

# Cabrillo College

## AGENDA ITEM BACKGROUND

TO: GOVERNING BOARD		DATE October 13, 2003
FROM: PRESIDENT		
SUBJECT: Midterm Report to Accrediting Commission		ENCLOSURE(S)  Page 1 of 10
REASON FOR BOARD CONSIDERATION <b>ACTION</b>	ITEM NUMBER 01 18.	

### BACKGROUND:

The Accrediting Commission for Community and Junior Colleges evaluates colleges every six years with a mandatory Midterm Report in the third year of the cycle. The Midterm Report is a progress report on institutional responses to the team's recommendations and a brief summary of the activities undertaken to address issues identified by the institution in its self-study. Cabrillo's Midterm Report is due to the Commission by October 15, 2003.

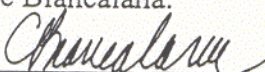
The Midterm Report has been reviewed by College Planning Council.

### FISCAL IMPACT:

There will be no fiscal impact.

### RECOMMENDATION:

It is recommended that the Board approve the Midterm Report to the Accrediting Commission for Community and Junior Colleges for submission by October 15, 2003.

Administrator Initiating Item: Claire Biancalana: 	Academic and Professional Matter <input type="checkbox"/> Yes <input type="checkbox"/> No	Final Disposition
	If yes, Faculty Senate Agreement <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Senate President Signature	

**MIDTERM REPORT**  
**to**  
**ACCREDITING COMMISSION**  
**for**  
**COMMUNITY AND JUNIOR COLLEGES**

**CABRILLO COLLEGE**  
**6500 Soquel Drive**  
**Aptos, California**

**August 25, 2003**

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## Statement of Report Preparation

This midterm report was prepared by the Accreditation Liaison in cooperation with the College President, vice presidents, and the management team. In September it was reviewed by the College Planning Council, the college shared governance vehicle, and with representation of all major constituent groups. The Governing Board reviewed and approved the report at its regular meeting in October of 2003.

\_\_\_\_\_  
John D. Hurd, President/Superintendent

\_\_\_\_\_  
Date

## **Responses to Recommendations**

### **Recommendation 1**

**The College should develop a comprehensive Education Program Plan for Watsonville Center.**

In response to the visiting team recommendation, the college immediately embarked upon the development of the first comprehensive master plan for the Cabrillo College Watsonville Center. The first step was the establishment of a steering committee composed of representatives of students, faculty, classified staff, and administrators, and co-chaired by the Planning and Research Director and the Watsonville Center Director. An ambitious timeline was established and achieved. Information was gathered from a variety of internal and external sources. Planning assumptions were developed. After developing the first draft in December 2002, the Steering Committee reviewed it with shared governance groups, including the Instructional Council, Student Services Council, Business Managers, Student Senate, Faculty Senate, Watsonville Center Advisory Committee, and the College Planning Council. The second draft was produced and reviewed with the College Governing Board in June, and approved by them in July of 2003. A copy of the Watsonville Center Master Plan was included for your review. The college community is quite proud of it!

### **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. (Standards 2,4 & 5)**

Several college services have participated in responding to this recommendation to expand services to students of this college. To date, the following tasks have been accomplished:

- Development of a new college web page with admissions and records information more easily accessible
- Implemented early registration for high school students called Running Start
- Introduced "Frequently Asked Questions" page on Cabrillo Counseling website
- Increased number of computers in Assessment Center providing more accessibility to students
- Provided a new online interactive student orientation and advisement
- Implemented degree audit component of Datatel for counselors as a tool to use in evaluation of student records, degrees and certificates
- Provided online Free Application for Federal Student Aid (FAFSA)
- Implemented Medicat
- Developed student housing information website

The activities that are scheduled to be completed prior to the accreditation visit are:

- Online application for admission

- Web Advisor online registration
- Web Advisor access for students to their own academic records
- Website for K-12 and four-year partners
- Computerized assessment – additional assessment instruments now available on the computer, making assessment results available sooner to students
- Direct access to the Degree Audit program by students to evaluate their own records
- Add prior year catalogs (2000-2004) online to support degree audit
- Development of computer assisted scheduling system for student counseling appointments which enables students to schedule their own appointments
- Braille the college schedule of classes using braille, kurzweill or other adaptive computer software and hardware that is best suited for the individual student
- Scan information and have it “spoken” for a blind individual
- Provide deaf, blind, and other disabled students with appropriate accommodations for the assessment process

### **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.**

In order to provide the level and quality of programs and services that our students need to be successful, Cabrillo College recognizes the need to augment all categories of contract and permanent staffing. During each annual budget planning cycle, the college, and each component within the college, undertakes a systematic process to study the feasibility of augmenting permanent staff positions within each category. In years in which increased state funding allows, the college adds classified and faculty positions based on prioritized needs established within the budget process. For example, in developing the budget for the 2002-03 fiscal year, increased classified staffing to support the reorganization within the Instructional Component of the college was determined to be a high priority. Accordingly, funding for 9.75 net additional classified positions within the instructional divisions was provided in the budget. Overall during the last 7 years, the total number of fte permanent classified positions grew faster than student enrollment. At the same time, however, temporary/hourly classified staffing was significantly reduced.

Unfortunately, in years in which state funding declines, the college is required to reduce staff positions. In order to help balance the 2003-04 budget, it was necessary to eliminate 21 fte classified positions, 7 management positions, 3.75 contract faculty positions, and a large number of adjunct faculty. When circumstances improve, the college will utilize the established shared governance structure and a comprehensive and systematic budgetary prioritization process to augment classified staffing levels, and at a minimum, add a sufficient number of contract faculty positions the meet the faculty obligation number determined by state regulations.

## Summary of Discussion of Self-Identified Issues

The summary below describes progress, or abandonment, of the issues the college community identified in the *Institutional Self-Study in Support of Reaffirmation of Accreditation 2001*. They are divided into categories by those:

1. Included in the College Master Plan:
  - Continue to evaluate and revise the mission statement as part of the college master planning process (Standard 1.4).
  - Continue to reevaluate and update the College Master Plan on a regular basis (Standard 3.B.3).
  - Review trends in the labor market, looking for opportunities to create, award, and process skills certificates (Standard 4.B).
  
2. Acted upon since Accreditation visit:
  - Regularly evaluate and improve the college catalog (Standard 2.9).
  - Regularly evaluate and improve the Website (Standard 2.9).
  - Develop additional strategies for addressing diversity of faculty, staff and students on campus (Standard 2.9).
  - Increase faculty and staff awareness of the role of the Planning and Research Office and its importance and usefulness to the college (Standard 3.A).
  - Improve communication efforts regarding research and evaluating (Standard 3.A).
  - Develop a program plan for expanded Watsonville Center based on information such as current class waiting lists, demographics, and the economics of the area (Standard 4.A).
  - Continue revisions of model programs for the college catalog (Standard 4.A).
  - Review the Curriculum Committee process in relation to the new database (Standard 4.D).
  - Train faculty to use new database software and explore the use of templates to create and amend curriculum (Standard 4.D).
  - Continue to develop and implement ways to improve the registration/ matriculation process (Standard 5.10).
  - Determine best methods of support for online classes and Web-delivered materials and implement where possible (Standard 6.1).
  - Evaluate the cost benefit and effectiveness of videoconferences as an instructional delivery tool. Create plans for future expansion based on these evaluations (Standard 6.1).
  - Ensure sufficient access to computing labs and resources (Standard 6.1).
  - Maintain the functionality and currency of multimedia teaching equipment in classrooms (Standard 6.1).
  - Increase the functionality of automated systems which provide access to online resources and online library management systems (Standard 6.2).
  - Improve network reliability (Standard 6.2).
  - Work to extend library services to the Watsonville Center (Standard 6.3).

- Expand the available number of workstations and instructional areas available in the CTC and expand the Open Access Lab (Standard 6.3).
  - Continue to assess funding needs for library resources and equipment (Standard 6.4).
  - Participate in statewide and regional consortia to enhance resources available for Cabrillo students (Standard 6.6).
  - Create automatic feedback systems in Computing Resources as needed (Standard 6.7).
  - Address the over-reliance on temporary hourly employees and required overtime for full-time classified staff by continuing to address the need for more full-time contract classified staff to support existing programs (Standard 7.A).
  - Continue to prioritize contract positions for both faculty and classified staff based on program plans (Standard 7.A).
  - Study the variety of scheduling options allowed under the SEIU contract, and consider creative ways of scheduling for classified staff (Standard 7.A).
  - Examine ways to improve recruitment and retention of faculty and staff (Standard 7.A).
  - Review the cycle, form, and outcomes of the evaluation process for administrator, faculty, and staff (Standard 7.B).
  - Continue to assess college-wide professional development needs (Standard 7.C).
  - Conduct an organizational analysis of the Human Resources Department and implement appropriate recommendations for improvement (Standard 7.D).
  - Study ways to make the recruitment and selection process more efficient (Standard 7.D).
  - Complete current facilities projects as outlined in the Facilities Master Plan (Standard 8.1).
  - Ensure continuing quality by evaluating the resource needs of Maintenance and Operations (Standard 8.2).
  - Continue to implement the plan to refurbish classrooms, offices, and accessibility as outlined in the Facilities Master Plan with the goal of completing projects by 2005 (Standard 8.3).
  - Implement the capital Equipment Inventory Module (Standard 8.4).
  - Make available to all interested parties the plans, budget priorities and policy matters presented to the College Planning Council before the meeting at which they are reviewed (Standard 10.B).
  - Monitor and ensure the inclusion of an action plan for less-than-satisfactory evaluations as stipulated in policy (Standard 10.B).
  - Work to change perceptions of the CPC to more accurately reflect the council's processes (Standard 10.B).
3. Abandoned or deferred due to budget restrictions:
- Make processes more public, accessible, and inclusive in order to increase confidence in the planning process (Standard 3.B.3).
  - Develop a procedure for submission, review, and feedback on annual updates to program plans (Standard 3.C.3).

- Continue to evaluate funding needs to ensure the quality of Cabrillo's educational program (Standard 4.A).
- Encourage the use of new and evolving technologies, including the World Wide Web, to assist in the development of curriculum (Standard 4.D).
- Continue to evaluate funding needs to ensure quality of programs and services to students (Standard 5.10).
- Provide a library collection that meets the needs of faculty and students with special focus on occupational education programs, and ensure faculty awareness of collection strengths and efforts (Standard 6.1).
- Formalize an overall, general maintenance and upgrade plan for equipment and computers in the library consistent with campus technology planning (Standard 6.2).
- Seek to reduce reliance on student employees for critical library functions (Standard 6.4).
- Improve off-campus sites (Standard 6.5).
- Create a five-year action plan designed to make progress toward the college goal of a 75:25 ratio of units taught by full-time to adjunct faculty (Standard 7.A).
- Explore additional funding mechanisms for employee professional development (Standard 7.C).
- Consider providing open-ended time opportunities to request staff development funding (Standard 7.C).
- Use the comprehensive analysis of administrative systems to recommend more effective "management of resources" and "implementation of statutes, regulations and board policies" (Standard 10.B).

4. Ongoing issues:

- Develop a process to ensure dissemination of and access to college information for classified staff (Standard 2.9).
- Expand division-level orientations for new adjunct faculty (Standard 2.9).
- Work further to create equitable treatment for adjunct faculty (Standard 2.9).
- Develop additional strategies for facilitating tracking and success of students with disabilities (Standard 2.9).
- Move the Planning and Research Office to a more accessible location (Standard 3.A).
- Publicize reports, planning efforts, and accomplishments more effectively (Standard 3.C.3).
- For program evaluation purposes, implement a process to obtain student success rates of Cabrillo students who have transferred to four-year colleges and universities (Standard 4.B).
- Support ongoing study of implementation of learner outcome strategies (Standard 4.C).
- Address faculty concerns regarding adequate time to develop and review curriculum (Standard 4.D).
- Utilize the previous accreditation report and recommendation, as well as Student Senate input, in developing programs to foster a sense of community on campus (Standard 5.10).

- Continue to evaluate needs and develop ways to improve services to students as the college consolidates programs into a centralized location (Standard 5.10).
- Institute a system for assigning equipment to a classroom and providing adequate security to prevent theft or unanticipated removal from the classroom (Standard 6.2).
- Study the feasibility and cost of providing a VCR/monitor in every classroom (Standard 6.3).
- Seek ways to improve Cabrillo's ability to provide the computing resources staff necessary to meet the college's technology needs (Standard 6.4).
- Work to establish an on-site computing resources support presence at the Watsonville Center as a model for extending support to other sites as needs grow (Standard 6.4).
- Tie growth planning to curriculum additions and changes, student population growth, scheduling considerations, remote access needs, and distance learning considerations (Standard 6.5).
- Maintain campus standards at off-site locations (Standard 6.6).
- Inform faculty and staff of responses and changes to Computing Resources (Standard 6.7).
- Examine ways to offset workload issues when implementing new projects (Standard 7.A).
- Resolve Datatel confidentiality issues relative to employee information (Standard 7.D).
- Continue to implement the Facilities Master Plan, revising and updating as appropriate to reflect the College Master Plan (Standard 8.5).
- Encourage participation in financial planning processes by all personnel (Standard 9.A).
- Develop a long-range financial plan for the college (Standard 9.A).
- Evaluate personnel and processes to ensure that pertinent and timely financial information is available (Standard 9.B).
- Provide more formal training for all new budget managers. This training should include the reading of financial reports, and procedures and paperwork for administering budgets (Standard 9.B).
- Stipulate in the Governance Manual the precise role of the president's cabinet in planning, establishing budget priorities, and its relationship to the College Planning Council (Standard 10.B).