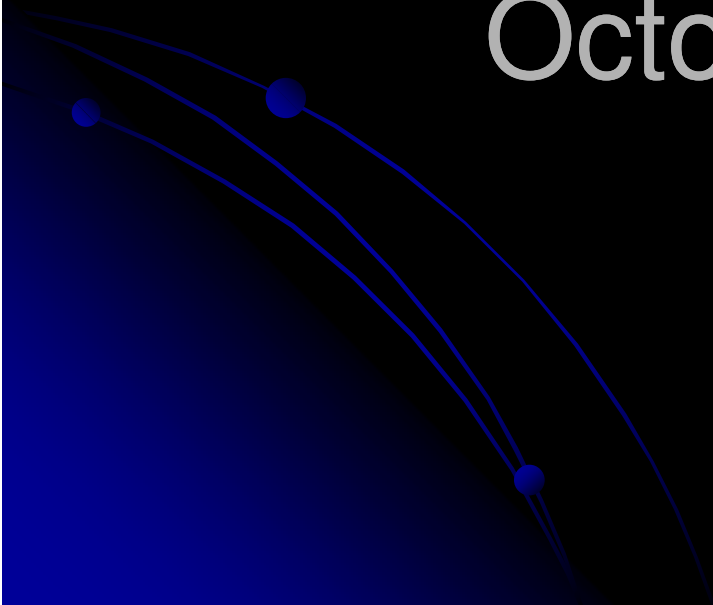


Welcome to the Second
Accreditation Meeting
October 26, 2007



Agenda

Report on Site Visit to Cabrillo

Report on Standards

Evidence

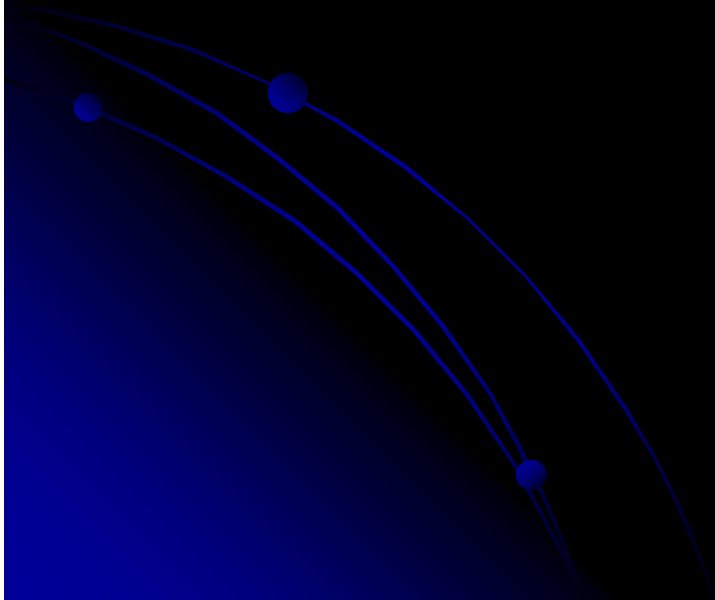
Strategic Plan

College Roundtable Draft

Ed Master Plan from Unit Plans

Facilities Master Plan

Joseph Bielanski Visit to Cabrillo College



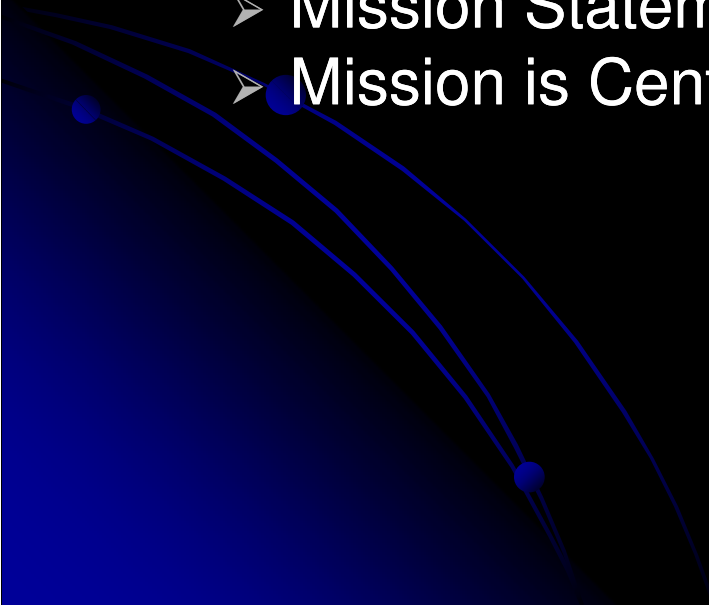
Report on Standard I

Mission and Institutional Effectiveness

Mario Rivas, Jenny Lowood,
Marilyn Sargent



➤ Mission

- Student learning programs aligned with purposes, character and student population
 - Mission approved by governing board and published
 - Mission Statement reviewed and revised regularly
 - Mission is Central to the planning process
- 

➤ Improving Institutional Effectiveness

- Ongoing dialogue about continuous improvement
- Goals consistent with purpose
- Progress assessed and decisions made in a systematic, cyclical manner
- Planning process is broad-based, offers opportunity for input, allocates necessary resources, and leads to improvement
- Documented assessment results used to communicate matters of quality
- Planning and resource allocation processes reviewed and modified
- Evaluation mechanisms assessed in a systematic way to improve instructional programs, student services, and library and other learning support services

Report on Standard II

Student Learning Programs and Services

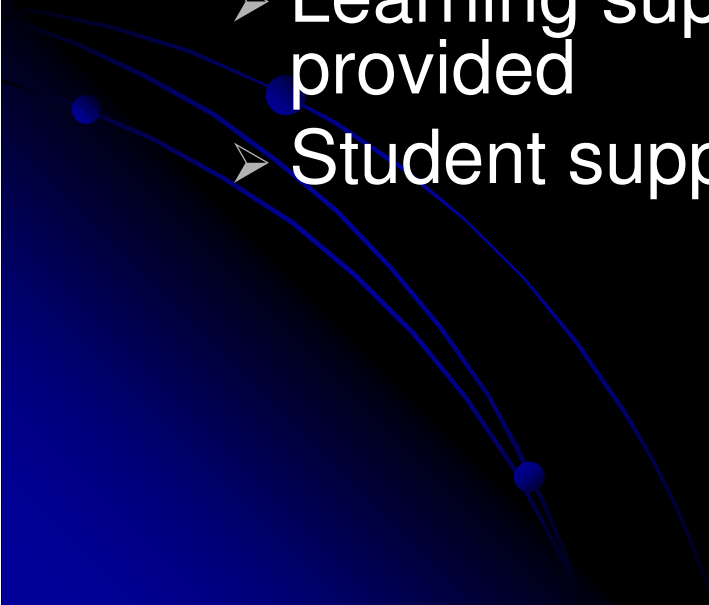
Brenda Johnson, Bonnie Schaffner,
Jayne Matthews, Paula Coil

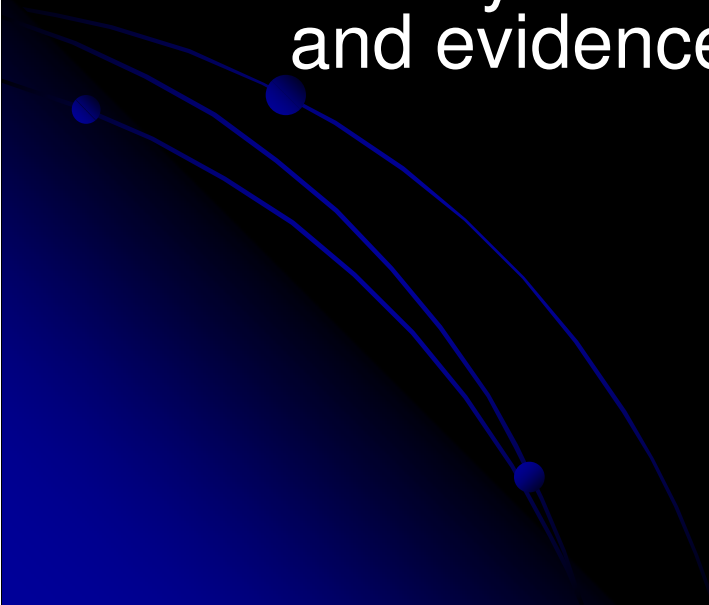


➤ Instructional Programs

- Integrity of all instructional programs demonstrated
- Quality and improvement of all instructional courses
- General education component in all degree programs
- Focused study of area of inquiry required
- Vocational programs prepare students for field
- Clear and accurate information provided
- Policies on academic freedom and responsibility followed

➤ Student Support Services

- Demonstrates quality of student support services
 - Catalog contains precise, accurate, and current information
 - Learning support needs researched and provided
 - Student support services evaluated
- 

- Library and Learning Support Services
 - Library and other learning support are sufficient in quantity, currency, depth, and variety
 - Library and other learning services evaluated and evidence is provided
- 

Report on Standard III

Resources

Gloria Vogt, Fabian Banga, Shirley Slaughter

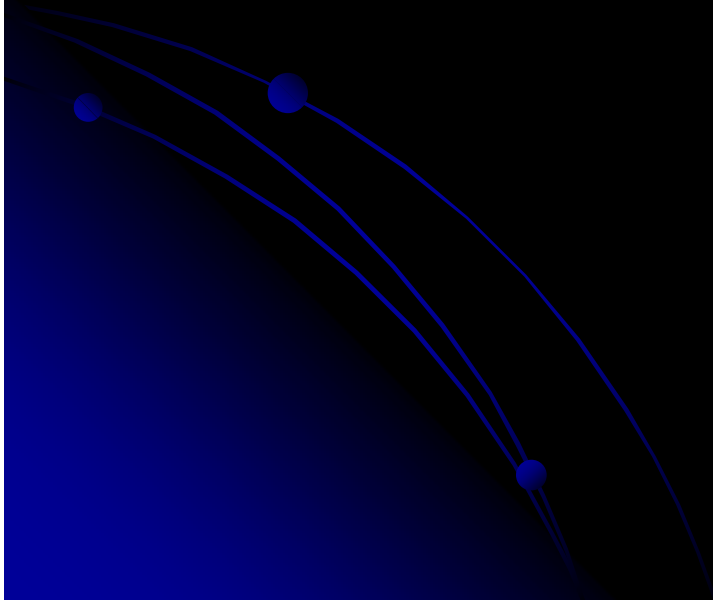


➤ Human Resources

- Employs qualified and appropriately trained personnel
- Number of full-time faculty and staff is sufficient
- Policies and procedures available and equitably and consistently administered
- Concern for equity and diversity understood and demonstrated
- Opportunity for Continued professional development provided
- Human resources planning integrated with institutional planning

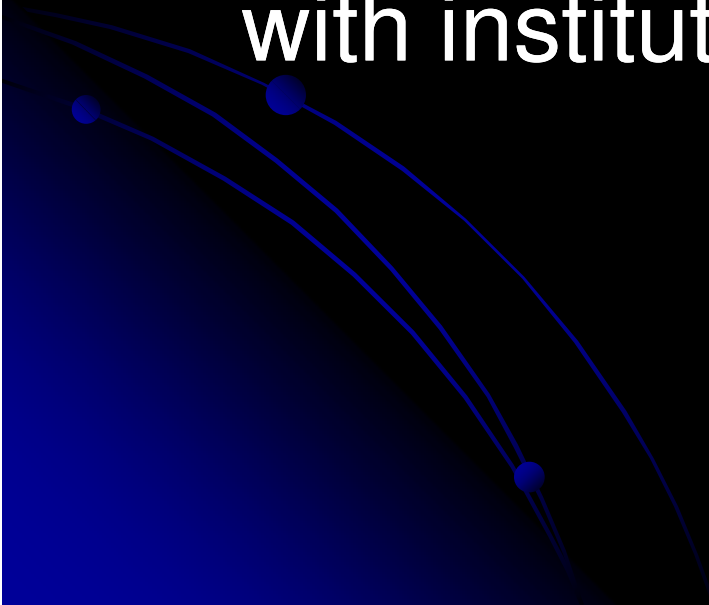
➤ Physical Resources

- Safe and sufficient physical resources provided
- Facilities planned and evaluated




➤ Technology Resources

- Technology meets the needs of learning, teaching, and college-wide communication
- Technology planning is integrated with institutional planning



➤ Financial Resources

- Financial planning relies on the college mission
 - Financial management system has appropriate control mechanisms and information is widely disseminated, dependable, and timely
 - Financial resources are systematically evaluated
- 

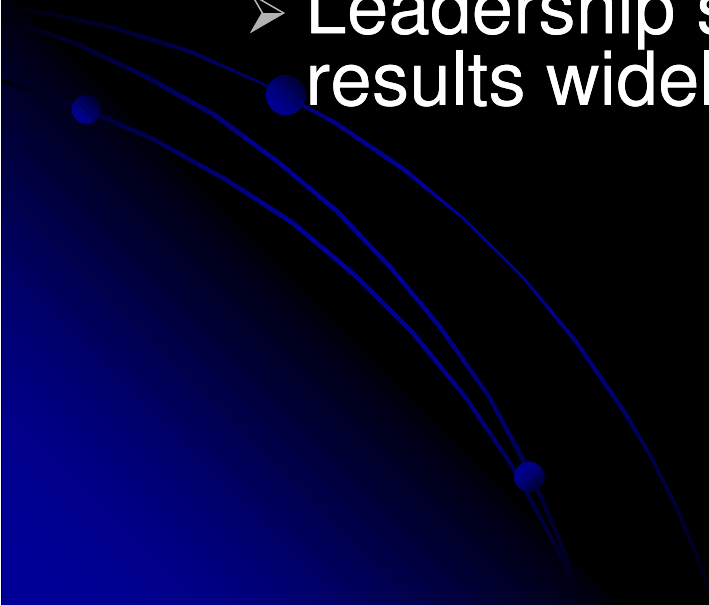
Report on Standard IV

Leadership and Governance

Wise Allen, Joan Berezin, Shirley Fogarino



➤ Decision Making and Roles

- Leaders create atmosphere of empowerment
 - Written policy established and implemented
 - Governance structures have collegial consultation process
 - Honesty and integrity demonstrated
 - Leadership structures evaluated regularly and results widely communicated
- 

➤ Board and Administrative Organization

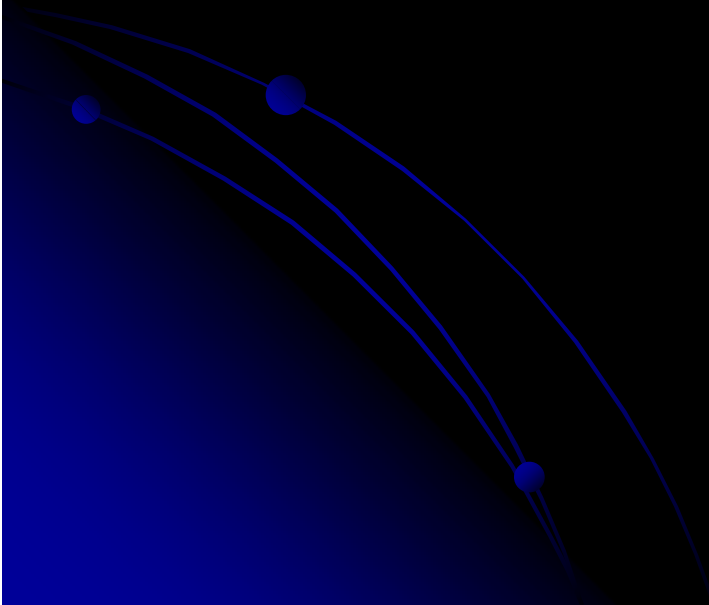
- Governing board responsible for establishing policy to assure quality, integrity, and effectiveness
- President primarily responsible for planning, organizing, budgeting, selecting, and developing personnel, and assuring institutional effectiveness
- District provides leadership in setting and communicating expectations and assures support for effective operation of the colleges.

Timeline

September-November 2007	Meet, divide tasks, write
December 2007	First rough
January-May 2008	Refine drafts Gather Docs
June-August 2008	Editing
September 2008	Final Draft
October 2008	Circulate Draft
November 2008	To Board
December 2008	To ACCJC
March 2009	Visit

Gathering Evidence

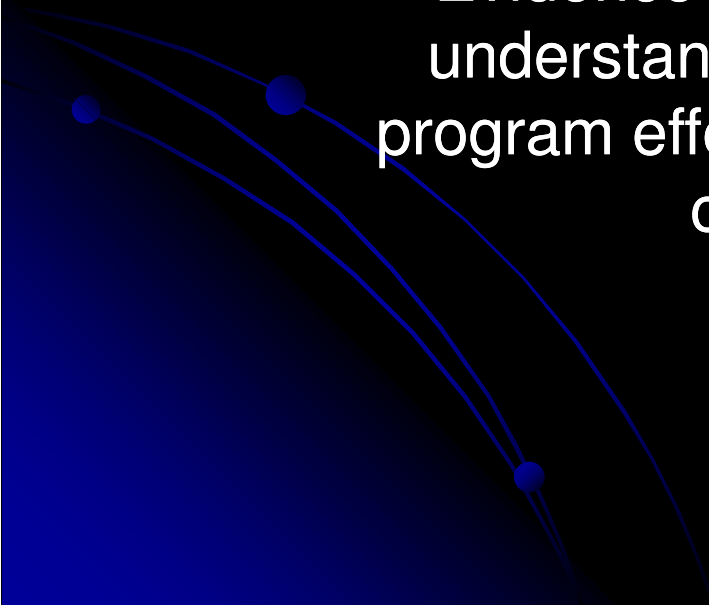
Marilyn Sargent



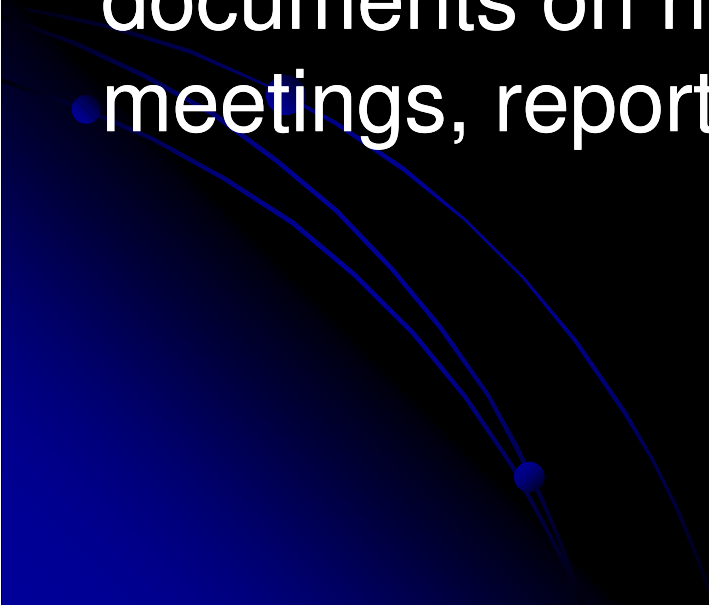
What Do You Want to Know

Everyone wants to know!

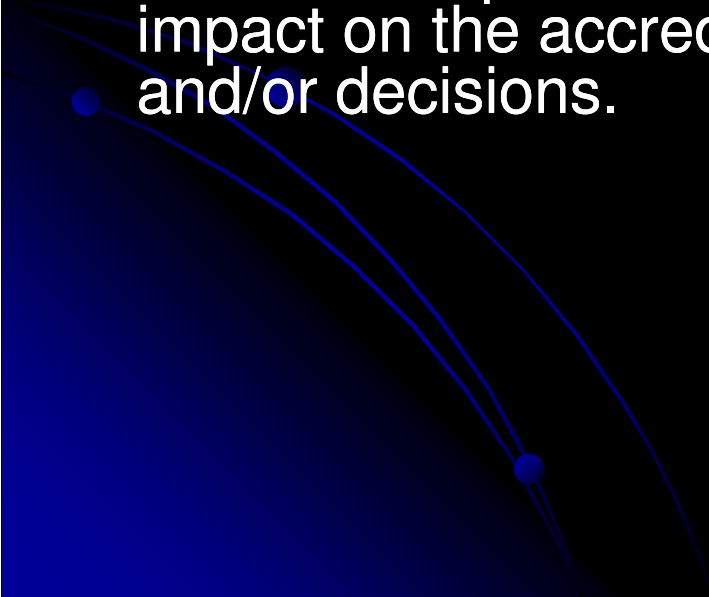
Evidence and information guide our understanding of student needs and program effectiveness and help support college functions.



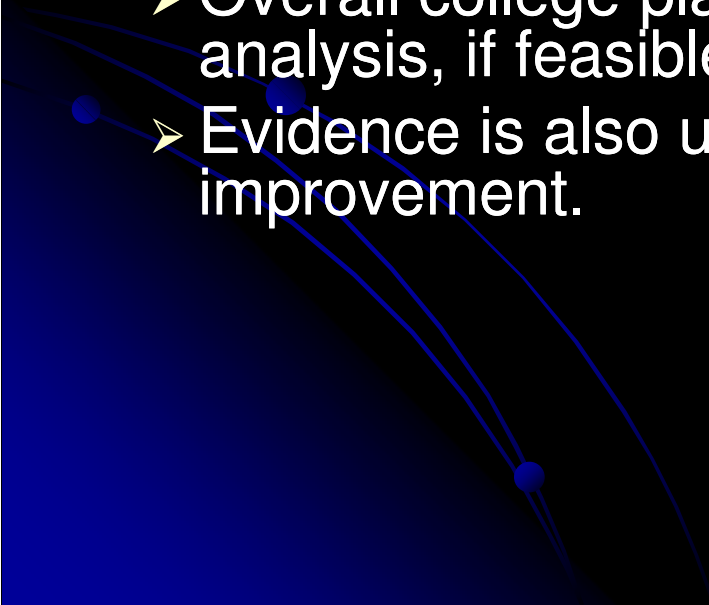
Costs of Information

- Information is Costly to Develop
 - Look for Existing information and documents on hand, such as minutes of meetings, reports, etc.
- 

Key Questions

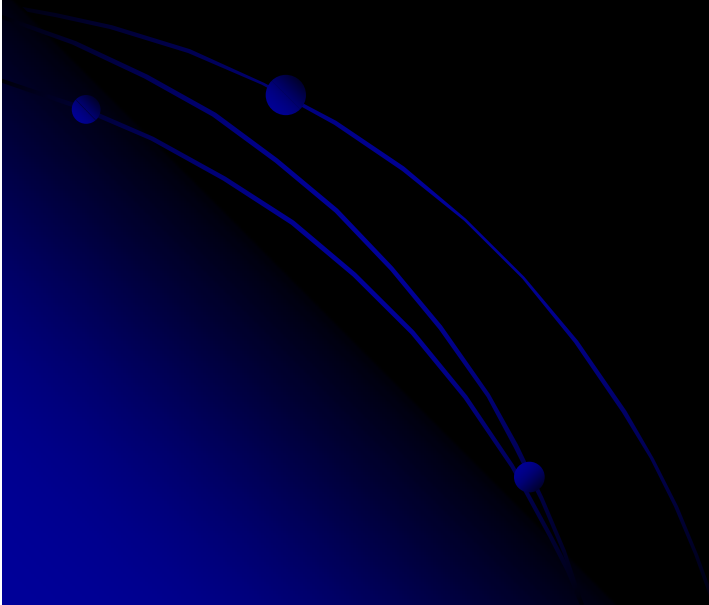
- Look for the critical issues or questions.
 - Confirm their importance with others.
 - Consider the kind of evidence that would be convincing.
 - Consider impact: what information would have the biggest impact on the accreditation team and on your activities and/or decisions.
- 

Producing New Information

- Producing new analysis or survey data is costly
 - Useful, valid, and valuable information is the product of careful thought, planning and design.
 - Overall college plans will support survey design and analysis, if feasible.
 - Evidence is also useful for college strategic planning and improvement.
- 

Educational Master Plan

Debbie Budd



Facilities Master Plan

- Approximately \$5,000,000 for build out of facility:
 - New Labs for Art, Science, Computers, Video Production
 - Large Classrooms/Lecture Halls
 - New Offices for Faculty and Staff
 - Block Scheduling in Specially Appointed Classrooms
 - Other Future Needs
- 