
Responses to Recommendations of the 2001 Cabrillo Self-Study



Cabrillo College Watsonville Center

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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, 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 of a three-year plan 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.

In 2005-2006, the college initiated process for the second *Watsonville Master Plan*. The director of the Watsonville Center served as the lead administrator, who organized and facilitated the process. An advisory committee was formed with representatives from all constituency groups on campus—students, faculty, classified staff and administrators. It also included representatives from the external community including the mayor of Watsonville, the city manager of Watsonville, the Pajaro Valley superintendent of schools, and local business leaders. This committee developed the new planning assumptions and helped shape the new three year plan. The plan went to the College Governing Board for a first reading in October 2006, and returned as an action item and was approved by the Board at the November 2006 board meeting.

“Education is a better safeguard of liberty than a standing army.”

— Edward Everett



Watsonville Center

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 web page.
- 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 be used in evaluation of student records, degrees and certificates.
- Provided online free application for federal student aid (FAFSA).
- Implemented Medicat.
- Developed student housing information web site.
- Online application for admission.
- Web Advisor online registration.
- Web Advisor access for students to their own academic records.
- Computerized assessment – additional assessment instruments now available on the computer, making assessment results available sooner to students.
- Development of computer assisted scheduling system for student counseling appointments which enables students to schedule their own appointments.
- The activities that are scheduled to be completed prior to the accreditation visit are:
 - Web site for K-12 and four-year partners.
 - 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.
 - Braille the college *Schedule of Classes* using Braille, Kurzweil

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.

In 2006-2007, the IT department, in consultation with all other constituent groups, developed a three-year *Technology Master Plan* to guide the college as it continues to enhance its technological capabilities.

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 2002-2003 fiscal year, increased classified staffing to support the reorganization within the Instruction 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 seven 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 2003-2004 budget, it was necessary to eliminate 21 FTE classified positions, seven management positions, 3.75 contract faculty positions, and a large number of adjunct faculty. As circumstances have improved, the college has utilized established shared governance structures 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 to meet the faculty obligation number determined by state regulations.

In 2005-2006, the college adopted a new classified hiring prioritization process that includes input from classified staff and the classified union leadership. In fall 2006, 4.0 FTE classified positions were added through this new shared governance process. In the 2007 preliminary budget, the college set aside \$200,000 for additional classified staff, which should fund between 3.5 to 5.0 FTE depending upon the outcome of the spring 2007 classified hiring prioritization process.

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 re-evaluate 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 in 2001:
 - Regularly evaluate and improve the *College Catalog* (Standard 2.9).
 - Regularly evaluate and improve the web site (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 and matriculation processes (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 video conferences 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 administrators, 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).
 - Address faculty concerns regarding adequate time to develop and review curriculum (Standard 4.D).
 - Maintain campus standards at off-site locations (Standard 6.6).
 - Inform faculty and staff of responses and changes to computing resources (Standard 6.7).
 - 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).
 - Resolve Datatel confidentiality issues relative to employee information (Standard 7.D).
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).
 - Encourage the use of new and evolving technologies, including the World Wide Web, to assist in the development of curriculum (Standard 4.D).
 - 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).
 - 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).
 - 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).
 - Study the feasibility and cost of providing a VCR or monitor in every classroom (Standard 6.3).
4. Ongoing issues:
- Continue to evaluate funding needs to ensure the quality of Cabrillo's educational programs (Standard 4.A).
 - Continue to evaluate funding needs to ensure quality of programs and services to students (Standard 5.10).
 - Improve off-campus sites (Standard 6.5).
 - Explore additional funding mechanisms for employee professional development (Standard 7.C).
 - 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).
 - 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).
- Examine ways to offset workload issues when implementing new projects (Standard 7.A).
- 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).
- Seek ways to improve Cabrillo's ability to provide the Computing Resources staff necessary to meet the college's technology needs (Standard 6.4).
- 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).