COMMUNITY COLLEGES PLAY A KEY ROLE IN ECONOMIC VITALITY AND WORKFORCE PREPARATION

by John D. Hurd

As the state economy continues to falter and thousands of unemployed Californians struggle to find work in an increasingly competitive job market, community colleges are being pressed to serve a burgeoning student population that is returning to school for retraining. Economic downturns have historically signaled significant enrollment growth for community colleges. What we are seeing today, however, may be unprecedented. Community colleges across the state are seeing a record jump in enrollments, in some areas more than 15 percent. Here at Cabrillo College our student population has grown over seven percent from last year. We now serve over 14,000 students–our largest enrollment ever.

As California's population has grown over the past 10 years so has the need to provide education, job training, and occupational opportunities. The California community colleges are the largest system of higher education in the world. They play a key role in providing access to high quality college education for all who live here.

The 108 California community colleges serve more students (1,179,747 in fall 2001), than the University of California (178,410), California State University (284,592), and private colleges (152,205) combined.

Since opening in 1959, Cabrillo College has educated over 250,000 Santa Cruz County residents. Many of our former students are working professionals, civic leaders, entrepreneurs, scholars, artists, and teachers in our community. A portion of our students completed their job training requirements at Cabrillo while others continued their higher education at four-year universities. In either case, Cabrillo...
KEY ROLE (from page 1)
Catalyst College has played an integral role in helping many individuals achieve their educational and career goals.

California community colleges, like Cabrillo, offer an affordable alternative to all adults who can benefit from the variety of instructional opportunities provided. Like Cabrillo, other community colleges are located within convenient commute distance to 95% of the populations that they serve throughout the state.

In terms of serving under-represented populations, community colleges by far exceed the combined efforts of other California higher education providers. Over 70% of Latinos enrolled in a California college or university are enrolled in a community college. In fall 1998, 27,286 African American students were enrolled in a UC or CSU campus, while 107,598 were enrolled in a California community college. What is even more surprising is that 29% of all Latinos enrolled in higher education in the United States attend a California community college.

On January 10, Governor Gray Davis introduced his 2002-2003 proposed state budget. While the budget proposes increases in some areas, it also proposes significant cuts in a number of crucial programs, with the largest cuts directly affecting under-represented and economically disadvantaged students who need the most support to be successful.

Furthermore, statewide enrollment growth is expected to significantly exceed Davis’ proposed budget for next year resulting in students who will be turned away or unable to attend classes that they need, including hundreds of Cabrillo students. The specific negative impacts on Cabrillo programs and students are far-reaching. A proposed $260,000 cut in matriculation funding would result in the elimination of orientation, assessment, and tutoring services, and the Early Assistance Program.

The CalWORKS services reduction would result in a cut of $400,000 and the elimination of Cabrillo’s highly acclaimed Fast Track to Work Program. Currently 350 students per year are enrolled in the program, including those enrolled in CalWORKS, WIA, and others seeking to stay off of the Welfare rolls and pursuing careers providing livable wages. As the employment market becomes increasingly competitive, the need for effective training services, like those provided through Cabrillo’s Fast Track to Work, is growing rapidly.

The skills that workers need to meet workforce demands continue to escalate. Today’s competitive workplace environment demands employees who are...

FACILITIES UPDATE
Construction is well underway on the new Cabrillo College Environmental Horticulture Center and Botanical Gardens. The project is approximately 40% complete and is on schedule and on budget. Construction progress can be monitored on the construction management firm’s web site at: www.bogardkitchell.com/bkhorticulture.

The new center is housed on the hill above the main campus on a site with spectacular views of the Monterey Bay. The building design takes advantage of the views, offering visitors and students access to an outstanding learning environment and botanical garden experience.

New Horticulture facility construction is underway
RESEARCH SHEDS NEW LIGHT ON STUDENT TRANSFERS

A recent study using a national student database shows that the average number of Cabrillo transfer students may be 37 percent higher than previously thought—a revelation that could have a significant impact on future policy and practices at community colleges.

According to Jing Luan, Cabrillo's director of Planning and Research, who headed up the research project involving almost 82,000 former Cabrillo students, the new finding is an affirmation that Cabrillo is doing an effective job of helping students succeed in their academic endeavors. Cabrillo, Luan says, has played an even larger role in students' transfer success than originally thought.

Using newly available national records, Luan tracked the educational progress of Cabrillo students who enrolled and left the college between 1992 and 2001. Cabrillo is one of the first community colleges to benefit from an agreement between the National Student Clearinghouse and the California Community College Chancellor's Office to conduct data matching studies. The information reveals new information on Cabrillo's transfer successes. The research shows that while California Post-secondary Education Commission (CPEC) data depicts Cabrillo's transfer numbers dropping in recent years, in reality, they have been increasing since 1996-97.

The discrepancy involves counting methods that credit a single college for a student's transfer to a four-year university. What hasn't been included until now in the state figures is the high number of students who make lateral moves to other community colleges before transferring to four-year institutions and the high number of students who transfer to non-UC or non-CSU colleges. Records of nearly 75 percent of the nation's post-secondary institutions were included in the transfer study.

That means, for example, that the 195 students who transferred to the University of Phoenix, the eight students that went to Boston University, and the six students who went on to transfer to Yale University in the past 10 years were counted as Cabrillo transfers for the first time.

The new information paints a clearer portrait of the transfer student and the sometimes circuitous route that he or she may take to get to a four-year institution. "It shows what a good job we're doing," Luan says. "Now we know that there are a lot more students who weren't counted but did indeed benefit from taking transfer courses at Cabrillo."

"The significance of this study goes far beyond just counting the number of transfers. It takes us away from looking at numbers to looking at patterns. For example, with the state reported numbers, we only know that our numbers go up and down. Is it because of student demographic change? Is it a change made by an individual department? What courses contributed most to transfer success?"

Getting a better picture of the students we serve is incredibly useful to counselors in the Cabrillo Transfer Center, says Donna Mekis, Transfer Center director. "It acknowledges the work we've been doing and it acknowledges the num-

Dr. Jing Luan, Cabrillo College Director of Planning and Research

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LET THE FACULTY SHINE!

An innovative Teaching and Curriculum Development Session was held in the Sesnon House on Thursday, January 31 from 5:00-7:00 pm. This well-attended event featured 11 Cabrillo faculty members who showcased their grant-funded projects related to curriculum development and innovative teaching.

The faculty represented teaching disciplines across the curriculum and their projects reflected diverse methodologies, including learner outcomes, online and telecourses, work-based learning, service learning, learning communities, and new program development. Over 50 faculty attended.

This opportunity to share innovations and “best practices” offered many benefits to attendees, including building a professional community, fostering an exchange of teaching and curriculum ideas, providing information about what’s going on across disciplines, and offering instructors an opportunity to collaborate on ideas and future projects.

Cabrillo Engineering instructor, Karen Groppi, commented: “If teachers could spend more time talking with other teachers about their successful projects and their not-so-successful attempts, this would contribute to the overall quality of teaching and learning at Cabrillo.”

“The session was a good start!” Instructional Librarian, Topsy Smalley, added. “The session was fun and very lively. I appreciated the opportunity to talk firsthand with faculty members who are experimenting with new ways of reaching out to students to make student learning more relevant, more real, more personal. Wonderful ideas about teaching were literally flying around the room.”

“Let The Faculty Shine” was organized by the Work Based Learning Resource Center and the Learner Outcomes Committee. Some highlights of Faculty Accomplishments include:

**Distance Education:**

Rory O’Brien – Political Science 1, taught in both online and telecourse formats, offers an innovative approach using the internet as the basis for the study of politics.

David Sheftman – Technologies (including video conferencing) coupled with student-centered teaching methodologies can foster high levels of student interactivity and interdependence in English 1A and English 2.

Letitia Scott – Curtis – English 1B is taught using online multimedia literature resources. For example, audio files from The American Academy of Poets’ web site give students a chance to experience the power of hearing poetry.

Michael Mangin – Online History 17A creates an active and interactive community of writers through shared weekly journals and discussions.

**Learner Outcomes and Learning Communities:**

Eric Carte – Learner outcomes are applied in the Culinary Arts Department at a programmatic level. Come and experience our “Mystery Box” midterm exam!

**New Program in Human Services:**

Patrick Meyer – This new and interdisciplinary program provides an overview of the field of Human Services, explores issues and dynamics within the social services delivery system, and incorporates work-based learning experiences in the community.
technically competent. At Cabrillo, the demand for computer classes is at an all-time high. Our computer labs are operating at nearly full capacity. The proposed $200,000 reduction in Tech II funding means that 100 obsolete computers in student computer labs will not be replaced, and no new computers will be added causing the college to fall further behind in our attempts to provide state-of-the-art technology education.

In the past few years, Cabrillo has received over $1 million in Economic Development funding to establish and expand our Regional Cisco Academy, which serves Cabrillo students as well as local academies that we established and continue to support at area high schools, other community colleges, and CSU Monterey Bay. Without this funding we cannot expand our capacity to meet the regional need for trained IT technicians.

One way that we can guarantee economic vitality is to make sure that Californians possess the skills needed to build a productive career. The best way to ensure this social and economic well being is by providing increased educational access and opportunity for all to develop requisite skills and abilities.

A well-educated workforce will help California regain and maintain its global competitiveness and generate a robust economy. Community colleges historically have played a quiet but key role in California’s economic vitality and economic development.

The losses felt by Cabrillo College students would be echoed across the state if the Governor’s proposed budget is passed. It has never been more crucial to support California community colleges than it is today when the demand for an affordable, accessible, and excellent higher education is at an all-time high.

**KEY ROLE (from page 2)**

THE HISTORIC SESNON HOUSE PROVIDES A UNIQUE LEARNING ENVIRONMENT FOR ASPIRING STUDENTS

Cabrillo College reopened the historic Sesnon House in 1996 with ambitious plans to launch a new public and college use facility that would be home to its Culinary Arts and Hospitality Management Program (CAHM). The caveat was that the management, and day-to-day maintenance of the house, and the addition of a new catering program had to be in large part self-funding.

Almost six years later, the Sesnon House is often a hub of activity, where college and community members come to eat, meet, and participate in a variety of events, both public and private, throughout the year. The Sesnon House program, including seasonal lunch and dinner service, and catered private events, generates enough income to help pay for a catering instructor, a lab instructional assistant, the Sesnon Coordinator, equipment maintenance, new equipment, food costs, and special maintenance associated with an historic building.

The college uses the house 88 percent of the time, while private and community events are booked predominantly on weekends.

According to CAHM Instructor/Program Director Katherine Niven, Cabrillo College is one of the very few culinary programs to specialize in weddings. She says that, “students get a real world experience. Banquet service is very different than other food services. You feed 100-200 guests at a time. Our students participate in the whole process, including learning responsible and safe alcohol service.”

Margitta Dietrick-Welsh, Sesnon Coordinator, says that the future looks bright for the Sesnon/CAHM joint venture. “We are solidly booked for weddings this next year, and well into 2003. Clients really like the house, and we are more affordable than many other facilities.”
CABRILLO MESA PROGRAM IS AWARDED $310,000 FOR MOBILE COMPUTING LAB AND LEADERSHIP PROGRAMS

Cabrillo’s MESA program, which helps underrepresented students succeed in math and sciences, is celebrating a new state-of-the-art wireless, mobile computing lab and a five-year grant for leadership conferences. The two grants are an affirmation of Cabrillo’s success in diversity and its strong MESA program.

The wireless computer lab is aimed at supporting minority pre-engineering and computer science students, says Kathy Mirtallo, a program manager at Hewlett-Packard Philanthropy and Education Foundation.

“We see the community colleges as a bridge for a lot of students between high school and entering into a career – especially with these under-represented groups,” Mirtallo says. “We think it’s a real plus. What will also be beneficial to HP and the school is the relationship we’ll be forming.”

HP’s gift, valued at about $90,000, is a relatively new direction in philanthropy for the company fund. Until recently HP has directed its efforts at younger recipients but HP has become increasingly interested in the role of community college MESA (Mathematics, Engineering and Science Achievement) programs that target minority students.

Through the MESA mobile computing lab program, students will be able to use 30 Internet-connected laptops that can be wheeled between classrooms. Math and science instructors will be able to check out the roving lab for use in their classrooms. Software will allow teachers to interact with students in real-time.

“It’s a way that we can reach a lot of the students who don’t speak up in class because they might be unsure of their mastery of the subject, naturally shy or so respectful of the teacher that they hate to interrupt,” says Dr. Susan Tappero, director of the Cabrillo College MESA program. “The lab is a way to make use of something that’s very cutting edge.”

MESA Leadership

The first of its kind State Chancellor’s MESA Grant of $220,000 provides for leadership conferences for five years. It is a strong commitment from the chancellor’s office that the program is valued, says Lucy Casale, associate director of MESA statewide undergraduate programs.

The Leadership Conference is an opportunity to learn skills for success, but it is also a chance for MESA students to meet with peers and mentors who will help them as they make their way through college. Students mingle with people like themselves who are already working as doctors, scientists and engineers. “We put them together so they can form a network and begin to see themselves as being part of that network and a part of that world,” Casale says. “We collect data very carefully to follow these students. We find that the students who attend these events are generally the students that have a better success rate. It kind of helps them build confidence, encourages intellectual curiosity. It affirms their power, their intellectual ability.”

“Even though programs like MESA have been around for 30 years, the changes that we’re making in the representation of all cultures and all ethnicities in the scientific field is very slow,” Tappero says. “We may transfer only 15 students a year, but if those students ultimately persist and end up working in a scientific realm then they have a huge impact on their own communities and affect the next generation and I think that’s going to be the way we turn this future around and see more equity in the sciences.”
Other projects underway include the student services complex, ADA accessibility, and the visual and performing arts center among others.

**Student Services**
Plans have been approved by DSA. The construction schedule for the project is pending Facilities Master Plan budget revisions. The assessment of remodel structural requirements for the 200 and 900 buildings is in process at this time.

**ADA Accessibility Project**
The design and budget for this project, which provides access from Soquel Drive and Cabrillo College Drive to the P.E./Athletic area, are currently being revised. Construction is planned for the summer of 2002.

**VAPA Performing Arts**
Revision of the project scope and reevaluation of the site engineering are in process. Authorization has been received from the Chancellor’s Office to submit a funding proposal for matching funds during 2004-05. Funding is contingent on the passage of the statewide education bond in November.

**Other Facilities Projects**
The preliminary architectural plans for the athletic fields have been developed and will soon be reviewed and finalized. Initial construction should begin late spring of 2002 and the fields are expected to be ready for use in summer of 2003.

Site options for a Cabrillo College North County Center continue to be evaluated. The timeline for this project is 2004-05.

A number of building improvements to be completed during the 2002 calendar year are in the final approval process including classroom upgrades and division office remodels.
On February 27, the Children and Families First Commission of Santa Cruz County acknowledged the work of 15 local heroes. **Julie Olsen Edwards**, Early Childhood Education Instructor (ECE), along with six former ECE students were the winners of these “Children and Families Heroes Awards”. Julie was given the Children and Families Hero Award for Excellence in Early Childhood Education for her over 30 years of service in the field in Santa Cruz County.


**Rock Pfotenhauer**, Dean of Career Education and Economic Development, has been invited to give presentations on Cabrillo’s Fast Track to Work and Career Ladders Project to a MacArthur Foundation funded research and policy making group, and a national conference held in Washington, D.C.

**Rebecca Arnesty**, Work Based Learning Resource Center Director, was invited to be a panelist at the “Work Based Learning, The Key to Student Success” presentation at the California Cooperative Education & Internship Association and California Placement Association Joint Conference in Pomona, CA.

**Cheryl Anderson**, Director of Choral Activities, was one of five US Choral Directors chosen to premiere an opera—*Paradise Lost*, composed by 30-year old wunderkind Eric Whitaker. Cantiamo Cabrillo and Symphonic Chorus members have been invited to travel to Berlin in summer 2003 to sing the premiere of this stunning work.

Reentry counselor **Dhyana Swann** has won the 2002 “Women Helping Women Award” from Soroptimists International of Santa Cruz.

Cabrillo’s Fast Track To Work program, under the direction of **Dena Taylor**, was one of six college programs across the country to be studied by MDRC (Manpower Development Resource Corporation) on accessibility for and retention of low-income students. Fast Track was given high marks and held up as a model for the country.

Registrar **Gloria Garing** was elected to be the Regional Representative for regions three and four for the CACCRAO organization (California Association of Community College Registrars and Admissions Officers). She serves on the Executive Board, provides leadership for the annual CACCRAO Classified Staff Development Workshop for our regions, and participates in the planning and implementation of the annual statewide conference.

**Ed Braunhut**, Math Academic Specialist and Director of the Math Learning Center, is part of a software development team using open source technology to develop a concept demo called “Convey,” designed to facilitate collaboration among users via the Internet using freehand drawing and typed text in real time. Convey will be presented in late April, 2002 at the ACCTLA Conference in Sacramento to representatives from Learning Centers all over California. Since it is an open source project, Convey is available free to anyone interested in using it and/or extending its functionality.