

# **WATSONVILLE CENTER MASTER PLAN**

## **2006-2009**

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# 1. Watsonville Center Background and Mission

Cabrillo College opened the Watsonville Center in fall 1987 to address the low participation rate (eligible adults in Watsonville enrolling in the college), which was the lowest of all areas in the Cabrillo service area at the time. It is now on par with the rest of the county. From its initial enrollment of 450 students and 25 classes, the Center has grown to serve over 2,000 students per semester with 150 class sections. Having gone through two periods of expansion while staying centrally located in Watsonville, the college is now contemplating a third phase of expansion in the same area.

The mission of the Watsonville Center is to support all aspects of the Cabrillo College mission, with the additional goal of increasing access and services for the Pajaro Valley community and students who are traditionally underrepresented in higher education. To do this, the Center provides all services bilingually in Spanish and English, supports programs designed to increase participation and success rates of underserved populations, and cultivates productive collaborations with local governmental, educational and community organizations.

Along with the core values stated in the college mission, the values at the Watsonville Center include respect for linguistic diversity, the arts, and commitment to the success of all students.

## Master Plan Prospectus

This second Master Plan for the Watsonville Center examines factors that will shape the growth of the Center from 2006-2009, including changes in community needs, economics and demographics to which Cabrillo College seeks to be responsive. The process integrates the conclusion of the first Master Plan, which addressed the time period from 2003-2006, with the development of new objectives based on planning assumptions generated from the environmental scanning process completed in 2006.

### Development timeline

Fall 2005	2003-2006 plan reviewed by Watsonville Center Planning Committee, Watsonville Center Community Advisory Committee, Vice President of Instruction, Instructional Deans and Director of Planning and Research
Mar. 2006	2006 Environmental Scan completed by Planning and Research Office (PRO) Watsonville Center Student Survey administered in classes
Apr. 2006	Expanded Watsonville Center Master Plan Steering Committee convenes for first meeting to review the final report of the 2003-2006 Master Plan and the 2006 Environmental Scanning Summary, and to generate Planning Assumptions
June 2006	Steering Committee meets to review finalized Planning Assumptions and generate Master Plan Objectives
Aug. 2006	Steering Committee convenes for final meeting to review Objectives and Action Plans
Sept. 2006	Master Plan draft is reviewed by Watsonville Center Community Advisory Committee and various college governance groups
Oct. 2006	Revised plan is presented to Governing Board for first reading
Nov. 2006	Finalized plan is presented to Governing Board for approval
Dec. 2006	Begin implementation of plan

## **2. Committee membership**

### Co-Chairs:

Rachel Mayo, Director, Watsonville Center  
Dr. Jing Luan, Director, Planning and Research Office

### Master Plan Steering Committee, college membership:

Dr. Brian King, President/Superintendent  
Dr. Renee Kilmer, Vice President of Instruction  
Manuel Osorio, Vice President of Student Services  
Rock Pfothenauer, Dean, Community Education and Economic Development  
Victoria Lewis, Director, Business Services  
Gary Marcoccia, Program Chair, Electronic Technology and Welding programs  
Chuck Mornard, Program Chair, Construction and Energy Management program  
Shawn Ogimachi, Division Chair, Counseling  
Rory O'Brien, President, Faculty Senate  
Leti Amezcua, Watsonville Student Resource Center, SEIU

### Watsonville Center Planning Committee:

Diego Navarro, Digital Bridge program faculty  
Eva Acosta, Counseling faculty  
Tera Martin, Integrated Learning Center faculty  
Marcelo Nogueira, Information Technology faculty  
Marta Neely, Admissions and Records staff  
Olga Diaz, Administrative staff  
Chanté Santana and Arturo Cervantes, students

### Master Plan Steering Committee, community membership:

Tony Campos, Santa Cruz County Board of Supervisors, Fourth District  
Antonio Rivas, Mayor, City of Watsonville  
Carlos Palacios, Watsonville City Manager  
Francisco Juarez-Cahue, CareerWorks, Watsonville Center Community Advisory Committee  
Dr. Mary Ann Mays, Pajaro Valley Unified School District  
David Roemer, Planner, AMBAG (Association of Monterey Bay Area Governments)

### Watsonville Center Community Advisory Committee

Bob Harper, Director, Watsonville/Aptos Adult Education  
Suzanne Smith, Assistant Principal, Watsonville High School  
Diane Siri, Superintendent, Santa Cruz County Office of Education  
Ana Ventura-Phares, Watsonville City Council  
Carol Heitzig, Director, Watsonville City Library  
Kristen Collins, Executive Director, Pajaro Valley Chamber of Commerce  
Francisco Juarez-Cahue, CareerWorks, Santa Cruz County Human Resources Agency  
Hal Hyde, community member  
Ann Soldo, community member  
Fabian Guzman, Housing and Economic Development, City of Watsonville

### **3. ENVIRONMENTAL SCANNING SUMMARY**

#### **INTRODUCTION**

Environmental scanning is the first activity after the decision to develop a master plan. It requires the collection of data and information from local, state and national sources and the categorizing of this data into meaningful segments. From there, planning assumptions are generated that will guide the development of goals and objectives.

In order to appropriately collect and analyze the environmental scanning data, the Planning and Research Office (PRO) relied on the following guiding questions. The sources of data are referenced at the end of this document.

The results of the data analysis are presented in summary form in the categories of Demographics, the Economy, Cost of Living, and Education. The more familiar terms are People, Jobs, Income, Student Access and Success.

#### Guiding Questions:

1. What is the change in the number of seasonal workers in the Watsonville area?
2. What is the Population Participation Rate of the residents of Watsonville?
3. What job opportunities are there for youths in Watsonville?
4. What are the job training needs of the Watsonville area?
5. What is the projected change of high school graduates over the next 10 years?
6. What is the success and retention rates of students from the Watsonville area?
7. What is the academic preparedness of the Watsonville high school graduates at Cabrillo?
8. What is the overall population disposition over the next 10 years (Age x Gender x Race)?
9. What is the change in income level for the area over the next 10 years?
10. How would the answers to the above guiding questions help the college identify the untapped market and improve offerings and services provided to the existing market?

As the environmental scan shows, growth of college-going age groups has begun to experience slowdowns in the area. Potential college students are not as prepared academically as graduates from other county high schools. The increase in the older population, the large number of young people not attending college, and the ever-increasing cost of living will shape the future of the educational market well into the next decade.

## **(A) DEMOGRAPHICS (PEOPLE)**

1. From 1996 to 2005, the ten (10) year total population of Santa Cruz County grew from 232,150 to 248,669.<sup>1</sup> That is a moderate gain of 16,519 or 7.1%. Separated by North, South and Mid-County, Watsonville had twice the growth rate (32.8%) vs. the next highest in Scotts Valley (14.6%). The California growth rate in the same ten (10) years was 15.6%.<sup>2</sup>
2. Watsonville's population share of the County in 2005 was about 19%.<sup>3</sup> Hispanic residents in Watsonville amounted to 79% and are projected to be 83% in 2010.<sup>4</sup> The City of Watsonville grew from 31,099 residents in 1990 to 48,300 in 2006.<sup>5</sup>
3. The population of all ethnicities in the Watsonville area aged 17 years and younger will decrease from 33% in 2005 to 31% in 2010.<sup>6</sup> The population growth of the entire County shows a decrease in ages 1 to 14, which is the group that would be the future high school students. The age group of 45 – 65 has gained 34%.<sup>7</sup>
4. The K-12 enrollments (headcounts) in almost all county public schools have dropped in the last ten (10) years. The overall drop was 6%. The highest drop is led by Santa Cruz City Elementary (26%), followed by Soquel Union (20%). Even Pajaro Valley Joint Unified dropped by 4%.<sup>8</sup>
5. In 2010, the high school graduates of Watsonville High are projected to increase by less than 10% or from 483 in 2003-2004 to 523 in 2009-2010, while the graduates from Aptos High will decline from 370 in 2003-2004 to 320 in 2009-2010. This offsets any gains from the already moderate increase in Watsonville High School graduates.<sup>9</sup>
6. In 2000, 71% of the Watsonville area residents had no college degree or college experience. This is in sharp contrast to mid-county residents just a few miles away, where only 26% have no college degree/college experience.<sup>10</sup>
7. As a new school, Pajaro Valley High enrollment is about 20% of Watsonville High. Its Academic Year Progress (AYP) Performance is lower than Watsonville High in both Language Arts (20.2% vs. 32.4%) and Math (3.0% vs. 32.0%).<sup>11</sup>

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<sup>1</sup> *Santa Cruz County Demographic Trends & Cabrillo College, p1.*

<sup>2</sup> *Santa Cruz Community Assessment Project Comprehensive Report 2005, p1.*

<sup>3</sup> *Santa Cruz Community Assessment Project Comprehensive Report 2005, p1.*

<sup>4</sup> *ESRI reports, Market Profile*

<sup>5</sup> *A Broad Look at Economic Development-Building A Quality Community by Carlos Palacios, p2.*

<sup>6</sup> *ESRI reports, Market Profile, recomputed by PRO for 17 or less groups.*

<sup>7</sup> *Santa Cruz County Demographic Trends & Cabrillo College, p1.*

<sup>8</sup> *Santa Cruz County Demographic Trends & Cabrillo College, p3.*

<sup>9</sup> *Cabrillo College PRO Study, 2006.*

<sup>10</sup> *ESRI reports, Market Profile*

<sup>11</sup> <http://www.ed-data.k12.ca.us/Accountability/highschoolreports.asp?reportNumber=1&level=&tab=3>

8. As a measure of English spoken at home, the number of Limited English Proficient students in the Pajaro Valley Joint Union (PVJU) was 47.1% in 2004. The next highest were roughly only half of the numbers in PVUSD: Santa Cruz City Elementary (26.7%) and Live Oak Elementary (25.6%).<sup>12</sup>
9. The Watsonville General Plan through 2030 outlines growth targets of 5,700 new households (population growth of 22,718) and 7,500 new jobs over the next 20-25 years.<sup>13</sup>
10. The Monterey County General Plan Update for 2005-2006 specifies Pajaro as a housing target area for development. 20% of new housing must be affordable, with 12% designated as low income and very low income.<sup>14</sup>
11. Lifelong learners at Cabrillo, typically defined as those students over 50 years of age, overwhelmingly enroll in classes to study music, computers, art, physical education (i.e. yoga), Spanish, math, and dance.<sup>15</sup>

## **(B) THE ECONOMY (JOBS)**

1. The jobs in the County that have experienced the largest growth from 1994 – 2004 as measured by major industry groupings were Government (28% or 4,600 openings); Natural Resources, Construction (93% or 2,600); Education & Health Services (19% or 1,900 openings), Retail Trade (14% or 1,700 openings); and Leisure/Hospitality (12% or 1,200 openings). The industries that declined were led by Farm Industries, Manufacturing and Information Technology.<sup>16</sup>
2. The top 6 highest paying jobs<sup>17</sup> (above \$59,000 self-sufficient income line) by occupation in the County in 2004 were General & Operation Managers, Computer Software Engineers (Systems and Applications), Accountants and Auditors, Registered Nurses, Sales Reps, and Police/Sheriffs. All of these occupations require at least a Certificate of Proficiency. There were a total of 235 openings for these occupations in the County in 2004, averaging about 34 openings per occupation.<sup>18</sup>
3. The overall unemployment rate of the County<sup>19</sup> has dropped from 8.4% in 2003 to 7.2% in 2004. The Watsonville unemployment rate was 14.7%, or twice that of the County in 2004. It is also the highest unemployment rate in the County.

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<sup>12</sup> *Santa Cruz Community Assessment Project Comprehensive Report 2005, p79.*

<sup>13</sup> *Watsonville 2030 General Plan, [http://watsonvillevista.info/index\\_files/0030landusecommdev.pdf](http://watsonvillevista.info/index_files/0030landusecommdev.pdf)*

<sup>14</sup> *[http://www.co.monterey.ca.us/pbi/gpu/pps/GPU%20Study%20Session%2006-16-05%20\(Housing\).pps#17](http://www.co.monterey.ca.us/pbi/gpu/pps/GPU%20Study%20Session%2006-16-05%20(Housing).pps#17)*

<sup>15</sup> *Cabrillo College Planning and Research Office Special Report on Lifelong Learners, 2004-2005.*

<sup>16</sup> *Santa Cruz County Demographic Trends & Cabrillo College, p16.*

<sup>17</sup> *Santa Cruz County Demographic Trends & Cabrillo College, p17.*

<sup>18</sup> *Santa Cruz County Demographic Trends & Cabrillo College, p16.*

<sup>19</sup> *Santa Cruz Community Assessment Project Comprehensive Report 2005, p26*

4. The seasonal ups and downs in the unemployment rate<sup>20</sup> in the Watsonville area have been predictable, with the summer employment numbers increasing by close to 2,000 positions from a total of 17,745 in January of 2005.
5. Of the 8,838 new businesses not differentiated by size in 2003, 1,164 of them, or 13%, were located in Watsonville.<sup>21</sup>
6. Total job demand for workers in the mechanical trades occupational group is projected at close to 600 jobs between 2004 and 2006.<sup>22</sup> ***Statewide, this sector will increase by over 182,000 jobs by 2012.***<sup>23</sup>
7. Of California's 306,000 public school teachers, 97,000 are over age 50, over half of whom are over age 55. Based on the combination of increased retirements, attrition of more junior teachers, and estimates of new teacher production, California is again projected to face a huge teacher shortage in less than a decade.<sup>24</sup>
8. Statewide job demand for health occupations offered at Cabrillo (Nursing, Dental Hygiene, Medical Assistant, Radiologic Technology) will surpass 75,000 new jobs by 2,012.<sup>25</sup> In Monterey County, over 500 new jobs will emerge in these fields by 2008, and in Santa Cruz County, nurses and medical assistants are in the group with the greatest job growth by 2008, with 180 new jobs.<sup>26</sup> They are also in the group with the largest number of job openings at 430.<sup>27</sup>

### **(C) COST OF LIVING (INCOME)**

- a. The County's Median Family Income<sup>28</sup> in 2005 was \$75,000, which was \$13,000 higher than that of the state and \$17,000 higher than that of the entire country. When the income ranges were examined by ethnicity, the Hispanic households were in reverse order to that of Whites. Over 20% of the White households were in the income range of \$50,000 - \$74,999, while only 15.7% of the Hispanics were. Meanwhile, only 14% of the White households were in the range of \$15,000 - \$24,999, but 19.3% of the Hispanic households were.<sup>29</sup>

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<sup>20</sup> Real Estate Center (<http://recenter.tamu.edu/data/empct/CT069100.htm>).

<sup>21</sup> Santa Cruz Community Assessment Project Comprehensive Report 2005, p21

<sup>22</sup> Pajaro Valley Vocational Training Facility Project Feasibility Study 2006. Projected job openings from the Labor Market Information Division, California Employment Development Dept.

<sup>23</sup> California Labor Market Info, Fast Growing Occupations in California, <http://www.labormarketinfo.edd.ca.gov>

<sup>24</sup> The Center for the Future of Teaching and Learning, The Status of the Teaching Profession 2005, Summary Report, p4

<sup>25</sup> <http://www.labormarketinfo.edd.ca.gov>

<sup>26</sup> <http://www.calmis.ca.gov/file/occproj/scruf&g.htm>

<sup>27</sup> <http://www.calmis.ca.gov/file/occproj/scruso&d.htm>

<sup>28</sup> Santa Cruz Community Assessment Project Comprehensive Report 2005, p33

<sup>29</sup> Santa Cruz Community Assessment Project Comprehensive Report 2005, p33

- b. The “self-sufficient income” of Santa Cruz County is \$25,000 for a single adult, \$40,000 for a single parent with one (1) child and \$57,000 for two (2) adults with two (2) children.<sup>30</sup>
- c. The Median House Sale Price – an indication of affordability – for the Watsonville area in 2005 was \$625,000, while it was \$225,000 for the nation. That number also represented a change of 199% from 2004. Only 7.7% of the families in Watsonville could afford the median price in 2005, an even lower number than the 10.4% of San Francisco families able to afford the median price in that county.<sup>31</sup>
- d. In Monterey County, the median price for a home in April 2005 was \$626,000. This was \$61,000 higher than the median price in 2004, when only 15% of the population could afford to buy. There was no increase in the median income from 2004 to 2005.<sup>32</sup>

## **(D) EDUCATION (STUDENT ACCESS, SUCCESS)**

1. The course success rate at the Watsonville Center<sup>33</sup> in fall 2005 was 66%, which was almost the same as the college overall of 67%. The course retention rate for the same semester was 80%, on par with the college overall of 80%.
2. In 2005, 47% of the Watsonville High students were assessed into Basic English level and 56% of them were assessed into elementary Math and below. In comparison, 24% of Aptos High students were assessed into Basic English and 47% into elementary Math.<sup>34</sup>
3. The 1-Year High School dropout rate for Pajaro Valley Joint Unified in 2003-04 was 0%, while the County overall was .6% and the state 3.2%.<sup>35</sup>
4. The high school standard test score as measured by the Academic Performance Index (API) for Watsonville High School was 591 in 2004; for Aptos High, it was 698. However, Watsonville High’s API showed a remarkable increase of 24.4% from a year ago, while the increase at Aptos High was 12.6%.<sup>36</sup>
5. The Population Participation Rate (PPR) – a measure of adults attending Cabrillo, for the entire County was 75 for 1,000 adults in fall 2004. The PPR for the Watsonville area was 72 per 1,000 adults.<sup>37</sup> Since the opening of the Watsonville Center, the PPR of the Watsonville area has doubled from 10 years ago.<sup>38</sup>

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<sup>30</sup> *Santa Cruz County Demographic Trends & Cabrillo College, p12.*

<sup>31</sup> *Santa Cruz Community Assessment Project Comprehensive Report 2005, p36.*

<sup>32</sup> [http://www.co.monterey.ca.us/pbi/gpu/pps/GPU%20Study%20Session%2006-16-05%20\(Housing\).pps#8](http://www.co.monterey.ca.us/pbi/gpu/pps/GPU%20Study%20Session%2006-16-05%20(Housing).pps#8)

<sup>33</sup> *PRO Special Study: Success & Retention by Locations (S&RRatesByLocationsFromBrioRpt.xls).*

<sup>34</sup> *Cabrillo College Fact Book 2005, p30.*

<sup>35</sup> *Santa Cruz Community Assessment Project Comprehensive Report 2005, p85.*

<sup>36</sup> *Santa Cruz Community Assessment Project Comprehensive Report 2005, p86.*

<sup>37</sup> *Cabrillo College Master Plan (CMP) 2004-2007, p18.*

<sup>38</sup> *Cabrillo College Watsonville Center Educational Program and Service Needs Assessment, fall 1995.*

6. The number and rate of high school graduates from Watsonville High School enrolling at Cabrillo in 2003-04 were 292 out of 483 graduates or 61%. For Aptos, it was 198 out of 370 attending Cabrillo and or 54%. The average five (5) year enrollment rate at Cabrillo for Watsonville High graduates is 51% and 46% for Aptos High.<sup>39</sup>
7. Annually, more than 3,000 ESL students are enrolled in the Watsonville Adult School.<sup>40</sup> In 2005 – 2006, there are 3,493 students enrolled. Preliminary research has shown many of the students are interested in transitioning into high level academic classes following their study.<sup>41</sup>
8. In spring 2006, Watsonville’s enrollment was about 16% of the college total and its FTES was about 9.3% of the college total.<sup>42</sup>
9. No Child Left Behind (NCLB) is resulting in related programs moving toward requiring more education units for the students enrolled in Early Childhood Education (ECE) programs and higher graduation standards.<sup>43</sup>
10. In a spring 2006 survey, student satisfaction as measured by their evaluation of services provided at the Watsonville Center was high on key items, such as 87% rated Excellent and Good for Registration Process, 67% for Assessment & Orientation, and 63% for Academic/Career/Transfer Counseling.<sup>44</sup>
11. A stated goal in the City of Watsonville General Plan through 2030 is to “continue to partner with Cabrillo Community College, UC Santa Cruz, and CSU Monterey Bay to establish satellite university offices at the Watsonville Cabrillo College campus to offer ... upper division UC or CSU courses that would count towards a bachelor’s degree.”<sup>45</sup>
12. The waiting list to enter health occupation training (Nursing, Radiologic Technology, Dental Hygiene) is at minimum two years, a situation which is projected to continue for the next 3-5 years. Before even applying, students must complete all prerequisites.<sup>46</sup>

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<sup>39</sup> *Cabrillo College Fact Book 2005, p8.*

<sup>40</sup> *Director’s Office, Watsonville Adult School.*

<sup>41</sup> *County Data Sharing Project led by Dean, Career Education, Cabrillo College.*

<sup>42</sup> *Cabrillo College PRO Census Report: <http://www.cabrillo.edu/services/pro/cf/censusftes.htm>*

<sup>43</sup> <http://pwww.cde.ca.gov/nclb/sr/tq/parafaq.asp>

<sup>44</sup> *Watsonville Center Study Survey, spring 2004.*

<sup>45</sup> *Watsonville 2030 General Plan, [http://watsonvillevista.info/index\\_files/0050econddev.pdf](http://watsonvillevista.info/index_files/0050econddev.pdf)*

<sup>46</sup> *Dr. Tom McKay, Director of Allied Health, Cabrillo College*

## 4. PLANNING ASSUMPTIONS

The following fourteen planning assumptions have been generated from the preceding environmental scanning summary. They will guide the development of the Master Plan objectives presented in Section III.

- 1) The overall population growth rate in the county will trail behind that of the state. The younger population (17 years and under) will start decreasing this decade. Both of these factors will push the transition from growth-based educational planning to recruitment-based planning and operations.
- 2) The escalating cost of living, growing wage disparity, and a population that is young but less likely to be college-bound presents a continuing need for training in applied technical fields and mechanical trades.
- 3) As the region with the highest potential for growth and development in Santa Cruz County, the Pajaro Valley will see an increasing demand for skilled technicians in manufacturing, construction and building trades.
- 4) The need for pre-collegiate course work will remain strong as evidenced by the math and English placement results of high school students.
- 5) The presence of English Language Learners will require a greater degree of language skills training for both the college bound population and existing incumbent workers.
- 6) The housing development which is spreading into northern Monterey County (Las Lomas and Pajaro) will increase the potential student base at the Watsonville Center. This, in turn, will have a favorable impact on the efforts of the college to gain HSI status (Hispanic Serving Institution) to apply for large grant funding.
- 7) The development of an industrial park at the Manabe Bergstrom property in Watsonville will open more opportunities for the traditional school population and possible on-the-job training.
- 8) The Watsonville Center will continue to attract students from northern Monterey County and other neighboring counties, as long as the quality and diversity of course offerings are well-regarded in the eyes of these students (examine the transit patterns, GIS spatial data).
- 9) Due to the relative size of the area's labor market, short term and intensive training that is responsive to the industry needs so that people can seek job upgrades will be a good approach for course offerings. Collaboration with the private sector should be explored in this area.
- 10) The close proximity to CSUMB and UCSC provides opportunities for collaboration in providing upper-division courses locally at the Cabrillo Watsonville campus, increase student transfer from Cabrillo to four-year universities, and to foster other collaborations such as cross-training within programs and internships.

- 11) The demand for occupational training by firefighters and other public safety personnel will increase, along with the need for adequate training facilities.
- 12) The rise in demand for need for training in health occupations will cause a corresponding rise in demand for the entry level prerequisite classes to apply to enter these programs.
- 13) Students receiving training at the Watsonville Center can seek high paying occupations outside the county if not enough employment opportunities exist locally.
- 14) There will be an increase in lifelong learners and a need to provide courses for this population.

## 5. Goals, Objectives and Action Plans

Fifteen objectives for 2006-2009 have emerged from the process of analyzing environmental scanning documents and developing planning assumptions. These can be organized under three primary goals:

**Goal I.** Plan for growth.

**Goal II.** Develop the instructional program in response to community needs.

**Goal III.** Increase the level of transfer and career information available to students.

**I. Plan for growth.** The objectives for Goal I and the 2006-07 action plans are as follows:

**1. Expand the role of marketing and outreach in planning for growth at the Watsonville Center.**

- a. *Work with the Vice President of Instruction and the Director of Marketing to develop a marketing plan specific to the Watsonville Center and its service area.*
- b. *Research the differences in demographic projections between Watsonville city and the county as a whole to form a long-range plan for growth and outreach.*
- c. *Investigate the possibility of providing a monthly report in the Education section of the local newspaper on how the Watsonville Center is affecting the local economy and community.*

**2. Lead the college-wide effort to fulfill the necessary criteria to qualify as a Hispanic Serving Institution (HSI) and apply for Title V funding.**

*Expand recruitment and marketing efforts to achieve the following, and investigate the possibilities of qualifying under a waiver if these two goals cannot be met:*

- a. *Of those students enrolled in a degree, certificate or transfer program, increase the number receiving Pell grants to 50%.*
- b. *Increase general enrollment to the point that the average Educational and General expenditures per FTES does not exceed the limit set for HSI eligibility.*

**3. Provide opportunities for lifelong learning through courses that vary in subject matter and times offered.**

- a. *Continue to offer courses in the arts that include studio arts, art history, art appreciation, and dance.*
- b. *Look into expanding activity classes such as yoga, Pilates, and self defense, as well as offering courses in areas such as digital photography and film appreciation.*
- c. *Explore potential to offer classes in Applied Living Arts and Recreation, as well as Cabrillo Extension courses.*

**4. Increase the number of high school graduates and adult education students making the transition to Cabrillo College.**

- a. Work with parent groups in the K-12 system to increase awareness of opportunities for higher education through Cabrillo College and the Watsonville Center.*
- b. Work with staff at Watsonville and Aptos High Schools to identify and reduce the number of graduates not entering post-secondary education.*
- c. Work with staff at Watsonville/Aptos Adult Education to increase articulation and collaboration to facilitate students' successful transition to Cabrillo.*
- d. Explore the possibility of establishing an Early College program in collaboration with the high schools in Watsonville.*

**II. Develop the instructional program in response to community needs.**

The objectives for Goal II and the 2006-07 action plans are as follows:

**1. Address the need for training in technical skills in the mechanical and construction trades.**

- a. Negotiate with the City of Watsonville to purchase the library building next to the existing Watsonville Center.*
- b. Pursue a grant with the Economic Development Administration to build a training facility for mechanical and construction trades.*

**2. Offer a comprehensive program in basic skills instruction for math, reading and English.**

- a. Expand basic skills course options to include both class-based and individualized, self-paced instruction.*
- b. Offer pre-collegiate math courses with extended time, such as 254AB and 154AB.*

**3. Ensure that ESL classes include a strong occupational as well as transfer focus.**

*Work with ESL faculty, BELA division dean, dean of Career Education and Economic Development, and employers to infuse occupational competencies into core ESL curriculum.*

**4. Increase students' successful transition from ESL classes to those designed for native English speakers.**

*Work with college-wide staff development committee to develop Flex Week workshops and training to develop and/or increase cultural pedagogical competency with students who are not native English speakers or who have second-language interference in written academic English.*

**5. Offer courses and training opportunities that will prepare students for developing job opportunities in the local market.**

- a. *Work with the City of Watsonville to keep abreast of incoming employers and the job qualifications and training needs for new employment opportunities.*
- b. *Develop relationship with larger companies in the area to prepare students for career opportunities with growth and advancement potential*

**6. Increase the use of the Watsonville Center facility for occupational training by firefighters and other public safety personnel.**

*Work with Program Chair for Public Safety to accommodate training needs within the facility and maximize the use through creative scheduling.*

**7. Determine the enrollment patterns of students from northern Monterey County and other neighboring counties and continue to offer the selection and quality of courses that draws them.**

- a. *Examine the transit patterns and GIS spatial data to monitor the percentage of students attending the Watsonville Center from northern Monterey County and other neighboring counties.*
- b. *Conduct a survey of students from these areas to evaluate courses and services.*

**8. Offer a selection of courses that provides short term and intensive training that is responsive to industry needs.**

*In collaboration with the office of Career Education and Economic Development, work with employers to determine the best courses to provide short term and intensive training for employees to maintain and upgrade skills.*

**9. Expand collaborative efforts with CSUMB and initiate direct collaboration with UCSC to provide opportunities for students to complete upper-division coursework at the Watsonville Center.**

- a. *Work with School of Business at CSUMB to update current agreement.*
- b. *Meet with UCSC Chancellor's office, the Educational Partnership Center and the Business degree program to establish a means by which students can take upper division coursework at the Watsonville Center.*

**10. Increase the number and scope at the Watsonville Center of entry-level prerequisite classes for health occupations programs in order to meet the demand.**

*Work with Director of Allied Health to determine the scope of additional classes needed, and the program chairs and deans of the indicated classes to increase the number of course offerings.*

**III. Increase the level of transfer and career information available to students.**

The objectives for Goal III and the 2006-07 action plans are as follows:

**1. Provide information regarding job and career opportunities outside Santa Cruz County through the Student Resource Center Resource Library, both in print form and online.**

*Update materials on a regular basis in a coordinated effort with the Transfer and Career Center at the Aptos campus.*

**2. Increase the number of students from the Watsonville Center who transfer to 4-year colleges and universities.**

- a. Work with Transfer & Career Center director to expand the schedule of 4-year representative visits to the Watsonville Center.*
- b. Work with Transfer & Career Center director to determine the number of students from the Watsonville Center that transfer annually.*