# Cabrillo College: Accreditation – Standard One Theme Guide

| Institutional Commitments | Evaluation, Planning, and Improvement | Student Learning Outcomes | Organization | Dialogue | Institutional Integrity |
|---|---|---|---|---|---|
| Commitment to Mission and emphasis on achievement of student learning<br><br>IA, IB | Effectiveness of processes, policies, organization<br><br><br>IB7 | Processes for developing, measuring and assessing SLOs at the course, program and degree levels | Adequate staff to support SLOs | Should guide institutional change<br><br><br><br>IA3,4 | Honest, truthful, and clear in publications:<br><br>IB |
| Consistency between mission and goals<br>IB2,3 | Student Achievement and Learning<br>1B | Processes for developing, measuring and assessing SLOs in student support services? | resources to support evaluating SLOs<br><br>IA1<br>IB, IB4 | Should include all members of college community<br><br>IB4 | Intentions:<br> IA, IB<br>_____<br><br>Policies:<br> IA, IB |
| Mission Guides Institutional Actions<br><br>1A4 | Improvement<br><br>IB3, IB6 | How does dialogue about these assessment results lead to improvement of learning, teaching and services? | resources to support making improvements in SLOs<br><br>IB, IB6, IB7 | Based on reliable qualitative and quantitative information<br><br>IB ("evidence…")<br>IB5 | Practices:<br> IA |
| Effectiveness of mission verified by cycle of evaluation and planning<br><br>IB | Planning, Implementation, Re-evaluation<br><br>IB3 | SLOs tied to key institutional processes<br><br>IA1 | organizational structure: communication in support of SLOs<br><br>IB2, IB5 | Should be broadly communicated<br>IB2,5 | Academic freedom:<br><br>_____<br><br>Academic honesty: |
| Institution regularly reviews mission<br><br>1A3 | | College self-analysis and dialogue leads to improvement of learning and teaching<br><br>IB1, IB5 | organizational structure: decision making in support of SLOs<br><br>IB3, IB4 | Should result in ongoing self-reflection and improvement<br><br>IB1 | Free Inquiry for students:<br>_____-<br>Equity and Diversity:<br><br>IA |

# Cabrillo College: Accreditation – Standard Two Theme Guide

| Institutional Commitments | Evaluation, Planning, and Improvement | Student Learning Outcomes | Organization | Dialogue | Institutional Integrity |
|---|---|---|---|---|---|
| Commitment to Mission and emphasis on achievement of student learning<br><br>IIA, IIB, IIC | Effectiveness of processes, policies, organization<br><br>IIA2e, IIA3c,e | Processes for developing, measuring and assessing SLOs at the course, program and degree levels<br>IIA1 IIA2a, IIA2b, IIA2e, IIA2h, IIA2i, IIA3abc, IIA6, IIC1a IIC1b | adequate staff to support SLOs | Should guide institutional change<br><br>IIA2f<br>IIB,C | Honest, truthful, and clear in publications:<br><br>IIA, IIB, IIC |
| Consistency between mission and goals | Student Achievement and Learning<br>IIA1c, IIA3ce, IIC | Processes for developing, measuring and assessing SLOs in student support services?<br>IIB1, IIB3b, IIB4 | resources to support evaluating SLOs<br>IIA1, IIA2, IIA3, IIB1, IIB4<br>IIC, IIC2 | Should include all members of college community<br>IIA2,3<br>IIB, II 1A | Intentions:<br><br>IIA  II<br>_____<br><br>Policies:<br>IIA, IIB |
| Mission Guides Institutional Actions | Improvement<br><br>IIA1c, IIA2e, IIA1f<br>IIB, C | How does dialogue about these assessment results lead to improvement of learning, teaching and services?<br><br>IIA1b, IIA1c, IIA2f, IIB4, IIC2 | resources to support making improvements in SLOs<br><br>IIA1c, IIA2<br>IIB4<br>IIC1a, IIC2 | Based on reliable qualitative and quantitative information<br><br>IIA2f | Practices:<br>IIA, IIB |
| Effectiveness of mission verified by on-going cycle of evaluation and planning<br>IIA2, IIB3, IIC | Planning, Implementation, Re-evaluation<br>IIA2f | SLOs tied to key institutional processes<br>IIA2b, IIA2e | organizational structure: communication in support of SLOs<br>IIB, IIC1a | Should be broadly communicated<br><br>IIA2f | Academic freedom: IIA, IVA<br>_____<br>Academic honesty: IIA, IIC |
| Institution regularly reviews mission | | College self-analysis and dialogue leads to improvement of learning and teaching | organizational structure: decision- making in support of SLOs: IIA2d, IIA6, IIB1, IIB4, IIC1a | Should result in ongoing self-reflection and improvement<br>IIB,C | Free Inquiry for students:  IIA, IIB<br>_____<br>Equity and Diversity: IIB, IIC |

# Cabrillo College: Accreditation – Standard Three Theme Guide

| Institutional Commitments | Evaluation, Planning, and Improvement | Student Learning Outcomes | Organization | Dialogue | Institutional Integrity |
|---|---|---|---|---|---|
| Commitment to Mission and emphasis on achievement of student learning | Effectiveness of processes, policies, organization<br><br>IIIB1e | Processes for developing, measuring and assessing SLOs at the course, program and degree levels | adequate staff to support SLOs<br><br>IIIA, IIIA2 | Should guide institutional change | Honest, truthful, and clear in publications:<br><br>IIIA, IIID |
| Consistency between mission and goals | Student Achievement and Learning | Processes for developing, measuring and assessing SLOs in student support services? | resources to support evaluating SLOs | Should include all members of college community<br><br>IIIB2, IIIC1d | Intentions:<br>IIIA, IIID<br>_____<br><br>Policies:<br> IIIA, IIID, |
| Mission Guides Institutional Actions<br><br>IIIABCD | Improvement<br><br>IIIB2b, IIIC1d, IIIC2 | How does dialogue about these assessment results lead to improvement of learning, teaching and services?<br>IIIA1c, IIIA5b | resources to support making improvements in SLOs<br><br>IIID | Based on reliable qualitative and quantitative information<br>IIIA1a,c; 4,5b<br>IIIA (evidence ex.)<br>IIIC(evidence ex.) | Practices:<br> IIIA |
| Effectiveness of mission verified by on-going cycle of evaluation and planning | Planning, Implementation, Re-evaluation<br><br>IIIA6, IIIC2 | SLOs tied to key institutional processes | organizational structure: communication in support of SLOs | Should be broadly communicated<br>IIIB2a,C1d | Academic freedom:<br><br>_____<br><br>Academic honesty:  IIIA |
| Institution regularly reviews mission | | College self-analysis and dialogue leads to improvement of learning and teaching | organizational structure: decision making in support of SLOs<br><br>IIIA1c<br>IIID1b, IIID2a | Should result in ongoing self-reflection and improvement | Free Inquiry for students:<br>_____<br><br>Equity and Diversity:<br><br>IIIA |

# Cabrillo College: Accreditation – Standard Four Theme Guide

| Institutional Commitments | Evaluation, Planning, and Improvement | Student Learning Outcomes | Organization | Dialogue | Institutional Integrity |
|---|---|---|---|---|---|
| Commitment to Mission and its emphasis on achievement of student learning | Effectiveness of processes, policies, organization<br><br>I | Processes for developing, measuring and assessing SLOs at the course, program and degree levels | adequate staff to support SLOs | Should guide institutional change<br><br>IVA1,2<br>IVB2 | Honest, truthful, and clear in publications:<br><br>IVA, IVB |
| Consistency between mission and goals<br><br>IVA1 | Student Achievement and Learning | Processes for developing, measuring and assessing SLOs in student support services? | resources to support evaluating SLOs<br><br>IVB1i | Should include all members of college community<br><br>IVA1,2 | Intentions:<br> IVA, IVB<br>_____<br><br>Policies:<br> IVA, IVB |
| Mission Guides Institutional Actions<br><br>IVA3<br>IVB1b | Improvement<br><br>IVA1, IVA1b, IvB2b | How does dialogue about these assessment results lead to improvement of learning, teaching and services? | resources to support making improvements in SLOs<br><br>IVB1b, IVB1i<br>IVB2b | Based on reliable qualitative and quantitative information | Practices:<br> IVA, IVB |
| Effectiveness of mission verified by on-going cycle of evaluation and planning<br><br>IVA5 | Planning, Implementation, Re-evaluation<br>IVA1 | SLOs tied to key institutional processes | organizational structure: communication in support of SLOs<br><br>IVA, IVA3<br>IVB2b | Should be broadly communicated<br>IVA1,2,3 | Academic freedom:<br> IVA<br>_____<br><br>Academic honesty: IVA |
| Institution regularly reviews mission | | College self-analysis and dialogue leads to improvement of learning and teaching<br><br>IVA3, IVB1b, IVB2b | organizational structure: decision making in support of SLOs<br><br>IVA1<br>IVB1, IVB2b | Should result in ongoing self-reflection and improvement<br>IVA1, A2a | Free Inquiry for students:<br><br>Equity and Diversity: |

| Cabrillo College: Accreditation -- Themes | | | | | |
|---|---|---|---|---|---|
| **Institutional Commitments** | **Evaluation, Planning, and Improvement** | **Student Learning Outcomes** | **Organization** | **Dialogue** | **Institutional Integrity** |
| **Commitment to Mission and its emphasis on achievement of student learning**<br>IA1, IIA, IIB, IIC, | **Effectiveness of processes, policies, organization**<br>IB7, IIA2e, IIA3c,e<br>IIIB1e | **Processes for developing, measuring and assessing SLOs at the course, program and degree levels**<br>IIA1, IIA1a, IIA1b, IIA1c, IIA2a, IIA2b, IIA2e, IIA2h, UUA2i, IIA3abc, IIA6<br> IIC1a, IIC1b | **adequate staff to support SLOs**<br>IIIA, IIIA2 | **Should guide institutional change**<br>IA3,4   IIA2f<br>IB2,3    IIB,C<br>IVA1,2<br>IVB2 | **Honest, truthful, and clear in publications:**<br>IB  IIA, IIB, IIC,  IIIA, IIID, IVA, IVB |
| **Consistency between mission and goals**<br>IB2,3<br>IVA1 | **Student Achievement and Learning**<br>1B,<br>IIA1c, IIA3ce, IIC | **Processes for developing, measuring and assessing SLOs in student support services?**<br>IIB1, IIB3b, IIB4 | **resources to support evaluating SLOs**<br>IA1 ,IB, IB4<br>IIA1, IIA2, IIA3, IIB1, IIB4, IIC, IIC2<br>IVB1i | **Should include all members of college community**<br>IB4, IIA2,3, IIB<br>II 1A, IIIB2, IIIC1d<br>IVA1,2 | **Intentions:**  IA, IB  IIA  IIIA, IIID<br>IVA, IVB<br>_____<br>**Policies:**  IA, IB  IIA, IIB,  IIIA, IIID, IVA, IVB |
| **Mission Guides Institutional Actions**<br>1A4, IIIABCD<br>IVA3<br>IVB1b | **Improvement**<br>IB3, IB6<br>IIA1c, IIA2e, IIA1f<br>IIB, C<br>IIIB2b, IIIC1d, IIIC2<br>IVA1, IVA1b, IvB2**b** | **How does dialogue about these assessment results lead to improvement of learning, teaching and services?**<br>IIA1b, IIA1c, IIA2f, IIB4, IIC2<br>IIIA1c, IIIA5b | **resources to support making improvements in SLOs**<br>IB, IB6, IB7<br>IIA1c, IIA2, IIB4 IIC1a, IIC2<br>IIID<br>IVB1b, IVB1i, IVB2b | **Based on reliable qualitative and quantitative information**<br>IB ("evidence…"), IB5<br>IIA2f, IIIA1a,c; 4,5b<br>IIIA (evidence ex.)<br>IIIC(evidence ex.) | **Practices:** IA, IIA, IIB, IIIA, IVA, IVB |
| **Effectiveness of mission verified by on-going cycle of evaluation and planning**<br>IB, IIA2, IIB3, IIC<br>IVA5 | **Planning, Implementation, Re-evaluation**<br>IB3<br>IIA2f<br>IIIA6, IIIC2<br>IVA1 | **SLOs tied to key institutional processes**<br>IA1<br>IIA2b, IIA2e | **organizational structure: communication in support of SLOs**<br>IB2, IB5, IIB, IIC1a<br>IVA, IVA3, IVB2b | **Should be broadly communicated**<br>IB2,5, IIA2f<br>IIIB2a,C1d<br>IVA1,2,3 | **Academic freedom:** IIA,  IVA<br>_____<br>**Academic honesty:** IIA, IIC, IIIA, IVA |
| **Institution regularly reviews mission**<br>1A3 | | **College self-analysis and dialogue leads to improvement of learning and teaching**<br>IB1, IB5<br>IVA3, IVB1b, IVB2b | **organizational structure: decision making in support of SLOs:** IB3, IB4, IIA2d, IIA6,  IIB1, IIB4,IIC1a IIIA1c,IIID1b, IIID2a IVA1 ,IVB1, IVB2b | **Should result in ongoing self-reflection and improvement**<br>IB1<br>IIB,C<br>IVA1, A2a | **Free Inquiry for students:** IIA, IIB<br>_____<br>**Equity and Diversity:** IA, IIB, IIC IIIA, |