

CDP Related Goals	Measurable Objectives	Time Frame for Achieving Objectives				
		Yr.1	Yr.2	Yr.3	Yr.4	Yr5
1. Develop across the curriculum teaching methods and technologies that hold the most promise to improve success of under prepared students	1.1 Increase the number of full-time faculty trained in active and collaborative learning methods from 5% to 75% by end of Spring 2010 (Year Five) compared to initial baseline	X	X	X	X	X
	1.2 Increase the number of full-time faculty trained in technology-assisted learning from 35% to 100% by end of Spring 2010 (Year Five) compared to initial baseline	X	X	X	X	X
	1.3 Achieve engagement of 100% of full-time faculty in new learning methods and systems by end of Spring 2010 (Year Five)		X	X	X	X
	1.4 Achieve engagement of 15% of part-time faculty in new learning methods and systems by end of Spring 2010 (Year Five)		X	X	X	X
2. Improve curriculum and methodology for ESL and basic skills learning including integration with college-level courses	2.1 Increase the number of ESL and basic skills faculty with technology assisted curriculum skills from 50% to 100% by Fall 2008(Year Four) compared to initial baseline-	X	X	X		
	2.2 Increase the number of ESL and basic skills faculty with active and collaborative learning methods knowledge from 20% to 100% by Fall 2008(Year Four) compared to initial baseline	X	X	X		
	2.3 Increase the number of ESL and basic skills students attaining college level computer skills from 25% to 75% by Fall 2009 (Year Five) compared to initial baseline		X	X	X	
	2.4 Increase the number of ESL and basic skills students persisting to college-level studies from 40% to 60% by Fall 2009 (Year Five) compared to initial baseline		X	X	X	
	2.5 Increase the number of ESL and basic skills students successful after attaining prerequisites, in passing college level math and English courses from 45% to 60% by end of Spring 2010 (Year Five) compared to initial baseline	X	X	X	X	X
3. Improve educational planning, procedures and class scheduling to better support students' goals	3.1 Decrease the number of students with an Ed Plan who have class scheduling conflicts from 30% to 10% or less by end of Spring 2010 (Year Five) compared to initial baseline	X	X	X	X	X
	3.2 Increase the number of students enrolled by 6.5 credits or more in block course and/or cohort group classes from 0% to 40% by end of Spring 2010 (Year Five)	X	X	X	X	X
	3.3 Increase the accuracy of student course placements in basic skills and college-level classes from 65% to 90% by Fall 2008(Year Four) compared to initial baseline		X	X		
	3.4 Increase by 25% student satisfaction with availability of courses compared to initial baseline survey by Fall 2009 (Year Five)		X	X	X	X

4. Improve student, faculty and administrator use of ERP data for decision making	4.1 Increase the number of students enrolled for 6.5 credits or more who have Web-based portfolios and education plans from 0% to 100% by Fall 2008(Year Four)	X	X	X		
	4.2 Increase from 10% to 100% faculty using ERP data for course management and student retention by Fall 2008(Year Four) compared to initial baseline		X	X	X	
	4.3 Train and follow-up administrator use of ERP data for decision making with minimum 80% satisfactory use by Fall 2009 (Year Five)	X	X	X	X	
	4.4 Increase from 40% to 80% the number of support staff fully trained in use of ERP by Fall 2009 (Year Five) compared to initial baseline	X	X	X	X	
5. Provide training programs for continuous improvement in all college programs and services	5.1 Increase from 0% to 100% the number of staff satisfactorily completing quality improvement training by Fall 2008(Year Four)	X	X	X		
	5.2 By Fall 2009 (Year Five), results of student satisfaction survey will be fully integrated into the quality improvement education training	X	X	X	X	
6. Improve student success and college fiscal stability through increasing proportion of full-time students and semester to semester student persistence	6.1 Increase from 25% to 40% students enrolled full-time by end of Spring 2010 (Year Five) compared to initial baseline	X	X	X	X	X
	6.2 Increase by 15% over initial baseline semester to semester persistence rates of ESL and basic skills students by end of Spring 2010 (Year Five)	X	X	X	X	X
	6.3 Increase by 7% over initial semester to semester persistence rates of students taking more than 6.5 credits by end of Spring 2010 (Year Five)	X	X	X	X	X
7. Strengthen capacity to acquire and support new technologies for the new Learning College model	7.1 Upgrade college technology plan for ubiquitous strategy and universal access improvements by Fall 2006 (Year Two)	X				
	7.2 Acquire new software and equipment to transition to a user-owned/provided IT model by Fall 2009 (Year Five)		X	X	X	
	7.3 Complete training program of staff and faculty as more self-directed and capable in IT applications/maintenance by Fall 2009 (Year Five)		X	X	X	