

MIDTERM REPORT
to
ACCREDITING COMMISSION
for
COMMUNITY AND JUNIOR COLLEGES

CABRILLO COLLEGE
6500 Soquel Drive
Aptos, California

October 4, 2010

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Statement on Midterm Report Preparation

In fall 2007, Cabrillo College underwent a comprehensive site visit by a team from the Accrediting Commission for Community and Junior Colleges for the purpose of reaffirmation of accreditation. The college self-study and the ACCJC site team's evaluation reports were posted on the college website upon receipt of the Commissions notice of re-affirmation of accreditation.

After re-affirmation, the College Planning Council approved a plan to address the site team's recommendations as well as the college's self-identified recommendations. The College Planning Council is the primary shared governance committee with representatives from the executive administration, the Faculty Senate, the faculty bargaining unit (CCFT), the classified bargaining unit (CCEU), the managers and the confidentials. The ALO prepared the list of recommendations with proposed lead responsible persons for each recommendation (the progress matrix), which CPC approved. CPC also serves as the Accreditation Steering Committee.

This Midterm Report summarizes the progress Cabrillo has made on the site team's recommendations and on the self-identified recommendations. The ALO compiled a draft report which was reviewed by the College Planning Council, the Administrative Council, and the Faculty Senate, and was approved by the Governing Board on October 4, 2010.

Brian King, Superintendent/President

Date: October 5, 2010

I. Responses to Team's Recommendations

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.

This recommendation is in progress. Since fall 2007, all student services departments have written outcomes. Two departments have planned assessments for fall 2010: counseling and EOPS. The counseling department includes four programs that also have assessments planned for fall 2010: Puente, International Students, CAP, and Transfer Center. The other departments have continued to develop outcomes and expect to have them completed by late fall 2010: Admissions and Records, Veterans, Financial Aid, Health Services, Student Employment, and Student Affairs/Activities. Student Services are also developing a new timeline for departments undergoing program reviews in 2010-11.

Assessment/Matriculation, another support service for students, also completed SLOs, which are asked of all students prior to their taking their computerized test.

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

The college has completed the recommendation with respect to distance education by developing a Distance Education Master Plan that was approved by the Governing Board in June 2009. *CMP Goal B, Objective 3, Strategy a: Develop a three-year Distance Education Master Plan.* In addition, the college has consolidated all off-campus sites under the supervision of one dean, the Dean of Education Centers. With respect to evolving staffing needs, the state budget crisis that began in early 2008 has severely limited the college's ability to hire new staff, but has not prevented the college from developing thoughtful plans to consider the new demands of new facilities and technologies and to allocate staff as efficiently and effectively as possible. One result was the termination of "Community Campus," Cabrillo's term for the loose set of classes offered throughout the county at rental locations, primarily in the city of Santa Cruz, eliminating the need for support staff for that operation. In addition, the course offerings at the Scotts Valley Center were reduced by half, consequently reducing onsite staff. The College Master plan included staffing under *Goal D, Objective D2; Effectively address evolving classified staffing needs* including two specific strategies: *D2a: Refine the classified staffing prioritization process* and *D2b: Develop expertise to redesign work flow when appropriate and consider development of a process for reallocation of staff to heavily impacted areas when appropriate.*

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 in the support of institutional effectiveness.

The college has completed this recommendation. The Cabrillo College Governing Board discussed and approved a formal reserve policy at the February 2008 Board meeting and the college has fully funded the reserve required by the policy.

Recommendation 4: The team recommends that the team update the Governance Manual (1999) to reflect current governance processes used by the constituent groups of the college. The college should describe the charge of the various committees and the composition and membership and how often they meet.

The college is nearing completion of this recommendation. The Governance Manual is in the final stages of being updated to reflect the current committee structure and now is available in an electronic format as well as in hard copy. The fully revised Governance Manual should be available on line in spring 2011.

II. Responses to Self-Identified Recommendations

The summary below describes completion, progress, or deferral of the issues the college community identified in the *Institutional Self-Study in Support of Reaffirmation of Accreditation 2007*. They are divided into categories by those: completed or near since the accreditation visit; those early in the stages of implementation or in progress; and those deferred.

Self-identified issues completed or near completion since the accreditation visit:

1B.1: Continue to implement program planning within all components, having all components go through the program planning process on a regular cycle.

All four major components of the college (President, Administrative Services, Instruction, and Student Services) have developed a cycle and timeline for administrative program review. The Instructional component has completed the development of administrative program planning for all divisions and departments within its purview and completed the program review of the following: Watsonville Center, Instructional Development & Matriculation, and Instruction Office. In 2010-11, the five divisions will complete their administrative program review: Business, English and Language Arts; Health, Athletics, Wellness, and Kinesiology; Human Arts and Social Sciences; Natural and Applied Sciences; and Visual, Applied and Performing Arts. Career Education and Contract Education will undergo its administrative program review in 2011-12. The other components have established timelines for their departments to complete administrative program review

and are currently collecting data and developing surveys. The college expects all non-instructional departments to complete the full first cycle of program review by 2013.

1B.2: Revise the Master Plan and commit to revising the plan regularly with annual updates and reports on progress towards objectives.

The governing board adopted the five goals for the 2008-2011 Master Plan at the November 2007 Board meeting. In 2007-08, the President held a college-wide “visioning” session, followed by numerous small group meetings to develop the Objectives for the 2008-11 College Master Plan. The final plan had 5 Goals, 23 Objectives, and numerous strategies. Since that time, the Master Plan has been reviewed and revised on a regular basis. The governing board has received regular reports and updates on progress towards achieving the goals.

1B.3: Schedule a revision of the College Facilities Master Plan to coincide with the completion of the major construction projects currently in progress.

The facilities five year master plan has been updated and submitted to the state chancellor’s office.

2A.1: Continue to provide training, through the learning outcomes assessment coordinator, to entire departments and/or assist individual faculty with the assessment process.

The SLO Coordinator is a standing member of the Council on Instructional Planning, participates in the review and approval of program plans, and works directly with the faculty on their instructional plans throughout the annual process. In this capacity, the SLO coordinator meets with faculty and department leads to review the assessment process and assist them when necessary. In addition the Office of Instruction has worked with the planning and Research office and IT to provide technological support for the SLO assessment process. The college has also formed ARC, the Assessment Review Committee, which is charged with reviewing all assessment plans of all program reviews: instructional and non-instructional. The SLO coordinator is the chair of this committee.

2A.2: Endeavor to make the Core Four even more visible and accessible to students and faculty.

In 2007, posters of the college mission statement and the Core Four were posted in all classrooms and offices on campus.

2A.3: Continue its college-wide dialog to review the Core Four for any missing pieces with a view to correct any gaps that are identified.

In 2007, the Faculty Senate led a discussion on the Core Four, reviewing each one of the core competencies for its accuracy and relevancy, making a few minor revisions. Posters of the final revision of the Core Four were made and posted around campus.

2A.4: Implement CurricuNet (the newly purchased curriculum development and management program) to more adequately address the needs of the curriculum process.

CurricuNet was purchased in spring 2007 and full implementation with training was completed by Spring 2008. CurricuNet replaced the older home-grown curriculum development program, FIESTA. All faculty, administrative review members and curriculum committee reps have been using CurricuNet successfully for the past 2 ½ years. It has provided far more options in curriculum development and course modifications, program development, and articulation, due to its clear workflow and reporting capabilities.

2A.5: Implement technological innovations that will assist instructional divisions in meeting the challenges of course scheduling and enrollment management.

Until recently, scheduling at the department and division level has been conducted in a very traditional manner with limited technology support. Reviews of course scheduling software systems have occurred but no adequate system has been identified to date. Over the past two years, the Office of Instruction has worked with the Planning and Research Office to develop an in-house scheduling system, resulting in two tools currently in use. The first “Enroll Tracker 2.0” was completed in 2008 and provides a live snapshot daily of enrollments throughout the registration period and the add periods, with a fill rate component and a four-year comparison function. The second tool, a curriculum & scheduling pivot table, provides five years of data about enrollments in various programs and majors in an easy to access form. The research analyst continues to upgrade the tool with more functions that will simplify the enrollment management of the college.

2A.6: Implement a system whereby students will be able to review their progress towards the A.A. and A.S. degrees to facilitate student success in the transfer programs.

Admissions and Records has been in transition for the past two years. The new Director of Admissions and Records was hired in summer 2010, and one of her first priorities has been to work with the Articulation Officer to implement the articulation tables of the Datatel Degree Audit system, allowing students to have transfer credit evaluated and visible on their degree audit in WebAdvisor. The initial implementation date is expected to be by the beginning of the academic year 2011-12.

2A.7: Continue to monitor the needs of county employers so that occupational programs will continue to provide high quality programs that meet the needs of their students.

The college utilizes a variety of mechanisms for monitoring the changing needs of employers. Each of our CTE programs has an employer advisory committee that it meets with one to three or more times per year. In addition we have formed Career Partnerships that bring employers across an industry sector together with college faculty and administrators, other education partners (high schools, Regional Occupational Program, adult schools, County Office of Education), and workforce development agencies (Workforce Investment Board, Employment Development Department). Our Career Partnerships in Health, Public Safety, Industrial Technology facilitate comprehensive responses to a variety of workforce development needs.

The college is also represented on the Santa Cruz County Workforce Investment Board and its Youth Council and Career Center subcommittees. Each of these provides opportunity for regular dialog concerning workforce development issues with employers. When there is an emerging industry that appears to have new workforce development needs, the college will actively seek to determine whether it has a role in assisting the growth of the industry. For example, in response to the growing interest in green technology the college partnered with the WIB and three community based organizations to contract with a team of consultants. This team is currently surveying industry and government to assess what role education can play in supporting the growth of this industry. Finally, we conduct an annual survey of all of the completers and leavers of our CTE programs. The data from this survey provides us with a good measure of the extent to which the number and quality of our graduates matches the needs of our employers.

2B.2: Equal access: the college will continue to expand the services and information available to students via the Internet. The college will enact policies to ensure that all members of Cabrillo's diverse community have access to the college's student services.

The college has undergone a complete web redesign process over the past two years and the new website was migrated this summer, 2010. The new website is much more user-friendly and student-centered than the previous one. The college webmaster will be monitoring where the activity is taking place on the site for future possible adjustments. The college developed an online orientation for students who could not attend an on-campus, face-to-face orientation, which was implemented in the 2009-10 academic year. However, the online orientation has encountered problems and may need to be re-designed so that it functions in a way that is sustainable.

2C.1: Continue to closely monitor the resource requirements of the students and integrate the instructional elements of the Library and Learning Support Services into the cyclical pattern of assessment through instructional planning.

The library initiated its most recent Instructional Program Planning in 2006, submitting a final report with review and recommendations in Spring of 2007. Beginning with this cycle, and continuing with all future planning cycles, the library incorporated direct student surveys of library users in addition to traditional measures into ongoing planning efforts. The Library's next program plan is due in Spring 2012.

2C.2: Expand the Library's catalog coverage to include other collections on campus, such as the ECE Department's Peace Library.

The library incorporated the Horticulture Center library collection into the Library's catalog in 2005, and the Early Childhood Education department's Peace Library collection into the catalog in 2007. Students may now use the library's catalog to find books located not only in the library at the Aptos campus, but also textbook collections in the Computer Technology Center and the Watsonville Center, in addition to the two collections mentioned earlier.

2C.3: Review the physical space needs of some learning support resources.

All space needs were reviewed and evaluated through the Space Allocation Process in 2008-09, with a final draft space allocation recommendation going to the Governing Board in January, 2009.

2C.4: Monitor the effectiveness of evaluative processes and develop mechanisms to improve learning support services, especially the Math Learning Center.

Beginning Fall 2009, initial data for all labs and learning centers at Cabrillo were gathered and organized in order to get a clearer picture of all such labs/learning centers, enabling us to do a contrastive analysis of comparable data, including types of labs/centers (i.e., what discipline(s) served) location (and co-location), hours of operation, numbers of students served, capacity of facility, supply costs, and personnel costs broken down by faculty, staff, and student workers. Numerous meetings were convened in which administrators, faculty, and staff met, shared insights and ideas, and collaboratively discussed what is working well and what might be improved. The resulting spreadsheet is a convenient and powerful tool to assist all constituencies in monitoring the effectiveness of individual labs/centers. Another result of the meetings was a decision to adopt a common “gatekeeper” software program in all labs/learning centers, which can produce reports showing the ebbs and flows of student use, and types and times of use, among other data. As a result, the directors of the labs/learning centers can better manage their resources and provide the services students most need. It also benefits Cabrillo's planning and research office (PRO) which, once it has access to data gathered in a similar fashion across campus from all labs/learning centers, can then produce valuable reports on the various areas listed above, comparing like data, allowing the administration to accurately quantify the effectiveness of the labs and centers as well as identify any areas in need of improvement. In addition, the Planning and Research Office (PRO) is conducting a study of effectiveness of tutoring in terms of student success.

3A.2: Make the processes for planning and budgeting for new management and classified positions more transparent to all stakeholders.

The college has used transparent, clear processes for evaluating management and classified positions. The administration and the classified union developed a “classified hiring process,” in 2006, which was used twice successfully. Unfortunately, because of the budget crisis, relatively few new positions have been considered since 2008. Since that time, Cabinet has used a “managed hiring” process as vacancies occur in order to determine collaboratively which of the vacant positions can be filled in any given month in light of the fiscal limitations. The vacant management positions also have been reviewed by the Cabinet, with some positions remaining vacant for several months. After determining management needs, Cabinet then presents comprehensive management staffing recommendations to Administrative Council and the College Planning Council and finally the Governing Board for approval.

3A.4: Clarify college hiring processes.

Human Resources has developed *Guidelines for Search and Selection Committee Members* which is available on Cabrillo's public drive (P) P:\Business Services_PUBLIC\Personnel and Human Resources_PUBLIC\Search_Select_Guidelines.pdf. Further, Administrative Regulations (ARs) for hiring college employees are in the process of review and update. The review and update process for adjunct faculty hiring has been completed.

3A.5: Improve awareness of available HR resources for accessing HR policies, procedures and other information related to personnel issues, including their updated web pages.

Human Resources (HR) created and debuted its first edition *HR Newsletter* in the Spring of 2010, receiving wide acclaim, followed by the second *HR Newsletter* in Fall 2010. The department plans to distribute two newsletters annually, one each in the spring and fall semester. In collaboration with IT, HR is currently working to enhance and update the HR web page. HR has developed and posted a master calendar of benefits-related activities (e.g. wellness workshops, retirement planning workshops, etc.) on the HR web page for employee access, awareness and more effective planning. As referenced in 3A.4 above, HR has developed *Guidelines for Search and Selection Committee Members*, now available on the campus Public drive (college intranet). In collaboration with Business Office managerial colleagues, HR management co-presented *Cooperation, Consistency & Compliance* (regarding various payroll and leave accounting policies, procedures & practices) to the college management team as a professional development activity in Nov. 2009. HR has disseminated updated labor law posters at various campus sites

3A.6: Develop a hiring handbook that explains the process and time lines for all hiring committee members that explicitly addresses issues of diversity.

Human Resources has developed *Guidelines for Search and Selection Committee Members*, now available on the campus P drive at P:\Business Services_PUBLIC\Personnel and Human Resources_PUBLIC\Search_Select-Guidelines.pdf.

3A.7: Explore ways to improve the evaluation processes at the college.

The evaluation processes for college faculty and classified support staff are subject to the collective bargaining process. The adjunct faculty evaluation process was revised and codified in the 2007-10 CCFT Collective Bargaining Agreement. In spring 2010 negotiations with CCFT, evaluation process revisions were made specific to Distance Education faculty that further defines expectations related to instructor interactions with students, accessibility and the composition of the evaluation team.

3A.8: Clarify the college's commitment to a professional code of ethics and publicize that policy more effectively.

The governing board approved a revised code of ethics at the August 2007 Board meeting that included sanctions for violations. The policy was discussed on several occasions at public meetings before a final version was approved by the board.

3B.1: Develop a plan to more fully integrate facilities, equipment and maintenance planning, which will include a process to evaluate how resources are being allocated for facilities and equipment to ensure the best possible learning environment for students. The plan will also explicitly address staffing requirements for the maintenance of all new facilities at the college.

A Maintenance and Operations Staffing Costs analysis and recommendation for College Wide and Health & Wellness needs have been submitted to the District in March 2010. This Document addressed the needs for staffing relative to the expansion and investment in new facilities made by the community and District. This document identified the need for adequate facilities relative to Student access and made recommendations for staffing and equipment for all new facilities.

3B.2: Continue its efforts through the FPAC and SEAC to solicit broad input into the process of reallocation and renovation of existing space when new facilities open up.

With the opening of several new buildings on campus, several existing buildings were vacated and the college entered a planning phase for the reallocation of space. The College hired an outside consultant in 2008 to review the current facilities usage and program needs for facilities. The consultants met with department faculty, management and staff and over a one-and-a-half year period, they developed a space utilization plan for the campus, which went to the Governing Board for approval in January 2009.

3B.4: Evaluate the current IIPP and ensure timely implementation.

A review of the IIPP was accomplished by our JPA representative, Pamela Gangloff and the system for ensuring that employees are trained remains in place.

3D.2: Review the roles of the CPC and the President's Cabinet in the financial planning process, as part of an overarching effort to more clearly define the roles of these two governing bodies.

In January 2007, an all-day CPC retreat was held during which the CPC membership developed a shared definition of shared governance and delineated the role of CPC. According to the minutes of the meeting, the role of CPC is as follows: In service to our students and community the CPC reviews policy matters requiring broad institutional input and advises the President prior to recommendations to the governing board. CPC is the shared governing body responsible for:

- Developing and tracking the college master plan
- Reviewing and advising on all budgetary and resource allocation matters
- Ensuring that the resource allocations reflect the priorities of the master plan
- Reviewing and advising on new & existing programs, services, staffing and facilities
- Serving as the Steering Committee for the accreditation process

4A.4: Develop a formalized mechanism for college-wide dialog, encouraging input from both inside and outside an area under discussion.

In response to the budget crisis in 2008, the college developed a robust process for college-wide dialog that encourages input from everyone at the college. In addition to discussions at all shared governance bodies (including the Faculty Senate, Administrative Council, the component councils, and the College Planning Council), the college has held numerous Town Hall Meetings and keeps a current Budget Information Center on the college website. We anticipate this model will prove fruitful in future discussions of other important college-wide issues.

4A.5: [Develop] A plan to improve the college web site to keep it more current, and to make sure that faculty and staff are familiarized with it's usefulness as a resource.

The college website has been completely revamped, with the full migration of the new website taking place in summer 2010. Assistance is now available in the TLC for all faculty and staff to create their own department web pages and to familiarize them with the new website and its resource capacity.

4A.6: Revise the Governance Manual in order to clarify the relationships and functions of the college's primary councils and committees, including the role of Cabinet and the Administrative Leadership Team in college governance.

As noted in response to Recommendation 4 above, the revision of the Governance Manual is very close to completion.

4B.2: Schedule regular retreats to review the role and functions of the board.

The board began holding annual retreats for the first time in 2007, and will hold its fourth annual retreat facilitated by a seasoned board expert in the fall of 2010.

4B.3: Conduct the Board's self-evaluation according to the schedule and manner determined in the policy.

The board conducts a comprehensive self-evaluation each year, and has reviewed the results as a part of its annual retreat.

Self-identified recommendations in progress:

1B.4: Revise the Facilities, Watsonville, and Technology Plans to more clearly cohere with the College Master Plan.

The current Watsonville Center master plan was completed in 2006 prior to the current College Master Plan. The Watsonville Center planning process for 2011-13 is in the preliminary stage and will coincide with the next College Master Plan, which is also entering the planning stage for 2011-14. Much of the current Technology Plan has been successfully implemented, especially with regard to upgrading the infrastructure. The IT Retreat was held in August 2010 in preparation for an expected tech plan revision by the end of academic year 2011, which will be aligned with the revision of the College Master Plan.

2B.3: Student Services will continue to implement a systematic and on-going cycle of program planning, evaluation, and assessment for all Student Services and Support programs, including the Counseling Division, allowing sufficient opportunities for dialog within and among programs. SLOs will be integrated throughout the departments' plans along with effective assessment practices and instruments to measure their success.

In summer 2010, Student Services developed a new program review cycle that mirrors that of the instructional component. All departments have completed SLOs. Assessment Services/Matriculation identified SLOs from the Core 4: all students assessing for course placement complete an online survey assessing their knowledge of the SLOs; correct answers are read as part of the script and are posted in hallways of the assessment office. Several other programs (Counseling and EOPS) will have assessment plans completed by fall 2010 and will begin the initial assessment of the SLOs soon thereafter. Once the new program review plan is in place, several departments will begin their program reviews for completion by the 2011-12 academic year.

3A.1: Continue to implement the new classified hiring prioritization process with an eye towards staffing needs for the new facilities.

Because of the budget crisis, relatively few new positions have been considered since 2008. The classified hiring prioritization process was last formally utilized in fiscal year 2008-09 when 67 positions were submitted for consideration, and of those CCEU, the classified bargaining unit, ranked 20 prioritized positions. With regard to new facility staffing needs, the college has authorized the following 8 FTE new classified support staff positions to support facility and plant expansion: 6 custodians, 1 lead custodian, and 1 grounds maintenance worker. The college has attempted to address the staffing needs of new facilities with some reallocation of resources and positions within the components.

3A.9: Engage in a college-wide dialog to discuss ways to improve access for faculty, staff and managers seeking professional growth and training.

The college has made significant efforts to highlight the importance of professional growth and training, including a strategy in the college master plan that was the result of a college-wide dialog, *Goal B, Objective B2b: Provide ongoing professional development for faculty and staff to improve teaching and learning in basic skills and send Cabrillo personnel to state-sponsored professional development activities in accordance with the statewide Basic Skills Initiative recommendations.* Budgetary limits have restricted but not eliminated

professional growth and training at the college. The college has sought private sources of funding whenever possible to provide for training.

3B.3: Enhance security by improving the alarm and key distribution systems.

A proposal to reconfigure the distribution of the key system is underway – an outline of a process has been provided by the NAS division.

3C.1: Develop a college-wide process for requesting technology funding, recognizing the specialized needs of individual departments and programs.

This item will be addressed in the next Tech Plan slated for completion no later than the end of spring 2011.

3C.2: Address concerns about the adequacy of staff and faculty training in technology, including Datatel.

The Datatel Core Team has been reactivated after a lag for the past couple of years due to budget constraints. The Datatel Action Planning process has been scheduled to begin in early fall 2010. This team will address a number of technology concerns around Datatel in particular, including staffing and training.

3C.3: Create a college-wide technology maintenance and replacement plan for IT programs, both instructional and non-instructional.

This item will be addressed in the next Tech Plan slated for completion no later than the end of spring 2011.

3C.4: Address technology staffing needs through the hiring priority process.

The Network Administrator position has been filled. Analysis of staffing needs is in progress and will be addressed in the next Technology Plan slated for spring 2011.

3C.5: Increase the technological support for the Instruction, Student Services and Business Services

This item will be addressed in the next Tech Plan slated for completion no later than the end of spring 2011.

4A.1: Develop an easy-to-read flow chart of the decision-making processes at the college.

The college is developing flow charts for various decision-making processes. Since one chart does not adequately outline the process for every important decision, the final product may include various flow charts depending on factors. For instance, a college-wide decision making process on budget and planning would include numerous groups

from different constituencies, whereas curriculum would rely primarily on the Faculty Senate.

4A.3: [Develop] a transparent and open decision-making process that can be communicated clearly to the college community.

As noted in 4A.1, the college is developing flow charts for various decision-making processes. Since one chart does not adequately outline the process for every important decision, the final product may include various flow charts depending on factors. For instance, a college-wide decision making process on budget and planning would include numerous groups from different constituencies, whereas curriculum would rely primarily on the Faculty Senate. Once fully developed and approved, this decision-making process will be communicated to the entire college community.

4B.1: Create a review cycle for policies, manuals and procedures.

The college is presenting revised policies and procedures to the Governing Board on a quarterly basis, making good progress in revising the manual.

Self-identified recommendations deferred:

The following items are deferred due primarily to budget/resource constraints or because they are dependent upon the completion of another recommendation or task.

2B.1: Communication: the college will develop and implement a plan to better advertise and explain the range of student services to students, faculty and staff. This plan will specifically address: student extra-curricular opportunities; regular updates and distribution of policy books and college publications; improved storage and security of student records; improved communication regarding program review, assessment process, and budgeting with the Student Services programs; and improved communication among all college components, particularly about the changes that impact other services.

Due to budget constraints over the past three years, this item has been deferred. Communication has improved in some areas of the college, especially with regard to the state and college budgets, budget and budget reduction planning, and budget related layoffs. These topics have been widely communicated in numerous venues across campus as noted in item 4A.4 above. However, a comprehensive review of all communication with a resulting plan has not occurred.

3A.3: Study the usefulness of developing benchmarks for measuring the staff-hours required to perform classified functions.

It has been determined that clarification is needed on what exactly "study the usefulness of developing benchmarks" refers to in this context before proceeding.

3A.10: Reinstate a college-wide Diversity Committee to address issues of diversity at the college and encourage professional development on diversity issues.

The Diversity Committee has been, and continues to be, a standing committee included in the college's Governance Manual. The Diversity Committee has not met in recent years, but other groups and committees, including the Cabrillo Hispanic Affairs Council (CHAC) have met regularly to encourage professional development on diversity issues.

3B.5: Develop a Total Cost of Ownership model for facilities and equipment and implement such a program where it best serves the needs of the college.

The Director of Facilities Planning and Plant Operations serves on a state-wide think tank consisting of five northern California Community College Districts that has been established to make recommendations to the State Chancellor's office. These Districts consist of the following: Director Facilities Construction and Maintenance West Valley-Mission Community College District; Director Ohlone College Facilities; Director of Facilities, Planning & Management Monterey Peninsula Community College District; *Maintenance Supervisor* Marin Community College District; Chief Facilities Planner Contra Costa Community College District; **Facilities Planning & Plant Operations Director Cabrillo Community College District**. The mission of the group is to develop a California Community College Maintenance & Operations Standards guidebook for cost planning & reference, to develop Maintenance and Operations standards and costs, to set up standards for design to include total cost of ownership required up front in order to get state funding; and new construction standards and up front costs. Cabrillo will defer directly addressing this self-identified item until the completion of the state-wide model.

3D.1: Refine and improve the classified staff hiring prioritization process and communicate its mechanisms to the staff of the college.

As noted above, the process was developed and implemented in 2005-2006, but the recent budget constraints, resulting in some classified lay-offs and few replacement or new positions, has put this self-identified item on hold. The classified staff hiring prioritization process was last used officially in November 2007. Since early 2008 Cabinet has been using a "managed hiring process" to review, assess and determine which vacant classified positions can be filled at any given time given budget reductions and fiscal limitations.

4A.2: A clear explanation of the relationship between Program Planning and the decision-making process.

The college is undergoing a review of the decision-making processes on campus and developing flow charts to illustrate the existing processes. This item is on hold until that review and evaluation are completed.

APPENDIX A

College Planning Council Membership

The College Planning Council (CPC) serves as the accreditation steering committee. The membership is listed in alphabetical order.

Brian King, Superintendent/President

Mikki Adams, CCEU	Classified
Dennis Bailey-Fougner, VP Student Services	Administration
Diane Goody, Confidentials	Confidential
Paul Harvell, CCFT President	Faculty
Steve Hodges, Faculty Senate President.	Faculty
Renee Kilmer, VP Instruction and ALO	Administration
Victoria Lewis, VP Administrative Services	Administration
Dan Rothwell, Faculty Senate	Faculty
Leticia Scott Curtis, Faculty Senate	Faculty
Barbara Shultz Perez, CCFT	Faculty
Stephanie Stainback, CCEU President	Classified
Graciano Mendoza, Director, Business Services	Administration
Kathie Welch, Division Dean	Administration

