learning outcomes) and related student learning outcomes. (I:B.3.)

In instructional departments, the resulting discussions led to revision of curriculum and instructional planning processes to incorporate new categories of information and the development of processes and structures to identify, assess, report, and use information about student learning. The college has an appropriate process and cycle (based on the institutional planning cycle) for the identification of student learning outcomes in courses, instructional programs, degrees, and certificates. Many departments are well into the cycle and are regularly assessing the outcomes that have been established while others are in the development stage. Outcomes (which are incorporated into the course outline of record), the strategies for attaining them, and the methods for assessment are determined by the faculty. A plan has been developed by which departments and a collegewide committee (the Assessment Review Committee) will review the results of the assessments and use that information to make improvements. Because the student learning outcome cycle is not yet complete, the full implementation of this plan is in its infancy; the Assessment Review Committee recently held its first substantive meeting.

The team saw clear evidence that there is widespread institutional dialogue about the importance of student learning outcomes. The 2007 self study devotes special chapter to student learning outcomes that describes an ongoing, systematic process of student learning outcomes assessment.

Cabrillo College faculty have developed a reflective process that is based firmly and consciously on the assumption of faculty integrity and a mindful decision not to use rating values to evaluate student achievement of the outcomes. For basic skills and transfer departments (defined as one cohesive general education program) the process begins with the identification of student learning outcomes at the course level. Over a detailed phase-in period, these programs will assess their own outcomes as well as the Core Four by selecting a course for assessment. Instructors for that course will individually determine which assignment from their class best matches the outcome to be assessed, will develop a rubric for evaluating that assignment, and conduct the assessment. Department faculty will then review the results of all of the assessments for the course and will discuss various options for improving the next set of results. A summary report will be kept in the office of the program chair and forwarded to the Assessment Review Committee (charged with determining whether cross-program or collegewide trends exist.) The report(s) become part of the program's instructional program planning information and, depending on the level of support needed to implement any improvements, may also form the basis for a budget request. (II:A.2.f.)

Occupational programs follow a similar process with input from advisory committees but are free to choose other assessment processes consistent with their own program evaluations to determine student success. They are in the process of developing overarching student learning outcomes that are consistent with the need for technical and professional competency. (II:A.1.c.)

Cabrillo College conducts research into the demographic, educational, and economic needs of the communities it serves and offers the full range of courses expected at a comprehensive

community college. The content and learning outcomes of each course are determined by faculty with an appropriate approval process and are consistent regardless of the location mode of delivery of the course. No information was advanced as to the criteria by which offerings are determined. Nor is there evidence for the disaggregation of research information to allow for the evaluation of quality in different modes or locations. (II:A.2.)

The team found that effective practices of curriculum development, as well as a formal curriculum review and approval process, support the quality and integrity of the academic programs. A program review process exists through instructional program planning, and an accountability mechanism internal to the instructional division addresses follow-through on recommendations emanating from the process. Course development including content, student learning outcomes, and assessment are controlled by the faculty following accepted statewide and local guidelines. Faculty have engaged in a variety of rich training activities in order to respond to new requirements related to the assessment of student learning. A continuing issue is the need and difficulty of including part-time faculty members in the training and assessment activities.

A multitude of administrative processes are in place to determine the appropriate offering of those courses. (II:A.2.a.)

The college uses faculty and business/industry representative dialogue, through the vocational advisory committee process, to assure program relevance. A thoughtfully designed, intricately detailed process of initiating the development and assessment of student learning outcomes has been developed. Key to the process is the faculty (with the advice of external stakeholders when appropriate) determination of learning outcomes, standards for achieving those outcomes, a method for determining that achievement (rubrics). Structures have been established for reflection on the results and uses of the assessment both at the program level and at the institutional level (the Assessment Review Committee). The college is just beginning to implement these reflection and improvement processes. The college conducts research into student achievement and progress which is widely shared. (II:A.2.b.c.f.)

Cabrillo College offers courses in a variety of delivery modes. The self study is silent on the teaching methodologies used in the classes and on the attention with which faculty address the learning styles of students. There is no indication that the college assesses the learning style of its students in order to assist them in choosing an appropriate delivery method for a class. The Teaching and Learning Center developed a self-assessment that a student may use to determine whether s/he has a good chance of being successful in an online class. There is no indication that results from student assessment are used in planning, implementing, evaluating, and improving program curricula or the faculty's instructional strategies (II:A.2.d.)

The college has a well established instructional program planning process by which programs and courses are reviewed at least every six years. Results are integrated into institutionwide planning and then to resource allocation. All pertinent information about a course is included along with student achievement and outcomes assessment information. Future planning is

included and presented to the Council on Instructional Planning. Plans are reviewed annually. (II:A.2.e.)

Departmental course or program exit exams are not currently used. (II.A.2.g.)

The college catalog clearly states (page 13) that "Students must demonstrate competency in the student learning outcome to pass the course or be awarded the certificate or degree." However, this statement is not restated on the page referenced in the table of contents under "Grading Policy." Completion of the general education pattern is used to determine successful achievement of the Core Four outcomes; occupational programs are currently developing overarching outcomes.

Through a review of curriculum and curricular approval procedures, the team found that the Carnegie Unit is universally applied for the college's award of academic credit and, as such, is appropriate. The college should consider placing such a statement within the college catalog to meet the commission's standard that generally accepted forms for higher education are the basis for the college's award of academic credit. (II:A.2.h.i.)

The catalog clearly contains a statement of the general education philosophy of the college. Cabrillo's Core Four outcomes, as well as the mission statement, affirm the importance of this philosophy. In addition, the general education pattern presented to students includes the learning outcomes for those courses. Acceptance of a course as meeting the general education requirement is a separate process from approval by the curriculum committee. Currently course content and objectives are considered by the Academic Council of the Faculty Senate to determine acceptance; there is an expectation that student learning outcomes will become an additional criterion. The college's pattern of general education curricula is comprehensive and meets accreditation standards. (II:A.3.a.b.c.)

Degree programs meet the standard for focused study. (II:A.4.)

Aided by advisory committees, occupational programs are in the process of developing student learning outcomes that are consistent with the need for technical and professional competency. The college conducts research to analyze student success in these programs. (II:A.5)

The college purports to appropriately and clearly represent itself to current and prospective students, the public, and its personnel through its publications, in hard copy documents and online. Interviews with college personnel support the claim that the college regularly reviews such publications, as well as policies and procedures, to assure accuracy, and therefore, integrity of these documents and statements. To inform students of the expectations of a course, student learning objectives/outcomes are incorporated into the syllabus; copies of the syllabi are kept in the division office. Transfer policies and articulation agreements are readily available, continuously updated, and presented to students in readily available formats. The team found that the college has procedures to make appropriate arrangements for students to complete their educational goals should programs be eliminated or program requirements significantly changed. (II:A.6.a.b.c.)

Board policies and college procedures regarding faculty academic freedom and ethical behavior are clearly communicated in writing, as are expectations for student academic honesty. A faculty statement on professional ethics was negotiated between the district and the union and is included in the college catalog along with the policy statements.

Since the last accreditation the college developed and passed a statement on plagiarism. The self study reports that faculty members continue to express concern about student awareness of academic integrity issues. (II.A.7.a.b.)

Cabrillo College does not offer curricula in foreign locations to students other than United States nationals. (II:A.8.)

Conclusion: The entire college should be complimented for the systematic, meticulous, comprehensive integration of student learning outcomes and the assessment of student learning into the fabric of the institution. As reported in the self study, this endeavor is a work in progress that has caught the attention of all campus leadership groups. Although the process is proceeding with a degree of unevenness across the instructional, student service, and administrative programs of the college there is widespread institutional dialogue about the results. Decision makers are committed to using assessment results to improve student learning. By all reports a vibrant dialogue is already occurring that has energized instructional department processes; participants report that improvements in student learning are the result. The full results of continuous, extensive assessment in terms of program improvement and increased student success are still to come. However, thorough plans are in place for the processes of reflection that are needed.

Student learning outcomes and authentic assessment are in place for many courses, programs, and degrees; results are being used for improvement; decision-making at the program level is centered on the results of assessment and purposefully directed toward improving student learning; course outcomes that exist are aligned with degree outcomes. The Instruction Office can also serve to assist the student learning outcomes assessment activities throughout the college in formulating, compiling, and reporting on the achievement of learning outcomes to enhance widespread dialog about the results.

The Accrediting Commission for Community and Junior Colleges document entitled "Assessment of Student Learning Outcomes" refers to gathering evidence and considering the "designed curriculum" as in the course outline of record, the "taught curriculum" as in the course syllabi, and the "learned curriculum" which is stated to be ". . . what assessment is all about—what have students learned? what can they do? what do they believe? what are their attitudes?" The team challenges Cabrillo College to find a way to inform all of the college's stakeholders as to the answers to these questions.

Recommendations: None

B. Student Support Services

General Observations
As stated in the self study document, Student Services strives to serve and meet the needs of the diverse population it serves. Support services are provided in a number of venues and include hours at the Watsonville Center and Scotts Valley Center. Student feedback via surveys indicate an overall satisfaction with the services provided at Cabrillo. In meetings the team held with staff and faculty, it was clear that there is a pride in Cabrillo College and the success of the students with whom they work.

An area of focus for Cabrillo College over the past five years has been in the area of student learning outcomes. However, within the student support services the process of establishing and measuring student learning outcomes are in a developmental phase. Efforts are underway to varying degrees across the departments to establish methods to systematically assess student support services using student learning outcomes.

There are some significant changes that have taken place recently that will require monitoring to ensure responsiveness on the part of Student Support Services to maintain the standard. These include the new Scotts Valley Center, the dramatic growth at the Watsonville Center, and the move into the new Student Activities Center building.

Findings and Evidence
The college provides a range of comprehensive programs and services that address both the general and unique needs of a broad spectrum of the student population. In addition to standard categorical support programs such as Extended Opportunities, Programs and Services/Cooperative Agencies Resources for Education, and Disabled Students, Programs, and Services, these include programs such as the Digital Bridge Academy for high risk students in the Watsonville area, Running Start which brings high school students in the service area to the Aptos campus for orientation and enrollment support, Cabrillo Advancement Program providing academic support to low income at-risk students beginning in 6th grade, EOPS/Migrant Summer School Program, College Connection Program in partnership with the county mental health department, Women for Educational Success providing assistance to women in financial crisis, and Fast Track to Work providing short-term allied health programs with a local labor market demand.

In an effort to provide a smoother registration process for students, the college has streamlined the enrollment process by consolidating the bulk of enrollment services into one building at the Aptos campus. Registration at both Watsonville and Scotts Valley are also located in one location. In addition, students can enroll via telephone or online. The financial aid department has utilized additional state funding to increase staffing and provide outreach and enhanced awareness of financial aid. Financial aid disbursements have increased since the addition of these positions and outreach efforts.

Online services have proven successful and responsive to student needs. Health services provides over 3,500 clinical visits per year and provide outreach and education throughout the year on a variety of topics.

The college has an established program review process that a number of the student support programs have undergone in the past five years. While the program review process includes a self study, survey of students and staff, and establishes departmental goals, it has not specifically included the identification and measurement of student learning outcomes. A number of the departments have recently undergone an exercise in identifying how the support services contribute to the Core Four competencies. Some have been more successful in this effort than others. This process is new to the student support services and in reviewing the documents, it was not clear to the team that it was effective in addressing the intent of establishing student learning outcomes in order to measure effectiveness. (II:B.1.)

The college catalog contains all relevant information including general information, requirements for admission, tuition, fees, and degree and transfer requirements. While the catalog does not list all student rights and responsibilities, it references the Student Rights and Responsibilities Handbook and where it can be found. They are also listed on the college web site. College records are stored in secure and confidential areas. The computer backup system is sufficient for storing electronic information. (II:B.2., II:B.3.f.)

Students are provided a variety of ways in which to register for courses through walk-in, phone registration, and online registration. The college has attempted to schedule service availability in response to student need (e.g., Scotts Valley Center and Watsonville Center are staffed during times of highest demand, students can independently schedule appointments to meet with counselors through the Scheduling and Reporting Software scheduling function). Online services have been enhanced since the last accreditation visit and include outreach, assessment, placement, registration, orientation, and advisement. In addition, they have increased online access to other services such as housing, financial aid, student access to degree audit programs, and other useful resources. (II:B.3.a.)

Student clubs and organizations are available and active. The new Student Activities Center building will provide space for the student clubs to gather and conduct business in a highly visible setting. The Associated Students of Cabrillo College provide financial support to various programs such as the library text program ensuring that all texts that cost more than $50 are available in the Library reserve area. A variety of special events, performances, and activities are offered by individual departments and organizations that promote the intellectual and personal development of students. The college demonstrates a sensitivity to its diverse student populations with its programs and services that range from cultural events, clubs, and outreach efforts to special populations, adaptive physical education programs, services to students with disabilities, and bilingual staff and materials. (II:B.3.b., II:B.3.d.)

The college houses counseling services in both instruction and student services in a number of programs that include general counseling, Extended Opportunities, Programs and Services, Disabled Students Programs Services, Fast Track to Work, and Math, Engineering, and Science Achievement. The institution has uniquely structured counseling across a variety of departments, in order to ensure students are provided with consistent information, it is critical that counselors across programs engage in consistent dialogue and training. It is not clear to the team that this process is employed as systematically as necessary to serve students effectively. There appears to be some overlap in services and occasional confusion

about which office to contact to provide specific services. For example, outreach is coordinated under instruction but the general counseling department is periodically contacted for outreach services. Careful collaboration and coordination is necessary to avoid overlapping efforts. In interviews with a variety of individuals, the team heard concerns and questions about the effectiveness of the current structure at Cabrillo College that locates some student support services under student services and some under instruction. Pros and cons to the structure were expressed with all parties sensitive to the impact on students. The vice presidents of Instruction and Student Services are encouraged to study and consider their existing structure and its effectiveness in terms of delivery of service, workload distribution, and interdepartmental communication. The college's efforts to integrate a coordinated "one-stop" model for housing many of the student services is a positive direction and should be expanded to include all services in close proximity.

The counseling program has engaged in program review on a five-year cycle. At this point the program has not made significant progress in establishing outcomes and measures for the service side of the counseling component. The classes offered under the counseling division have student learning outcomes in place using a similar process as that used by the instructional division. (II:B.3.c.)

All assessment instruments being used have met guidelines for validating effectiveness and minimizing bias. The English as a Second Language program is currently using a self assessment process which has demonstrated adequate success rates. While the English as a Second Language program is undergoing curriculum revision they will continue to use the self assessment. Once the curriculum is revised, they expect to select a standardized instrument that can be normed to the curriculum. (II:B.3.e.)

In the student service departments the development of student learning outcomes is uneven. While courses that are offered under these departments do have outcomes and follow the assessment mechanisms of the rest of the instructional program, there appears to be less progress for noncourse activities. Faculty, managers, and staff within these programs have been part of the larger college dialogue to establish the Core Four and the institutional commitment to learning. However, their efforts to engage in effective dialogue within their units resulted in the identification and assessment of their own contributions to student learning is at varying levels. There is a lack of clarity regarding expectations and format for student learning outcomes in the support service programs. The basic structure to date has taken the general form of identifying a cycle for completion based on a unit's program review/planning. However, individual units do not report an effective decision-making process for identifying what direct learning (if any) is expected of their students, nor how to assess the effect of their services in supporting students in achieving learning outcomes. (II:B.4.)

Conclusion: With the exception of the process for establishing and measuring student learning outcomes and using the results as the basis for improvement, Cabrillo College meets the standard. While the instructional programs have a well established process for establishing student learning outcomes, the various student support programs have made little progress in their area. Lack of clarity regarding the process and format appropriate for

student services has impacted their ability to move forward. The college is encouraged to provide the necessary support and training to assist the departments in establishing outcomes that will reflect the contributions of support services to student learning.

Student Support Services demonstrate a commitment to address the needs of Cabrillo College students. Services are comprehensive and serve the community through an impressive range of programs that address the special needs of a broad spectrum of the student population in the service area. Particular commendation goes to the Digital Bridge Academy and the Watsonville Center as a model for community responsiveness in relation to its programs and services. In addition, the college has demonstrated a strong commitment to student clubs through the creation of space within the new Student Activities Center building dedicated to office and workspace for the clubs and organizations of the college. The student government organization has also demonstrated an admirable history of supporting the college through grants and textbook allocations.

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.)

Commendation 2: The team commends the Digital Bridge Academy and the Watsonville Center as models for college responsiveness to community needs in relation to its programs and services.

C. Library and Learning Support Services

General Observations
The Cabrillo College Mission Statement indicates a strong commitment to the attainment of student learning (I.A.). "*The mission of the college is informed by the development of the Core Four College Competencies that were developed through a collegewide dialog from 2002-2004.*" The Core Four apply to the college library and learning resources in the representation of the major skills expected from Cabrillo College students; these are Communication, Critical Thinking and Information Competency, Global Awareness, and Personal Responsibility and Professional Development. (I:A.1.)

Library faculty meet the information needs of the students by staffing the reference desk all hours of operation. They answer in person, telephone, and email questions, conduct orientations, teach credit courses, and select library materials. Librarians also consider suggestions by faculty, staff, and students for inclusion of materials for the permanent collection.

The college library maintains equal access for students through an easy to use web page which is laid out in an appealing and coherent manner. All needed services are visible and there are quick links to the Library from applying for a library card online to online librarian consultation. Cabrillo College also maintains library services to the Watsonville Center and the Scotts Valley Center. Both the main campus at Aptos and the Watsonville Center have comprehensive learning support services. Each site supports both general learning labs available to all students, as well as subject-oriented support services affiliated with departments or divisions at each site. Separate assistive technology labs with specialized work stations are available to students at both Aptos and Watsonville as well. (II:C.1.a., II:C.1.c.)

The Library and Learning Resources units participate in the college planning process. In the last evaluation, fall 2005, these units completed a self study, revised and updated course outlines of record, and the results were reviewed by College Planning Council to aid in Institutional Planning.

Findings and Evidence
Library faculty in conjunction with discipline faculty review, select, and/or deselect materials for inclusion in the permanent library collection. These materials are chosen per instructor request primarily for support of curricular content, others materials are chosen based on student needs or requests, and librarians maintain an ongoing program of collection assessment and enhancement

The library provides for student information needs by maintaining the approximately 80,000 titles in its permanent collection, subscription services of 176 print periodicals, and 31 electronic databases which provide access to over 15,000 full-text periodicals. To further support the needs of classroom faculty, over 2,500 VHS/DVD titles are in the media collection. The electronic books and databases support the curricular needs of both traditional and distance education students, all of whom may contact the system 7 days/24

hours a day. In spring 2006, the library's reserve collection of 2,300 items included 375 textbooks purchased with grants from the Associated Students of Cabrillo College of $15,000. The reserves textbook collection provides students with short-term access to the most expensive textbooks. (II:B.1, II:C.1.a.)

The library staff is adequate to address the goal for student access and success. However, the staff is concerned about the amount of space assigned to them to complete their mission, as well as having concerns about library staffing levels returning to 2003 levels.

The library collections are specifically designed to support the college's instructional programs. Subject specialists work in collaboration with discipline faculty to make specific titles and subject materials available to them for their professional needs and their students as well. Provision is made during flex week for faculty to view and remove old or outdated volumes from the collection. In many disciplines (Nursing, Dental, etc.) this is essential to maintaining their professional accreditations and certifications. All library materials selected for inclusion in the collection meet specific criteria designed to ensure their adequacy for the students needs. New faculty are given orientations to the library and encouraged to make appointments to bring their student, as a class, to the library for an instruction session which will meet the instructors' specific informational needs. (II.C.1.a) In addition to meeting the demands of this standard, this also meets the Core Four outcomes of Critical Thinking and Information Competency. (I:A.1.)

Budget is an ongoing concern, not only to librarians but to all segments of the college community. A consistent funding paradigm has enhanced the consistent funding picture by a promise of $70,000/year from lottery funds. *"This new level of consistent funding will allow the library to provide steady support for all instruction programs at Cabrillo."* (II:C.1.a.)

Library faculty conduct specialized and general library orientation sessions to acquaint students with how they may be specifically assisted in the successful completion of coursework. These orientations deliver course-related content to approximately 170 class sessions. (II:C.1.b.) These sessions are conducted at the Aptos and the Watsonville locations. The students at the Scotts Valley site may use on site computers to access a general library orientation, online databases, and information regarding the college's library collection. Book delivery to Scotts Valley is available but has thus far not been requested. Library faculty also teach a credit course which there is a co-requisite of English 1A. LIBR 10 (Information Research) is a transferable, one unit, self-paced class that teaches the student to access, evaluate, and utilize information (information competency). (II:C.1.b.)

Nearly all Cabrillo graduates are required to take a course in information competency which is offered in the Library curriculum (LIBR 10) as a co-requisite on English 1A. The commitment to information competent graduates has its roots in the Cabrillo mission statement and the Core Four requirements of the college. The library staff take their role in instruction very seriously. To keep the library LIBR 10 course content current, all librarians take part in the development and evaluation of course content in the seven sections taught each semester. (I:A., II:C.1.b.)

Cabrillo College also maintains library services to the Watsonville Center. Services are offered through a co-operative effort with the Integrated Learning Center. A small collection is maintained and some reference services are made available; 12 hours of service per week are offered by library faculty. In addition 4 sections of LIBR 10 are offered in conjunction with ENG 1A. Tutors at the Integrated Learning Center are trained to help students in a variety of library services. The Textbook on Reserve Program, has been expanded to Watsonville Center.

Learning Resources Services are distributed between the Aptos and Watsonville Center, which support instruction in the various subject areas with a few exceptions. Computer labs at Aptos and Watsonville support a variety of specific applications and they also provide all of the Microsoft tools that would be expected. (II:C.1.c.)

The Watsonville Integrated Learning Center offers tutorial services in English, English as a Second Language, Math, Chemistry, Early Childhood Education, Spanish, and Physics. It also houses significant amounts of course materials and a set of all of the distance education videos. Library services are offered at the Integrated Learning Center by tutorial staff, and a librarian serves students at the location on a regularly scheduled basis. A small noncirculating collection of reference books aids students in their research needs. All services offered at the Aptos (main campus) library are offered at the Watsonville Integrated Learning Center. (II:C.1.c.)

The main campus also contains a Writing/English as a Second Language Lab, Reading Center, Tutorial Program, Math, Engineering, and Science Achievement (MESA) Program and Math Learning Center. The Watsonville Center houses many of these same programs under the umbrella of the Learning Resource Center. These services are a key component of assisting student success and contribute to the fulfillment of student learning outcomes and compliance with the "Core Four."

The self study notes that each of these support services was evaluated in the 2005 Cabrillo College Student Survey. At the end of each semester, students suing the Writing Center/ESL Lab complete an evaluation of the Reading Center services. Every five years the services provided by these labs are also evaluated as part of the program planning for both the English and the English as a Second Language Departments.

The Tutoring Program is evaluated each semester by both the students and tutors. (II:C.2.)

The college maintains and protects the college library and learning resources. A First Alarm system protects the library and all learning support services, and 3M magnet detection gates with magnetic tagging protect the library collection from theft. (II:C.1.d.)

Cabrillo College takes part in consortia that aids in the delivery of instructional support to the college and individual courses. Faculty, staff, and students have the opportunity to obtain materials not held by the college library through its interlibrary loan service, Online Computerized Library Cooperative. The Online Computerized Library Cooperative is a partnership library utility that in part makes the library collections of over 17,000 member

libraries available to its members. Interlibrary loans in 2006-2007 accounted for 140 transactions requested by Online Computerized Library Cooperative member libraries; Cabrillo College students, faculty, and staff further requested another 196 books and periodical articles. (Interlibrary Loans Transactions for Cabrillo Overview 2006-2007).

There are other consortiums that the college also takes part in; Monterey Bay Area Cooperative Library System (the regional library cooperative) and has a formalized agreement with University of California, Santa Cruz for short term borrowing. These consortium relationships serve to improve Cabrillo College student's access to the resources of other libraries as well as enabling the college library to retain currency and relevancy in the services provided. It is unknown how the library assesses these relationships as no data were provided concerning these services.

In response to the assessment and evaluation processes, the Library instituted the Library Assessment Plan in order to identify and define all library services, and as a way of measuring their impact on students. Student survey results for fall 2005 and spring 2006, showed an average student satisfaction of 4.5 on a 1-5 scale. The fall 2005 Cabrillo College Student Survey ranked the library as the highest ranked college service at 4.09. Lastly, the Faculty Accreditation Survey of 2005 ranked the college library at 4.35 out of a possible 5 for their contributions to student learning and support of instructional programs. All of these survey results indicate that as the college mission statement states, the college library provides an indispensable part of an "accessible and effective learning environment." (II:C.2.)

Conclusion: Overall, the college meets the standard. The implementation of the Library Assessment Plan will ensure the continuing assessment of library services and establishes an ongoing process evaluating how its services are meeting the needs of Cabrillo College students. Other learning resources programs participate in the regular program planning cycle of assessment in the instructional planning process.

The Library and Learning Services unit of the college is committed to strategies to improve services that support student learning. Among the strategies currently being used or planned are the implementation of assessment protocols and learning outcome measures in the Writing Center/English as a Second Language Lab, Reading Center, Tutorial Program, Math, Engineering, and Science Achievement programs, and the Math Learning Center.

The effectiveness of the evaluative process will be monitored and mechanisms to improve the assessment protocols and outcome measures will be implemented as needed.

The Library and Learning Support Service also continues to closely monitor the resource requirements of the students with the intention of integrating instructional elements into the cyclical pattern of assessment through instructional planning.

The Scotts Valley program, with only five classrooms, is located in a leased facility in a business park and is only in its second semester of operation. Team members who visited the site were impressed by the efforts that the Scotts Valley staff had made to provide support

services to the program that only operates in the evening. Cabrillo College will have to asses the value of continuing to provide instruction services in Scotts Valley in a small facility with only evening operations.

Recommendation 2: Therefore, 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. (III:A.2., III:B.2.a., III:B.2.b., III:C.)

Commendation 3: The team commends the Cabrillo College Library for their proactive involvement in the development and sustained processes promoting student success. The library faculty and staff are learner centered and consistently foster a culture of inquiry and learning and expand students' access to ideas and information.

STANDARD III: RESOURCES

A. Human Resources

General Observations
The self study report for Standard III clearly addressed each of the four components of the standard. The four components reviewed in the study include Human Resources, Physical Resources, Technology Resources, and Financial Resources. The four components cross all standards of accreditation and are integral to the operations of Cabrillo College.

The Human Resource component revealed a concern among some of the faculty and classified staff related to adequacy of the level of staffing. Some staff take the position that current staffing levels, particularly in the classified areas, are not adequate to support the operations of the college and its many off-campus sites. The issue of the adequacy of staffing is further exacerbated by the building and capital expansion that the college is currently undergoing.

Findings and Evidence
New faculty and staff hires are governed by board policy and administrative regulations. The Human Resource Department oversees all hiring processes following written guidelines in the administrative regulations. Search committee chairs must go through training and are directed to follow a prescribed checklist throughout the process. The Human Resource Department reviews all paperwork from the search committee for compliance with the process. Training workshops on the "Do's and Don'ts" of hiring are held for staff serving on search committees. (III:A:1.a.)

There are processes in place to ensure that qualified staff is hired. Minimum qualifications are listed on the job announcement for the position. The Human Resource Department checks for complete application packets. The search committee checks for required qualifications and determines if they are met. Screening, interviews, reference checks take place and transcripts are evaluated. The Board of Trustees is provided information about the candidate for their approval per board action. (III:A.1.a.)

The process to hire part-time faculty was recently updated to allow hiring flexibility for faculty program chairs and deans. The formal committee process is not required for part-time hires. This change was made to increase part-time pools. (III:A.1.a.)

All full-time and part-time employees are evaluated through a formal written process. Union contracts specify the evaluation procedures. The outcome of evaluations for all employees is formalized feedback. The feedback is to promote quality job performance by introducing improvement recommendations. (III:A.1.b.)

The instructional faculty self-evaluation was updated in the spring of 2005 to require that faculty communicate how student learning outcomes affect their teaching. One of four items on the faculty self-evaluation allows faculty members to describe their assessment of student

learning outcomes and what they have learned about student needs, issues, and their own teaching. (III:A.1.c.)

According to the self study report, hiring practices at Cabrillo College are perceived by some to be cumbersome. (III:A.1.d.)

The college receives significant numbers of applications for faculty, staff, and administrative positions. However, the sufficiency of the actual number of employees on staff is at issue. Survey results outlined in the self study indicted dissatisfaction with the numbers of classified staff at the college. (III:A.2.a.)

The personnel policies for Cabrillo College are governed by board policy and administrative regulations and union contracts for faculty and classified staff. Board policies are online. A Faculty Resource Guide is also online and distributed to new faculty. The guide contains policies relevant to employment issues. Personnel files are secured in the Human Resource Department. Employees must schedule time to review their files in the Human Resource Department. (III:A., III.a., III.b.)

Equal opportunity in the search and hiring practices of Cabrillo College are governed by board policy and administrative procedures. The College Master Plan objectives are designed to increase the number of underrepresented faculty and staff. The college employed a director of equity and diversity until March 2000. Recognizing the need for diversity training due to faculty concerns, the Cabrillo College Faculty Senate formed a subcommittee to evaluate diversity issues in hiring. The Cabrillo College Fact Book provides statistical information regarding ethnicity of classified staff and contract faculty.

Cabrillo College has struggled with the challenge of promoting diversity and equity. The college's director of diversity was vacated in 2000. An assistant director responsible for human resources was hired in late 2001 but that position was eliminated in 2003 due to budgetary pressures. The focus on diversity shifted to more general recruitment and hiring practices. As of the writing of the self study report there was no active Diversity Committee or ongoing diversity training on campus. In lieu of ongoing training the college has held several workshops specifically pertinent to diversity issues.

The current classified staff reflects the diversity of the student body although the nearly 80 percent of the faculty as reported in the self study are Anglo. Differences in the diversity of the instructional sites was also noted and probably reflects the history and geography of Santa Cruz County. Along the coast, the main campus at Aptos has a predominately Anglo (63%) student body while the inland and more agricultural area of the county, served by the Watsonville campus, is predominantly Hispanic (72%). (III:A.4.a., III:A.4.b., III:A.4.c.)

The Teaching and Learning Center offers a variety of teaching and learning opportunities. Center staff train all of the distance education instructors and the classified staff that assist them. They provide one-on-one training for all new faculty in educational technology. The training is voluntary. However, the institution encourages faculty to use the technology. The Teaching and Learning Center has a faculty help-line and a separate student help-line

through email and a help-desk. The Teaching and Learning Center also coordinates the nine annual staff development flex days. (III:A.5.a.)

The flex week activities are evaluated by a staff development committee. There is a committee of administrative staff that periodically plan administrative/management and professional development activities. This committee has not met since 2005. There is no evaluation of administrative staff development. (III:A.5.b.)

Cabrillo College evaluates its staffing needs through the planning process that includes instructional planning, program review, and College Planning Committee. Budget constraints, according to the self study, often override institutional planning or need. Classified staff particularly believe there is a disconnect between planning and staffing. (III:A.6.)

Conclusion: The college is aware of the staffing issues, particularly in the classified areas. Financial resources are limited and the college acknowledges the need to prioritize new hires. Nevertheless, the college meets the standard to effectively use its resources to achieve its broad educational purpose.

Recommendation 2: See recommendation 2, on page 38.

B. Physical Resources

General Observations
The college has passed two general obligation bonds since 1998 totaling over $200 million. Capital infrastructure construction, facility upgrades, and new construction is on the fast track. The college is addressing the need to fund the operations of these new facilities. Under the current fiscal realities, the college will be strained to maintain them.

Findings and Evidence
The voters of Santa Cruz County have approved two major Cabrillo College bond propositions, the first for $85 million in 1998 and the second for $118 million in 2004. These bonds have allowed the college to implement their Facilities Master Plan to a great extent improving existing buildings and opening centers at Watsonville and Scotts Valley. The most visible is the expansion of the Watsonville Center. A world-class Environmental Horticulture Center and Botanic Gardens was built in 2002, which provides an exceptional site for teaching, learning, and community enrichment.

The college's Facilities Master Plan is the guide for facilities development at all Cabrillo College sites. The Facilities Master Plan was developed in 1999 and is updated semiannually. Updates are initiated through the Facility Planning Advisory Committee and forwarded to the board for approval. The Facility Planning Advisory Committee is comprised of administrators, faculty, staff, and students. The Facility Planning Advisory Committee is the group designated by Cabrillo College to oversee the development and update of the Facilities Master Plan. (III:B.1.a., 2.a.)

The 2004 bond allowed nine major projects to be realized. Cabrillo College has made significant efforts to provide adequate physical resources to support its educational programs. The College Master Plan is the basis for the projects approved by the voters. The Master Plan is the foundation for the College Facilities Master Plan and the College Five – Year Capital Outlay Plan. Instructional programs and other programs drive the Master Plan. (III:B.1.a., 2.b.)

Physical resources at all locations are constructed and maintained to assure access, safety, security, and healthful learning and working environment.

As part of the bond measures, the district implemented several projects to improve safety and access on the campus. The campus now has a land bridge which provides access across the campus from the cafeteria to the library. The college installed seven elevators, handicapped accessible pathways and ramps, and established corridors/routes of travel to minimize elevation effects of the hilly terrain.

The college underwent an audit by the Office of Civil Rights in 2004 and received an acceptable review based on the improvements made during the past several years. Minor findings dealing with access to the concession stand in the stadium were noted. The college is implementing plans to address the stadium concession stand access finding. (III:B.1.b.)

The college has a Safety Committee comprised of representatives from campus stakeholders. The college contracts with Santa Cruz County Sheriff Department for campus security. The college provides a satellite location for the Sheriff's Department which serves as the Incident Command Center for the emergency response program. (III:B.1.b.)

Conclusion: New construction is both a benefit and challenge to the college. The institution will need to be committed to the allocation of adequate resources to efficiently operate the new facilities. Currently, the institution meets the standard.

Recommendation: See Recommendation 2, on page 38.

Commendation 4: The team commends the college for valuing accessibility and providing consistent effort to make the campus and the college accessible.

C. Technology Resources

General Observations
The college has a new technology plan which it adopted June 4, 2007. The faculty and staff of Cabrillo College realized the importance of maintaining and enhancing their ability to use technology in and outside of the classroom to support student learning. The plan was clearly the product of significant dialog and its implementation will take great institutional commitment. The college expressed concern that the existing technology infrastructure is fragile, support intensive, and outdated. The greatest concern is related to the 12 year old telephone system and the aging core switches and servers. Financial resources affect the college's ability to upgrade all their technology needs.

Findings and Evidence

The institution currently meets the standard. The technology needs of the institution seem to outpace the current investment in technology infrastructure although at the time of the visit the College Planning Council was scheduled to vote to make the first payment on a massive technology reinvestment through the use of one-time available moneys. A new "Technology Assessment and Three Year Plan" has been constructed and is dated June 4, 2007. (III:C.1.a.)

According to a senior administrator, the technology infrastructure at the college is "precarious." The administrator went on to say they have "hit the wall" with the information technology infrastructure and that they are keeping it together "with bubblegum." (III:C.1.a.)

The college has an ongoing training relationship with a third party vendor for the staff of Information Technology. Staff reports that "it is not enough." The new technology plan calls for more training for the Information Technology staff. Also, Information Technology offers voluntary "one-on-one training" of faculty and staff as the need arises. The Teaching and Learning Center is the primary organ that trains faculty and staff on educational technology. Several faculty have mentioned how important Teaching and Learning Center training and support is for their development and teaching of distance education classes. (III:C.1.b.)

The new technology plan outlines the several plans to address the many problems with Information Technology. Briefly those problems are: a 12 year old telephone system; 8½ year old server/switches which use a base programming language no longer sold, maintained nor used in the general economy; the "unsteady" nature of the funding of equipment and maintenance; and the procurement of technology resources around campus that has been described in the self study as "still a bit disjointed." (III:C.1.c.)

The new technology plans calls for a large monetary investment and prioritizes the way in which the money should be spent. The college has a total of $3.3 million in needs and about $1.6 million in funds to cover those needs. The college does not believe it can grow their distance education programs with their current system. (III:C.1.c.)

The first priority of the plan is basic infrastructure upgrade which would include the voice over internet protocol (VOIP) system. Although there are fiber optic cables to all the new buildings and copper inside each, the older buildings need to be incorporated into the new VOIP system. This will be a costly endeavor. (III: C.1.c.)

The second item on the priority list is to replace the servers. Others interviewed expressed concerns that the current servers could "go down for good" at any time and that would be a catastrophe for the college. (III:C.1.c.)

The college seems to have never had a steady stream of funds for Information Technology and the plan calls for a better and deeper appreciation of the ongoing costs involved as well as an honest attempt to continue to provide funds for upkeep, maintenance, and further

purchases of software etc. The plan projects these costs over the next ten years and clearly demonstrates that the college has begun to be realistic in its Information Technology budget planning. (III:C.1.c.)

In terms of procurement, there have been many instances of departments/division or faculty that have purchased information technology equipment without consulting Information Technology. This causes problems because the Information Technology technicians cannot always repair or maintain equipment they are not familiar with. (III:C.1.c.)

The rapid growth of their distance education programs and the tremendous expansion of technology in the classrooms and labs have strained the college but does not seem to have hindered the distribution and utilization of technology resources for the support of student learning. (III:C.1.d.)

Conclusion: The team finds that the college has only partially met this standard. The new technology plan seems to be a creation of the college through dialog and consensus. It alone does not demonstrate that the college in the past has integrated technology planning with its other planning process, rather just the opposite. Several people have said what a great example of shared governance the new plan is. It is evident that this is a change in planning; the first time technology plans have begun to be integrated into the larger planning. Many of the recommendations in the plan call for surveying faculty and staff to assess their technology needs. The prudent thing would have been to do that first. There seems to be little evidence that the institution systematically assesses its technology needs. The plan, and all that went into it, seem to be the only example of this. (III:C.2.)

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. (III:A.2., III:B.2.a., III:B.2.b., III:C.)

D. Financial Resources

General Observations
The college financial position is stable. However, the general fund reserve is below the statewide acceptable minimum of 5 percent. College administrators and the Board of Trustees recognize the need to raise the general fund reserve to at least the required minimum set by the state. The Board of Trustees supports staff efforts to increase the reserve and demonstrates institutional integrity by their support.

The college has not made much headway in addressing their retiree liability. Staff estimates that the liability is approximately $18 million as of the last actuarial study. Once again, the Board of Trustees recognizes the issue and supports the effort to begin funding for this liability. The 2007-2008 final budget proposes a transfer to the liability fund.

The mission of Cabrillo College is to enhance the intellectual, cultural, and economic vitality of this diverse community by assisting all students in their quest for lifelong learning and success in an ever-changing world.

The college is identified by four major components which include instruction, student services, business, and the superintendent/president's office. In addition, collegewide needs are identified.

Financial and program planning and budget allocation take place at various levels within the college. The budget decision-making process begins with base budget planning assumptions based on state budget projections and local economic conditions.

Instructional departments write program plans for their component. For the instructional departments, plans are submitted to the Council for Instructional Planning for review. Council of Instructional Planning reviews the plans, ranks the plans, and submits them to the College Planning Council which is the main oversight committee for the college. This council has authorization over the financial and institutional planning. The council membership includes administrators, faculty, staff, and a student. (III:D.1.a., b.)

Budget assumptions are reviewed by College Planning Council and the President's Cabinet and revised as appropriate. Cabinet and College Planning Council develop budget strategies. Departments/Divisions work with faculty and staff to develop recommendations and priorities based on the College Master Plan. Vice presidents work with their units to prioritize needs based on the College Master Plan. Vice presidents submit input to the President's Cabinet that develops priorities to submit to College Planning Council. College Planning Council provides input to the superintendent/president who submits recommendations to the board. (III.D.1a.,b.)

Annually, the Business Office generates a calendar of events to guide the budget process. The calendar is followed by the component units of the institution. The budget is developed following the assumptions and guidelines of the College Planning Council. The budget is a plan. Year end balances are carried over for one year for subsequent expenditure. (III:D.1.d.)

An annual audit is made of the college by independent auditors. The college received an unqualified opinion as of June 30, 2006. There were no material findings in the audit. The college responded to all management comments made by the auditors. (III:D.2.a., III:D.2.g.)

The college's general fund budget reserve until October 2006, was maintained at a little more than 3 percent. The board took action to increase the general fund budget reserve to 4 percent at the October, 2006 board meeting. Increasing the reserve to 5 percent was recommended to the College Planning Council. A recommendation will be made to the Board of Trustees to take action to increase the reserve. The board is very committed to increasing the general fund reserve. They are well aware of the need to do so, and will support the efforts of the college to meet the 5 percent required reserve. (III:D.1.b., III:D.2c.)

The cost of servicing the two general obligation bonds that the college has outstanding is included as an on-going budget item in Cabrillo College's budget. The financing of the bonds is through increases in property taxes which will service the long-term debt. (III:D.1.c.)

An actuarial study was made to estimate the unfunded liability for retiree benefits for Cabrillo College retirees and current employees. The college established a committee to analyze the long term liability and to identify strategies and to make funding recommendations to meet the requirements of GASB 45. The College Planning Council at its October 11, 2007, meeting took action to recommend to the Board of Trustees to implement a plan to begin funding the liability and to make a transfer from the general fund to the retiree liability fund of Cabrillo College. (III:D.1.c., III:D.2.c.)

Financial information is available to members of the institution and the public in many ways. The Business Office maintains a web page with current information on the budget. Also the Business Office maintains space on the file server where it posts financial reports and other information. Emails are sent regularly to all employees regarding the status of the budget, both state and local. (III:D.2.b.)

Oversight of the college's finances takes place in the Business Office. This oversight includes compliance with federal, state and local reporting, and accounting requirements. The college submits annual comprehensive financial reports to the state and undergoes an annual independent audit which covers all funds of the college including the Cabrillo College Foundation and all grants and externally funded programs. (III:D.2.d.,e.)

A bond oversight committee is in place to review the spending of the general obligation bonds for major capital improvements. (III:D.2.e.)

Board policy requires that contracts with external entities follow a specific form that maintains the integrity of the institution. (III:D.2.f.,)

The Business Office reviews how the financial and budget information is presented and seeks input on improving the information. The College Planning Council, as the budget allocation body, oversees the process of financial management. All areas of the college go through program planning that includes self assessment and plans for improvement. (III:D.2.g.)

Conclusion: The constraints on the current fiscal resources due to the recent significant capital facility expansion are a challenge for the college and will continue to be a challenge in the foreseeable future. Administration, faculty, and staff are aware of the challenges and work collegially to allocate their limited resources to enhance student learning. Active dialog concerning resource allocation is ongoing at the college and, thus, the team finds that the college meets this standard.

Increasing the general fund reserve will provide additional security for the college in times of budgetary uncertainty. In addition, addressing their long term liability for retiree benefits will emphasize their integrity and demonstrate their commitment to fulfilling their mission.

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.)

STANDARD IV: LEADERSHIP AND GOVERNANCE

General Comments
The college, through consensus, defined shared governance as a collegewide commitment to responsive decision-making processes. Through the College Planning Council, the college asserts that this venue facilitates involvement of all constituency groups in the planning and decision-making processes. Student leadership indicated that they were provided with many opportunities to be involved with the campus decision-making process.

The team reviewed evidence that included documents, interviews with students, faculty, staff, administrators, and trustees, the college web site, and observation of meetings to determine whether the standards for institutional leadership and governance were met.

What appears to be missing is any evidence with respect to a process and/or a committee structure focusing on board policy revisions.

The college asserted that it has had a history and culture of participation and collaboration in the leadership and governance of the college. The college is proud of its notable amount of dialogue and discussion that takes place in committees, at the College Planning Council and specifically with respect to student learning outcomes.

The college is governed by a seven (elected) member board representing defined trustee areas within a tri-county area in Santa Cruz, Monterey, and a small portion of San Benito County. There is also one advisory Student Trustee representative elected by the students at large. In meetings with faculty and classified leadership, they noted that they felt supported by the current governing board.

With respect to basic decision-making roles and processes on the Cabrillo College campus, there appears to be some confusion by constituency groups as to how decision-making processes function. The team would encourage college leadership to take a more proactive and collaborative approach to define or describe the decision-making (standing) committee processes beyond the College Planning Council. It appears, as noted in the self study report, that all decisions are made at the President's Cabinet and that the College Planning Council is more of a recommending body.

The self study also noted that the governing board encouraged the superintendent/president and administrative staff to create and maintain mechanisms such as councils, cabinets, and committees. The absence of a clearly stated policy regarding the role of the College Planning Council needs to be addressed by the superintendent/president.

Findings and Evidence
Communication seems to be an issue especially among the classified staff survey respondents. It appears that they do not find the governance and decision-making processes to favor them as well as the faculty respondents do. Furthermore, it was noted in interviews that communication at the college was primarily conducted via email. However, it was explained that this format was only for "one way communication" in that the

superintendent/president and vice presidents (executive leadership) were the only ones with "all user" capabilities. The perception of those interviewed is that this in and of itself sent a message to the campus community that communication has a tendency to be hierarchical or top down. (IV:A.1.)

Cabrillo College asserts in the self study report that the spirit of shared governance is best exhibited by the College Planning Council, with membership from all of Cabrillo College's constituent groups. To enhance this "spirit of collegiality" the College Planning Council adopted a shared governance definition on March 21, 2007, which is a positive step to clarify the role of constituent groups in the consultation process. The college is also very proud of its excellent student leadership and their active role in governance processes and collegial consultation. The College Planning Council appears to be the "hub" of most of the college's decision-making discussions.

Although interviews with faculty, staff, and administrators indicate that there is a clear path for the decision-making processes and it is fostered from the ground up through divisions when not a part of the College Planning Council, there appeared to be no written evidence, flow chart or diagram indicating such processes. It further appeared that in practice, the final decisions are made through the President's Cabinet. (IV:A.1., IV:A.2., IV:A.2.a., IV:A.3.)

What also appeared not to be clearly defined were the processes and the roles of standing committees, or if and when they met, and how they fit into the consultation process overall. Along these lines, there appeared to be no written scope and authority for college standing committees. The evidence provided with respect to this was noted in a "Governance Manual Update," dated November 15, 1999. This manual should be updated to reflect current practices. (IV:A.1.)

The institution primarily relies on faculty, the Faculty Senate, the curriculum committee, and its academic administrators for recommendations about student learning programs and services. Cabrillo College should be applauded for adopting Curicunet as their course management system for curriculum. (IV:A.1., IV:A.2.b.)

Dialogue about the budget is generally held during College Planning Council meetings. The team noted through interviews that budget development begins at the program level with the division deans. The college vice presidents, when interviewed, appeared pleased with the planning and budgeting process used by President's Cabinet to finalize decisions. (IV:A.2.a.)

Cabrillo College advocates and demonstrates honesty and integrity in its relationships with external agencies. It works to comply with accrediting commission standards, policies, and guidelines, and commission requirements for public disclosure. (IV:A.4.)

The college conducted a College Planning Retreat in the fall of 2007 that included members of the governing board to review and evaluate governance structures. This retreat follows a two-day retreat in spring 2005 where the College Planning Council met in part to evaluate the decision-making process at Cabrillo and to discuss ways to improve the process. (IV:A.5.)

The team confirmed that the Board of Trustees refined the self-evaluation process in summer of 2007. As a result, the board followed the self-evaluation with a board retreat facilitated by the Community College League of California to further refine its goals for the academic year. Based on the positive experience last summer, the Cabrillo trustees expect to hold annual retreats using their self-evaluation as a basis for the retreat. (IV:B.2.1.g.)

The board does not have a process in place to regularly review and revise board policies and procedures. Consequently, it appears that the majority of the board policies and procedures have not been reviewed over a significant time period. It was not clear from the self study that the board annually establishes board priorities that they evaluate the progress of at the end of the year. In interviews with board members is would assist them greatly if they established an annual process to develop and evaluate these priorities. (IV:B.1.e.)

The Cabrillo College governing board is the publicly elected group of community representatives that develop and uphold policies regarding all aspects of the functioning of the college. Board members are elected through single member districts. The terms are for four years and are staggered to provide continuity of membership. The governing board is very concerned about the faculty, staff, students, and administration at Cabrillo College, as well as the surrounding community. The board recently revised their ethics policy and added procedures to enforce the policies to protect board members from undue pressure. (IV:B:1.a.) Furthermore, the governing board has established policies consistent with the mission statement that ensures quality, integrity, and improvement of programs and services. The board is informed and embraces the accreditation process. (IV:B.1.b., IV:B.1.c., IV:B.1. h., IV:B.1.i.)

The governing board records board actions (minutes, etc.). However, currently there is not a system in place to review and revise board policies and procedures on a regular basis. (IV:B.1.e.)

The board has recently established annual retreats for board development and is encouraged to continue this process. Board members interviewed said that in the past they did not hold board retreats. (IV:B.1.f.)

The board hired the current superintendent/president in 2004 using Board Policy 2070.02, last revised in 1988 as the guide for hiring and with the assistance of a search firm to conduct the recruitment. The board delegates administrative authority to the superintendent/president to administer the college through a contract, board policy, and statutory authority. The superintendent/president is the chief executive officer of the district. Based on interviews with the administrative staff, faculty, staff, students, and members of the board it is clear all parties understand the authority of the superintendent/president and his role as the chief executive officer of the district. In practice this role is reinforced in board meeting minutes as well as minutes of the Faculty Senate and the College Planning Council. The board appears to have a good understanding of its role as elected representatives that delegate authority to the superintendent/president to act on their behalf as the Chief Executive Officer of the District. (IV:B.1.j.)

The board conducts an evaluation of the superintendent/president each of the first two years of his contract and a comprehensive evaluation in year three. The comprehensive evaluation is described in Board Policy 2080, last revised in 1988. The comprehensive evaluation is conducted by the superintendent/president's Performance Assessment Feedback Team that includes all segments of the college community. The superintendent/president job description generally describes the duties and responsibilities of the position. Board members interviewed appear to be knowledgeable about their role, the district priorities and the importance of the college to the community. Based on review of the College Planning Council minutes, the superintendent/president has a good understanding of his charge. (IV:B.1.j.)

The superintendent/president serves as chair of the College Planning Council. This group discusses collegewide issues dealing with budget, planning, facilities, staffing, and processes for decision-making. The superintendent/president also chairs the President's Cabinet, which is the decision-making body for the college. Through this body, the superintendent/president delegates authority to the vice presidents to administer and oversee their respective components. (Standard IV:B. 2. a.) The superintendent/president has expanded the collegial processes to be more inclusive of the various constituent groups as was reported to the team through interviews with campus leaders. Furthermore, the superintendent/president ensures that the evaluation and planning is guided by external and internal data produced by the Planning and Research Office, which reports directly to the superintendent/president (Standard IV:B.2.a.; IV:B.2.b.). The college's Master Plan integrated with resource planning, was developed through a process that involved all levels of the organizational structure, including the board and community membership. (IV:B.2.b.)

The superintendent/president provides the oversight, holds his staff accountable, and provides accountability to the board to ensure compliance with and implementation of statutes, and governing board policies. The superintendent/president exercises fiscal constraint and oversight on a collegewide basis, as evidenced by decisions such as President's Cabinet review of open positions to evaluate whether the greatest need for replacements lie within that department or others on the campus. The superintendent/president also works with various components of the College Planning Council to establish budget priorities (Standard IV B. 2.d.). The superintendent/president is involved in community organizations and is actively involved in the college's successful fund raising in the community. Cabrillo College has one of the most successful community college foundations, ranked in the top four in the state in endowments and the size of scholarship programs. (IV:B.2.e.)

Conclusion: Questions were raised in the Cabrillo Self Study report about the effectiveness of the College Planning Council (CPC), particularly in considering the perspective of staff regarding institutional decision-making. The self study also notes that "most of the president's decisions have been shaped by the deliberations of the CPC, but the CPC's role is technically only advisory to the president. In order to clarify the role of the CPC and other functioning campus committees the college "Governance Manual," which lists 37 college standing committees, should be reviewed and appropriately revised. An updated version of

the Governance Manual would assist both staff, as well as faculty, to understand the responsibilities of the various campus committees and how their actions impact the CPC. An update of the Governance Manual should also include information on the Assessment Review Committee and the Basic Skills Committee, which are both relatively new committees at Cabrillo that do not appear in the eight-year old Governance manual.

The relatively recent usage of electronic distribution of committee actions may explain why some staff and faculty are less cognizant of campus committee activity than is ideal. Although every Cabrillo employee has electronic access to committee actions it might be necessary to provide additional reminders regarding this matter.

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.)