

# Cabrillo College

14 October, 1996

TO: John D. Hurd, President/Superintendent

FROM: Claire Biancalana, Vice President/Assistant Superintendent, Instruction

SUBJECT: College Master Planning

## **BACKGROUND**

The dedicated students, faculty, classified staff, and administrators serving on the Educational Master Plan Subcommittee of the College Planning Council worked for seventeen months to coordinate and write the College Master Plan. The membership included Chuck Anderson, Pegi Ard, Claire Biancalana, Nancy A. Brown, Mary Cardenas, Dr. Crow, Nancy Fetterman, Terry Fetterman, Jing Luan, Danny Martinez, Alexa McCrea, Manuel Osorio, Francisco Ponce, Felix Robles, Susan Sargent, Steve Salyer, and Wende Sharrock. The plan is presented to you in the following order: review of planning elements, planning assumptions, college mission, college goals, college master plan summary.

## **REVIEW OF MASTER PLANNING ELEMENTS**

**1. Review of Mission:** The mission is the statement of the college purpose. Its development was facilitated by Felix Robles. The statement was reviewed throughout the college governance structure and approved by the Governing Board at its July 1995 meeting.

\* Measures for Outcome Indicators may be found at the end of this document

**2. Development of Broad College Goals:** The goals of the college refer to the aspirations, functions, and purposes of the college as viewed by the members of the college. They guide the formation of the objectives and action plans. These broad college goals are based on the college mission and documents identified and collected by the Educational Master Planning Committee including:

- Major Trends and Issues of Cabrillo College
- Summary of Spring 1995 Cabrillo College Campus Climate Survey
- Labor Market Trends
- Trends projected by UCSC, CSUMB, SJSU
- Program and Services Planning or Review Documents

The goals were reviewed throughout the governance structure and approved by the Governing Board at its November 1995 meeting.

**3. Development of Planning Assumptions:** From June through November 1995, the Educational Master Planning Committee collected, synthesized, and published planning assumptions based on internal and external information influencing the college.

**4. Department or Unit Objectives and Action Plans:** Using the Cabrillo College planning guide, each department or unit on campus prepared its section of the Master Plan. Much of this work was accomplished earlier as part of planning (Program Planning, Program Review, Accreditation Self-Study, most recent Title III Grant application). Department or unit plans describe objectives and plans for the future based on assumptions influencing the department or unit. Plans were used by the components to identify common trends to formulate objectives and their associated action plans. (In future years these Master Plans will be replaced by more extensive Program Planning and Review Reports.)

**5. Formulating Component Objectives and Action Plans:** Grounded in the college mission and using internal and external data, component committees identified common themes among the departments and unit plans, created priorities across the themes, and developed objectives from the themes in keeping with the college goals. Committees identified cross-component issues and facilitated discussion between components. The component-developed objectives included implementation strategies and were submitted to the College Planning Council in May of 1996.

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- 6. Prioritizing College Objectives and Plans:** Component plans were reviewed by the Master Planning subcommittee of the CPC. The objectives and strategies for the overall College Master Plan were synthesized from the component plans and the program and unit plans by that subcommittee. First year strategies were identified by components. The College Master Plan Summary was approved by the College Planning Council in September of 1996. Resource allocations for year one were recommended by component administrators.
- 7. Writing Annual Operational Budgets and Priority Plans:** As is the Cabrillo College tradition, component administrators worked with faculty and staff to develop operational plans based on the first-year College Master Plan strategies.
- 8. Other College Plans:** College plans mandated by agencies external to the college (e.g., Matriculation, EOPS, Student Equity, DSPS, VATEA, etc.) will relate to the College Master Plan.

## **PLANNING ASSUMPTIONS**

### **Demographics**

1. California is expected to grow at a rate twice as fast as the rest of the nation by 2005. Unlike many other regions of the state, the city populations in Santa Cruz County increased only slightly during the period of January 1994 to January 1995, ranging from a .9 to 2.9% increase.
2. By 2000, nearly one-half of California's population will be from a minority background, with 30% of the population expected to be Latino. In Santa Cruz County, the largest and fastest growing ethnic group is Latino, presently representing 20.5% of the population.
3. More than 104 different languages are spoken across the state of California and a language other than English is spoken in 31.5% of homes, with 20% of the homes speaking Spanish. Compared to the state, Santa Cruz County shows 21.2% of homes reporting a language other than English (15.6% Spanish) and Watsonville reports 57.2% of the homes speaking another language, with Spanish speaking homes estimated at 50.7%.

\* Measures for Outcome Indicators may be found at the end of this document

4. The state unemployment rate for 1994 was 8.7% (down from previous years). In comparison, Santa Cruz reported 11.2% countywide. Capitola reported the lowest unemployment rate of 7.6% and Watsonville reported the highest unemployment rate of 20.4%.
5. In 1980, there were 6.9 taxpayers for each AFDC recipient in California. By 2000, it is expected that there will be only 2.9 taxpayers supporting each AFDC recipient. Currently, the numbers of AFDC clients in Santa Cruz are increasing, with an 18.6% increase reported from 1992 to 1994.
6. 10.3% of the Santa Cruz County population is below the poverty level. Latinos represent 20.5% of the total population, and they represent 35.9% of those below the poverty level.
7. The 0-24 age group accounts for 54.5% of the below poverty level population in the state of California. Of the numbers of persons at or below the poverty level in Santa Cruz County, 78.7% are children under the age of 18.

### **Labor Market Trends**

1. At least 50% of new jobs created in California will require at least some postsecondary education.
2. Six of every ten California workers are women or minorities and there has been a substantial increase in older workers during the 90's.
3. California's overall growth in jobs is expected to occur in four industries: high technology, tourism/entertainment, foreign trade and services. Within the services area, the health industry expects the highest growth, particularly in geriatrics.
4. Technological change demands, including the introduction of new technologies, the closure of Fort Ord and the loss of manufacturing jobs, require training and retraining of employees and career planning for multiple job changes and advancement.

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5. Growth in jobs for Santa Cruz County will be found in service firms and retail trade companies. Health services will demonstrate the largest growth within the service industry, combined with an increase in tourism.
6. Employers in Santa Cruz County are seeking employees with computer skills, communication and customer relation skills, basic skills and work ethics.
7. The most requested training programs by Santa Cruz area businesses are in the areas of business plans, financing, accounting, marketing, office skills training, communication and customer service training, leadership and supervisory skills training, and basic skills training.
8. Small businesses comprise the largest percentage of businesses in the area with 86.2% employing fewer than 20 employees.

### **Educational Trends**

1. The one year dropout rate for California for 1994 was 4.9%. The dropout rate for Latino's is 7.3%; and for African-Americans the rate is 8.1%. The dropout rate in Santa Cruz County for 1994 was as follows: PVUSD at 8%; Santa Cruz City Schools at 4%; San Lorenzo Valley at 3.2%.
2. The graduation rate of high school students from Santa Cruz County is 67.3% in comparison to 68.3% of students in California. (Pajaro Valley Unified School District 64.2%; Santa Cruz City Schools 71.1%; San Lorenzo Valley 64.9%).
3. 28.6% of Santa Cruz County students are LEP; 48.7% of Pajaro Valley Unified School District (PVUSD) are LEP. PVUSD has 8,203 Spanish speaking students.
4. 62% of students in PVUSD reported that they plan to attend college following graduation; 42% plan to attend Cabrillo College and 14% plan to attend the Watsonville Area.

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5. About half of the households in Santa Cruz County reported that they have computers at home.
6. Persons 25 years and older have a higher educational attainment level than others in the state. 35% of the total population (over 25) in the city of Santa Cruz had a bachelor's degree or higher in 1990 (as compared to 23% in California).
7. An emerging disability group entering high schools and colleges are students with attention deficit disorder and an increasing number of children who were crack babies or born with fetal alcohol syndrome are entering our high schools today.
8. New emphasis at the four year universities will be placed upon global inter-dependence, languages and cross-cultural competencies.
9. Stronger writing skills and higher levels of math skills are new requirements for students transferring to UC or CSU.
10. CSU's proposal for the elimination of remedial classes will greatly impact community colleges.
11. Students preparing to attend Cabrillo College are underprepared in math and English. Less than 10% of the students enrolled in 1993-94 were prepared for basic math courses and only 16-29% students were prepared for English.
12. Career research indicates that people will undergo 7 job changes in their lifetime. Comprehensive education, which develops an ability to diversify approaches to problem solving, will continue to be essential.

### **State and Federal Factors**

1. Federal efforts are focused on deregulation and decentralization and, thus, increasing responsibility will be placed upon colleges and local communities.
2. A strong emphasis on accountability will require colleges to report and evaluate student outcomes. In the future, portions of funding may be tied to student performance measures.

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3. Trends in federal legislation support collaboration and regional partnerships among educational institutions and with business and industry.
4. The State economy has entered a recovery phase, however it is not reasonable to assume that funding levels will be increased for community colleges.
5. The revenue growth prospects for California are less than before, and the K-12 and Corrections systems will command a major share of any increases.
6. Community college enrollments are projected to increase 24% by year 2005, and there will be continuing pressure to fund enrollment growth and to serve a more diverse population.
7. A growing and complex web of Federal and State laws and regulations, court decisions and special interest pressures will continue to increase the costs of compliance and service requirements at the local level.
8. There is an increasing reliance upon grants and donations from private industry, governmental agencies, community sources, and individuals to meet changing program needs and higher operating costs.
9. The commitment to geographically convenient educational facilities will be raised and debated as the State faces the implications of a world economy, growth in the diverse population served, and changing technologies.

### **Student Trends**

1. The overall enrollment for the college will follow a steady and small increase into the year 2005, on the average at 1.5% annually.
2. The distribution of ethnicity of students will experience a dramatic increase in the number of Latinos, Asians and African American students by 2005, while Whites will decrease from 70% to 50%.

\* Measures for Outcome Indicators may be found at the end of this document

3. Overall, students who are Latino have a lower rate of certificate and degree completion and transfer than other students at Cabrillo.
4. The overall retention rate at Cabrillo is 70%. Some basic skills courses have a lower retention rate ranging around 45%.
5. Approximately 90% of transferring students at Cabrillo transfer to UC or CSU systems.
6. The college has observed a 44% increase in the number of underrepresented students transferring to UC and CSU within the past two years.
7. Specialized support services and programs will continue to increase to serve specific targeted students.
8. 38.8% of the students surveyed at Cabrillo reported that they felt being discriminated against based upon age, gender, race or disability. (In addition, 67% of respondents to the Community Needs Assessment in Santa Cruz County reported that they thought racism is a problem locally.)
9. Students reported to be satisfied with the support services they received but desire for more experienced staff, better organized processes, and friendlier communication.
10. Students will be taking advantage of distance education opportunities including TV, interactive video computing, and Internet, here or through other providers.
11. Students will need low cost and no cost health interventions due to the national health maintenance crises.
12. Increasing health problems posed by students are seen in a growing AIDS epidemic, widening alcohol and other drug problems, and a higher incidence of communicable diseases such as tuberculosis, STDS and hepatitis B.

### **Faculty and Staff**

\* Measures for Outcome Indicators may be found at the end of this document

1. The mean and median age of full-time Cabrillo faculty is 51. Planning for retirement and recruitment of new faculty is needed during the next five years.
2. In the 1995 enrollment rates, 19% of the students are Latino, which compares to 9.8% Latino full-time faculty and 14.5% nonmanagerial Latino staff. Latino students are expected to increase and this needs to be considered in the faculty recruitment process at Cabrillo.

### **Technology**

1. The explosion of technology is transforming modes of services.
2. The expanded use of technology can be increasingly used for providing college information and promotion and advertisement.
3. All programs and services need to examine internal procedures and processes and determine how technology will improve their ability to achieve their goals and objectives.
4. All instructional programs need to address the changing technology found in the workplace and in universities and determine how these changes will affect instructional goals and objectives.

### **Facilities**

1. All programs and services need to evaluate the physical plant in light of institutional goals and objectives.
2. A deferred maintenance plan needs to be developed that includes examining classroom and lab space, emergency lighting, exit signs, access for students with disabilities, and ventilation.
3. The physical plant of the college is steadily deteriorating and in urgent need of rehabilitation.

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## **COLLEGE MISSION STATEMENT**

The mission of Cabrillo College is to deliver quality education responsive to the needs of the community and to facilitate open access and achievement for all students.

The college is committed to providing a balanced curriculum and to maintaining an environment that encourages excellence, varied approaches to teaching and learning styles, critical and independent thinking, academic freedom, diversity, and mutual respect for all people and cultures. Furthermore, the college is committed to developing partnerships with the community to expand educational opportunities for students and to strengthen the economic and cultural vitality of the region.

To fulfill its mission, Cabrillo College offers the following programs and services as prescribed by the state of California:

### **PRIMARY FUNCTIONS**

**TRANSFER EDUCATION:** to provide lower division general education and major preparation courses leading to an associate degree and/or to transfer to a four-year college/university;

**VOCATIONAL EDUCATION:** to provide education and training in selected occupational fields leading to job entry, advancement, retraining and certification, and to associate degrees;

### **ESSENTIAL TO THE PRIMARY FUNCTION**

**BASIC SKILLS EDUCATION:** to provide transitional education programs and courses for students needing preparation to succeed in college-level work;

**STUDENT SUPPORT SERVICES:** to provide student support services that enhance student success; and

### **AUTHORIZED FUNCTION**

**NONCREDIT EDUCATION AND SELF-SUPPORTING PROGRAMS:** to offer continuing education responsive to the professional, cultural, and developmental needs and interests of the community.

\* Measures for Outcome Indicators may be found at the end of this document

## **COLLEGE GOALS**

GOAL #1: Offer curricula which responds to present and anticipates future community needs with an emphasis on occupational and transfer education

GOAL #2: Encourage innovative and student-centered teaching and learning

GOAL #3: Provide a diverse student community through open access; promote student success with useful and effective support services

GOAL #4: Foster a work environment conducive to attracting and supporting a diverse and excellent faculty and staff

GOAL #5: Provide and maintain the technology and staff training to support student learning and the information management throughout the college

GOAL #6: Develop and manage physical and financial resources in accord with the college mission

## **COLLEGE MASTER PLAN SUMMARY**

**GOAL #1: Offer curricula which responds to present and anticipates future community needs with an emphasis on occupational and transfer education**

### **1.1 Strengthen partnerships with the employer community**

Increase internships and work experience opportunities for students

Influence the development and implementation of School-to-Career and  
One Stop Career system

Refocus Community Education to better meet business community needs

\* Measures for Outcome Indicators may be found at the end of this document

Expand Contract Education

Improve the role of industry advisory committees

**1.2 Develop, maintain and support curricula rich in computer, communication, critical thinking, and problem solving skills**

Design scheduled and open-access computer laboratories and software (see goal 5) and upgrade  
existing laboratories (see goal 6)

Establish a fund to provide reassigned time for curriculum development

Integrate vocational and academic curriculum

Evaluate the redesign of student orientations to create a credit course

Invest in five new and innovative programs

**1.3 Increase access through distance education and off-campus offerings (see goal 3)**

Offer additional courses at the Watsonville Center based on Task Force  
recommendations

Develop new Internet courses

Increase telecourse offerings

Explore need for other off-campus offerings

Expand instructional programs and services to students

**1.4 Improve intersegmental transfer and articulation**

Increase articulation with universities

Increase articulation agreements with high schools and adult schools

**1.5 Design effective marketing strategies to promote new and existing programs**

Base material development on curriculum development activities

Produce information in most appropriate media

**GOAL #2: Encourage innovative and student-centered teaching and learning**

**2.1 Address differing learning styles through new approaches to teaching**

Provide professional development opportunities (see goal 4)

Implement alternative teaching-learning methodologies to meet the needs of students with differing learning styles and  
those with disabilities

Utilize multimedia in classroom instruction

\* Measures for Outcome Indicators may be found at the end of this document

- Identify discipline specific software for supplemental instruction
- Utilize Internet for classroom instruction
- Develop increased collaboration between librarians and other faculty
- Develop service learning opportunities for students

**2.2 Publicize innovative and student-centered teaching and learning at Cabrillo**

- Develop feature story ideas on innovative projects
- Develop a homepage on student learning
- Develop a homepage for every college program

**2.3 Support improvement of teaching and learning through classroom-based research**

- Identify classroom research needs and support special projects

**GOAL #3: Provide a diverse student community through open access; promote student success with useful and effective support services**

**3.1 Increase enrollment through outreach and recruitment activities**

- Develop specific outreach activities for elementary and high school students and the community
- Design electronic and print marketing strategies (see goal 5)
- Evaluate class scheduling strategies

**3.2 Improve student access to higher education**

- Implement and update Student Equity Plan and measure success of its strategies
- Explore options to increase counseling services
- Revise admissions and registration procedures and implement electronic registration (see goal 5)
- Develop off-campus student service information resources
- Improve the delivery of student financial aid services (see goal 5)
- Explore the expansion of child care services
- Schedule short term classes and weekend classes
- Improve and expand evening services
- Offer additional courses at the Watsonville Center based on Task Force

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recommendations

Improve services to Veterans and eligible dependents

Develop new Internet courses

Increase telecourse offerings

Explore need for other off-campus offerings

### **3.3 Increase student retention**

Collect and use student outcome data

Improve collaboration among programs and services

Increase and improve services and courses for off-campus and distance learners

Develop additional ways for students to finance their education

### **3.4 Support student transition to employment and universities**

Increase the number of transfer admission agreements

Collaborate with universities to improve outreach services for Cabrillo students

Review and revise graduation policy and procedures where necessary

Implement efficient transcript retrieval and delivery system

Fully develop and utilize CONNECT and other electronic sources for career  
planning and employment

Increase transfer rate

Increase number of students who qualify and apply for degrees and certificates

Increase student access to information regarding their academic records

### **3.5 Coordinate and improve recruitment, retention, and transition of underrepresented and underprepared students**

Collaborate efforts of departments that engage in recruitment of underrepresented and disabled students

Offer additional courses for limited English proficient students

Improve the collaboration among basic skills programs, assessment, and tutoring services

Increase the number of underprepared students who transition to employment and the university

Increase the percentage of underrepresented students who transfer to at least equal  
the percentage of the general population of students who transfer

Increase the number of students who qualify and apply for degrees and certificates

Increase the number of presentations on college programs and services to

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underrepresented students

**GOAL #4: Foster a work environment conducive to attracting and supporting a diverse and excellent faculty and staff**

**4.1 Improve faculty and staff recruitment**

Expand effective advertising for vacancies including the use of the Internet and other electronic media

Implement new Title 5 guidelines for diversity and equity

Design activities to increase the number of underrepresented faculty and staff

With the Cabrillo College Foundation, explore the establishment of a housing assistance program for new faculty

**4.2 Increase retention of faculty and staff**

Develop a competitive and fair salary program for all

Conduct department-specific and collegewide orientations and trainings

Design strategies to increase the retention of underrepresented faculty and staff

Formalize mentor programs for all faculty

Build stronger alliances with community resources

Develop and implement a comprehensive coordinated staff development plan

Improve delivery of information within the college

**4.3 Provide and apply employment policies, practices and procedures in a fair, equitable, and consistent manner**

Develop a student, short term, and substitute employment program

Facilitate communication among administrators, supervisors, and employees about employment related matters

Develop, define, and codify district employee exit procedures

Continue developing necessary employment policies and administrative regulation

**4.4 Provide a safe and healthful work environment**

Develop a comprehensive college safety program

Implement safety recommendations regarding ergonomic workstations

\* Measures for Outcome Indicators may be found at the end of this document

**GOAL #5: Provide and maintain the technology and staff training to support student learning and the information management throughout the college**

**5.1 Provide technology to support student learning**

- Provide Internet access to classrooms and labs
- Install multimedia equipment in the classroom
- Purchase software specific to individual disciplines and multimedia authoring software
- Design scheduled, open-access, and drop-in computer laboratories
- Invest in five new and innovative programs
- Expand instructional programs (see goal 1)

**5.2 Provide technology to support student services (see goal 3)**

- Develop automated magnetic strip student ID card system
- Automate Financial Aid and Admissions and Records
- Improve registration process through Internet registration

**5.3 Provide technology to support administrative services**

- Select and implement a Human Resources and a Financial Information system
- Select and institute a records retention system
- Evaluate the concept of a single “campus card”

**5.4 Develop the technological resources to support college planning and operational information management needs**

- Establish a college technology team
- Develop an information technology infrastructure including a staffing plan to support increasing technological needs
- Support interactive multimedia communication for staff and student correspondence
- Provide Internet access to faculty and staff offices
- Provide access to campus network to faculty and staff from their homes
- Develop policies and administrative regulations regarding the electronic workplace
- Produce marketing information through the Internet

**5.5 Develop accessible databases and reporting systems to support evaluation and accountability**

- Change reporting methods to Chancellor's Office through software design
- Maintain MIS data for tracking student success

\* Measures for Outcome Indicators may be found at the end of this document

Develop and refine college data warehouse

Publish a comprehensive summary of college education data

**5.6 Provide multimedia, Internet, and general office applications training and support**

Provide comprehensive professional development training for faculty, staff and administrators (see goal 4)

**GOAL #6: Develop and manage physical and financial resources in accord with the college mission**

**6.1 Develop a college staffing plan which considers faculty and staff demographics, college diversity goals, salary and benefit program goals, and training and recruitment needs**

Modify the academic position priority process to accommodate master planning needs

Develop processes to prioritize classified positions and part-time hourly requests

**6.2 Provide well maintained facilities, grounds, equipment, and vehicles**

Update and implement 5-Year Facilities Master Plan to reflect new construction and major remodeling needs

Develop master site plan

Establish a schedule for maintenance of facilities, parking lots, equipment, and vehicles

Analyze and upgrade campus utility systems

Develop a comprehensive deferred maintenance plan

Determine funding resources for identified major remodeling projects

Allocate and reallocate resources to meet the current need for additional space

Establish an equipment inventory system and conduct an equipment inventory

Develop a master plan for campus landscape, utilization, and maintenance

**6.3 Develop new facilities and increased funding to support projected enrollment growth at the Watsonville Center**

Obtain educational center designation

Work with the City of Watsonville and State of California for expansion of physical site

**6.4 Improve access to campus facilities**

Design an outdoor information system for navigating across campus and locating buildings

Identify funding to remove accessibility barriers

**6.5 Undertake a reengineering effort to improve the effectiveness and efficiency of college programs and services**

\* Measures for Outcome Indicators may be found at the end of this document

Improve, simplify, and integrate processes and eliminate duplicated processes across the college

Evaluate alternative methods of providing services

**6.6 Increase funding to support ongoing college operations and to invest in long range priorities**

Write grants

Tie private fund raising to college master plan objectives

Develop effective model for affecting state-level legislation and policy

Develop alternative strategies for revenue generation

Establish partnerships with private industry

Assess feasibility of a local bond issue and undertake campaign if appropriate

**6.7 Develop a comprehensive institutional planning system**

Evaluate the effectiveness of programs and services

Integrate all planning systems: educational, financial, facilities, technology/equipment, and human resources

**6.8 Develop a budgetary process to estimate added costs arising from increases in supplies, equipment, and services**

\* Measures for Outcome Indicators may be found at the end of this document

## MASTER PLAN AND EVALUATION

**GOAL 1** Offer curricula that respond to present and anticipate future community needs with an emphasis on occupational and transfer education.

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATOR *	MODIFICATIONS
1.1 Strengthen partnerships with the employer community	Increase internships and work experience opportunities by 20% - I		Employment and Economic Development	
	Influence One-Stop Career System by establishing a presence at the facilities – I	Cabrillo participated in development of Library, Web site, and governance policies; Cabrillo assessment through Accuplacer is available at One-Stop; HRA retreat held at Cabrillo campus in 1998		
	Influence the development and implementation of School-to-Career in 3 areas - i	Public Safety School to Career program started by combining Fire Protection, Criminal Justice, and Correction in 1996; High School to Cabrillo course sequence defined for computer-related programs for 4 high schools in 1997; Initial meeting held with employees and educators to develop Allied Health paths in 1998;		
	Refocus community education to include a strong emphasis on the business community by developing 3 new options for career and professional development - i	Regular community Education class offerings include a strong entrepreneurial and economic development focus; Let's Do Lunch and First Fridays added 1998; Corporate Training program fully operational 1998		
	Expand contract education and triple the revenues of \$27,000 - i	\$45,000 in 1997; \$124,000 in 1998		

\* Measures for Outcome Indicators may be found at the end of this document

	Improve role of industry advisory committees by increasing involvement of members in needs assessments and equipment acquisitions - i	New members added to the CAHM, FPT, and Arch Tech programs in 1997;		
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OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATOR *	MODIFICATIONS
1.2 Develop, maintain and support curricula rich in computer, communication, critical thinking, and problem solving	Design 4 computer classrooms, 1 open-access and 1 drop-in lab by 1998 – i	515, 511, Watsonville computer labs opened 1997; 512, 516, open access computer lab and 38 public access computer stations opened 1998	Success	
	Establish a fund to provide reassigned time for curriculum development immediately - i	Funds in 1996-97 produced: English 290; ESL telecourse; Math basic skills and with Learning Skills; Engineering Department is including interdisciplinary modules with Speech, Writing, Computer Science; Psychology and Speech developed interdisciplinary course; VESL course in Early Childhood Education; ECE and Spanish working together to address literacy issues for Spanish Speaking ECE students; ECE infusing curriculum with anti-bias concepts; Librarians and Business developed Internet Resources for Business; Librarians updated Critical Thinking in an On-line World Funds in 1997-98 produced: fast track curriculum in Medical Assisting, Accounting, Small Business, Microcomputer Management Desktop Publishing and Multimedia, Computer Applications, Home Health Aide, Landscape Maintenance, Interdisciplinary Courses in Literature and History, Geology and History,	Transfer	
	Integrate academic and vocational curriculum in 5 courses in 3 years – I	Digital Publishing developing and a true interdisciplinary program, communications staff development for all vocational faculty, 1997	Employment and Economic Development	
	Develop and incorporate new technology For the delivery of orientation classes to 5 additional, off campus locations by 1999 – I	Work in progress.		
	Invest in five new and innovative programs and begin to offer courses by 2000 - i	Initial labor market studies performed for Engineering Tech and Allied Health, 1998		

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OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATOR *	MODIFICATIONS
1.3 Increase access through distance education and off campus offerings	Offer two additional courses at the Watsonville Center each semester – I	Infant Toddler and Women's International Perspective, Word for Windows, Webpage, Starting and Operating a New Business 1997, English for Childcare Professional, ESL Clinics, Anthropology, Math 254 1998	Access	
	Develop and offer one new Internet course each semester – I	No courses offered in 1997, 1998		
	Increase telecourse offerings by one each semester – I	Geography 2, Political Science 1, Business 18 added, 13 classes offered 1997; ESL 270A, 18 classes offered 1998		
	Explore need for other off-campus offerings (SLV/SV, One-Stops) by 1998 – I	SLV/SV Study completed 1997; 9 courses offered 1997, 2 additional classes 1998		
1.4 Improve intersegmental transfer articulation and services	Increase articulation with universities by articulating all transfer courses with CSUMB – I	GIS 1997, Technology (partially) 1998	Transfer	
	Double articulation agreements with high schools and adult schools by 1999 – I			
1.5 Design effective marketing strategies to promote new and existing programs	Develop promotional materials for 100% of new certificate and degree programs in at least two media, annually (President)	At 50% currently	Access Success	

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GOAL 2

Encourage innovative and student-centered learning

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
2.1 Address differing learning styles through new approaches to teaching	Provide professional development opportunities in new approaches to teaching for 25% of the faculty each year – I	100% of faculty were offered professional development work shops in Collaborative Learning (30 attendees), Interdisciplinary Teaching (167 attendees), Multimedia Instruction (388 attendees), or Competency Based Assessment (23 attendees) in 1998	Access  Success	
	Utilize multimedia in 15 classrooms by 2000 - I	Installed in 612, 618, 509, 828, 1300, and 357 in 1998; Mediated instruction installed for Math and English classes		
	Identify discipline specific software for supplemental instruction in 2 disciplines by 2000 – I			
	Utilize Internet for classroom instruction in 50% of the courses by 2000 – I	Used in 28 courses in 1998		
2.2 Publicize innovative and student-centered teaching and learning at Cabrillo	Ensure publishing of 5 feature story ideas on innovative projects per year – p	Target number exceeded in 1996-97 and 1997-98	Access  Success	
	Develop a homepage on student learning - ?			
	Develop a homepage for every college program by 2000 – I	100% of programs have home pages 1998		

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**GOAL 3** Promote a diverse student community through access; promote student success with useful and effective support services

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
3.1 Increase enrollment through outreach and recruitment activities	Develop 3 new specific outreach activities for elementary and high school students and the community - I	Student panel presentations to high schools 1997, Assessment given at high schools and collaborative seminars in science and English in 1998	Access	
	Design and implement a three-year promotion plan, including Internet use, and an evaluation component (President)	Extensive Website developed including downloadable application for admission - 1999-2001 plan under development		
	Evaluate class scheduling strategies with Division Chair Council and implement 3 best recommend changes - I	After discussions with Division Chair Council, sample schedules included 1997; Late starting schedule begun 1998		
3.2 Increase student access to Cabrillo College	Implement and update the Student Equity Plan and measure success – ss	Student Equity Plan integrated into CMP and no longer exist as a plan	Access	
	Explore 5 different methods to change counseling services to other than 8 – to 5 - ss	Assessment available at one-stops 1998.		
	Improve registration process by reducing the number of trips for our traditional student from 5 visits to 2 in order to register by 2000 - ss			
	Expand off-campus student service resources by increasing services by an additional 3 in 1998 - ss	Watsonville Center received additional hours of health services, counseling, Financial Aid, book sales and A&R services in 1998		
	In order to increase the number of PELL and work-study recipients additional work-stations and staff will be provided by 1998 - i	Additional workstations added by locating trailer next to main office in 1998.		

\* Measures for Outcome Indicators may be found at the end of this document

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
	Explore the expansion (triple # of families) of child care services and make recommendation by 1998 - i	Baskin Childcare Center opened and \$350,000 in grant obtained 1997; Childcare for Watsonville under development 1998		
3.2 Increase student access to Cabrillo College (cont.)	Schedule 15 short-term classes and weekend classes - ss	ECE, Math, CS, CAOS, Library 1997; ESL, Visual Arts, Music, History Political Science, Sociology, Spanish, Speech, Women's Studies, PE, Geology, French, Astronomy, ALA 1998		
	Improve and expand evening services in Financial Aid, Health Services, and Counseling by extending evening hours by 4hrs for each service each week.... - ss	Increased evening hours for the Watsonville and Aptos Centers 1998		
	Offer two additional courses at the Watsonville Center each semester based on Watsonville Center Advisory Committee suggestions - i	Infant Toddler, Women's International Perspective, Word for Windows, Webpage, Starting and Operating a New Business 1997, English for Childcare Professional, ESL Clinics, Anthropology, Math 254 1998		
	Develop one new internet course per semester - i	No courses offered in 1997, 1998		
	Increase telecourse offerings by one each semester - i	Geography 2, Political Science 1, Business 18 added, 13 classes offered 1997; ESL 270A, 18 classes offered 1998		
	Explore need for other off-campus offerings (SLV/SV, One-Stops) by 1998 - i	SLV/SV Study completed 1997; 9 courses offered 1997, 2 additional classes 1998		
3.3 Increase student retention	Collect and use student outcome data to modify instruction in 4 areas by 2001 (as determined by instruction planning)	Instructional Plans developed in	Success	
	Improve collaboration among programs and services --specify how -- l, ss			

\* Measures for Outcome Indicators may be found at the end of this document

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
	Increase and improve services, offerings and courses for distance by 2001 to address 75% of the need as determined by a needs analysis – ss, i			
	Develop additional ways for students to finance education - ss			

\* Measures for Outcome Indicators may be found at the end of this document

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
3.4 Support student transition to employment and universities	Increase number of transfer admission agreements by 20 per academic year - ss	Completed and ongoing.	Transfer  Employment and Economic Development	
	Collaborate with universities to improve outreach services with 5 new projects by 2001 - i	Collaborate with UCSC on Virtual High School project 1998		
	Through updated graduation policies increase student awareness of eligibility therefore increasing the numbers of students receiving degrees and certificates – ss, i	A&R coordinated w/counseling to ensure uniform graduation process info which will then be given to students.		
	Implement efficient transcript retrieval and delivery system completed 2001 - ss			
	Increase transfer rate by 10 transfers per year by 1999 - ss			
	Increase student access to information regarding their academic records through internet and Kiosk located on campus by 2000 - ss	Datatel purchased in 1998		
3.5 Coordinate and improve recruitment, retention and transition of underrepresented students	Collaborate efforts of 4 departments that engage in recruitment of underrepresented students by 2001 - ss	METPP, Puente share office space 1998	Access  Success  Transfer  Employment and Economic Development	
	Offer 5 additional courses for limited English proficient students by 1999 – I	ECE VESL, ESL clinics, 1997		
	Increase the number of underrepresented student transfers by 5 per year by 1999 – ss			
	Increase the number of underrepresented students who qualify for degrees and certificates by 5 per year by improved coordination of PUENTE, MESA, Transfer Center, and A&R – ss,i			
	Increase the number of presentations on college programs to underrepresented students by 3 per year by 2000. - ss			

\* Measures for Outcome Indicators may be found at the end of this document

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
	Increase the availability of information re campus child care to underrepresented students at the above presentations - ss			

Goal 4 Foster a work environment conducive to attracting and supporting a diverse and excellent faculty and staff

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
4.1 Improve faculty and staff recruitment to attract high quality applicants	Expand effective advertising for vacancies including the use of electronic media (President)	Job listings separated by classification are now published on the Internet.	Access Resource Management	
	Implement new Title 5 guidelines for diversity and equity (President)	All relevant AR's updated to comply with Title 5 guidelines		
	Design at least 3 new strategies to increase the number of underrepresented faculty and staff (President)	Reestablished travel grants in 1998		
	Implement at least two strategies to make housing more accessible for new faculty, including exploring Foundation assistance - p			
4.2 Increase retention of faculty and staff	Develop a competitive and fair salary program for all	Negotiations with SEIU were concluded in December 1997, and a three-year contract was approved for 1997-2000. Negotiations with CCFT were concluded in May 1998, and a three-year contract was approved for 1998-2001.	Access Resource Management	

\* Measures for Outcome Indicators may be found at the end of this document

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
	Conduct 15 department-specific and 5 college-wide orientations (President)	Director of Equity and Diversity presented seven Flex Week workshops and six workshops to managers during 1997-98		
	Design 3 strategies to increase retention of underrepresented faculty and staff by 2000 (President)			
	Formalize mentor programs for all faculty by 2001 - i	Mentor concept paper written 1998		
	Build stronger alliances with community resources (President)			
	Develop and implement a comprehensive coordinated staff development plan by 2001 - i			
	Based on formal analysis of current methods, develop, and implement an effective and efficient internal faculty and staff information and communication system (President)			
4.3 Provide and apply employment policies in a fair and consistent manner	Develop a student, short-term and substitute employment program by July, 1998 – BS.	Governing Board adopted a student work study program salary schedule, June 1997 As of July 1998, 23 conversions of temporary/hourly to classified positions approved by the Governing Board.	Access Resource Management	
	Develop, define and codify district employee exit procedures by June 1999 – BS.			
	Develop search and selection procedures for hiring administrators and managers by December, 1998 – BS.			

\* Measures for Outcome Indicators may be found at the end of this document

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
4.4 Provide a safe and healthful work environment	Develop a comprehensive safety program to comply with federal and state regulations, including Injury Illness and Prevention Program (IIPP), by June 1999 – BS.	A review was conducted of the District policies related to IIPP requirements in 1997-98. The results of this review and the recommendations will be presented in the revised IIPP.	Access  Resource Management	
	Conduct an evaluation of workstations and Implement recommendations regarding ergonomic issues, June 1998 – BS.	During 1997-98, distributed questionnaire to classified employees, analyzed results, requested 108 employees attend cumulative trauma disorder prevention training, 100 attended and 71 worked stations were scheduled for evaluations. Evaluations completed and recommendations implemented for each workstation.		

\* Measures for Outcome Indicators may be found at the end of this document

Goal 5 Provide and maintain the technology and staff training to support student learning and information management

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
5.1 Provide technology to support student learning	Provide Internet access to 50% of the classrooms and labs by 2000 – I	Used in 28 disciplines in 1998	Success	
	Install multimedia equipment in 15 classrooms by 2000 – I	Installed in 612, 618, 509, 828, 1300, and 357 in 1998; Mediated instruction installed for Math and English classes	Transfer	
	Purchase software specific to individual disciplines and multimedia authoring software with account established by 1999 - i	\$100,000 software fund established 1999. Multimedia authoring software committee decision made 1999.	Employment and Economic Development	
	Design 4 computer classrooms, 1 open-access and 1 drop-in lab by 1998 - i	515, 511, Watsonville computer labs opened 1997; 512, 516, open access computer lab and 38 public access computer stations opened 1998		
5.2 Provide technology to support student services	Develop and implement automated magnetic strip student ID card system by year 2001 -	Contracting data gathering for all services and unify I.D. systems.	Success	
	Automate Financial Aid and Admissions and Records – ss	Scheduled in 1999-2000 as part of Datatel installation	Transfer	
	Improve registration process through telephone registration (2000) and Internet registration (2001) - ss		Employment and Economic Development	

\* Measures for Outcome Indicators may be found at the end of this document

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
5.3 Develop technology to support administrative services	Select and implement a Human Resource and a Financial Information system by January 1998 – BS.	A student support/administrative information system, Datatel, was selected by January 1998. An overall project plan for implementation has been written and will be submitted to the Governing Board in September 1998. The first implementation phase of purchasing and accounts payable has been successfully converted on the new system, August 1998.	Resource Management	
	Select and institute a records storage and retention system, June 2000 – BS.	During 1997-98, the records in storage were evaluated and old records were destroyed. The space for records retention was evaluated and designed to provide for easier maintenance of records and moving heavy boxes		

\* Measures for Outcome Indicators may be found at the end of this document

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
5.4 Develop technological resources to support college planning and operational information management needs	Establish college technology committee to develop a college technology plan by June 1999 – BS.	A technology committee was selected in 1997 and has developed objectives for the college technology plan including training, infrastructure improvements, classroom, office and administrative technology needs, and established a set of minimum standards for hardware and software. Authorized the purchase of Datatel and the HP 3000 replacement., hardware and software installed 1997-98. Procedures for instructional software purchases have been formalized; selecting, testing, and maintaining current levels of software licenses, 1997-98.	Resource Management	
	Develop technology infrastructure including a staffing plan to support increasing technological needs by June 2000 – BS.	Infrastructure: optic fiber cable installed to 100, 350, 400, 500 1400, 2200, 2300 buildings in 1997-98, telephone and category 5 data cable installed in the 100 and 500 buildings. Staffing plan approved by Governing Board 1998. The “Help” desk function and the on-line “Help” sites implemented in 1997-98.		
	Provide and support interactive multimedia communication for staff and student correspondence by June 2000 – BS.	New computers purchased and installed for 275 faculty and 100 staff in 1997-98. 150 computers installed in the Library, summer 1997, including the founding of a student-access lab and a faculty-access lab. Created ability for all students to establish their own email accounts, 1997-98.		
	Provide Internet access for staff and faculty offices by 1998 – BS.	Implemented email and Internet access for all staff and faculty, including adjunct, 1997-98.		
	Provide access to campus network to faculty and staff from their homes by June 2000 – BS.	Access to campus e-mail through individual I.S.P. available January 1998.		

\* Measures for Outcome Indicators may be found at the end of this document

	Establish annual research agenda, including at least four new experimental research projects each year (President)	Research agenda adopted and implemented for 1996-97 and 1997-98, including six new research projects each year		
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\* Measures for Outcome Indicators may be found at the end of this document

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
5.5 Develop accessible databases and reporting systems to support evaluation and accountability	Change reporting methods to Chancellor's Office through software design		Success Resource Management	
	Maintain MIS data for tracking student success			
	Develop and refine college data warehouse (President)	Data warehoused fully developed and operational beginning 1997-98		
	Annually publish a comprehensive summary of college education data (President)	FACTBOOK published each year since 1996		
5.6 Provide multimedia, Internet, and general office applications training and support	Provide comprehensive professional development training for 75% faculty, staff and administrators - i	TLC was opened in 1998 and offered workshops for 100% of faculty and staff on multimedia, Internet, and office applications; 70 workshops, 2 video conferences and support services for over 400 faculty and staff in 1998	Success Resource Management	

\* Measures for Outcome Indicators may be found at the end of this document

GOAL #6      Develop and manage physical and financial resources in accord with the college mission

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
6.1 Develop a college staffing plan which considers faculty and staff demographics, diversity goals, salary and benefit goals, training and recruitment needs	Modify academic position priority process to accommodate master planning needs by 1999 – I	Completed 1998	Resource Management	
	Develop process to prioritize classified positions and part-time hourly requests by 2000			
6.2 Provide maintained facilities, grounds, equipment and vehicles	Update Five-Year Construction Plan by June 1997 – BS.	Updated and revised Five-Year Construction Plan for capital improvement needs at the college submitted to the Governing Board and the California Community Colleges Chancellor's office in July 1997. Space Inventory Report updated October 1997.	Access  Resource Management	
	Develop master site plan and Present to the Governing Board by March 1999 – BS.	A proposal to begin the process to select an architect and engineer to assist the college in the development of a site master plan presented and approved by the Board in July 1998. In July 1998, the college issues a Request for Proposals for the Development of a site master plan. In August 1998, the selection committee interviewed five finalists. Board approved the selection of Design Partnership, Sept. 1998		

\* Measures for Outcome Indicators may be found at the end of this document

	Establish a schedule for maintenance of facilities, parking lots, equipment and vehicles by June 2000 – BS.			
	Analyze and upgrade campus utility system by June 2000 – BS.	A \$2,000,000 project, guaranteed to be offset by energy and operations savings by Honeywell, was completed in May 1997.		
OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
6.2 Provide maintained facilities, grounds, equipment and vehicles (cont.)	Develop comprehensive deferred maintenance plan by June 1998 – BS.	A review of all buildings, grounds, parking lots, etc was conducted in 1996-97. Cost estimates and a comprehensive deferred maintenance plan was developed, December 1997.		
	Consolidate student services functions by remodeling 800 - ss			
	Remodel cafeteria, 1200 building, admin building, and other spaces required for administration services.			
	Determine funding resources for remodeling projects and remodel classrooms to maximize enrollment	712, 713, 714, 1303 remodeled 1997; 1603, weight room, 512A, 450 remodeled and 300/600 building renovations 1998		
	Establish Health and Physical Assessment Center by 2010.			
	Establish Music Building by 2005.			
	Establish equipment inventory system and conduct equipment inventory, by June 2000 – BS.	Equipment inventory conducted September 1997.		

\* Measures for Outcome Indicators may be found at the end of this document

	Establish schedule and funding for repair, maintenance and replacement of non-instructional equipment and vehicles by June 2000 – BS.		
	Develop a master plan for campus landscape and maintenance by June 2000 – BS.	Landscape architect selected, overall college landscape theme developed along with the specific plans for the areas surrounding the R.E. Swenson Learning Resources Center, March, 1998.	

\* Measures for Outcome Indicators may be found at the end of this document

OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
6.3 Develop new facilities and increased funding to support projected enrollment growth at Watsonville Center	Obtain educational center designation – BS.	Completed 1998	Access	
	Work with the City of Watsonville for expansion of physical site by 2000 to meet expected enrollment levels projected for 2005 – BS.	Watsonville RDA received \$3,200,000 EDA grant to build the Watsonville expansion project in 1997. Plans have been submitted to DSA for approval, 1998..		
6.4 Improve access to campus facilities	Design an outdoor information system for navigating across campus		Access	
	Identify funding to remove accessibility barriers by June 2000 – BS.	Received \$250,000 state funding in 1998 on a 50% match basis for the installation of an elevator in the 900 Building and the replacement of the adjacent stairs. Project has been awarded and work begun summer 1998. Future project funding, State barrier removal funds and the Bond.		

\* Measures for Outcome Indicators may be found at the end of this document

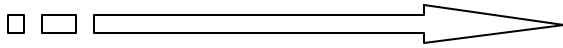
OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
6.5 Undertake a reengineering effort to improve the effectiveness and efficiency of college programs and services	Improve, simplify and integrate processes and eliminate duplicated processes across college, June 2000. (ALL)	Datatel selected in 1998	Success  Resource Management	
	Evaluate alternative methods of providing services in Food Services and Law Enforcement – BS.	<p>Reorganized the food service operation in 1996-97, hired a manager, converted hourly to classified positions, program changes were implemented and the operation made a profit of \$2,000 in 1997-98.</p> <p>Developed an agreement with the Santa Cruz County Sheriff's Office for law enforcement services. Approved by the Governing Board in November 1997.</p>		
6.6 Increase funding to support ongoing college operations and to invest in long-range priorities	Write 20 grants by 2000	12 grants written 1997;11 grants written 1998	Resource Management	
	Develop effective model for affecting state-level legislation and policy (President)	<p>The President and the three VP's are members of key state-level representative policy groups.</p> <p>Obtained \$1,250,000 augmentation through the legislative process for the LRC Project in 1997.</p>		

\* Measures for Outcome Indicators may be found at the end of this document

	Develop alternative strategies for revenue generation (President)	85 million dollar bond passed 1998; Cabrillo College Foundation has averaged over \$2 million in funds raised each of the last 5 years		
	Establish 6 partnerships with private industry by 2001	CISCO partnership established 1998		
OBJECTIVE	STRATEGY and SUCCESS INDICATOR	RESULT OF STRATEGY	SUCCESS OUTCOME INDICATORS *	MODIFICATIONS
6.6 Increase funding to support ongoing college operations and to invest in long-range priorities (cont.)	Assess feasibility of a local bond issue and undertake campaign if appropriate (President)	85 million dollar bond passed 1998		
6.7 Develop a comprehensive institutional planning system	Evaluate the effectiveness of programs and services	Instructional Planning established 1997	Resource Management	
	Integrate all planning systems (President)	Trying		
6.8 Develop a budgetary process to estimate added costs arising from increases in supplies, equipment and services	Develop a three-year budget process by June 1999 – BS.	Supply budget increased in 1997, 98 by the state funded COLA and the estimated FTES growth rate .	Resource Management	
	Develop a charge-back system for services such as postage and duplication by June 2000 – BS.			

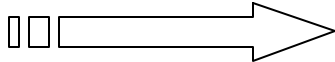
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**Access**  
 (Objectives 3.1, 2.1, 2.2, 3.1, 3.2, 3.5, 4.1, 4.2, 4.3, 4.4, 6.2, 6.3, 6.4)



College participation rate is 7.0% (state average is 5.6%) <b>Goal:</b> 7.0% or state average, whichever is greater.	College ethnicity <b>Goal:</b> Student population percentage for each underrepresented group will be equal to or greater than the district adult population percentage in each group	Percent of High School Graduates attending Cabrillo in the year following high school graduation is 32%; State average is 36% <b>Goal:</b> 36% or State average, whichever is higher
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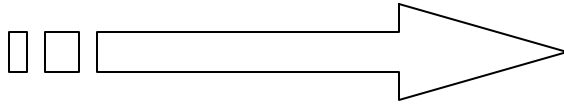
**Success**  
 (Objectives 1.2, 1.5, 2.1, 2.2, 3.3, 3.5, 5.1, 5.2, 5.5, 5.6, 6.5)



Successful course completion rate: Cabrillo 68.0% Statewide 68.1% <b>Goal:</b> 69.3%	Successful course completion goal <u>Transfer</u> Cabrillo 69.2% Statewide 68.3% <b>Goal:</b> 70.0%  <u>Voc Ed</u> Cabrillo 74.1% Statewide 77.2% <b>Goal:</b> 77.1%  <u>Basic Skills</u> Cabrillo 60.3% Statewide 60.3% <b>Goal:</b> 61.4%	Degrees and certificates earned is 645; statewide goal to increase by 18.4% <b>Goal:</b> 764	Rate of students moving from enrollment in basic skills course to successful completion of a degree applicable course:  Cabrillo: 40.1% or 408 Statewide Goal: increase the number by 19.5%  <b>Goal:</b> 488 and increase rate by 5%
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\* Measures for Outcome Indicators may be found at the end of this document

**Transfer**  
(Objectives 1.2, 1.4, 3.4, 3.5, 5.1, 5.2)



Number of students transferring to 4 year colleges and universities is 723; statewide goal is to increase by 16.5%	Student post-transfer 3.12 GPA compared to other community colleges 2.83 GPA
<b>Goal:</b> 842	<b>Goal:</b> post transfer GPA equal or greater than other cc's.

**Employment and Economic Development**  
(Objectives 1.1, 1.2, 3.4, 3.5, 5.1, 5.2, 5.5, 5.6)



Number of individuals receiving fee-based job training is 1131; State goal: increase by 17.5%	Number of Businesses served by contract education is 3 State goal: increase by 17.5%	Number of employees served by contract education is 136; State Goal: increase by 17.5%	Number of successful completions in advanced vocational courses is 1,573; in beginning vocational courses is 6,665; State goal is to increase by 17.5% for each.
<b>Goal:</b> 1,329	<b>Goal:</b> 5	<b>Goal:</b> 160	<b>Goal:</b> (Adv. Voc): 1,848 <b>Goal:</b> (Intro. Voc): 7,831

**Resource Management**  
(Objectives 4.1, 4.2, 4.3, 4.4, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.5, 6.6, 6.7, 6.8)



College Reserve is 3% State standard is 3 to 5%	Faculty/staff gender and ethnicity	Credit hours taught by full time faculty is 60%; State goal is 75%	Number of FTES per Classified position: State avg. = 40.1
<b>Goal:</b> Cabrillo's target is 5% with the minimum at 3%	<b>Goal:</b> each underrepresented employee category percentage will be equal to or greater than availability pool percentage for that category (professional and non-professional)	<b>Goal:</b> 75%	Cabrillo = 46.2 <b>Goal:</b> 40.1 or lower

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