

Cabrillo College: Accreditation – Standard One Theme Guide

Institutional Commitments	Evaluation, Planning, and Improvement	Student Learning Outcomes	Organization	Dialogue	Institutional Integrity
Commitment to Mission and emphasis on achievement of student learning IA, IB	Effectiveness of processes, policies, organization IB7	Processes for developing, measuring and assessing SLOs at the course, program and degree levels	Adequate staff to support SLOs	Should guide institutional change IA3,4	Honest, truthful, and clear in publications: IB
Consistency between mission and goals IB2,3	Student Achievement and Learning 1B	Processes for developing, measuring and assessing SLOs in student support services?	resources to support evaluating SLOs IA1 IB, IB4	Should include all members of college community IB4	Intentions: IA, IB <hr/> Policies: IA, IB
Mission Guides Institutional Actions 1A4	Improvement IB3, IB6	How does dialogue about these assessment results lead to improvement of learning, teaching and services?	resources to support making improvements in SLOs IB, IB6, IB7	Based on reliable qualitative and quantitative information IB (“evidence...”) IB5	Practices: IA
Effectiveness of mission verified by cycle of evaluation and planning IB	Planning, Implementation, Re-evaluation IB3	SLOs tied to key institutional processes IA1	organizational structure: communication in support of SLOs IB2, IB5	Should be broadly communicated IB2,5	Academic freedom: <hr/> Academic honesty:
Institution regularly reviews mission 1A3		College self-analysis and dialogue leads to improvement of learning and teaching IB1, IB5	organizational structure: decision making in support of SLOs IB3, IB4	Should result in ongoing self-reflection and improvement IB1	Free Inquiry for students: <hr/> Equity and Diversity: IA

Cabrillo College: Accreditation – Standard Two Theme Guide

Institutional Commitments	Evaluation, Planning, and Improvement	Student Learning Outcomes	Organization	Dialogue	Institutional Integrity
Commitment to Mission and emphasis on achievement of student learning IIA, IIB, IIC	Effectiveness of processes, policies, organization IIA2e, IIA3c,e	Processes for developing, measuring and assessing SLOs at the course, program and degree levels IIA1 IIA2a, IIA2b, IIA2e, IIA2h, IIA2i, IIA3abc, IIA6, IIC1a IIC1b	adequate staff to support SLOs	Should guide institutional change IIA2f IIB,C	Honest, truthful, and clear in publications: IIA, IIB, IIC
Consistency between mission and goals	Student Achievement and Learning IIA1c, IIA3ce, IIC	Processes for developing, measuring and assessing SLOs in student support services? IIB1, IIB3b, IIB4	resources to support evaluating SLOs IIA1, IIA2, IIA3, IIB1, IIB4 IIC, IIC2	Should include all members of college community IIA2,3 IIB, II 1A	Intentions: IIA II Policies: IIA, IIB
Mission Guides Institutional Actions	Improvement IIA1c, IIA2e, IIA1f IIB, C	How does dialogue about these assessment results lead to improvement of learning, teaching and services? IIA1b, IIA1c, IIA2f, IIB4, IIC2	resources to support making improvements in SLOs IIA1c, IIA2 IIB4 IIC1a, IIC2	Based on reliable qualitative and quantitative information IIA2f	Practices: IIA, IIB
Effectiveness of mission verified by on-going cycle of evaluation and planning IIA2, IIB3, IIC	Planning, Implementation, Re-evaluation IIA2f	SLOs tied to key institutional processes IIA2b, IIA2e	organizational structure: communication in support of SLOs IIB, IIC1a	Should be broadly communicated IIA2f	Academic freedom: IIA, IVA Academic honesty: IIA, IIC
Institution regularly reviews mission		College self-analysis and dialogue leads to improvement of learning and teaching	organizational structure: decision- making in support of SLOs: IIA2d, IIA6, IIB1, IIB4, IIC1a	Should result in ongoing self-reflection and improvement IIB,C	Free Inquiry for students: IIA, IIB Equity and Diversity: IIB, IIC

Cabrillo College: Accreditation – Standard Three Theme Guide

Institutional Commitments	Evaluation, Planning, and Improvement	Student Learning Outcomes	Organization	Dialogue	Institutional Integrity
Commitment to Mission and emphasis on achievement of student learning	Effectiveness of processes, policies, organization IIIB1e	Processes for developing, measuring and assessing SLOs at the course, program and degree levels	adequate staff to support SLOs IIIA, IIIA2	Should guide institutional change	Honest, truthful, and clear in publications: IIIA, IIID
Consistency between mission and goals	Student Achievement and Learning	Processes for developing, measuring and assessing SLOs in student support services?	resources to support evaluating SLOs	Should include all members of college community IIIB2, IIIC1d	Intentions: IIIA, IIID <hr/> Policies: IIIA, IIID,
Mission Guides Institutional Actions IIIABCD	Improvement IIIB2b, IIIC1d, IIIC2	How does dialogue about these assessment results lead to improvement of learning, teaching and services? IIIA1c, IIIA5b	resources to support making improvements in SLOs IIID	Based on reliable qualitative and quantitative information IIIA1a,c; 4,5b IIIA (evidence ex.) IIIC(evidence ex.)	Practices: IIIA
Effectiveness of mission verified by on-going cycle of evaluation and planning	Planning, Implementation, Re-evaluation IIIA6, IIIC2	SLOs tied to key institutional processes	organizational structure: communication in support of SLOs	Should be broadly communicated IIIB2a,C1d	Academic freedom: <hr/> Academic honesty: IIIA
Institution regularly reviews mission		College self-analysis and dialogue leads to improvement of learning and teaching	organizational structure: decision making in support of SLOs IIIA1c IIID1b, IIID2a	Should result in ongoing self-reflection and improvement	Free Inquiry for students: <hr/> Equity and Diversity: IIIA

Cabrillo College: Accreditation – Standard Four Theme Guide

Institutional Commitments	Evaluation, Planning, and Improvement	Student Learning Outcomes	Organization	Dialogue	Institutional Integrity
Commitment to Mission and its emphasis on achievement of student learning	Effectiveness of processes, policies, organization I	Processes for developing, measuring and assessing SLOs at the course, program and degree levels	adequate staff to support SLOs	Should guide institutional change IVA1,2 IVB2	Honest, truthful, and clear in publications: IVA, IVB
Consistency between mission and goals IVA1	Student Achievement and Learning	Processes for developing, measuring and assessing SLOs in student support services?	resources to support evaluating SLOs IVB1i	Should include all members of college community IVA1,2	Intentions: IVA, IVB <hr/> Policies: IVA, IVB
Mission Guides Institutional Actions IVA3 IVB1b	Improvement IVA1, IVA1b, IVB2b	How does dialogue about these assessment results lead to improvement of learning, teaching and services?	resources to support making improvements in SLOs IVB1b, IVB1i IVB2b	Based on reliable qualitative and quantitative information	Practices: IVA, IVB
Effectiveness of mission verified by on-going cycle of evaluation and planning IVA5	Planning, Implementation, Re-evaluation IVA1	SLOs tied to key institutional processes	organizational structure: communication in support of SLOs IVA, IVA3 IVB2b	Should be broadly communicated IVA1,2,3	Academic freedom: IVA <hr/> Academic honesty: IVA
Institution regularly reviews mission		College self-analysis and dialogue leads to improvement of learning and teaching IVA3, IVB1b, IVB2b	organizational structure: decision making in support of SLOs IVA1 IVB1, IVB2b	Should result in ongoing self-reflection and improvement IVA1, A2a	Free Inquiry for students: Equity and Diversity:

Cabrillo College: Accreditation -- Themes					
Institutional Commitments	Evaluation, Planning, and Improvement	Student Learning Outcomes	Organization	Dialogue	Institutional Integrity
Commitment to Mission and its emphasis on achievement of student learning IA1, IIA, IIB, IIC,	Effectiveness of processes, policies, organization IB7, IIA2e, IIA3c,e IIIB1e	Processes for developing, measuring and assessing SLOs at the course, program and degree levels IIA1, IIA1a, IIA1b, IIA1c, IIA2a, IIA2b, IIA2e, IIA2h, UUA2i, IIA3abc, IIA6 IIC1a, IIC1b	adequate staff to support SLOs IIIA, IIIA2	Should guide institutional change IA3,4 IIA2f IB2,3 IIB,C IVA1,2 IVB2	Honest, truthful, and clear in publications: IB IIA, IIB, IIC, IIIA, IIID, IVA, IVB
Consistency between mission and goals IB2,3 IVA1	Student Achievement and Learning IB, IIA1c, IIA3ce, IIC	Processes for developing, measuring and assessing SLOs in student support services? IIB1, IIB3b, IIB4	resources to support evaluating SLOs IA1 ,IB, IB4 IIA1, IIA2, IIA3, IIB1, IIB4, IIC, IIC2 IVB1i	Should include all members of college community IB4, IIA2,3, IIB II 1A, IIIB2, IIIC1d IVA1,2	Intentions: IA, IB IIA IIIA, IIID IVA, IVB Policies: IA, IB IIA, IIB, IIIA, IIID, IVA, IVB
Mission Guides Institutional Actions IA4, IIIABCD IVA3 IVB1b	Improvement IB3, IB6 IIA1c, IIA2e, IIA1f IIB, C IIIB2b, IIIC1d, IIIC2 IVA1, IVA1b, IvB2b	How does dialogue about these assessment results lead to improvement of learning, teaching and services? IIA1b, IIA1c, IIA2f, IIB4, IIC2 IIIA1c, IIIA5b	resources to support making improvements in SLOs IB, IB6, IB7 IIA1c, IIA2, IIB4 IIC1a, IIC2 IIID IVB1b, IVB1i, IVB2b	Based on reliable qualitative and quantitative information IB (“evidence...”), IB5 IIA2f, IIIA1a,c; 4,5b IIIA (evidence ex.) IIIC(evidence ex.)	Practices: IA, IIA, IIB, IIIA, IVA, IVB
Effectiveness of mission verified by on-going cycle of evaluation and planning IB, IIA2, IIB3, IIC IVA5	Planning, Implementation, Re-evaluation IB3 IIA2f IIIA6, IIIC2 IVA1	SLOs tied to key institutional processes IA1 IIA2b, IIA2e	organizational structure: communication in support of SLOs IB2, IB5, IIB, IIC1a IVA, IVA3, IVB2b	Should be broadly communicated IB2,5, IIA2f IIIB2a,C1d IVA1,2,3	Academic freedom: IIA, IVA Academic honesty: IIA, IIC, IIIA, IVA
Institution regularly reviews mission IA3		College self-analysis and dialogue leads to improvement of learning and teaching IB1, IB5 IVA3, IVB1b, IVB2b	organizational structure: decision making in support of SLOs: IB3, IB4, IIA2d, IIA6, IIB1, IIB4,IIC1a IIIA1c,IIID1b, IIID2a IVA1 ,IVB1, IVB2b	Should result in ongoing self-reflection and improvement IB1 IIB,C IVA1, A2a	Free Inquiry for students: IIA, IIB Equity and Diversity: IA, IIB, IIC IIIA,