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# Focus and Planning

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**Tony Cacace** started his college education right out of a local high school, taking general education courses with the goal of earning a Business degree. After earning nearly enough units to transfer, he had a life-changing moment of inspiration and began to explore what it would take to change majors to Engineering. The advice of a Cabrillo counselor turned Tony's life around; after three more years of work he was able to complete the lower division engineering courses and prerequisites needed to transfer. In 2006-07 Tony received the Outstanding Undergraduate Student Award from the College of Engineering at San Jose State University for academic excellence. In the summer of 2007 he worked on a National Science Foundation project at the University of Minnesota to explore how the mechanical engineering of a microfluidic system can be used to

contribute to stem cell research. He will complete his undergraduate studies in 2007-08.

Of his experience at Cabrillo, Tony says, "I am very thankful to Cabrillo and what the people there have done for me. The teachers there really care about their students. My Engineering teacher wrote out every class I'd have to take to transfer. I kept that chart up on my wall for three years and crossed off every class after I finished it. I also learned a lot about study skills and how to apply those skills in my classes. I got a chance to work at MESA and the Physics Learning Center. It really works when your peers can teach you. At SJSU I've been leading some of my classes and got a full academic scholarship. They also sponsored my trip to Asia to study globalization, social responsibility, and sustainable development."



# Focus and Planning

## AREAS OF FOCUS

Recent efforts to formalize and articulate how Cabrillo College serves its students – most notably through this *Accreditation Self-Study*, the development of student learning outcomes and the Core Four, and the creation of a new *College Master Plan* – have led the college in some new and exciting directions. The plans summarized in this section of the report are informed by a vision for the future of the college that projects a clear sense of where we plan to be in ten years, but also a vision that is flexible and open to adapting as new and unanticipated challenges present themselves.

Three major areas of focus emerge from our *Self-Study*. Cabrillo's commitment to the future includes: (1) our move to a student-centered paradigm, (2) a greater emphasis on shared governance, and (3) ongoing exploration of ways to make the most effective use of dialog on all levels.

When the college first began to study the current accreditation standards we did not quite know how we would meet them. But in just a few years the college has made significant progress in terms of shifting to a learning-centered campus. Through a faculty-driven process, led by the Faculty Senate, we have introduced assessment measurements to almost all areas of the college. Across the campus, faculty, administrators and classified staff members are actively engaged in assessing the programs and services they provide to our students.

The college commitment to shared governance is a crucial component in shaping the kind of community we seek to create. To that end, the CPC developed a definition of "shared governance" meant to help guide the college in its collaborative decision-making processes. The language of this definition has stood the test of a rigorous vetting process, allowing students, classified staff, managers and faculty to have input.

Shared governance is a college-wide commitment to responsive decision-making processes. The goal is to produce effective decisions that responsibly reflect the interests of students, the college and the community. Shared governance regularly invites input and feedback through consultation with those affected and the representatives they select. Shared governance provides stakeholders equality of opportu-

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Sesnon House Garden, Aptos

nity to contribute to collegial dialogue that promotes an environment of trust, transparency, participation and accountability.

At the same time, the college remains committed to open, respectful, and purposeful dialog among all members of the college community. A major theme of this *Self-Study* has been the important role dialog plays in all phases of college governance, as well as its central function in the development and assessment of student learning outcomes.

Therefore, the plans presented in this section demonstrate the college's commitment to serving the learning needs of its students, to shared governance in making decisions, and to a reliance on broad-based and reflective dialog in communication. Many of these plans are focused on improving and making more transparent those communication procedures that are the lifeblood of a healthy and vibrant college community. Many of the plans emerging from the *Self-Study* have already led to changes in the college's policies and procedures. In fact, the decision to revise the *College Master Plan* one year later than originally proposed was a result of the desire to incorporate the findings and plans of this *Self-Study* in the college's planning processes. During a period of rapid change, the Cabrillo College community has embraced our current challenges while working together to develop a strong basis for continued excellence in higher education.

### PLAN FOR STANDARD 1A: MISSION

The college, led by the College Planning Council, will formally review the mission statement as part of college master planning at least once every three years and revise as necessary. In its next review of the mission statement, the college will include issues raised in discussion for this report, including: integrating student learning outcomes, acknowledging our changing student population, prioritizing basic skills, and soliciting broader input from our local community in shaping our mission. Specifically, the college will:

- Post, publish, and articulate the mission statement's role in college planning and decision-making more widely to students, faculty, staff, administrators, and the community.

### PLAN FOR STANDARD 1B: INSTITUTIONAL EFFECTIVENESS

The overarching plan to improve institutional effectiveness includes a commitment to:

- Continue to implement program planning within all components, having all departments go through the program planning process on a regular cycle.
- Revise the *Master Plan* and commit to revising the plan regularly with annual updates and reports on progress toward objectives.

- Schedule a revision of the *College Facilities Master Plan* to coincide with the completion of the major construction projects currently in progress.
- Revise the *Facilities*, *Watsonville*, and *Technology Plans* to more clearly cohere with the *College Master Plan*.

### PLAN FOR STANDARD 2A: INSTRUCTION

Most of the critical parts of the instructional plans are in the process of being realized through the adoption of SLOs and the regular instructional planning process. The college will continue to implement the plan to integrate SLOs into all courses and programs, to facilitate open and purposeful dialog that includes all members of a program, and to encourage effective evaluation and assessment of those courses and programs. Specifically, the college will:

- Continue to provide training, through the learning outcomes assessment coordinator, to entire departments and/or assist individual faculty with the assessment process.
- Endeavor to make the Core Four even more visible and accessible to students and faculty.
- Continue its college-wide dialog to review the Core Four for any missing pieces with a view to correct any gaps that are identified.
- Implement CurricuNet (the newly purchased curriculum development and management program) to more adequately address the needs of the curriculum process.
- Implement technological innovations that will assist instructional divisions in meeting the challenges of course scheduling and enrollment management.
- 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
- 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.

### PLAN FOR STANDARD 2B: STUDENT SUPPORT SERVICES

In the area of Student Services, the college will make a sustained effort to improve its services in these three areas: communication, student access, and the assessment and evaluation of Student Services.

- 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 processes, and budgeting within the Student Services programs; and improved communication among all college components, particularly about changes that impact other services.

- 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.
- Program planning: 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.

#### **PLAN FOR STANDARD 2C: LIBRARY AND LEARNING SUPPORT SERVICES**

In the area of Library and Learning Support Services, the college will continue to implement strategies to improve services that support student learning. Specifically, the college will:

- Continue to closely monitor the resource requirements of the students and will integrate the instructional elements of the Library and Learning Support Services into the cyclical pattern of assessment through instructional planning.
- Expand the Library's catalog coverage to include other collections on campus, such as the ECE Department's Peace Library.
- Review the physical space needs of some learning support resources.
- Monitor the effectiveness of evaluative processes and develop mechanisms to improve them, especially for the Math Learning Center.

#### **PLAN FOR STANDARD 3A: HUMAN RESOURCES**

The college will make a sustained effort to improve in these four areas of human resources: hiring, evaluation, professional development and diversity. In each of these spheres, improved communication, sustained dialog, and transparency of processes will go a long way toward addressing the concerns among many in the college community. Specifically, in the areas of hiring, evaluation, professional development and diversity, the college will:

- Continue to implement the new classified hiring prioritization process with an eye toward staffing needs for the new facilities.
- Make the processes for planning and budgeting for new manage-

ment and classified positions more transparent to all stakeholders.

- Study the usefulness of developing benchmarks for measuring the staff-hours required to perform classified functions.
- Clarify college hiring processes.
- Improve awareness of available HR resources for accessing HR policies, procedures, and other information related to personnel issues, including their updated web pages.
- Develop a hiring handbook that explains the process and timelines for all hiring committee members and explicitly addresses issues of diversity.
- Explore ways to improve the evaluation processes at the college.
- Clarify the college's commitment to a professional code of ethics and publicize that policy more effectively.
- Engage in college-wide dialog to discuss ways to improve access for faculty, staff and managers seeking professional growth and training.
- Reinststate a college-wide Diversity Committee to address issues of diversity at the college and encourage professional development on diversity issues.

#### **PLAN FOR STANDARD 3B: PHYSICAL RESOURCES**

As the college continues its ambitious building program, the optimal use of the physical resources of the college will be an ongoing challenge. To meet these challenges, the college will:

- 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.
- 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.
- Enhance security by improving the alarm and key distribution systems.
- Evaluate the current IIPP and ensure timely implementation.
- 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.

#### **PLAN FOR STANDARD 3C: TECHNOLOGICAL RESOURCES**

The college will develop a college-wide process to encourage ongoing and purposeful dialog to coordinate planning and review the uses of

technology resources and how they improve student learning. Specifically, the college will:

- Develop a college-wide process for requesting technology funding, recognizing the specialized needs of individual departments and programs.
- Address concerns about the adequacy of staff and faculty training in technology, including Datatel.
- Create a college-wide technology maintenance and replacement plan for all programs, both instructional and non-instructional.
- Address technology staffing needs through the hiring priority process.
- Increase the technological support for the Instruction, Student Services and Business Services components to facilitate better enrollment management.

### **PLAN FOR STANDARD 3D: FINANCIAL RESOURCES**

The college will improve awareness and transparency of budgeting processes and information. To this end, the college will:

- Refine and improve the classified staff hiring prioritization process and communicate its mechanisms to the staff of the college.
- 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.

### **PLAN FOR STANDARD 4A: DECISION-MAKING ROLES AND PROCESSES**

As the college moves into full implementation of its dialog-driven, program planning processes, it is crucial that the decision-making process be as transparent, widely communicated, and broadly-based as possible. At the same time, there must be some flexibility built into this system to ensure that college leaders can still perform their duties effectively. To that end, the college, under the direction of the Board, the president, and the CPC, will undergo a thorough re-examination of the decision-making process, including a formal defining of the role of CPC in that process. This task will involve input from all segments of the college community. This study should also produce:

- An easy-to-read flow chart of the decision-making processes at the college.
- A clear explanation of the relationship between Program Planning and the decision-making process.
- A transparent and open decision-making process that can be communicated clearly to the college community.
- A formalized mechanism for college-wide dialog, encouraging input from those both inside and outside an area under discussion.
- A plan to improve the college web site, to keep it more current,

and to make sure that faculty and staff are familiarized with its usefulness as a resource.

- Revise the governance manual in order to clarify the functions and relationship of the college's primary councils and committees, including the role of the Cabinet and the Administrative Leadership Team in college governance.

In addition to an analysis of the generalized process of college decision-making, the college will continue to discuss the role of CPC, and its importance to the shared governance process, since almost all key college decisions are funneled through CPC. Regarding the college budget planning process, the role of CPC, as well as the role of the Faculty Senate, should be clarified and spelled out in the *Governance Manual*. The college will also design regular feedback processes on all facets of college governance, in addition to the data that PRO publishes on a recurring basis.

### **PLAN FOR STANDARD 4B: BOARD AND ADMINISTRATIVE ORGANIZATION**

The Board will enact policies that will allow it to better evaluate and assess how well it is performing in achieving its goals. Specifically, the Board will:

- Create a review cycle for policies, manuals, and procedures.
- Schedule regular retreats to review the role and function of the board.
- Conduct its self-evaluation according to the schedule and manner determined in the policy.