Cabrillo: A College in Transition
by Brian King, Cabrillo College President

“The significant problems we face cannot be solved at the same level of thinking we were at when we created them.”
Albert Einstein

This is an exciting time to be the president of Cabrillo College. It is an honor to be a part of an organization that has had such a tremendous impact on our community since the creation of the college in 1959. The months have flown by since my first day on the job on August 2, 2004. Thank you for the warm welcome you have extended to me and my wife, Cristina, and our children, Celia and Christian. I appreciate this opportunity to share with you an overview of the challenges and opportunities facing Cabrillo College. I also encourage you to contact me at brking@cabrillo.edu with suggestions, questions or comments.

Campus Transformation
Since the voters of Santa Cruz County gave Cabrillo a resounding vote of support with the approval of a $118.5 million bond issue last March, our staff has been working hard to refine and implement a campus
master plan that will transform the face of the Aptos campus, allow for an expansion of our site in Watsonville, and establish a site at some point in the near future in the northern part of the county.

A major challenge to our construction projects is the skyrocketing costs of virtually all building materials. We are continually re-evaluating project budgets in light of soaring costs. The first phase of construction scheduled to begin this summer includes three major projects: the Student Activities Center facing Soquel Drive; (2) the Arts Education Classrooms complex (including a new theatre); and (3) Phase I of the Health and Wellness project, a parking structure, to be followed by a new building for health and wellness programs, including the Stroke Center. More information about our construction projects is available on p. 7.

Putting Students First

We have begun an exciting project to transform the process of becoming a Cabrillo student. The goal is to improve the service we provide to our students, and demonstrate that at Cabrillo, we put students first. We are reviewing every step of the existing enrollment system, including the steps to apply, the testing process, counseling, financial aid, on-line registration, and Hawk Talk phone registration. To help serve you better, we welcome your suggestions based on your experiences in the enrollment process.

Changing Demographics

Quietly, the face of the student body at Cabrillo College is changing dramatically. While the percentage of the population in Santa Cruz County eighty years or older is only about five percent (5%) Latino, the percentage of Latinos in the age group from birth to five years old in our county is almost fifty percent (50%).

This change in the demographics of our population will result in an exciting transformation of our student body at Cabrillo College. To continue to meet the needs of our changing community, Cabrillo is committed to hiring faculty and staff with the skills and experience needed to serve a rapidly changing student body.

Declining Enrollment

Fee increases, declining high school enrollments, and the rising cost of living in our beautiful area are among the causes for a projected decline in credit hour enrollment at Cabrillo from last year to this year of about one and a half percent (1.5%). Community college students have been spared a fee increase in the proposed state budget for the next fiscal year, but Cabrillo students are still reeling from substantial increases the last two years. In addition, declining enrollments at Santa Cruz County schools will have an impact on the number of high school seniors who will attend Cabrillo College in the future.

While the credit hour enrollment decline at Cabrillo is less than that experienced by many of our neighboring community colleges, it is a trend we need to slow and hopefully reverse. Cabrillo established a Task Force to address the enrollment fee increase, and the extraordinary collaborative efforts across our campus resulted in additional outreach measures, process improvements, and an innovative Call Center project. An overview of the encouraging results of the Call Center project begins on p. 5.

Budget Challenges

Cabrillo College, like all community colleges in California, relies on state appropriations for most of its operating budget. Local voters can approve funds for construction projects, but not for the actual operation of their local community college. State funding for community colleges is driven primarily by enrollment.

As a result, even a slight credit hour enrollment decline as we

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Advocacy Will Play a Role in Determining Final Budget

Stakes are high as community colleges prepare for the next round of budget talks

Cabrillo College Governing Board members Rebecca J. Garcia, John Leopold, and Katy Stonebloom joined Cabrillo College President Brian King at the Community College League of California’s (CCLC) recent legislative conference in Sacramento.

College representatives met with several key state legislators, including Assemblymember John Laird (D) District 27 and Senators Joe Simitian (D) District 11, Abel Maldonado (R) District 15, and Jeff Denham (R) District 12.

Laird, who is currently the Chair of the Assembly Budget Committee, delivered the keynote address at the CCLC conference luncheon on Sunday, January 30.

During his presentation Laird encouraged CEOs, trustees, students and others to continue their advocacy efforts this year.

“Encourage business leaders who hire your graduates and your students to carry your message to legislators,” Laird said.

Under the current budget proposal community colleges will fare better than last year when budgets were slashed and enrollment fees increased for the second consecutive year.

At first glance this year’s budget proposal looks positive and includes a three-percent increase for enrollment growth funding, a cost-of-living adjustment, and no fee increase.

However, the potential of additional funding for colleges with enrollment growth will not improve the budget picture at Cabrillo with enrollment slightly down for the past three semesters. In addition, the enrollment fee increases have discouraged some prospective students from enrolling. While Cabrillo staff members have done an outstanding job of mitigating the negative impact of the enrollment fee increases, the fact is that enrollment is down.

A budget proposal to shift additional retirement costs from the state to local colleges could cost Cabrillo $1 million, which means a cut in total funding of about $34 per student.

The CCLC encourages continued advocacy throughout the upcoming budget process for the system’s budget proposal, which includes critical but unfunded items such as equalization and noncredit funding.

Cabrillo will continue to advocate for the needs of our students and community. For more information go to the CCLC website, www.ccleague.org/.
Claire M. Biancalana will retire in June 2005

Claire M. Biancalana enrolled at Cabrillo College in 1964, transferring two years later to the California State Polytechnic University in San Luis Obispo where she earned both a baccalaureate and master’s degree. Biancalana wanted to return to Santa Cruz County and teach.

“I experienced a better education at Cabrillo College than at Poly,” says Biancalana. She was inspired by Cabrillo’s faculty, who later would become her colleagues, including instructors emeriti Karl Marhenke, John Hinton, Fred Levy, and James Stakkestad.

In 1969, at 22 years of age, Biancalana was one of Cabrillo’s youngest faculty members. She was hired by Cabrillo’s first Vice President of Instruction, Floyd Younger, to develop and teach courses in the Applied Living Arts Department.

Cabrillo Chemistry Instructor Emeritus Karl Marhenke recalls meeting Biancalana early in his career. “Claire was in my Chemistry 1A class in the fall of 1965, which was my very first semester at Cabrillo. Not only was she a very good student, she was just as beautiful and charming as she is now,” said Marhenke.

In 1977 Biancalana became the first chairperson of the Human Arts and Services Division, and served in that position until 1981 when she became Dean of Occupational Education, the first woman to hold a dean position at the college. Biancalana served as Dean of Instruction through June 1992, when she was hired as Vice President of Instruction.

“I was on the committee that hired her for VP Instruction, and I have been very pleased to see how well our selection turned out. Her administrative career has been extraordinary, full of major achievements,” said Marhenke.

“I have been fortunate to have spent my entire professional life at the college,” says Biancalana. “I have enjoyed challenging and varied positions here. I’ve been enriched by all of my colleagues and stimulated by the students we serve,” she continued.

Biancalana is proud of several accomplishments during her tenure. As a teacher in the 1970s, she put together a model for a learning community called a “Healthy Living Block” that combined and integrated classes in health science, physical fitness, and healthy food preparation. As division chair, she was instrumental in the initial development of Women’s Studies and Programs.

As a vocational dean in the 1980s, Biancalana worked to strengthen the ties between the college and employers in the electronics, health care, and food services industries.

Biancalana is most proud of the college’s ability, through both good and challenging economic times, to meet the higher education needs of the community, including expanding services in South County, in Santa Cruz City, and now expanding to North County.

She has no regrets about leaving and feels that she is leaving the college in good hands. “I am encouraged that the Governing Board hired Brian King as our new president and I am confident that he will work with the college
Call Center Volunteers Reach Out to Prospective Students

Over 40 volunteers help students navigate the enrollment process

College admissions can be a challenging process for students. There are complex forms to fill out, appointments to schedule, and, at Cabrillo, the extra challenge of navigating between disparately located facilities in order to complete the process.

In fall 2004, the Task Force to Address the Enrollment Fee Increase proposed an innovative plan to help students better negotiate the enrollment process.

The plan seemed simple: call students who apply and offer them personal assistance.

The challenge was that more than 5,000 new students apply each semester.

The Task Force drew upon the college’s recent bond campaign for inspiration and conceived the idea of using a small army of volunteers to make the phone calls.

The response from the college community was extraordinary. Call Center volunteers included over 40 faculty, staff and student participants from across the campus.

Eileen Hill, Development Officer and Director of the Cabrillo College Foundation’s enormously successful annual fund, provided training and orientation to call center participants. Marketing and Communications Program Specialist Erin Lee organized the Call Center information materials and coordinated the volunteers.

Calls were made to 2,623 prospective students. Volunteers spoke with 1,034 prospective students and left detailed messages for many others.

Volunteers unanimously said that the students were delighted to hear from the college. Many of the applicants had questions on what to do next, and the volunteers were able to help.

“One student that I spoke with had given up trying to register in a Spanish class,” said volunteer and HASS Division Assistant Olga Diaz. “I was able to go online and register her while she was on the phone. She was very happy!”

The Call Center also provided useful data about specific problems students had with the registration process. The data will be used to improve processes and make it easier for students to register in the future.

While a complete analysis determining the efficacy of the endeavor will not be available until later this semester, the initial assessment is positive.

Although more students have enrolled for the Spring of 2005 than did in 2004, the average number of classes each student is taking has declined. Since state funding is directly linked to credit hours, Cabrillo will carefully monitor the potential negative impact of this enrollment trend.

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From left: Call Center volunteers Erin Lee, Ryan Bates, and Eileen Hill
Cabrillo Librarian Launches Iraqi Book-Lift

Librarian to librarian, Topsy Smalley reaches out to Iraqi educators

When Cabrillo College Librarian Topsy Smalley heard that looters had made libraries one of the casualties of the U.S. war in Iraq she wanted to offer simple condolences to her counterparts in the war-torn country.

What began as her heartfelt sympathies, however, quickly blossomed into what may be the only Iraqi textbook delivery program to be launched and personally funded by a single U.S. librarian.

To date, Smalley with her book cart has collected and mailed 55, 30-pound boxes of mostly brand new science and math textbooks to education officials in Iraq. “As a librarian I know it must feel awful having your resources taken away,” Smalley said. “If that happened to me I would feel as though there were no tomorrow.” It was just one professional librarian to another, she said. “I just needed to reach out somehow and let people know that there were people feeling with them.”

Reaching out turned out to be far more challenging than she expected, however.

Tracking down Iraqi librarians initially led only to dead-ends. After the U.S. invasion in March 2003, Smalley started looking for email addresses of librarians. She tried Internet search engines to no avail. She researched library associations and the directories of Iraqi libraries and universities. Her emails went unanswered. She studied a map of the region and tried to contact librarians in neighboring regions. In September, she wrote the first lady, Laura Bush, who is a school librarian by training, but received no response.

Reaching out turned out to be far more challenging than she expected, however.

“Dreams, books, are each a world; and books, we know, are a substantial world, both pure and good.”

William Wordsworth

It was only after seven months of dogged research that she finally heard back from Dr. John T. Agresto, a U.S. senior advisor to the Ministry for Higher Education and Scientific Research.

Indeed, he told her via email, the libraries had long suffered in Iraq in part due to the U.S. embargo that began in 1990. Recent looting only further decimated collections. In Iraq, the language of instruction in higher education is English. Basic textbooks, especially in the areas of math and science, were severely lacking.

Sometimes the best intentions lead to even better ones.

The next day, with Agresto as her main contact in Iraq, Smalley had a plan. He agreed to disseminate any university-level textbooks she could send him and so she began another search.

Cabrillo College instructors generally receive many new review textbooks from publishers that are not used in the classroom. Smalley boxed up a collection of new Organic Chemistry books and sent them to Agresto via his Army Post Office address to avoid international shipping rates.

Then she sent more books. In the first shipments, her cover letter said “These books are a gift from Cabrillo College faculty and librarians to faculty, students, and librarians in Iraq.” She added a William Wordsworth quotation: “Dreams, books, are each a world; and books, we know, are a substantial world, both pure and good.”

Agresto eventually had to leave the country for security reasons so Smalley found another contact and began mailing texts again. Several times she has had to find new mailing contacts but each time, the response from educators in Iraq has been one of profound gratitude.

In July 2004, the director of one University wrote, “I am really impressed with your eloquent message and gifts. Surely, it is a great start of a new era. We are going to make it hand by hand.  

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Iraqi Book-lift (continued)

“Thank you.”

Although she has received a little help in donations, most of the cost has been borne entirely by Smalley. She estimates the books range in value from $70 to $100 each.

In her most recent shipments Smalley included a line from a ninth century Baghdad poet, Abu Tammam: “The best companion of all times is a book.” She includes this quote in Arabic along with a cover letter translated into contemporary Arabic by Mo Hassan, a Cabrillo business instructor and program chair.

“If you believe in books and learning, as I do, a project that places needed books in the hands of individuals eager to have them is definitely heartwarming,” Smalley said.

Smalley, an instruction librarian, has worked as a librarian for 37 years. She joined Cabrillo in 1988.

Summer Construction at Cabrillo

Three New Projects Underway Soon

The upcoming academic year, 2005-06, promises to be a busy one for Director of Facilities and Planning Dave Rowan, and his crew. Cabrillo’s new Student Activities Center, Arts Education Classrooms complex, and the Health and Wellness Center parking structure are scheduled to begin this summer.

“We have completed a number of projects repairing existing buildings and improving infrastructure since August 2004,” says Rowan.

“The next phase will be the largest scale construction that the college has seen since it was first built in 1959,” Rowan explains.

Thanks to the passage of local bond Measure D by voters last March, Cabrillo College is moving forward with an array of large and small building projects.
College in Transition (continued)

have recently experienced can have a negative impact on Cabrillo’s budget outlook.

Student fees are set by the state legislature, so raising or lowering student fees is not a decision over which Cabrillo has any direct control. Virtually all of the student fees are set by the legislature, collected locally and sent to Sacramento to become a part of the state budgeting process.

Like other organizations, Cabrillo is also experiencing daunting cost increases such as double-digit increases in health care benefits costs.

In a time in which appropriations from the state are flat or are declining, meeting the needs of our students, faculty and staff poses a difficult challenge.

To address these challenges, our greatest resource will be the dedicated people who serve on the faculty and staff of Cabrillo College. We will continue to work together for the benefit of our students.

Although the budgeting process can seem terribly complex at times, we will focus on developing a practical understanding of the budget shared by everyone at Cabrillo College in order to develop a strategy to maintain quality and provide access to the students we serve. ☐

Biancalana to Retire (continued)

community to move Cabrillo through any challenges it may encounter to maintain the academic excellence that our community expects.”

While Biancalana looks forward to exploring new horizons, she knows that she will miss the college. “I don’t really know what life will be like without Cabrillo College, but I’m excited to explore what’s ahead,” she says.

When asked if she had any recommendations for her successor she said, “Respect the faculty, because they are the discipline experts and are committed to student success; respect the staff, who support faculty and students and provide essential services; and always remember the reason that we exist is to serve the students.”

In addition to her many contributions to the college, Biancalana also has participated in local and statewide activities. She is past treasurer of the statewide California Community Colleges Chief Instructional Officers Organization and past chairperson of the Southwest Bay Area Chief Instructional Officers. She was a director of the Dominican Santa Cruz Hospital Board, the Santa Cruz County Private Industry Council, and the California Strawberry Advisory Board. She is the chairperson of the Higher Education Learning Partners. ☐

Accolades

In August, Music Instructor Ray Brown was honored by the Jazz Society of Santa Cruz with a Lifetime Achievement Award and a tribute concert at Bocci’s Cellar.

Studio Art Instructor Margitta Dietrick-Welsh has curated a show called Plantworks at the Pajaro Valley Art Gallery in Watsonville, featuring her work and that of fellow Art Instructors Rebecca Alex, Julie Connell and Rebecca Ramos, and Gallery Program Specialist Rose Sellery.

Animal Magnetism, at the Pajaro Valley Art Gallery, featured the work of thirty-four artists, twenty of them current or retired Cabrillo College faculty, staff, or students. The exhibit was curated by Photography LIA Janet Fine, in memory of Karen Tossavainen.

Learning Disabilities Specialist Debra Spencer participated in a February poetry reading at the Attic in Santa Cruz featuring the poets of local Hummingbird Press. Her book of poems, Pomegranate, was published by Hummingbird Press in October.

Cabrillo College Gallery Director Tobin Keller curated an exhibit for the gallery and showroom NIDO in Moss Landing, entitled Material Effect. Continuing through April 22, the exhibit features mixed media and collage work from several local artists, including Keller and Art Instructor Ron Milhoan.

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Accolades (continued)

Children’s Center Coordinator Eric Hoffman’s new book for teachers, Magic Capes, Amazing Powers: Transforming Superhero Play in the Classroom has been published by Redleaf Press.

English Instructor Barbara Raney gave a presentation on “Moving Students from Narration to Exposition and Analysis,” at the February conference of the California Association of the Teachers of English, in Santa Clara.

French Instructor Bette Hirsch was appointed by the Modern Language Association (MLA) Executive Council to serve a three-year term on the MLA Committee on Community Colleges.

Sociology Program Chair Carolie Coffey will present her research on “The Sociology of Teaching Sociology,” and “The Sociology of Classroom Seating,” at the Pacific Sociological Association’s annual meeting in Portland, Oregon.

Fast Track to Work Director Dena Taylor was presented with the Women Helping Women Award by Soroptimist International of Santa Cruz. Vera Romandia of EOP&S won the Woman of Distinction in Education Award from Soroptimist International of Mid Santa Cruz County.

Astronomy Instructor Rick Nolthenius and student Allen Ginzburg appear in the fall 04 issue of Popular Astronomy. Ginzburg wrote their feature article, “Successful Planetary Imaging,” based on what he learned in his Cabrillo College Astrophotography classes last fall.

Political Instructor Bill Hill’s syllabus for his comparative government class has been selected for publication in Safundi: The Journal of South African and American Comparative Studies.

The Marketing and Communications department, directed by Cathy Summa won five prestigious awards for advertising and publications from the National Council for Marketing and Communications.

Psychology Instructor Lynne Ann DeSpelder will be speaking in Italy and Japan later this year on the subject of death, dying and bereavement. Her book The Last Dance, co-written with Albert Lee Strickland, is entering its seventh edition and will be translated and published in Singapore, Taiwan and Italy.

Cabrillo College Foundation Executive Director Melinda Silverstein was invited by the Network of Community College Foundations to present a seminar on building endowments. The Cabrillo Foundation has one of the largest endowments in the state.

Anthropology Instructor Carla Bundrick Benejam gave a talk and slide show at the Pacific Grove Museum of Natural History, entitled “An Historic Overview of the Great Apes.”

Studio Art Instructor Rebecca Alex completed a fellowship as an Artist in Residence at the Mendocino Art Center this January. This fall semester Alex will also be teaching in London, at the American Institute for Foreign Study.

Instruction Librarian Topsy Smalley’s article “College Success: High School Librarians Make the Difference,” was published in the Journal of Academic Librarianship last May.

Dance Instructor Rhonda Martyn and six of her students performed at the Reynaud-Wilson Dance Festival at CSU Hayward in February.

Cabrillo’s men’s basketball team, the Seahawks, and Coach Tony Marcopolus had a spectacular season. Team highlights include reaching the regional finals for the second time in three years setting a new college record, ranking in the top 20 of the state for the first time, and finishing the season with the most wins in over a decade. Several team members received special recognition, including Maurice Miller, voted First Team All Conference, and Kevin Dyess and Julian Hatcher who both received Honorable Mention All Conference. The team also won over West Valley and San Jose City College in the same year for the first time in college history. Go Hawks!
Cabrillo Team Prepares For New Accreditation Standards

Early Efforts Put College Ahead of the Curve

When the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges (ACCJC) announced in 2002 a dramatic shift in accreditation standards, Cabrillo College’s efforts to meet the new mandate for student learner outcomes were already well underway.

The new standards require colleges to measure the knowledge, skills, abilities, and attitudes that a student gains by attending that institution. Weaving a cohesive mission through all college departments, these new shared standards will eventually be implemented in every classroom and department that provides services to students.

In 1999 Cabrillo College Vice President of Instruction, Claire Biancalana initiated the Student Learner Outcomes (SLO) Project and enlisted English Instructor Marcy Alancraig to help introduce the SLO movement to faculty in a series of summer learning institutes.

“I was clearly able to articulate to my students what I was looking for. This process has helped increase transparency,” said O’Brien.

To date, about 60 Cabrillo instructors have joined Alancraig at the summer institutes. Twelve instructional programs have also participated in SLO training and a campus Accreditation Planning Committee has conducted workshops, presentations, and set up a web site to help instructors and staff work toward full implementation of the standards.

“We’re way ahead,” Alancraig says. “I’m really excited about working with Cabrillo faculty on this. I’m excited about what Cabrillo has decided to do.”

At the outset, however, Alancraig admits to having experienced a sincere skepticism about the proposed methods. She warmed to the idea only after seeing how they affected her students.

“Once I started using some of the approaches in the classroom, I found it improved my teaching and my communication with students,” she says. “It is a paradigm shift.”

The SLO model shifts the emphasis in teaching from what students should know to what they can actually do by the end of the course. For some instructors, measuring student learner outcomes will present new challenges and a new way of presenting curriculum, but not for all. Measuring learner outcomes is already a common approach in many of Cabrillo’s occupational programs. In nursing, for example, students must show they can apply certain theories about patient care such as drawing blood before they graduate.

“Student learner outcomes is looking at your teachers not by continued next page
Accreditation Standards (continued)

what students know but by what they can do with the knowledge,” Alancraig says. “You don’t look so much at how well students pass tests but at how they are going to apply this knowledge.”

Each department, including Student Services and the Library, has been asked to test a process to integrate the new standard. Eventually every classroom and department will be expected to identify specific SLOs and a plan to assess their success. As departments come up for Instructional Planning, assessment will be incorporated into their report.

The culmination of the efforts currently underway will be a site visit from the visiting accreditation team in the fall of 2007.

Cabrillo is far ahead of other colleges, many of which are still at the very beginning stages of identifying objectives and inviting Alancraig to help them get started.

Cabrillo’s early efforts have allowed the college to craft a creative response to the new mandate that reflects the ideals of the college.

“Cabrillo’s way of doing this is quite different from other places,” says Alancraig who has studied models at other institutions across the country. “I think what we have is wonderful.” There are some systems, Alancraig says, she would not want to see at Cabrillo.

In 2003, after some debate, the Cabrillo Faculty Senate endorsed four competencies that students are expected to gain by attending Cabrillo. The “Core 4” are:
1. Communication,
2. Critical Thinking and Information Competency,
3. Global Awareness, and

Instructors are asked to consider how their curriculum contributes to these goals.

“I think it’s valuable for the college to have some unifying principles of what we’re doing that are broad enough that everyone’s contributing to making those happen for the students,” says Dr. Debora Bone, a nursing instructor and president of the faculty union. “It creates some continuity and is a shared venture, that we’re all together, helping our students get to a certain competency.”

The new standards require outcomes for every course, every certificate and for every degree and department.

“Everybody has a stake in it and everybody needs to start looking at how to foster those core competencies,” Bone says.

Political Science Instructor Dr. Rory O’Brien, who serves as Cabrillo Faculty Senate President and co-chairs Cabrillo’s Accreditation Planning Committee with Alancraig, says this touches on everything the college does.

The Committee felt it was important to make this a Cabrillo process about teaching, rather than something imposed upon the college or something defined by endless forms and paperwork.

“This forces you to be more reflective and to be a clearer communicator first with yourself and next with your students,” O’Brien says. O’Brien initially resisted the new standards but says, “a funny thing happened along the way”—he implemented some of the techniques in his classroom and changed his mind.

“What’s powerful about developing SLOs for a course is that a professor shares with students what the key elements of a course are going to be,” O’Brien says. “I was clearly able to articulate to my students what I was looking for. This process has helped increase transparency. It is asking the faculty to more clearly enunciate their expectations.”

ACCJC does not expect Cabrillo’s program to be completely implemented in every classroom and department, but it does expect that the college has: begun identifying student learner outcomes; defined a meaningful measure of accomplishment; begun to measure and evaluate results; created a plan to extend development of student learner outcomes; and has evidence of a dialog about the new standards.

By accreditation time, all components must have a plan and be moving forward. It’s expected to be a ten to twelve-year process of change. ⬅️
Cabrillo College
Upcoming Events:

Summer Sessions
Earn full-term course credit in just four or six weeks!
June 13-July 9, first four-week session.
June 20-July 30, six-week session.
July 11-August 6, second four-week session

Fall Semester Begins August 29
Early registration for fall 2005 semester begins May 20.
Registration continues through September 11.

Apply now!
New and returning students can apply online at
www.cabrillo.edu or call 831.479.6201 for more information.