

**DESERT COMMUNITY COLLEGE DISTRICT  
REGULAR BOARD MEETING  
PALM DESERT CAMPUS – CRAVENS MULTI-PURPOSE ROOM  
FRIDAY, MAY 18, 2012  
MINUTES**

**I. CALL TO ORDER – PLEDGE OF ALLEGIANCE - ROLL CALL**

Chair Stefan called the meeting to order at 9:30 A.M. and asked Trustee Hayden to lead the Pledge of Allegiance.

President Patton called the roll and all members were present with the exception of Student Trustee Bonner, who joined the meeting at 10:30 a.m.

**II. AGENDA:**

**A. CONFIRMATION OF AGENDA:**

**Motion** by Michael O'Neill, second by Becky Broughton, to approve the agenda as presented.

Motion carried unanimously.

**III. CLOSED SESSION**

1. **CONFERENCE WITH LABOR NEGOTIATOR**, Pursuant to Section 54957.6; unrepresented groups & labor unions on campus include CTA, CODAA, and CSEA; Agency Designated Representative: Dr. Edwin Deas
2. **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION:**  
Specify number of potential cases: 4
3. **PUBLIC EMPLOYEMENT APPOINTMENT:** President

**IV. OPEN SESSION**

**Motion** by Becky Broughton, second by Michael O'Neill, to approve the appointment of Dr. Joel Kinnamon to the position of Superintendent/President.

Motion carried unanimously.

**V. AGENDA**

There are several items that came to the attention of the Board of Trustees after the agenda was posted. Mr. Hargreaves explained the search process came together more quickly than anticipated and these items were not placed on the agenda.

Each of the Trustees expressed their appreciation to Dr. Kinnamon for choosing COD and look forward to working with him. Trustee O'Neill also expressed his appreciation to all those involved with the search process.

**Motion** by Michael O'Neill, second by Becky Broughton, to add the following to the agenda:

1. Approval of Superintendent/President Contract
2. Approval of a limited hiring freeze

#### **VI. PUBLIC COMMENTS (Agenda Items):**

Dr. Leslie Young spoke to and presented a gift to President Patton on behalf of the Deans.

Mr. Doug Wall addressed the Board regarding the Intent to Award contract on the Monterey Entrance Project on the agenda today.

COD Student Veteran's organization President Noel Arvizu read the Proclamation for National Military Appreciation Month.

#### **VII. APPROVE THE MINUTES OF:**

1. The Special meeting of April 17, 2012
2. Regular meeting of April 19, 2012
3. Special meeting of May 3, 2012
4. Special meeting of May 8, 2012
5. Special meeting of May 10, 2012
6. Special meeting of May 15, 2012
7. Special meeting of May 16, 2012

There were no corrections to items 1 through 6 and they stand approved. Item 7, Special meeting of May 16, 2012, will be corrected as follows:

***Motion** by Michael O'Neill, second by Becky Broughton, to proceed with the process as we work with the consultants to conclude this selection process. We hope to have a decision as soon as possible.*

*Motion carried unanimously.*

#### **VIII. REPORTS**

##### **A. ASCOD**

Simon Myers was not able to attend.

## B. ACADEMIC SENATE

Zerryl Becker was not able to attend but submitted a written report.

## C. FACULTY ASSOCIATION

Gary Bergstrom was present and gave a brief report.

## D. C.O.D.A.A

David Bashore was not able to be present. Cathy Levitt was present and reported C.O.D.A.A. is pleased with the choice of new Superintendent/President.

## E. COLLEGE OF THE DESERT ALUMNI ASSOCIATION

Gene Marchu, Executive Director, was present and gave a brief report.

## F. CSEA

Lauro Jimenez was present and gave a brief report.

## G. COLLEGE OF THE DESERT FOUNDATION

Jim Hummer was present earlier but was not able to stay.

## H. GOVERNING BOARD

**Trustee Broughton:** The Alumni Hall of Fame Celebration was a splendid event this year but was made even more important because our Executive Assistant, Lee Ann Weaver, was honored for the great work that she does. Congratulations Lee Ann! We couldn't do what we do without you.

More kudos must go to the Alumni Association for the reception for its members on May 6<sup>th</sup>. It was a great opportunity to visit with like-minded community members. The Jekyll and Hyde production that followed was breathtaking. The staff and performers produced another amazing show. Thank you for those hours of hard work which culminated in the musical. The standing ovation was well deserved. All who attended were in for a treat.

IID's monthly Energy Consumers' Advisory covered, among other things, the use of solar energy here in the valley. Vice President Deas has assured me that the College will be participating in the discussion and planning of the alternate energy automotive vehicle refueling stations that will be developed in the Valley. I hope that in time sunshine will be discovered in the east end of the valley and those campuses too might benefit from solar energy technology and training opportunities.

Dr. Deas will be pleased to know that I have successfully completed my “Hazardous Communications and Material Safety Data Sheet Training” and, as it was hard to tell from the the web site, I hope that the recognition of my stellar grade has been duly stored in the archives. Being dubious of such automatic and unacknowledged filings I did print a copy of this certificate for future reference.

Speaking of hazards, the “Farewell from Paradise” honoring our retiring President should have been subtitled “death by chocolate”. I’ve read tales of monarchy being paid a tribute of “worth their weight in gold” but Jerry, in a more appropriate and personalized manner, was honored by his “weight in chocolate.” It was a fitting tribute of respect and appreciation for all that President Patton has done for our college.

Since Jerry announced his retirement plans, the community has been developing the strategy for choosing and diligently searching for our next leader. In the past month I’ve spent many hours sequestered in a room at HR, reading applications and comments. The same is true for the other Trustees. Thank you to HR for making us feel welcome, coming early and staying late all so that the Board could be as prepared as possible. Also I would be remiss if I did not thank our consulting team ELS, our Interim HR Director Stan Dupree, our Board Chair and Vice Chair, as well as all of the people that worked on the committee, participated in focus groups and attended the forums. The comments that were turned in were very useful and I want to assure you were read and considered by the entire Board. I also want to thank my fellow Trustees for their leadership. We have spent many hours together in the last month. It was long and hard – and parts of me are tired of sitting – but I’m proud that we functioned as a team. (Yes Trustee Marman, that means we may have squabbled in the huddle but ran for the same goal post when we made the play.)

In this Commencement season we must look to the future and our new Superintendent/President with optimistic anticipation at the same time that we are reflecting on the road that got us to the present. My thanks to President Patton for his leadership! He has worked tirelessly on both the campus and out in the community to make the College of the Desert’s culture one that nurtures student success. After the ceremony next Friday the campus will seem very quiet as many folks go their way; enjoying their summer plans and pursuing their dreams. To those that are gone all summer we’ll see you in August – and to the others that are turning to the next chapter of their life, Godspeed.

**Trustee Hayden** stated he wasn’t able to be here for all the candidate interviews due to personal business. He reviewed all the materials when he returned from his trip.

**Trustee Marman’s** full report will be included with the minutes. He has been working with the Wounded Warrior’s program at 29Palms. They have a Wounded Warriors Games, which is a track meet against the Army and Air Force.

**Trustee O’Neill** seconded everything Trustee Broughton said and appreciated such an in-depth report. The President Search was very involved and was very successful. He thanked the Alumni for all they do for our students and the college. He congratulated Dr. Romano and Shea New for the Jekyll and Hyde production. He also commented on an article in the April edition of

Architectural Digest about Lance O'Donnell. Mr. O'Donnell is an adjunct faculty member and was one of the architects on some of our building. He thought it would be good to receive information like this about our faculty and staff. He thanked everyone for all the invitations to the various end-of-year events. The Board attends as many of these as they can but they are not able to attend all of them and hopes everyone understands. He said goodbye to the Student Trustee and congratulated Aaron on all of his successes this year. He thanked Aaron for all of his hard work this year and the outstanding example he set for future Student Trustees.

**Student Trustee Bonner** submitted a written report but read a story about his experiences at College of the Desert.

**Trustee Stefan** thanked Student Trustee Bonner for the outstanding job he has done this past year. She commented he is one of the most articulate, and one of the finest young men this college has graduated. She thanked everyone at the college and the community for the support given to the presidential search committee and welcomed Dr. Kinnamon.

## **IX. ADMINISTRATIVE REPORTS**

### 1. President: Faculty Acknowledgement

President Patton introduced Craig Hays, Professor, Kinesiology and acknowledged his outstanding contributions to College of the Desert.

## **X. ACTION ITEMS ADDED**

### 1. Approval of Superintendent/President Employment Agreement and Deferred Compensation Agreement

**Motion** by Charles Hayden, second by Becky Broughton, to approve the employment agreement and deferred compensation agreement between the Desert Community College District and Joel L. Kinnamon as presented.

**Discussion:** Copies of the agreements were distributed and reviewed. Chair Stefan reported it is a 4-year contract for \$240,000 per year.

Trustee Marman stated the contract terms fall within the parameters the Board agreed upon.

Trustee Broughton thanked the Chair, Vice Chair and Counsel for reviewing and completing the negotiations on this contract.

### **Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan  
No: None  
Absent: None  
Abstain: None

Motion carried unanimously.

## **2. Limited Hiring Freeze**

**Motion** by Becky Broughton, second by John Marman, to limit all hiring effective immediately until the time the new Superintendent/President takes office.

**Discussion:** Trustee Hayden thinks this is too broad and should have parameters. Trustee Marman explained the intent was not to include hourly or community ed. Those types of contracts are okay. This freeze is intended for the permanent hires and if there is an emergency situation, the process will go through Human Resources, to the President and the Board Chair or Vice Chair. Trustee Stefan thought this freeze would cover any major hiring decisions. Mr. Hargreaves, Counsel to the Board, suggested it be about a particular level of classification/contracts, for instance, any full-time, permanent positions.

**Motion amended** by Becky Broughton, second by John Marman, to limit the hiring of permanent, full-time and part-time positions, until the new Superintendent/President has taken office, except in the case of an emergency, at which time the Board Chair or Vice Chair would be notified by Human Resources.

Both Adrian Gonzales and Farley Herzek explained there are several positions in process at this time and the Board agreed we should move ahead with those. These positions are some categorical positions under Student Affairs, a full-time nursing faculty position and a full-time athletic director position under Academic Affairs.

**Motion** by Becky Broughton, second by John Marman, to make the amended motion the main motion. Motion carried unanimously.

### **Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

**XI. CONSENT AGENDA: All items on the Consent Agenda will be considered for approval by a single vote without discussion. Any Board member may request that an item be pulled from the Consent Agenda to be discussed and considered separately in the Action Agenda.**

**Motion** by John Marman, second by Aaron Bonner, to approve the consent agenda as presented.

**Discussion:** Trustee O’Neill asked that Human Resources item #3 be pulled for discussion under the action agenda. Trustee Broughton thanked the Administration for the feedback and answers to the various questions on agenda items asked via email prior to the meeting.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

**A. HUMAN RESOURCES**

1. Extensions of Assignment – Classified
2. Retirement/Resignation – Classified
3. ~~Employment Group C Appointments~~ *Pulled for discussion under Action Agenda*
4. Volunteers

**B. FISCAL SERVICES**

1. Purchase Orders and Contracts for Supplies, Services & Construction
2. Warrants
3. Payroll #10
4. Gifts/Donations to the District
5. Out-of-State Travel
6. Change Order #1 – Classroom Building Project – Roof Construction
7. Change Order #1 – Classroom Building Project – Baker Electric, Inc.
8. Change Order #1 – Communication Building Project – Angeles Contractor, Inc.
9. Change Order #9 – Communication Building Project – Brudvik, Inc.
10. Memorandums of Understanding
11. Revenue Generating Agreements

**XII. ACTION AGENDA**

**A. ITEMS PULLED FROM THE CONSENT AGENDA FOR SEPARATE DISCUSSION AND CONSIDERATION**

1. Employment Group C Appointments

**Motion** by Michael O’Neill, second by Charles Hayden, to approve the Employment Group C Appointments as presented.

**Discussion:** Trustee O’Neill has concerns about the timeline on some of these. The contracts were entered into as of February 14 with 3 individuals and management did not process them

until April, and the services were performed in March. This is not a good way for us to do business. He would like us to be more aware of this and concentrate on shortening this process. Trustee Marman agreed.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

**B. BOARD OF TRUSTEES**

1. Salary Reduction for Board members.

**Motion** to approve by John Marman, second by Becky Broughton, to approve the salary reduction as presented.

**Discussion:** Trustee Broughton stated the board is stepping forward to set an example. The monthly stipend the members receive is small compared to the hours invested, but it is a way for the Board to make a contribution.

Trustee Marman thought the previous reduction was forever so this item reflects continuing until further notice.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

2. Proclamation: National Military Appreciation Month

**Motion** by Aaron Bonner, second by Michael O'Neill, to approve the proclamation as presented.

**Discussion:** Trustee Stefan said that as a parent of military service individuals she is very pleased to see this come through for the Board's approval.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None



Abstain: None  
Final Resolution: Motion carried unanimously

### 3. Consolidated Governing Board Member Biennial Election – Resolution 051812-2

**Motion** by Michael O’Neill, second by Becky Broughton to approve the resolution as presented. Chair Stefan noted the resolution # posted on the website was incorrect – 051812-2 is the correct resolution number.

**Discussion:** Trustee Bonner asked where the money for this goes. It goes from the General Fund to the County. Trustee O’Neill asked if the cost changes if someone is not challenged. This is true. There is a cost but if any trustee is not challenged that cost is reduced. We do not know if that process will be different now that our Trustees are elected by area and not at-large. Trustee Marman thought we budget an amount every year to go toward the election every 2 years. That is correct.

#### Roll Call Vote

Yes: Aaron Bonner Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan  
No: None  
Absent: None  
Abstain: None  
Final Resolution: Motion carried unanimously

### 4. 5-Year Review & Revisions to various Policies

**Motion** by Becky Broughton, second by Michael O’Neill, to approve the review and revision of presented policies.

**Discussion:** Trustee Marman asked about the smoking policy 3570. He said it references 25 feet but thought it was 20. Dr. Deas said the LEED requirements state 25 feet so the policy has been revised to reflect that. Trustee Marman was under the impression we were crafting a new smoking policy. Mr. Gonzales said there is a new policy and new procedure that was approved by both Executive Cabinet and College Planning Council. Mr. Gonzales said there will be 4 designated areas on campus where people are able to smoke. Additional signage is coming. This policy can be approved today and brought back if there is additional language added.

#### Vote

Yes: Aaron Bonner Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan  
No: None  
Absent: None  
Abstain: None  
Final Resolution: Motion carried unanimously

### 5. New Board Policy 7160: Professional Development – First Reading

**Motion** by Michael O’Neill, second by John Marman, to receive the policy for a first reading as presented.

**Discussion:** Trustee Marman commented that while the policy says that professional development activities will be supported, it doesn’t mean everything will be covered.

**Vote**

Yes: Aaron Bonner Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously

6. New Board Policy 7345: Catastrophic Leave Program – First Reading

**Motion** by Michael O’Neill, second by John Marman to receive the policy for a first reading as presented.

**Discussion:** Trustee O’Neill thought there was already a policy in place to cover this. President Patton said there were situations in the past where employees gave their sick leave to another but there was no formal policy.

**Vote**

Yes: Aaron Bonner Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously

**C. PRESIDENT**

1. International Education Program Housing Application Fee

**Motion** by Michael O’Neill, second by John Marman, to approve the housing application fee as presented.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

2. Ratify New Members and New Officers of the College of the Desert Foundation Board of Directors.

**Motion** by John Marman, second by Aaron Bonner to approve the new Foundation members and officers as presented.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

3. Approval of Nominations for Emeritus Status

**Motion** by Aaron Bonner, second by Michael O'Neill, to approve the nomination for Emeritus Status as presented.

**Discussion:** Trustee O'Neill congratulated both of these individuals for receiving Emeritus status, as he has worked with them closely over the years and he wishes them well in their retirement.

He asked how we are doing with our full-time faculty obligation. Mr. Herzek reported that these retirements that come late in the year do not impact the 2012/2013 fiscal year. They will impact us in 2013/2014.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

**D. HUMAN RESOURCES**

1. Employment Group A Appointments – Classified

**Motion** by Michael O'Neill, second by Becky Broughton, to approve the classified appointments as presented.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None  
Absent: None  
Abstain: None

Final Resolution: Motion carried unanimously.

## 2. Employment Group A Appointment – Faculty

**Motion** by Charles Hayden, second by Becky Broughton, to approve the faculty appointments as presented.

### **Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan

No: None  
Absent: None  
Abstain: None

Final Resolution: Motion carried unanimously.

## 3. Unpaid Leave of Absence - Classified

**Motion** by Michael O’Neill, second by Charles Hayden, to approve the unpaid leave for classified as presented.

### **Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan

No: None  
Absent: None  
Abstain: None

Final Resolution: Motion carried unanimously.

## 4. Unpaid Leave of Absence - Faculty

**Motion** by John Marman, second by Michael O’Neill, to approve the unpaid leave of absence for faculty as presented.

### **Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan

No: None  
Absent: None  
Abstain: None

Final Resolution: Motion carried unanimously.

## 5. New Job Description – Leadership

**Motion** by Charles Hayden, second by Becky Broughton, to approve the new job description as presented.

**Discussion:** Trustee Marman asked if this is a position that someone currently holds or is it brand new. Dr. Deas said it is not a new position and is currently occupied. The current job description looks substantially like this one with some changes. The important difference is that the position as it is currently structured is a contract position, whereas this would be a leadership position. A contract position is not sustainable and is a temporary position.

Trustee O'Neill expressed concerns about another leadership position. Dr. Deas said they looked at all the employee groups and it would have been either a classified or a leadership position. Due to the travel involved they decided on a leadership classification, as there would be considerable overtime to be paid for a classified position. It is not an education administrator position.

### **Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

## **E. FISCAL SERVICES**

### 1. Budget Transfers

**Motion** by Becky Broughton, second by Michael O'Neill, to approve the budget transfers as presented.

### **Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

### 2. Notice of Intent to Award Contract – East Valley Center – Mecca/Thermal Campus Septic Sewer System Project

**Motion** by Becky Broughton, second by Bonnie Stefan, to approve the notice of intent to award contract as presented.

**Discussion:** Trustee Broughton asked for an update on when it might start and the system is functioning. Steve Renew, Director of Facilities, said this approval allows us to give the immediate notice to proceed and meet with the contractor early next week and look at a schedule. It is anticipated it will not take longer than 60 days. This allows us to build out.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

3. Change Order #1 – Classroom Building Project – Sierra Lathing Company

**Motion** by Charles Hayden, second by Michael O’Neill, to approve the change order as presented.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

4. Notice of Intent to Award Contracts for Construction of the Monterey Avenue Entrance Project.

**Motion** by Becky Broughton, second by Michael O’Neill, to approve the notice of intent to award contract as presented.

**Discussion:** Dr. Deas reminded the members he emailed these results to them yesterday. The reference earlier was to bid item #1, which is site-maintenance. The low bid was subsequently disqualified. The low bid was well within the allocation for this piece of work, however, the second and subsequent bids were all substantially above the budget allocation for this part of the project. Upon legal advice we are re-evaluating the scope of work on #1 and #6 with the intent of receiving bids within the budget allocation.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

#### 5. Solar Project at Palm Desert Campus – Resolution #051812-1

**Motion** by Becky Broughton, second by Michael O’Neill, to approve the Palm Desert Campus Solar project and resolution as presented.

**Discussion:** Dr. Deas introduced Mr. Clyde Murley, the consultant working with us on this project. Mr. Murley represents the Community College League of California and has been their energy manager for 11 years, managing approximately 40 community colleges’ procurement of electricity. This program was started 4 years ago with the idea of procuring solar competitively. He does a lot of regulatory and legislative advocacy behind the scenes, trying to improve the laws and regulations that support renewable energy.

Dr. Deas presented and reviewed a Power Point on the project. (Details attached)

Trustee O’Neill questioned the use of redevelopment funds as he thought they were committed to our 5-year budget plan. Dr. Deas said we have committed redevelopment funds to our Bond program: \$30M into our total Bond program and some relief to the general fund in our 5-year budget out of the ongoing redevelopment funds. This would be committing the balance. We have approximately \$6M of redevelopment funds available to us after the aforementioned commitments.

Trustee Marman asked if the savings are over 25 years is it calculated at the cost we currently pay for electricity or what it might grow to. Dr. Deas said the escalation has been factored in.

Trustee Marman asked if the cost of removing the trees is factored in? Dr. Deas confirmed it is. Mr. Marman also asked if there would be a way to affix electricity on some of the posts that could be used for the Street Fair vendors. Dr. Deas said the power is DC and must be converted to AC. It’s possible to do but is pulling on the main power from the campus. Dr. Deas said we are also working with CVAG to try to attempt to attract funding for electric charging stations in association with a valley-wide initiative to create an electric highway.

Student Trustee Bonner asked if our students will be able to experiment with this technology, possibly in our automotive department. Dr. Deas said possibly but we have already arranged with Southern California Edison for their array on our West Valley Campus to be a training site. Mr. Murley suggested the District could invite in the RFP a proposal for a demonstration facility that would be completely disconnected from the main commercial system and there are vendors that will offer that as the vendors need a trained workforce.

Trustee Hayden asked if there will be any grant funds available for this. Dr. Deas said there are incentives to us.

Trustee O’Neill would be interested in additional information in the next few months about the hybrid, given the uncertainty of the budget.

Dr. Deas indicated that we could, in the short-term, commit our bond funds and then use the redevelopment funds to pay them back.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

**F. ACADEMIC AFFAIRS**

1. Curriculum Modifications

Motion by John Marman, second by Becky Broughton, to approve the curriculum modifications as presented.

**Discussion:** Mr. Herzek asked the members to take note of 3 new transfer-model 1440 degrees; one in kinesiology, one in early childhood education and one in math. This brings us to 9 total transfer-model curriculum 1440 degrees. Typically the CSU system admits approximately 16,000 students as spring admits. They are now talking about no admits with the exception of students transferring 1440 degrees for spring semester transfers. This is extremely valuable for our students. There is still some controversy with CSU's and their acceptance of these degrees but the legislature has been influential in making sure these degrees are universally accepted.

There are also a number of fire science courses on the list and Mr. Herzek proudly announced we had a visit from the state fire marshal's office to certify and accredit our fire science program. Through the leadership of Chris Madigan, John Jaramillo and retired deputy chief Otero and a variety of other deputy chiefs in the valley we have received our initial accreditation and are ready to go with our fully accredited fire science program.

Mr. Herzek said once the Board approves the curriculum it goes to the Chancellor's Office for approval before we can schedule these classes.

Trustee Marman asked if we will be charging the same for the students in this program or will there be an adjustment to pay for itself. John Jaramillo, Dean, School of Applied Sciences and Business, explained they have done some other reductions in sections so are keeping it in balance. The Board commended Mr. Jaramillo on this accomplishment.

Mr. Herzek reported there was tremendous collaboration between the Deans, Department Chairs and faculty on the process of adding and removing sections.

**Vote**



Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan  
No: None  
Absent: None  
Abstain: None  
Final Resolution: Motion carried unanimously.

2. Approval of the 2012-2013 College of the Desert Catalog

**Motion** by Becky Broughton, second by Michael O'Neill, to approve the catalog as presented.

**Discussion:** Mr. Herzek thanked Jodie Magbuhat for all her hard work in producing this catalog. He also thanked Mike Hadley for working with Reva Reynolds on the cover design.

Trustee Broughton asked when the Fall schedule will be available. Mr. Gonzales explained that since we are no longer printing schedules all documents will be available on the website. The schedule is currently being put into the system and should be available by next week.

Trustee Marman asked if a situation should arrive during the summer where a certain class might be advantageous to add are we capable of doing that. Mr. Herzek said the schedule is set but if there are needs we see coming up in the summer we could add classes. This is the first time we've attempted to put together a schedule for an entire year. We are not publishing all of it at the same time. If the tax initiative passes in November we've allowed for additional classes in the Spring.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan  
No: None  
Absent: None  
Abstain: None  
Final Resolution: Motion carried unanimously.

**G. STUDENT AFFAIRS**

1. Refund Processing Fee

**Motion** by Becky Broughton, second by Michael O'Neill, to approve the refund processing fee as presented.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan  
No: None  
Absent: None  
Abstain: None

Final Resolution: Motion carried unanimously.

2. Duplicate Certificate Fee

**Motion** by Michael O'Neill, second by Becky Broughton, to approve the duplicate certificate fee as presented.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

3. Credit by Examination Fee

**Motion** by Michael O'Neill, second by John Marman, to approve the credit by examination fee as presented.

**Discussion:** Trustee Marman asked if we have looked at what it costs us. Mr. Gonzales explained that Title 5 restricts what we can and cannot do. When we started to look at the costs relative to the time an instructor would spend, we included proctoring time, printing costs and the like, there is a way for us to justify to the Chancellor's office going above the per unit cost. At this stage we thought this was appropriate for us.

Trustee Broughton asked how many students take advantage of this. Dr. Nery explained we can receive 20-30 requests in a month from international students, but normally it is 1-3 a month. The faculty determines the content of the exam.

Mr. Herzek also reported that for students in our high school articulation program we will continue to waive the fees for credit by exam.

**Vote**

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

**XIII. ITEMS OF INFORMATION**

1. Board sub-committees will rotate to another Vice President
2. AP 3500 Campus Safety

3. AP 3515 Reporting of Crimes
4. AP 3560 Alcoholic Beverages
5. AP 3570 Smoking on Campus
6. AP 3820 Gifts
7. AP 6345 Bids and Contracts – UPCCAA (Revised)
8. AP 6450 Wireless or Cellular Telephone Use
9. AP 6550 Disposal of Property
10. AP 7160 Professional Development
11. AP 7337 Fingerprinting
12. AP 7370 Political Activities
13. AP 7520 Volunteers
14. AP 7700 Whistleblower Protection

#### **XIV. STUDY SESSION**

##### **1. Vice President Academic Affairs – Farley Herzek**

###### **a. Program Review**

Wendy Sanders, Professor, Early Childhood Education, presented her program review for Early Childhood Education. (Presentation attached)

Kim Dozier, Associate Professor, English, presented her program review for English. (Presentation Attached)

###### **b. Fee Based and Non Credit ESL Program Update – Tony DiSalvo**

Dean DiSalvo updated the members on the ESL programs and reviewed a Power Point presentation.

###### **c. FTES Update**

Vice President Herzek distributed handouts and reviewed a power point and pages 5 & 6 of the FTES audit report with the members. He also reviewed a memo from March 25, 2004 and explained how the FTES appears to have been arrived at. The formula used to calculate FTES is very complex and the Board commended Mr. Herzek on explaining it so well and in depth.

Mr. Herzek explained we are only guessing as to why it was done the way it was in 2004. The Board understands the mistakes made, the assumptions made as to why it was done that way, and is satisfied corrections have been made. Trustee O'Neill wants everyone to understand we all have the same information and are working from the same information and we are working with the state and its auditors to rectify this situation.

President explained that a consultant was brought in 2006 to review the 16 week calendar calculation and discovered that the FTES calculation did not follow the student attendance accounting manual methodology but no change was made because it was thought the variance of the old methodology was still valid.

Trustee Marman is pleased there was some money set aside for this but asked why this \$1.8M was not brought to the attention of the Trustees. Dr. Deas explained this money was not set aside, it wasn't in the budget because we didn't know it was coming. When it was brought to our attention we were liable for the reduction in our apportionment, however it had to be paid back. In 2009/2010 we had to make an accrual. It wasn't in the budgets but it was in the financial statements, which were brought to the Board for approval.

Trustee O'Neill referenced the budget revision sent by the Community College League and the cut in apportionment of \$2,092,000 and asked if we anticipated that large of a cut, and how bad is the outlook given the presentation by Mr. Herzek. Dr. Deas said we had made provision for \$1.8M. The \$2,092,000 changed today and is now \$2,055,000. There is another item we had not budgeted for and that is mandate funding, which would give us \$200,000.

Trustee O'Neill asked if we could post this information on the website. They will also be attached to the minutes when posted.

## **2. Interim Vice President Student Affairs – Adrian Gonzales**

### **a. Presidents Ambassador Program**

Mr. Gonzales reported he's met with Trustees Hayden, Marman, Carlos Maldonado, and Revae Reynolds to review the program done at the other schools. Mr. Maldonado and Ms. Reynolds have put together a proposal and submitted it to Trustees Hayden and Marman for review. We are seeking to recruit 15 students to represent the college into this prestigious program. The students will have to complete 12 units, maintain a 2.5 GPA and currently enrolled in 6 units to participate. The ambassadors will serve at least 4 hours per week throughout the semester, which would include meetings, planning, and delivery of the services. In order to be eligible students will have to submit an application, 2 letters of recommendation, be a current resident, a letter of interest and go through an interview.

We are estimating a budget of \$34,000 but have not identified those funds as yet. A large portion of the costs will go toward scholarships and stipends for the students. If the student completes a minimum of 50 hours and up to 74 hours they will receive a \$500 semester stipend. If they do 75-99 hours they will receive \$750.00 and if they do 100+ they receive \$1000.00 per semester. Once funding is identified we will begin recruitment August 1, with the intention of the ambassador's active by mid-October.

Trustee Marman asked if these students would get priority on registration. Mr. Gonzales said it was discussed but it is not in there at this stage.

### **b. Summer Registration Update**

Summer registration began on May 1. In the first 3 minutes we had 900 students register for classes. We are offering approximately 100 credit courses for the summer and by May 8<sup>th</sup> there were only 11 courses that still had seats in them. By May 16<sup>th</sup> there were only 4 classes that still

had seats available. We continue to do fee drops and don't expect a lot of movement for summer school.

### c. HSI Grant Activities

Mr. Gonzales reported we currently have 2 HSI grants; one is a collaborative grant and one is an individual grant. This one is the individual grant handled by Jessica Enders, who reports directly to President Patton.

The 4 main activities of the grant are: college readiness, student success and retention, financial aid applications/financial literacy, and strengthening the research capacity of Student Affairs. For college readiness the program has established a pilot for summer bridge at East Valley Center and is primarily around math, reading and English and includes counseling and supplemental instruction, as well as student development activities. This will take place this summer.

With student success and retention they have achieved a lot of great activities so far. Our Counseling support has been increased at EVC by hiring a full-time counselor for Indio and Mecca/Thermal. They are piloting a supplemental instruction activity at EVC for English and math. We have purchased an early alert tool that will work with Datatel. Instructors will be able to go online and contact the appropriate office to say students are missing class, need tutorial support. We have also implemented the faculty and student drop through Datatel. This allows us to ask students why they are dropping and collect data in order to better assist them. This also makes it easier for faculty to complete their rosters in terms of drops and census. A student portal is also being implemented, which will allow a single sign-on. Currently students have to log into 3 different systems.

We are also in the process of purchasing electronic transcript software. This has a feature that allows us to integrate with high school transcripts so we'd work with the local high school districts. We would have the high school transcripts sent to COD and begin to integrate multiple measures more effectively with our assessment process.

With the financial aid component we have doubled the number of financial aid workshops on campus and have also done it at Indio and Mecca/Thermal. We had a financial literacy week that included 19 workshops that 300 students went through modules to learn how to manage money, how to save. We had collaboration with Riverside County where we provided free tax preparation to students. We increased our communication campaign around our direct deposit program and payment plans and how to fill out the FAFSA. We also have an online financial literacy tool and revised our student planners to increase the amount of financial aid that goes out to students.

The primary focus of the research will be to collect the data necessary to report on HSI grant and will also work on Student Affairs research analysis. We have a great deal of data but have not analyzed that data. Trustee Broughton asked if this would be integrated into our other college research. Mr. Gonzales confirmed it would. We are trying to match the needs of the grant, the needs of student affairs with the overall needs of the institution. There is currently a great deal

of data on our website and the researcher will focus in on the areas that will help all 3 areas at the same time.

Mr. Gonzales also reported that we were able to pull together some of the major grant activities on campus and have the directors meet regularly to talk about their joint efforts and how we can bring them together and have a bigger initiative that we will work on as a college.

Trustee Marman asked who is responsible to see that grants are in on time in regards to the Chaparral article on a grant that we did not apply for. President Patton took responsibility for the HSI grant that we missed. He receives the notice and did not follow up on it. The grants office should be in the Office of Institutional Advancement and we need to find a way to allow that office to have more time to devote to organizing our grants.

Trustee Broughton asked if there is any way to set up a calendar so someone is alerted to that due date. Mr. Gonzales spent several hours with the student report trying to give them factual information about how all this works. It is very confusing and much more complex that the article was written. He was aware of the eligibility deadline, but from a student services perspective they were not going to pursue a collaborative grant. That would not have precluded someone else in the institution pursuing a cooperative grant. With no centralized grant office this one was missed.

Mr. Gonzales will try to find a process in order for everyone involved to see these grants as they come in. This was for the Title 5 competition and he assured the members that we, as an HSI institution, are eligible for any grants that have a focus on HSI's. There are other grants and we can still apply for any grant that doesn't require an eligibility document.

Trustee Marman also asked about some faculty that are not teaching their classes as much as they should be. He asked if there is a problem with the sign-in sheets on the door. Mr. Herzek reports there are some cases in which faculty have not reported their absences and we've handled those swiftly. With those faculty that call in to let the school administrative assistant and Dean know they are absent we are often able to secure a substitute. Trustee Marman thought the article in the paper indicates it is a bigger problem than it may be.

#### d. Upward Bound grant update

We were successful in obtaining this grant renewal for 5 additional years and will begin on September 1, 2012 through August 2017. We had to modify the schools we will be working with and will work with 86 local high school students from Coachella Valley High School, Desert Hot Springs High School and Indio High School. The award is \$350,000 a year. Mr. Gonzales acknowledged the work of Stephanie Paramore, Marianne Hayman and Sharon Bentzen.

Chair Stefan asked the members to send their requests for future agenda items to the Chair or the Board's Executive Assistant via email.

Trustee O'Neill said it is critical that someone take leadership on the Health and Welfare Committee due to some timelines involved.

Mr. Herzek updated the members on the Accreditation follow-up report. It was approved by the Academic Senate. The links have been added, Rick Rawnsley is working on the formatting and editing and it will be to the Board for a First Reading this summer.

Dr. Deas distributed copies of his presentation on the budget.

**XV. ADJOURN** The meeting adjourned at 4:30 p.m.

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By: Becky Broughton, Clerk

**Academic Senate President**  
**Report to the Board of Trustees**  
**May 18, 2012**

**2011/2012 in review**

As we close the 2011/2012 Academic year, I would like thank the faculty and administrators, and particularly the members of the Senate Executive Committee: Amy DiBello; Darlene Romano; Felix Marhuenda-Donate; Ed Reed, Douglas Redman, Joel Murphy, Stan Dupree – for their commitment to College of the Desert and contributions to the impressive list of Senate accomplishments for 2011/2012:

***Academic Senate Executive Committee Retreat***

The Academic Senate began work in July, 2011 with an all day Retreat to set goals, discuss issues and “gel” as a team. President Patton joined us for lunch and an afternoon of questions. He was truly in the “hot seat” and we thank him for his participation and ongoing support.

***Academic Calendar***

The Ed Policies committee of the Senate has proposed a change in Spring Break for the 2013/2014 academic year. If Spring Break is allowed to coincide with the Good Friday holiday, it occurs very late in the semester which seems to impact student success. A break closer to the middle of the semester is preferable from a teaching/learning standpoint.

***Accreditation***

The Senate approved the draft Accreditation Interim report presented by Vice President Farley Herzek .

Our thanks to the faculty who volunteered for each of the Accreditation Interim Report recommendation teams: Melissa Flora, Herb Fessinger, Gary Bergstrom, Carl Farmer, Chris Nelson, Doug McIntire, Kathlyn Encisco, Felix Marhuenda-Donate, and to Rick Rawnsley for his pulling it all together.

***Census Rosters, Faculty Drops***

- Educational Policies Committee approved a pilot that allows faculty to drop students from their classes for no show, census, or after census.
- The pilot was successful and will be available to all faculty beginning fall 2012 semester.
- We expect this new option to eliminate all current problems with the collection of census rosters.

***College Hour***

One of the biggest successes of the year is establishment of a College Hour. I remember this being discussed as early as 1999 and I thank the determination of Chris Totten for keeping it an active issue.

The selection of Tuesday/Thursday from 12:20 to 1:50 does not work for all faculty: Nursing is tied to the clinical schedule of the hospitals and can probably not participate either Tuesday or Thursday; labs in the Ag and Natural Resources area are tied to daylight hours and cannot successfully change to a later start time; faculty at Eastern



Valley and Mecca/Thermal will find it difficult if not impossible to commute to the main campus during the middle of the day.

However, College Hour is not mandatory; departments are encouraged but not required to limit classes. And we had to start somewhere.

All Faculty Senate meetings are scheduled on the third Thursday of each month; four Senate Committee meetings are scheduled the 1st Thursday of each month. The Senate Curriculum Committee will remain at its current time of 2:15 – 3:30 Thursday; sub committees for Program Review, Prerequisites, and Equivalency will try to schedule meetings outside of college hour so that all faculty have options for participation in governance.

### ***Communication***

Improving communication on campus was a major objective for the Senate this year.

Great progress was achieved in improving information from the Senate to the faculty – and to everyone else. Some things still slipped through the cracks – we found that there is just so much we can achieve without any secretarial help - and for 2012/2013 we will ask administration to reconsider that decision.

We are less satisfied with communication to the Senate. Although the Senate President meets regularly with President Patton, Vice President Herzek, Interim Vice President Adrian Gonzalez and at budget meetings with Vice President Edwin Deas, there are still many surprises in the Board agenda, in the Planning Council agenda, and in procedures that just seem to change on campus with no communication at all.

### ***Counseling Assistant Job Description***

Faculty in the Counseling area reported dissatisfaction with the creation of a job description for a para-counselor position; their primary concern was the lack of communication between administration and faculty.

The job is part of a grant; will last only for the life of the grant. Counseling therefore agreed to accept the position with the statement that this should not be allowed to happen in the future.

A lesson to be learned here is that grants need to be part of the overall college process; they need to follow the same strategic plan; need to follow the same shared governance procedures.

### ***Constitution Change***

Responding to the request of the District, the Senate proposed to faculty a new structure in which the Professional Standards Committee was eliminated and a new Outcomes and Assessment committee created.

The change requires a 2/3 vote of all faculty; my thanks to all those who participated in “getting out the vote”.

### ***Curricunet***

Kudos to Amy DiBello for finally getting the CurricuNet system working.

There are still some issues to address but after three years of intensive effort all classes have been converted to the system and the approval process is in place.

### ***Distance Education***

The Senate passed several resolutions from the Educational Technologies Committee:

- Online Check in sets a policy for determining when a student is a “no show” in an online class

- Course categories, developed together with the Educational Policies and Practices Committee, defines hybrid, web enhanced, fully online courses, and proctored online courses
- Regular Effective Contact establishes policies and procedures for instructor/student interaction in the online environment.

### ***Emeritus Status Administrative Procedure***

- Administration brought to the College Planning Council an administrative procedure for granting Emeritus status to administration and staff.
- Since Emeritus status is primarily a recognition of academic service, the Senate objected to a policy that does not mention faculty; this administrative procedure is now assigned to the Educational Policies Committee for completion Fall 2012.

### ***Equivalency***

After two years, the Senate and administration finally agreed on an Administrative Procedure for Equivalency and Minimum Qualifications.

My thanks to Christen Smith for her efforts in completing the document; to Darlene Romano for leading the Professional Standards and Practices Committee through this mine field; and to Kelly Hall for volunteering to Chair the Equivalency Committee through 2012/2013.

On a less successful note, the Senate and HR were unable to work together to complete the list of full time faculty discipline assignments. There was considerable cooperation on both sides but simply not enough time to make it happen. Stan Dupree, Kelly Hall, and Zerryl Becker are committed to making it happen this summer.

### ***Grievance Panel***

The following faculty volunteered to serve on the student grievance panel for Spring 2012 semester: Linda Emerson, Irene Larsen, Thang Le, Geoff Hagopian, Jeff Place, Lisa McFadden, Karen Tabor, Monica Pryzgoki, Wendy Saunders.

### ***Learning Management System***

Under the direction of Felix Marhuenda-Donate, Department Chair for Distance Education and Chair of the Senate Educational Technologies Committee, several faculty participated in a live evaluation of Moodle as a learning management system alternative to Blackboard.

After a full semester using Moodle, students and faculty reported that Moodle had enough advantages over Blackboard, including a price tag approximately \$75,000 per year less, to recommend a change.

### ***Math 60D and the Curriculum Process***

The Senate recognizes that the Board of Trustees can, at any time, remove a course from the consent agenda; and in fact welcomes this additional checkpoint on the curriculum process; the issue with Math 60D raises some concerns about the process. If a course is rejected by the Senate, it returns to the Curriculum committee. If a course is rejected by the Chancellor's office, it returns to the curriculum committee.

It seems appropriate that any course rejected or tabled by the Board of Trustees should also return to the Curriculum Committee and Senate.

The Senate drafted a resolution on this issue; discussed it at two meetings; decided that the resolution was not well written and did not really express the concerns of the Senate and a suggested remedy; and postponed the discussion until Fall 2012 so they have time to "get it right".

The Senate would like to make it clear that they are not questioning the actions of the Board, they are simply suggesting that we should look at an appropriate procedure to ensure that communication is maintained.

### ***Meet the Faculty***

After years of discussion, Meet The Faculty – formerly Arena Advising - is finally scheduled for the 2nd Tuesday of September, October, and November and the 1st Tuesday of December in the Hilb.

The event will start with a circus atmosphere and I thank Carlos Maldonado for volunteering to handle music, food, and general setup. An active group of faculty is providing posters, name tags and balloons and so far eighteen faculty have signed up to participate in the September session.

Our first objective is to simply provide a venue in which faculty and students can meet and interact. Conversation can be serious discussion of programs and courses; it can also be a friendly discussion of pets, family, or even the weather.

No one really knows where this event will go; it could remain an informal time for visiting; it could become a more active discipline advising center; it could be the extra assistance needed to achieve student success.

What we do know is that getting it started is a major step forward.

### ***Outcomes***

Bert Bitanga was elected Chair of the new Outcomes and Assessment Senate committee in April; he is already attacking the project and will have a “quick and easy” assessments form and instructions out to faculty before the end of finals week.

Our next Accreditation requirement is assessments on all courses by October 15, 2012. It’s a tough, tight goal for a new committee and a new chair but starting now will move us closer.

### ***Prerequisites***

Content Review was approved last year as justification for prerequisites; implementing this new approach has been difficult.

Douglas Redman, incoming Chair of the Curriculum Committee, Kim Dozier, Communications Department Chair, and Zerryl Becker have started conversations on a pilot for English and Reading prerequisites. They are looking for one or two additional volunteers willing to work during the summer on developing procedures that can be brought to Curriculum in the fall for discussion.

### ***President Search***

At the last Senate meeting, faculty voiced ongoing concerns about the format of the Presidential Search process and believes the Senate, as the formal representative of both full time and part time faculty, should have had a more comprehensive role.

Scheduling the Forums during prime class time also prevented faculty involvement; the District did tape the sessions but did not make the video available on demand on the portal and the second showings were equally inaccessible to many.

### ***Program Discontinuance***

After two years, administration and the Senate finally agreed on a Program Discontinuance policy, an Accreditation requirement and an important document in this uncertain budget era.

The pilot will continue next fall; additional faculty are invited to participate; and the proposal from the Learning Management Task Force will be presented to the Senate for a 1<sup>st</sup> and 2<sup>nd</sup> reading.

### ***Registration Procedures***

The Senate Educational Policies Committee was actively involved all year in discussions of:

- Closing registration for 3 to 5 days before the first day of class
- Wait list issues
- Add permit code issues, particularly the administrative decision to limit add permit codes to six per class

### ***Repeatable Classes***

- Proposed state changes to rules on repeatable classes had several disciplines scrambling to rewrite curriculum.
- The rules are not yet final but COD is poised to take advantage of whatever the state decides.

### ***TMC 1440 degrees***

Faculty and the Curriculum Committee are to be congratulated for their ongoing work on the new TMC degrees. COD was the first community college to have a 1440 degree approved; we continue our leadership role in the state with our rapid response to each recommended program.

There are some major issues with some of the degrees – specifically Business and Psychology where the requirements at CSUSB do not match the requirements of the state recommendation.

The state is aware of the issues; the Senate will continue pushing for resolution.

## **On to 2012/2013**

Please welcome the Senate Executive Committee for 2012/2013:

- President: Zerryl Becker
- Curriculum Chair: Douglas Redman
- Outcomes and Assessment Chair: Bert Bitanga
- Educational Policies and Practices Chair: Darlene Romano
- Educational Technologies and Distance Education Chair: Felix Marhuenda-Donate
- Adjunct Representative: Julius Varga
- Adjunct Representative: Robert Pellenbarg

The new Exec committee will kick off 2012/2013 with a full day Retreat on Friday, August 17, but much is already in progress.

Douglas Redman has started working on curriculum and attended a regional session on May 12; Bert Bitanga is already picking up the reins on Outcomes and Assessment; Ed Reed has Fall Flex planned; Felix Marhuenda-Donate has scheduled a distance education training day before Flex and continues working on the Moodle pilot and Learning Management System report; Darlene Romano has closed out the Professional Standards Committee and has Emeritus Procedures on the agenda for Ed Policies; and Julius Varga and Robert Pellenbarg have attended their first Exec sessions and met with the outgoing Adjunct Representative to “learn the ropes”.

There are a number of projects that will continue from 2011/2012 through 2012/2013:

- **College Hour:** evaluate effectiveness, date and time
- **Meet The Faculty:** Evaluate fall, plan for spring and beyond
- **Equivalency:** Complete the disciplines list for full time and part time faculty; process requests for equivalency
- **FSA's:** Revisit FSA's after the Disciplines list is complete and the equivalency process effectively in place
- **Academic Calendar:** Continue discussion of Spring Break in the middle of the semester
- **Curriculum Process:** Complete a resolution on procedure for situations like Math 60D
- **LMS:** Decide on Blackboard or Moodle
- **Registration Procedures:** Closing registration prior to first day of class; wait list; add permit codes
- **Emeritus Status:** Administrative procedure
- **Prerequisites:** Sponsor pilot; develop and implement policy
- **CurricunNet:** Review pros and cons, decide future
- **Outcomes:** Meet Accreditation targets
- **Textbook Adoptions:** Try to simplify the process
- **Schedule:** Look for an electronic alternative

**But our primary objective for 2012/2013 remains:** Communication

The issue is not just people talking to people; it is about organizing so information flows in a timely and appropriate manner.

Instead of asking "does the Senate need to know this" we need to ask "is there any reason the Senate should NOT know this" and communicate accordingly.

The Board policy on shared governance says that the college will "rely primarily on" faculty input in most of the 10+1 academic areas; yet frequently faculty do not even know about academic issues until after the decision is announced.

We look forward to continued progress in this area.

Zerryl Becker, Academic Senate President

## May 2012 Board Report

### First:

The Student Emergency Fund now has \$575.00 in it with another \$500 pledged by the kiosk and several hundred more pledged by faculty. Please contribute.

### Second, faculty accomplishments: These are GREAT!!!

- Kelly Hall reports that the student run Solutions kiosk has finished a 3rd successful semester. The kiosk student team is giving back to the campus community from this term's proceeds and will donate:
  - \$500 Fostering Knowledge student club fundraiser.
  - \$500 Faculty Association's student emergency fund
  - \$2,000 COD Foundation Scholarship fund
  - \$3,000 Total
- **Tony Manzoni reports his men's golf team won the California State Championship** in Santa Maria, CA.
- Denise Diamond writes not about her own accomplishments but those of her students as follows:
  - *This week when I arrived to Mecca campus, a student returned to class after giving birth to her first child just a week ago. In the same class, another student is finally able to use crutches and walk rather than be in a wheelchair in class. This is after an entire semester of doing rehab from major knee surgery. In my next class, one student was bandaged up because his tire had a blow out which caused him to spin out under a semi truck. He wanted to tell me he would need to leave early for treatment. Then there was the email from a student apologizing for not attending class because she was hospitalized and over the week end had been flat lined, and by a "miracle" recovered. Our students, no matter what the media says, are remarkably focused on their education and goals. They continue to amaze me with their dedication despite budget cuts and life!*
- Geoff Hagopian reports the following about MESA:
  - (1) This item from the Desert Sun:  
<http://www.mydesert.com/apps/pbcs.dll/article?AID=2012205050338>  
College of the Desert students win first place in math challenge
  - (2) MESA students conducted a chess tournament last Friday involving some 16 contenders.
- Douglas Redman that the automotive program just received a 2012 Chrysler Sebring hardtop convertible from Chrysler Corporation bringing the total car donations to : 3 Kias, 1 Subaru, 2 Chryslers.


- Doug Kroll says: *"My most recent book, **A COASTGUARDSMAN'S HISTORY OF THE COAST GUARD**, was recently selected by the Foundation for Coast Guard History as .... And I quote from their announcement:"*


THE WINNER OF THE BEST BOOK IN THE CATEGORY OF COAST GUARD HERITAGE WAS C. DOUGLAS KROLL'S BOOK "A COAST GUARDSMAN'S HISTORY OF THE U.S. COAST GUARD." THE AWARD COMMITTEE FOUND HIS BOOK TO BE A "UNIQUE EXPLORATION OF ERA-SPECIFIC HEROES, WELL-RESEARCHED AS USUAL, AND AN EASY READ" AND FURTHER DETERMINED HIS BOOK TO BE AN "UNPRECEDENTED CONTRIBUTION TO THE FIELD OF COAST GUARD HISTORY."

- Last but definitely not least, Ellen Hardy writes:
  - *"I just returned from Costa Rica where I met with Santa Rosa National Park officials providing them recommendations and suggestions on how to protect and manage their cultural resources. I have been documenting a large petroglyph (engravings in the rocks) field since 1993 and have taken COD students, alumnae, and staff to participate in the project. I SKYPED MY LECTURES FROM THE FIELD! Students enjoyed the lectures and saw their teacher engaged in her profession. The SKYPED lectures were a tremendous success."*

**Negotiations:** I will report more on negotiations at the board meeting but for now, despite good faith attempts to reach an agreement, it appears that we will not have an agreement before the current contract lapses.


Gary Bergstrom  
CODFA President

 **CSEA Chapter News** – Our chapter will celebrate Classified School Employees Week, by hosting a picnic lunch from 11:00 am to 1:00 pm on Wednesday, May 23rd. Our members invite each of our Trustees and President Patton to share a meal with us.


 **CSEA State News –Governor’s May Revise** –The Governor placed a high priority on protecting education. There are no additional cuts proposed to education funding at this time; however, if the Governor's tax initiative is not passed by the voters in November, we will be subject to additional trigger cuts in the 2012-13 fiscal year.


The Governor reemphasized the importance of passing his tax initiative in November. The initiative temporarily increases the personal income tax on the wealthiest tax payers and the state's sales tax by one-quarter percent and will guarantee that 11% of the new revenues go to community colleges. CSEA supports the Governor's initiative.

Our statewide commitment to the governor was to gather 25,000 signatures to qualify the initiative for the November ballot. Together we exceeded the goal as we delivered over 166%—41,586 signatures. We shall continue to leverage the number of members across the state to make a difference through action to prevent further reductions in the classes and services available to our students.

 **Negotiations** – Upon receipt of our notice to withdraw and dismiss the Unfair Practice Charge, PERB has closed the case. CSEA and the affected members again wish to thank the Board for your support in this matter.

The District and our negotiation teams will meet for our contract first negotiations meeting this coming Tuesday. We are prepared to discuss the district's proposals. We are also scheduled to meet regarding workload issues in the Financial Aid Office as the result of a second unfilled vacancy of a Senior Financial Aid Specialist position. We are concerned with the impact on timely processing of Financial Aid for students when they need it most.

 **Health and Welfare** –The Board of SISC approved the 2012-2013 Health Insurance Premium increases in their March meeting. Our Health and Welfare committee has not met since March 29<sup>th</sup>; therefore, we still do not know what these increases shall be and have not been able to begin planning. The departure of Bob and the busy schedule of the Presidential Search have led to a serious delay in the process. We hope to meet as soon as possible so that we can communicate our options to our 9 month members before they leave for the summer. This may also be a challenge for faculty as they depart for the summer. Because the contract year with SISC begins October 1<sup>st</sup>, this leaves little time for discussion and ratification of options on the return of academic staff in late August.

 **Presidential Search Dialogue Groups** –The eight classified staff taking part in our dialogue group enjoyed the opportunity to take part in the intense and enlightening dialogue with each of the candidates. We again thank the Board and in particular to Trustees Stefan and O'Neill for the opportunity to participate and to provide our insight and analysis in our individual recommendations to the Board. We eagerly anticipate and will fully support your selection of our next Superintendent/President.

*Lauro Jimenez*

President, CSEA Chapter 407



COD Board of Trustees  
Alumni Association Report

May 14, 2012

The Street Fair has started slowing down due to warm weather and the tourist leaving the valley. Applications for the summer and fall Street Fair season have gone out to the vendors.

The Alumni Association joined in with the Palm Desert Rotary Club and the Palms to Pines Rotary Club to sponsor student's awards of excellence. 58 COD students received a certificate and a \$100.00 check for their outstanding work.

The Alumni staff will hold its annual lunch of appreciation for the ground keepers, maintenance workers, and housekeepers on Friday, June 1.

The Pathways/Alumni Scholarship Club has scheduled a bus tour of University of San Diego (USD) and University of California, San Diego (UCSD) for our scholarship students. This will be an all day event starting at 6 a.m. on Tuesday, May 29. The students are expected to arrive back around 8:30-9:00 p.m.

The Alumni Association will hold its annual COD Commencement Reception following the ceremony on Friday, May 25. The reception should begin around 9:00 to 9:30 p.m.

The Alumni Association is very active during this time of year:

April 29 – Construction begins at Monterey/Parkview Entrance

April 25 – Pathways, FAFSA Contest Media Release

April 27 – Emeriti, Tenure, Retire Awards & Reception

April 28- Alumni Hall of Fame Awards Dinner

May 1-14 – Lunch with 4 potential candidates for COD President

May 4- Alumni SF Committee Meeting with Vendor Association

May 4- GED Graduation Ceremony

May 6- Alumni Membership Reception & College Play

May 9- Alumni/Rotary Student Awards of Excellence

May 18- Name of new COD President announced

May 23 & 31- Graduation Committee Meetings

May 24- Alumni Board of Directors Meeting

May 24- Nurses Pinning @ McCallum, 2:00 p.m.

May 24- PSA Graduation @ McCallum, 5:00 p.m.

May 25- COD Commencement

May 25- Alumni Reception after commencement

May 26- Fall Street Fair Season ends

June 1- Alumni/Maintenance Thank You Picnic

June 2- Summer Street Fair starts, close at noon

June 4- Four day workweek begins

June 16 – Alumni/Pathways Scholarships Award  
Ceremony

June 21- Alumni Board of Directors Meeting

## Board Reports for May 2012

### **Trustee John Marman**

Attended:

- Alumni Hall of Fame Awards
- Alumni/Rotary Student Awards
- Child Care Accreditation
- Tenure & Emeriti Celebration
- Foundation Board meeting
- Lunch with Trustee Stefan
- All President Search Forums and Board interviews & review of candidate information
- ACE Graduation
- Meeting with Phillip Walker (Former COD Athlete/Grad and CEO of L.A.-based Fortune 500 Company)
- Retirement of P.S. Football Coach Steve Fabian (Former COD FB player/grad and FB coach)

### **Trustee Michael O'Neill**

For the last month the majority of my time was directly devoted to the Presidential Search/Selection Process. This included meetings, review of materials and information collected as part of the inclusive process, and the active interview of the finalists. I would again like to take this opportunity to thank everyone who participated in this important process. Various members of the college community have expressed their appreciation for the inclusiveness, and as much as legally possible, transparency of the process. As the Co-chair of the Presidential Search Process/Committee everyone who participated has my deep appreciation for making this process such a success.

Attending the Hall of Fame Awards is always a great pleasure and an extremely rewarding event. Four Outstanding Alumni were honored for their personal achievement. Hearing their personal stories of what COD did for them is always a rewarding and emotional experience. Congratulations to them and to the Outstanding Staff and Faculty who were honored for all they do to make COD such a positive and life changing experience for the students we serve.

I also attended the Alumni Reception on May 6, 2012. I want to thank the Alumni Association and Gene Marchu the Executive Director for all the outstanding work this group does for the students, faculty and staff of COD. They are essential to the success of the college. Thank you very much.

Congratulations to Darlene Romano and Sha Newman, the cast and crew and everyone who participated to make Jekyll & Hyde the spring musical such an incredible success. The entire experience was just outstanding and another example of the talent of COD students and staff. Thank you for a great theater experience.

### **Student Trustee Aaron Bonner**

## **Meetings**

I will meet with Chair Stefan and VP Herzek to discuss academic affairs issues next week. This meeting will conclude our meetings for the year.

## **Student Advocacy**

I was assigned to ASCOD's Student Advocacy Committee by student body President, Simon Myers. The events listed below are a follow up from our previous Board meeting.

ASCOD'S 2012 "Rock the Vote Event" was a tremendous success. We were able to register students to vote who have never in their life voted. We also were able to provide detailed information regarding November's General election. I want to send my sincere appreciation to everyone who contributed to the success of the event and thank everyone who registered to vote.

ASCOD'S 2012 "Day of Action Event" went as planned and the turnout was a huge success. We collected 200 letters from our campus community, and were able to deliver the letters to our representative at their district offices. I want to thank all of the students and campus community for supporting higher education.

## **Events I attended**

I attended the COD Alumni Rotary Awards and I presented various awards to students who excelled in their field of study. I want to congratulate all the students on their awards and academic achievements.

I attended the Presidential forum. I also attended the Dessert reception for President Patton. I want to wish him the best as he moves into his retirement.

I will participate in the Transfer Recognition Ceremony and I would like to congratulate all of the students who are embarking on their next step in their academic career.

## **Trustee Becky Broughton**

The Alumni Hall of Fame Celebration was a splendid event this year but was made even more important because our Executive Assistant, Lee Ann Weaver, was honored for the great work that she does. Congratulations Lee Ann! We couldn't do what we do without you.

More kudos must go to the Alumni Association for the reception for its members on May 6<sup>th</sup>. It was a great opportunity to visit with like-minded community members. The Jekyll and Hyde production that followed was breathtaking. The staff and performers produced another amazing show. Thank you for those hours of hard work which culminated in the musical. The standing ovation was well deserved. All who attended were in for a treat.

IID's monthly Energy Consumers' Advisory covered, among other things, the use of solar energy here in the valley. Vice President Deas has assured me that the College will be participating in the discussion and planning of the alternate energy automotive vehicle refueling stations that will be developed in the

Valley. I hope that in time sunshine will be discovered in the east end of the valley and those campuses too might benefit from solar energy technology and training opportunities.

Dr. Deas will be pleased to know that I have successfully completed my “Hazardous Communications and Material Safety Data Sheet Training” and, as it was hard to tell from the the web site, I hope that the recognition of my stellar grade has been duly stored in the archives. Being dubious of such automatic and unacknowledged filings I did print a copy of this certificate for future reference.

Speaking of hazards, the “Farewell from Paradise” honoring our retiring President should have been subtitled “death by chocolate”. I’ve read tales of monarchy being paid a tribute of “worth their weight in gold” but Jerry, in a more appropriate and personalized manner, was honored by his “weight in chocolate.” It was a fitting tribute of respect and appreciation for all that President Patton has done for our college.

Since Jerry announced his retirement plans, the community has been developing the strategy for choosing and diligently searching for our next leader. In the past month I’ve spent many hours sequestered in a room at HR, reading applications and comments. The same is true for the other Trustees. Thank you to HR for making us feel welcome, coming early and staying late all so that the Board could be as prepared as possible. Also I would be remiss if I did not thank our consulting team ELS, our Interim HR Director Stan Dupree, our Board Chair and Vice Chair, as well as all of the people that worked on the committee, participated in focus groups and attended the forums. The comments that were turned in were very useful and I want to assure you were read and considered by the entire Board. I also want to thank my fellow Trustees for their leadership. We have spent many hours together in the last month. It was long and hard – and parts of me are tired of sitting – but I’m proud that we functioned as a team. (Yes Trustee Marman, that means we may have squabbled in the huddle but ran for the same goal post when we made the play.)

In this Commencement season we must look to the future and our new Superintendent/President with optimistic anticipation at the same time that we are reflecting on the road that got us to the present. My thanks to President Patton for his leadership! He has worked tirelessly on both the campus and out in the community to make the College of the Desert’s culture one that nurtures student success. After the ceremony next Friday the campus will seem very quiet as many folks go their way; enjoying their summer plans and pursuing their dreams. To those that are gone all summer we’ll see you in August – and to the others that are turning to the next chapter of their life, Godspeed.

**Attention getter:** Imagine this, Imagine we are an NBA Basketball team. An NBA TEAM! But NOT JUST any NBA team like the Lakers, the New Jersey nets or even the Miami Heat, but here at COD another type of team exists. A special kind of team and that team is the ALL- STAR TEAM!!! And just like the NBA ALL STAR TEAM, Our All Star team consists of many great players from our other campus teams. We have students, faculty, staff and administration on this ALL Star Team. Even though we may approach things differently and may disagree on certain issues, our ultimate goal and purpose remains the same; and that is to provide an environment which is conducive to learning and make sure they are equipped with the tools to succeed.

**Players:** And if you don't believe me, take a look around this room.... We have a **few of many** great players in this room. Academic Senate President Zerryl Becker, she's one of the Best I know to get to the bottom of the issues. Another great player, VP Adrian Gonzales, when I visit him in his office He's always talking about coming up with new ways to better serve our students...even though sometimes I would just prefer talking about sports. **Laugh...** Who better to articulate FTES than VP Herzek, he is another great player. And when it comes to Measure B, we can always turn to Dr. Dees to answer those tough questions.

And since we have our imagination caps on, for the past year I had the opportunity to feel like **Michael Jordan.... And to have a coach like Phil Jackson in President Patton.** No matter if our team is down by 5..... **Or down by a millionFIVE,** he always remains calm and wants to succeed.

As I conclude, I urge you to continue to make decisions based on what is best for our students and also encourage them to get involved with student government and to become student leaders and advocates for higher education.

Being a premier institution for higher education, our college has provided me with not only as a place where I can flourish academically, but also with a place where I can enhance my abilities to excel both as a student and as a leader.

It has also been a place where I have been allowed to make and learn from my mistakes, and where I have been encouraged to lead by example.

I want to thank all of you who have contributed to my success as a student leader, especially the Board of Trustees my Advisor, and Lee Ann. I will take the skills, knowledge and the energy I acquired with me to my new team at UC Davis; however I will always remember my very first ALL STAR TEAM HERE AT COD!!!

Thank you for allowing me to serve our students.

Sincerely,

Aaron K. Bonner



## Public Comments BOT meeting 5-18-12

President Jerry Patton, you have provided a great example of leadership for the deans. Your calm demeanor in the midst of very difficult times has been very reassuring, and your insistence on planning for the future has helped the college keep a steady course. You have been very supportive of us individually and as a group, even while challenging us with new tasks and responsibilities. In honor of your service to the college, in recognition of your dedication to higher education in California, and in gratitude for your vision, we present you with this gift.



# FTEs Recalculation

Farley Herzek, Vice President Academic Affairs  
Friday, May, 18, 2012

## 2004 memo indicating the decision to use Catalog Hours to calculate FTES

### Summary of FTES Calculations for WSC:H Classes Meeting

March 25, 2004

In Attendance: Carlene Gibson, Gari Browning, Matthew Breindel, Sally Triplett, Florante Roa, Suzann Pell, Jack Randall

#### Calculation Agreement:

It was agreed that the calculation of FTES for WSC H classes beginning in the 2003/04 school year will be computed as follows:

The total hours for the course will be based on the catalog hours. For example if the catalog refers to a 3 hour class, the total hours per semester will be  $54 = 3 \times 18$ .

The table for other classes this pattern.

1 hour = 18 semester hours

2 hour = 36 semester hours

3 hour = 54 semester hours

4 hour = 72 semester hours

Etc.

*Continued from previous slide*

FTES for a WSCH class will be computed as follows:

$$\text{FTES} = \frac{(\text{Number of Students}) \times (\text{Semester Hours}/16) \times 16.4}{525}$$

Example: 30 students in a 4 hour class.

$$30 \times (72/16 \times 16.4) = 4.22 \text{ FTES}$$

Notes:

1. The 16.4 multiplier is a result of 2 flex days/semester which makes the semester 16.4 weeks.
2. We should schedule as close to the: total semester hours as possible. In the above example, we should try to schedule hours per week as close to  $72/16 = 4.5$  as possible without exceeding that amount.

# What is a Full-Time Equivalent Student?

**1 FTES =**

**1 student**

**15 hours per week (5 X 3Unit Classes X 2 Sem.)**

**2 semesters of 17.5 weeks**

**= 525 contact hours**

# Clock Hour/Catalog Hour

- A 60-minute time frame that may begin at any time.
- The actual # of course hours as stated in the College Catalog
- Examples:           0800 to 0900  
                              0810 to 0910  
                              0820 to 0920

# **Class Hour/Contact Hour**

- **A period of not less than 50 minutes of scheduled instruction or examination**
- **There can be only one “class hour” in each “clock hour,” except as provided for multiple hour classes.**
- **A “class hour” is commonly called a “contact hour” or “Student Contact Hour.”**

# Passing Time/Break

- Each clock hour is composed of one class hour segment and a segment referred to as “passing time” or a “break.”
- No additional attendance may be claimed for this 10-minute segment, except for multiple-hour classes.



# Attendance Accounting Methods

- Weekly Student Contact Hour (WSCH)
- Daily Student Contact Hour (DSCH)
- Positive Attendance
- Alternative Attendance Accounting Method (Independent Study/Work Experience)
- Noncredit Distance Education

No  
Issues



# **Weekly Student Contact Hour (WSCH)**

- **Primary terms only (Fall & Spring)**
- **Course coterminous with the primary term (16 Weeks)**
- **Same number of hours each week including TBA**

# Term Length Multiplier

- Number of weeks in primary term with at least three days of instruction and/or examination
- Maximum TLM:                   17.5 for semesters  
  11.67 for quarters
- College of the Desert: 16.4 for semesters

# Formula for Calculating WSCH FTES

- Multiply the number of students enrolled by the Weekly Student Contact Hours (WSCH) by the Term Length Multiplier (TLM) and divide by 525

$$(\text{Number of Students} \times \text{WSCH} \times \text{TLM}) / 525$$

# Overpaid

3 unit class that meets twice per week using Actual Contact Hours  
30 students X 3.2 hours (contact) X 16.4 = 1574/525 = 2.999 or 3.0 FTES

3 unit class that meets twice per week using Catalog Hours  
30 students x 54 hours (Catalog) = 1620/525 = 3.08 or 3.1 FTES

**The difference between 3 and 3.1 is -3%**

**Even though we scheduled 52.5 hours the State paid us for 54 hours**

# Underpaid

4 unit class that meets twice per week using Actual Contact Hours  
30 students

$X (4.6 \text{ hours (contact)} \times 16.4 = 75.44) = 2,263.2 / 525 = 4.31$  or 4.3 FTES

4 unit class that meets twice per week using Catalog Hours

30 students  $X 72 \text{ hours (Catalog)} = 2160 / 525 = 4.11$  or 4.1 FTES

The difference between 4.3 and 4.1 is +4.5%

Even though we scheduled 75.44 contact hours the State only paid us for 72 hours

## **Motivation for using Catalog Hours**

**The margin of error of being overpaid in some instances (3 unit twice weekly classes) was negated by being underpaid in other instances (4 unit twice weekly classes).**

The same class can \$yield different revenue??

We receive a lower \$ yield for DSCH classes than for WSCH scheduled classes.

We receive the lowest \$ yield for positive attendance scheduled classes.



# Questions?



# COD FTES Actuals, Projections and Planning Revised 4-24-12

## Actual

Year	Funded FTES	Total FTES	Fall Headcount	FTES Over Base	%Over Base
2003-04	6648.07	6660.44	9,807	TBD	TBD
2004-05	7150.4	7058.89	9,626	TBD	TBD
2005-06	7193.31	6979.51	10,005	TBD	TBD
2006-07	7562.31	7297.01	10,279	TBD	TBD
2007-08	7692.57	7868.61	10,789	171.19	2.2%
2008-09	8072	8507.28	11,468	434.50	5.4%
2009-10	7773	8769.36	12,213	996.37	12.8%
2010-11 (320 report 7-15-11)	8001	8608.54	12,143	607.54	7.6%

## Projected

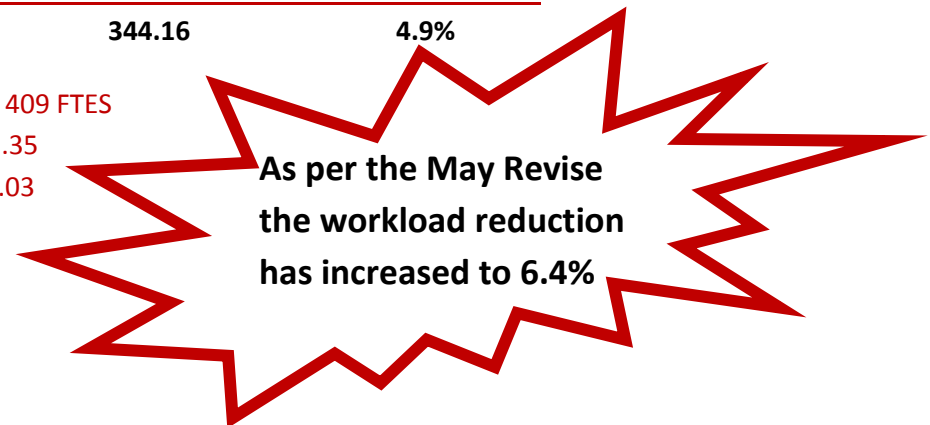
Year	Funded FTES	Projected	Fall Headcount	FTES Over Base	%Over Base
<del>2011-12 9/27/11</del>	<del>7479.14</del>	<del>7562.73</del>	<del>10,412</del>	<del>83.59*</del>	<del>1.1%</del>
<del>2011-12 TIER II cut (1-12-12)</del>	<del>7365.35</del>	<del>7,601 (P1)</del>	<del>10,412</del>	<del>235.65</del>	<del>3.2%</del>
2011-12 (3-1-12 reduction?)	7,258.03?	7,520.34 (P2)		262.31	3.6%

## Planning

Year	Funded FTES	Target	Fall Headcount	FTES Over Base	%Over Base
2012-13 w/cut	6955.84?	7300		344.16	4.9%



Workload reduction from 2011-2012 = 5.56% or 409 FTES  
 If tax initiatives fail. This was based on the 7365.35  
 1-12-12 figure. That has since changed to 7,258.03



**As per the May Revise  
 the workload reduction  
 has increased to 6.4%**

**ORIGINALLY SUBMITTED CCFS-320 REPORT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Reported</b>	Weekly Census	5,175.02	5,056.23	5,215.08	5,458.16	5,915.26	6,562.17	6,665.95
	Daily Census	456.97	784.55	804.71	787.81	948.64	880.65	1,136.21
	Positive Attendance	211.51	253.36	289.99	247.82	201.78	213.13	146.40
	Alternative - Weekly	201.45	162.56	23.21	29.61	24.62	20.30	28.05
	Alternative - Daily	13.37	12.18	15.49	6.69	9.23	12.92	16.47
	Total Credit	6,058.32	6,268.88	6,348.48	6,530.09	7,099.53	7,689.17	7,993.08
	Noncredit	785.79	881.52	844.83	360.51	90.35	91.20	142.55
	NC CDCP	0.00	0.00	0.00	671.71	961.51	943.13	915.30
	<b>Total</b>	<b>6,844.11</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>8,151.39</b>	<b>8,723.50</b>	<b>9,050.93</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
<b>Unfunded</b>	Credit	196.04	0.00	0.00	0.00	304.07	564.10	1,119.72
	Noncredit	0.00	0.00	0.00	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>196.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>458.82</b>	<b>650.72</b>	<b>1,277.94</b>

**RECALCULATED CCFS-320 REPORT - WITHOUT SUMMER ADJUSTMENT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Recalculated</b>	Credit	5,883.63	6,177.97	6,134.90	6,371.78	6,811.90	7,472.95	7,711.51
<b>(without Summer adjustment)</b>	Noncredit	776.81	880.92	844.61	360.51	90.35	91.20	142.55
	NC CDCP	0.00	0.00	0.00	671.71	961.51	943.13	915.30
	<b>Total</b>	<b>6,660.44</b>	<b>7,058.89</b>	<b>6,979.51</b>	<b>7,404.00</b>	<b>7,863.76</b>	<b>8,507.28</b>	<b>8,769.36</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
<b>Unfunded</b>	Credit	21.35	(90.91)	(213.58)	(158.31)	16.44	347.88	838.15
<b>(without Summer adjustment)</b>	Noncredit	(8.98)	(0.60)	(0.22)	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>12.37</b>	<b>(91.51)</b>	<b>(213.80)</b>	<b>(158.31)</b>	<b>171.19</b>	<b>434.50</b>	<b>996.37</b>

**RECALCULATED CCFS-320 REPORT - WITH SUMMER ADJUSTMENT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Recalculated</b>	Weekly Census	5,032.65	4,876.12	4,856.98	5,077.14	5,368.09	5,883.52	5,953.18
<b>(with Summer adjustment)</b>	Daily Census	397.12	881.71	854.61	784.82	675.62	519.86	932.25
	Positive Attendance	210.37	249.06	286.37	213.85	199.02	216.13	168.97
	Alternative - Weekly	229.77	249.89	242.73	314.87	371.71	498.82	542.42
	Alternative - Daily	13.72	12.70	108.01	62.08	73.89	91.90	114.69
	Total Credit	5,883.63	6,269.48	6,348.70	6,452.76	6,688.33	7,210.23	7,711.51
	Noncredit	776.81	880.92	844.61	360.51	90.35	91.20	142.55
	NC CDCP	0.00	0.00	0.00	671.71	961.51	943.13	915.30
	<b>Total</b>	<b>6,660.44</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,484.98</b>	<b>7,740.19</b>	<b>8,244.56</b>	<b>8,769.36</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
<b>Unfunded</b>	Credit	21.35	0.60	0.22	(77.33)	(107.13)	85.16	838.15
<b>(with Summer adjustment)</b>	Noncredit	(8.98)	(0.60)	(0.22)	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>12.37</b>	<b>0.00</b>	<b>0.00</b>	<b>(77.33)</b>	<b>47.62</b>	<b>171.78</b>	<b>996.37</b>

$91.51 + 213.80 + 158.31 = 463.61 \times \$4600/\text{FTES} = \$2,132,606$   
 $77.33 \times \$4600/\text{FTES} = \$355,718$

**ORIGINALLY SUBMITTED CCFS-320 REPORT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Reported</b>	Weekly Census	5,175.02	5,056.23	5,215.08	5,458.16	5,915.26	6,562.17	6,665.95
	Daily Census	456.97	784.55	804.71	787.81	948.64	880.65	1,136.21
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	<b>Total</b>	<b>6,844.11</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>8,151.39</b>	<b>8,723.50</b>	<b>9,050.93</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
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	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
<b>Unfunded</b>	Credit	196.04	0.00	0.00	0.00	304.07	564.10	1,119.72
	Noncredit	0.00	0.00	0.00	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>196.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>458.82</b>	<b>650.72</b>	<b>1,277.94</b>

**RECALCULATED CCFS-320 REPORT - WITHOUT SUMMER ADJUSTMENT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Recalculated</b>	Credit	5,883.63	6,177.97	6,134.90	6,371.78	6,811.90	7,472.95	7,711.51
<b>(without Summer adjustment)</b>	Noncredit	776.81	880.92	844.61	360.51	90.35	91.20	142.55
	NC CDCP	0.00	0.00	0.00	671.71	961.51	943.13	915.30
	<b>Total</b>	<b>6,660.44</b>	<b>7,058.89</b>	<b>6,979.51</b>	<b>7,404.00</b>	<b>7,863.76</b>	<b>8,507.28</b>	<b>8,769.36</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
<b>Unfunded</b>	Credit	21.35	(90.91)	(213.58)	(158.31)	16.44	347.88	838.15
<b>(without Summer adjustment)</b>	Noncredit	(8.98)	(0.60)	(0.22)	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>12.37</b>	<b>(91.51)</b>	<b>(213.80)</b>	<b>(158.31)</b>	<b>171.19</b>	<b>434.50</b>	<b>996.37</b>

**RECALCULATED CCFS-320 REPORT - WITH SUMMER ADJUSTMENT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Recalculated</b>	Weekly Census	5,032.65	4,876.12	4,856.98	5,077.14	5,368.09	5,883.52	5,953.18
<b>(with Summer adjustment)</b>	Daily Census	397.12	881.71	854.61	784.82	675.62	519.86	932.25
	Positive Attendance	210.37	249.06	286.37	213.85	199.02	216.13	168.97
	Alternative - Weekly	229.77	249.89	242.73	314.87	371.71	498.82	542.42
	Alternative - Daily	13.72	12.70	108.01	62.08	73.89	91.90	114.69
	Total Credit	5,883.63	6,269.48	6,348.70	6,452.76	6,688.33	7,210.23	7,711.51
	Noncredit	776.81	880.92	844.61	360.51	90.35	91.20	142.55
	NC CDCP	0.00	0.00	0.00	671.71	961.51	943.13	915.30
	<b>Total</b>	<b>6,660.44</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,484.98</b>	<b>7,740.19</b>	<b>8,244.56</b>	<b>8,769.36</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
<b>Unfunded</b>	Credit	21.35	0.60	0.22	(77.33)	(107.13)	85.16	838.15
<b>(with Summer adjustment)</b>	Noncredit	(8.98)	(0.60)	(0.22)	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>12.37</b>	<b>0.00</b>	<b>0.00</b>	<b>(77.33)</b>	<b>47.62</b>	<b>171.78</b>	<b>996.37</b>

**ORIGINALLY SUBMITTED CCFS-320 REPORT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Reported</b>	Weekly Census	5,175.02	5,056.23	5,215.08	5,458.16	5,915.26	6,562.17	6,665.95
	Daily Census	456.97	784.55	804.71	787.81	948.64	880.65	1,136.21
	Positive Attendance	211.51	253.36	289.99	247.82	201.78	213.13	146.40
	Alternative - Weekly	201.45	162.56	23.21	29.61	24.62	20.30	28.05
	Alternative - Daily	13.37	12.18	15.49	6.69	9.23	12.92	16.47
	Total Credit	6,058.32	6,268.88	6,348.48	6,530.09	7,099.53	7,689.17	7,993.08
	Noncredit	785.79	881.52	844.83	360.51	90.35	91.20	142.55
	NC CDCP	0.00	0.00	0.00	671.71	961.51	943.13	915.30
	<b>Total</b>	<b>6,844.11</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>8,151.39</b>	<b>8,723.50</b>	<b>9,050.93</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
<b>Unfunded</b>	Credit	196.04	0.00	0.00	0.00	304.07	564.10	1,119.72
	Noncredit	0.00	0.00	0.00	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>196.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>458.82</b>	<b>650.72</b>	<b>1,277.94</b>

**RECALCULATED CCFS-320 REPORT - WITHOUT SUMMER ADJUSTMENT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Recalculated</b>	Credit	5,883.63	6,177.97	6,134.90	6,371.78	6,811.90	7,472.95	7,711.51
<b>(without Summer adjustment)</b>	Noncredit	776.81	880.92	844.61	360.51	90.35	91.20	142.55
	NC CDCP	0.00	0.00	0.00	671.71	961.51	943.13	915.30
	<b>Total</b>	<b>6,660.44</b>	<b>7,058.89</b>	<b>6,979.51</b>	<b>7,404.00</b>	<b>7,863.76</b>	<b>8,507.28</b>	<b>8,769.36</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
<b>Unfunded</b>	Credit	21.35	(90.91)	(213.58)	(158.31)	16.44	347.88	838.15
<b>(without Summer adjustment)</b>	Noncredit	(8.98)	(0.60)	(0.22)	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>12.37</b>	<b>(91.51)</b>	<b>(213.80)</b>	<b>(158.31)</b>	<b>171.19</b>	<b>434.50</b>	<b>996.37</b>

**RECALCULATED CCFS-320 REPORT - WITH SUMMER ADJUSTMENT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Recalculated</b>	Weekly Census	5,032.65	4,876.12	4,856.98	5,077.14	5,368.09	5,883.52	5,953.18
<b>(with Summer adjustment)</b>	Daily Census	397.12	881.71	854.61	784.82	675.62	519.86	932.25
	Positive Attendance	210.37	249.06	286.37	213.85	199.02	216.13	168.97
	Alternative - Weekly	229.77	249.89	242.73	314.87	371.71	498.82	542.42
	Alternative - Daily	13.72	12.70	108.01	62.08	73.89	91.90	114.69
	Total Credit	5,883.63	6,269.48	6,348.70	6,452.76	6,688.33	7,210.23	7,711.51
	Noncredit	776.81	880.92	844.61	360.51	90.35	91.20	142.55
	NC CDCP	0.00	0.00	0.00	671.71	961.51	943.13	915.30
	<b>Total</b>	<b>6,660.44</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,484.98</b>	<b>7,740.19</b>	<b>8,244.56</b>	<b>8,769.36</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
<b>Unfunded</b>	Credit	21.35	0.60	0.22	(77.33)	(107.13)	85.16	838.15
<b>(with Summer adjustment)</b>	Noncredit	(8.98)	(0.60)	(0.22)	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>12.37</b>	<b>0.00</b>	<b>0.00</b>	<b>(77.33)</b>	<b>47.62</b>	<b>171.78</b>	<b>996.37</b>

**ORIGINALLY SUBMITTED CCFS-320 REPORT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Reported</b>	Weekly Census	5,175.02	5,056.23	5,215.08	5,458.16	5,915.26	6,562.17	6,665.95
	Daily Census	456.97	784.55	804.71	787.81	948.64	880.65	1,136.21
	Positive Attendance	211.51	253.36	289.99	247.82	201.78	213.13	146.40
	Alternative - Weekly	201.45	162.56	23.21	29.61	24.62	20.30	28.05
	Alternative - Daily	13.37	12.18	15.49	6.69	9.23	12.92	16.47
	Total Credit	6,058.32	6,268.88	6,348.48	6,530.09	7,099.53	7,689.17	7,993.08
	Noncredit	785.79	881.52	844.83	360.51	90.35	91.20	142.55
	NC CDCP	0.00	0.00	0.00	671.71	961.51	943.13	915.30
	<b>Total</b>	<b>6,844.11</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>8,151.39</b>	<b>8,723.50</b>	<b>9,050.93</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
<b>Unfunded</b>	Credit	196.04	0.00	0.00	0.00	304.07	564.10	1,119.72
	Noncredit	0.00	0.00	0.00	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>196.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>458.82</b>	<b>650.72</b>	<b>1,277.94</b>

**RECALCULATED CCFS-320 REPORT - WITHOUT SUMMER ADJUSTMENT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Recalculated</b>	Credit	5,883.63	6,177.97	6,134.90	6,371.78	6,811.90	7,472.95	7,711.51
<b>(without Summer adjustment)</b>	Noncredit	776.81	880.92	844.61	360.51	90.35	91.20	142.55
	NC CDCP	0.00	0.00	0.00	671.71	961.51	943.13	915.30
	<b>Total</b>	<b>6,660.44</b>	<b>7,058.89</b>	<b>6,979.51</b>	<b>7,404.00</b>	<b>7,863.76</b>	<b>8,507.28</b>	<b>8,769.36</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
<b>Unfunded</b>	Credit	21.35	(90.91)	(213.58)	(158.31)	16.44	347.88	838.15
<b>(without Summer adjustment)</b>	Noncredit	(8.98)	(0.60)	(0.22)	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>12.37</b>	<b>(91.51)</b>	<b>(213.80)</b>	<b>(158.31)</b>	<b>171.19</b>	<b>434.50</b>	<b>996.37</b>

**RECALCULATED CCFS-320 REPORT - WITH SUMMER ADJUSTMENT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Recalculated</b>	Weekly Census	5,032.65	4,876.12	4,856.98	5,077.14	5,368.09	5,883.52	5,953.18
<b>(with Summer adjustment)</b>	Daily Census	397.12	881.71	854.61	784.82	675.62	519.86	932.25
	Positive Attendance	210.37	249.06	286.37	213.85	199.02	216.13	168.97
	Alternative - Weekly	229.77	249.89	242.73	314.87	371.71	498.82	542.42
	Alternative - Daily	13.72	12.70	108.01	62.08	73.89	91.90	114.69
	Total Credit	5,883.63	6,269.48	6,348.70	6,452.76	6,688.33	7,210.23	7,711.51
	Noncredit	776.81	880.92	844.61	360.51	90.35	91.20	142.55
	NC CDCP	0.00	0.00	0.00	671.71	961.51	943.13	915.30
	<b>Total</b>	<b>6,660.44</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,484.98</b>	<b>7,740.19</b>	<b>8,244.56</b>	<b>8,769.36</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
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<b>(with Summer adjustment)</b>	Noncredit	(8.98)	(0.60)	(0.22)	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>12.37</b>	<b>0.00</b>	<b>0.00</b>	<b>(77.33)</b>	<b>47.62</b>	<b>171.78</b>	<b>996.37</b>

**ORIGINALLY SUBMITTED CCFS-320 REPORT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
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	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
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	<b>Total</b>	<b>196.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>458.82</b>	<b>650.72</b>	<b>1,277.94</b>

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RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Recalculated</b>	Credit	5,883.63	6,177.97	6,134.90	6,371.78	6,811.90	7,472.95	7,711.51
<b>(without Summer adjustment)</b>	Noncredit	776.81	880.92	844.61	360.51	90.35	91.20	142.55
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	<b>Total</b>	<b>6,660.44</b>	<b>7,058.89</b>	<b>6,979.51</b>	<b>7,404.00</b>	<b>7,863.76</b>	<b>8,507.28</b>	<b>8,769.36</b>
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	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
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<b>(without Summer adjustment)</b>	Noncredit	(8.98)	(0.60)	(0.22)	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>12.37</b>	<b>(91.51)</b>	<b>(213.80)</b>	<b>(158.31)</b>	<b>171.19</b>	<b>434.50</b>	<b>996.37</b>

**RECALCULATED CCFS-320 REPORT - WITH SUMMER ADJUSTMENT**

RESIDENT FTES		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Recalculated</b>	Weekly Census	5,032.65	4,876.12	4,856.98	5,077.14	5,368.09	5,883.52	5,953.18
<b>(with Summer adjustment)</b>	Daily Census	397.12	881.71	854.61	784.82	675.62	519.86	932.25
	Positive Attendance	210.37	249.06	286.37	213.85	199.02	216.13	168.97
	Alternative - Weekly	229.77	249.89	242.73	314.87	371.71	498.82	542.42
	Alternative - Daily	13.72	12.70	108.01	62.08	73.89	91.90	114.69
	Total Credit	5,883.63	6,269.48	6,348.70	6,452.76	6,688.33	7,210.23	7,711.51
	Noncredit	776.81	880.92	844.61	360.51	90.35	91.20	142.55
	NC CDCP	0.00	0.00	0.00	671.71	961.51	943.13	915.30
	<b>Total</b>	<b>6,660.44</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,484.98</b>	<b>7,740.19</b>	<b>8,244.56</b>	<b>8,769.36</b>
<b>Funded</b>	Credit	5,862.28	6,268.88	6,348.48	6,530.09	6,795.46	7,125.07	6,873.36
	Noncredit	785.79	881.52	844.83	360.51	90.35	90.66	85.34
	NC CDCP	0.00	0.00	0.00	671.71	806.76	857.05	814.29
	<b>Total</b>	<b>6,648.07</b>	<b>7,150.40</b>	<b>7,193.31</b>	<b>7,562.31</b>	<b>7,692.57</b>	<b>8,072.78</b>	<b>7,772.99</b>
<b>Unfunded</b>	Credit	21.35	0.60	0.22	(77.33)	(107.13)	85.16	838.15
<b>(with Summer adjustment)</b>	Noncredit	(8.98)	(0.60)	(0.22)	0.00	0.00	0.54	57.21
	NC CDCP	0.00	0.00	0.00	0.00	154.75	86.08	101.01
	<b>Total</b>	<b>12.37</b>	<b>0.00</b>	<b>0.00</b>	<b>(77.33)</b>	<b>47.62</b>	<b>171.78</b>	<b>996.37</b>

## Summary of FTES Calculations for WSCH Classes Meeting March 25, 2004

**In Attendance:** Carlene Gibson, Gari Browning, Matthew Breindel, Sally Triplett,  
Florante Roa, Suzann Pell, Jack Randall

### Calculation Agreement:

It was agreed that the calculation of FTES for WSCH classes beginning in the 2003/04 school year will be computed as follows:

The total hours for the course will be based on the catalog hours. For example if the catalog refers to a 3 hour class, the total hours per semester will be  $54 = 3 \times 18$ .

The table for other classes follows this pattern.

1 hour = 18 semester hours  
2 hour = 36 semester hours  
3 hour = 54 semester hours  
4 hour = 72 semester hours  
Etc.

FTES for a WSCH class will be computed as follows:

$$\text{FTES} = \frac{(\text{Number of Students}) \times ((\text{Semester Hours}/16) \times 16.4)}{525}$$

Example: 30 students in a 4 hour class.

$$\frac{30 \times (72/16) \times 16.4}{525} = 4.22 \text{ FTES}$$

Notes:

1. The 16.4 multiplier is a result of 2 flex days/semester which makes the semester 16.4 weeks.
2. We should schedule as close to the total semester hours as possible. In the above example, we should try to schedule hours per week as close to  $72/16 = 4.5$  as possible without exceeding that amount.

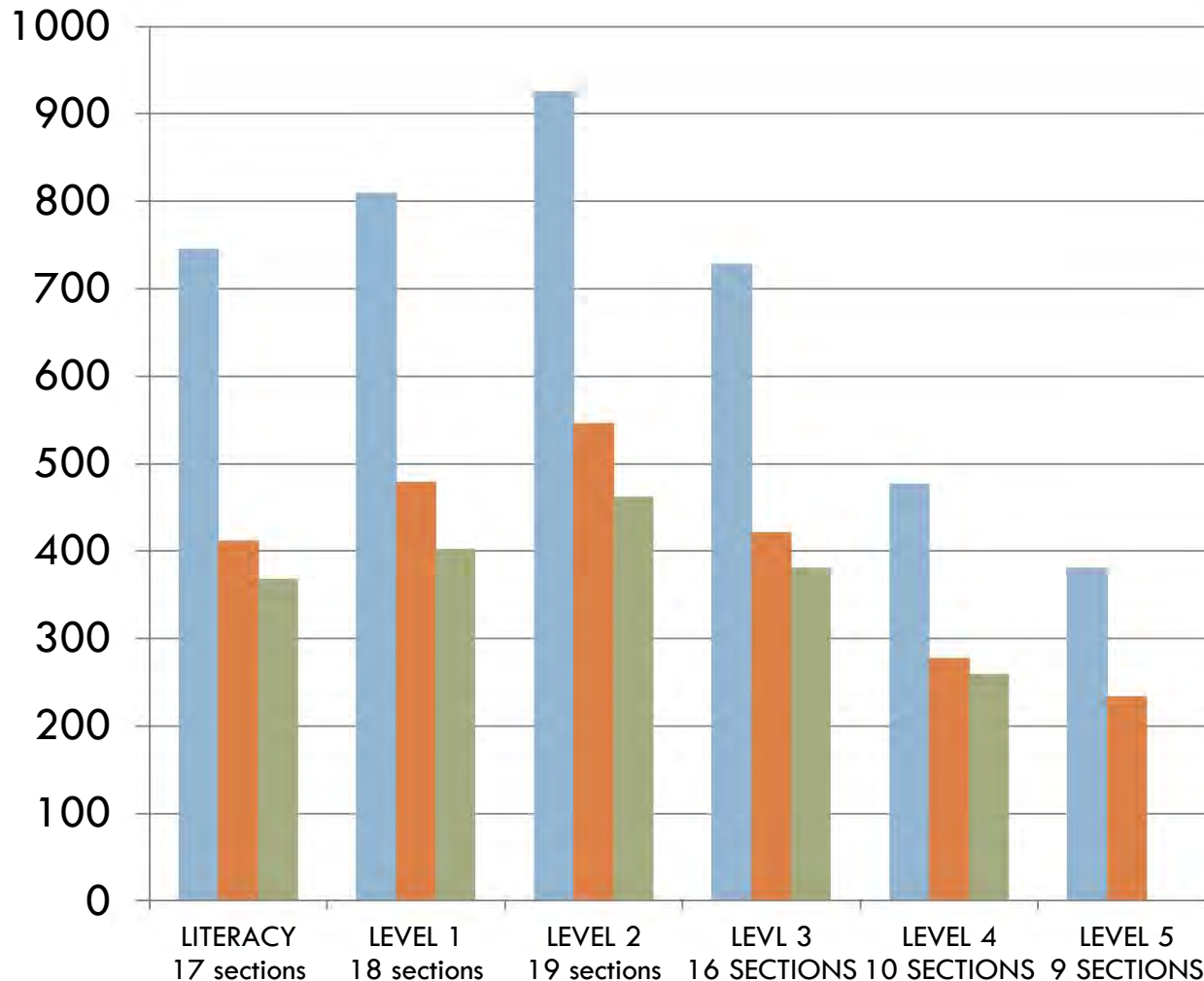


COLLEGE OF THE DESERT  
ESL PROGRAM UPDATE  
MAY 18, 2012



# NON-CREDIT ESL – AY 2010-11

## ENROLLMENT/COMPLETION/PROGRESS



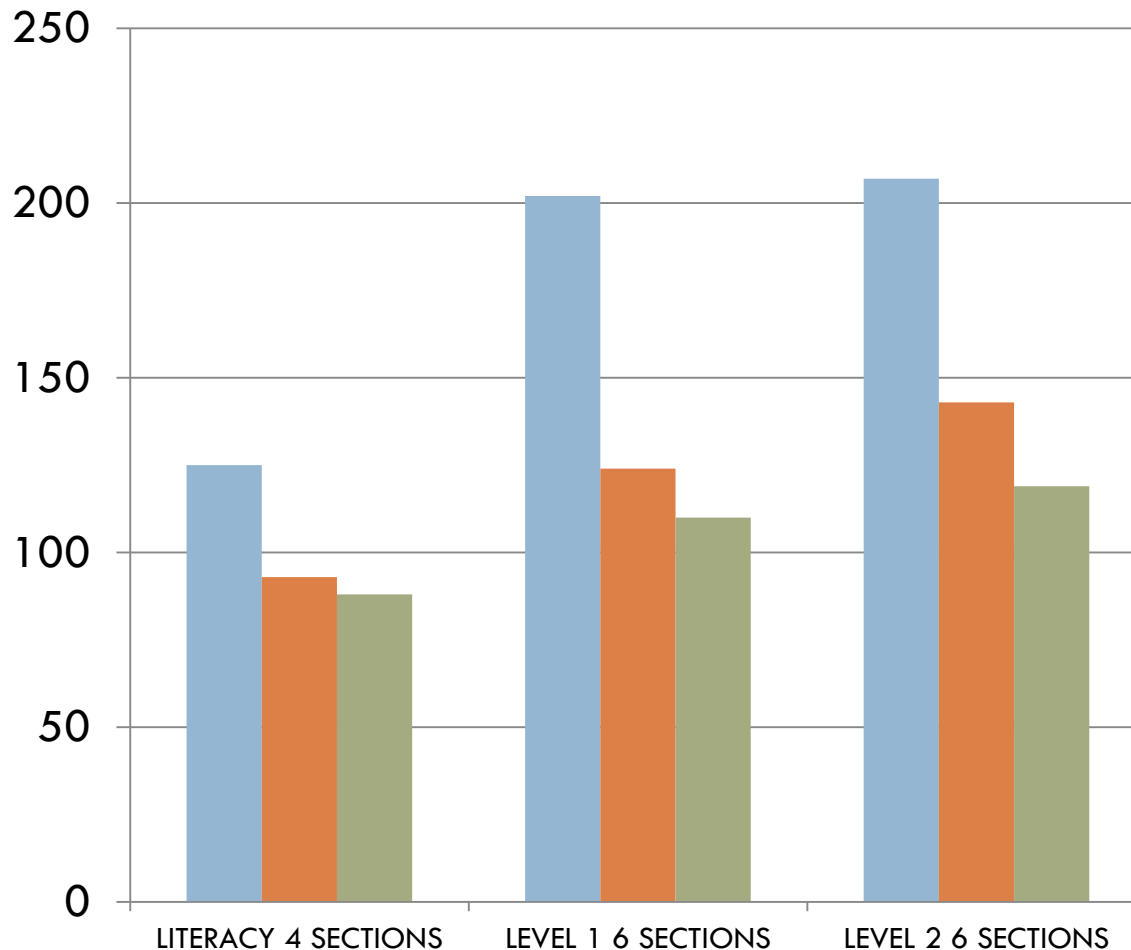
**BLUE** = INITIAL ENROLLMENT

**ORANGE** = COMPLETION  
 Literacy – 55%  
 Level 1 – 59%  
 Level 2 - 59%  
 Level 3 – 58%  
 Level 4 – 58%  
 Level 5 – 61%

**GREEN** = PROGRESS TO NEXT LEVEL  
 Literacy to 1 – 89%  
 Level 1 to 2 – 84%  
 Level 2 to 3 – 85%  
 Level 3 to 4 – 89%  
 Level 4 to 5 – 90%

# FEE-BASED ESL – FALL 2011

## ENROLLMENT/COMPLETION/PROGRESS



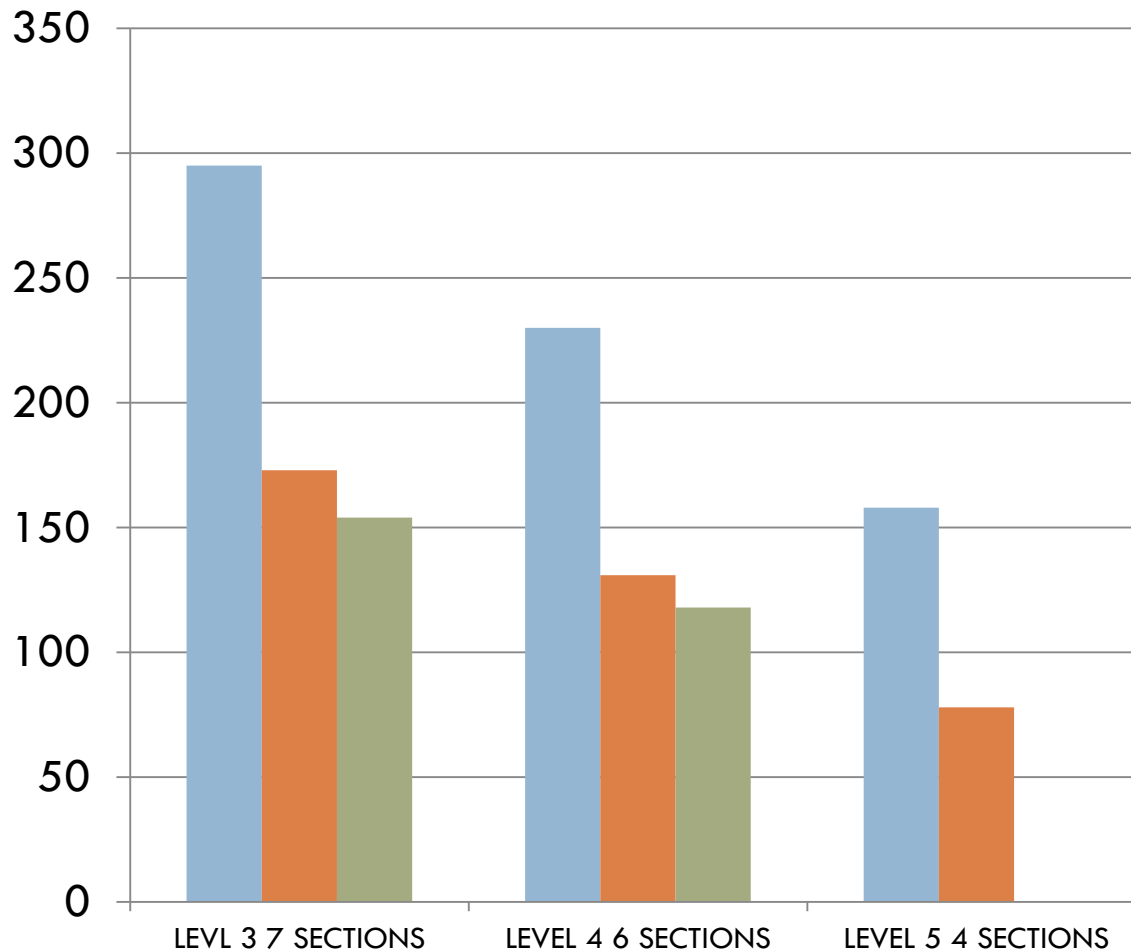
**BLUE** = INITIAL  
ENROLLMENT

**ORANGE** =  
STUDENT  
COMPLETION  
Literacy – 74%  
Level 1 – 61%  
Level 2 – 69%

**GREEN** =  
PROGRESS TO  
NEXT LEVEL  
Literacy to 1 – 94%  
Level 1 to 2 – 89%  
Level 2 to 3 – 88%

# NON-CREDIT ESL – FALL 2011

## ENROLLMENT/COMPLETION/PROGRESS



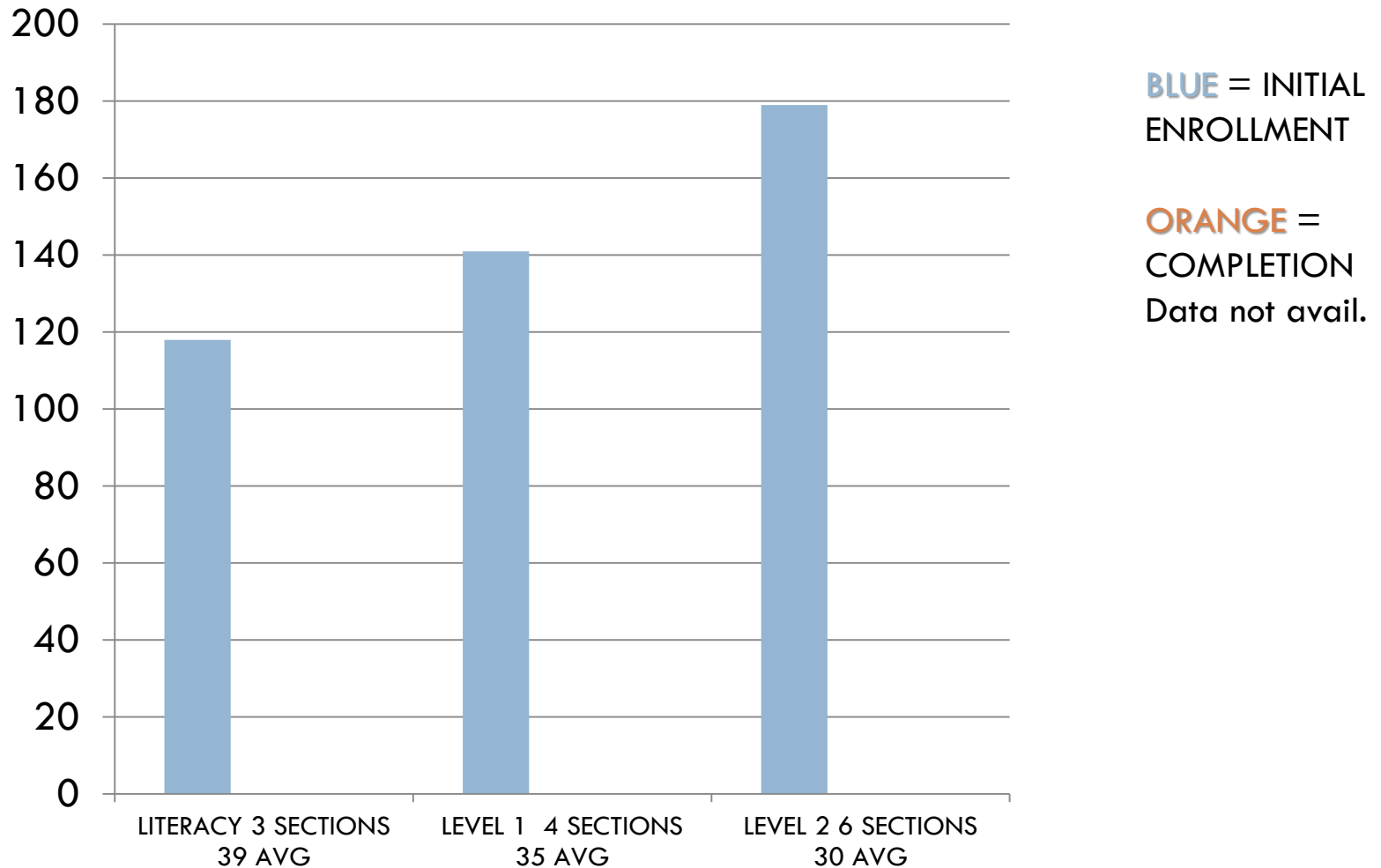
**BLUE** = INITIAL ENROLLMENT

**ORANGE** = COMPLETION  
Level 3 – 59%  
Level 4 – 57%  
Level 5 – 49%

**GREEN** = PROGRESS TO NEXT LEVEL  
Level 3 to 4 – 89%  
Level 4 to 5 – 90%

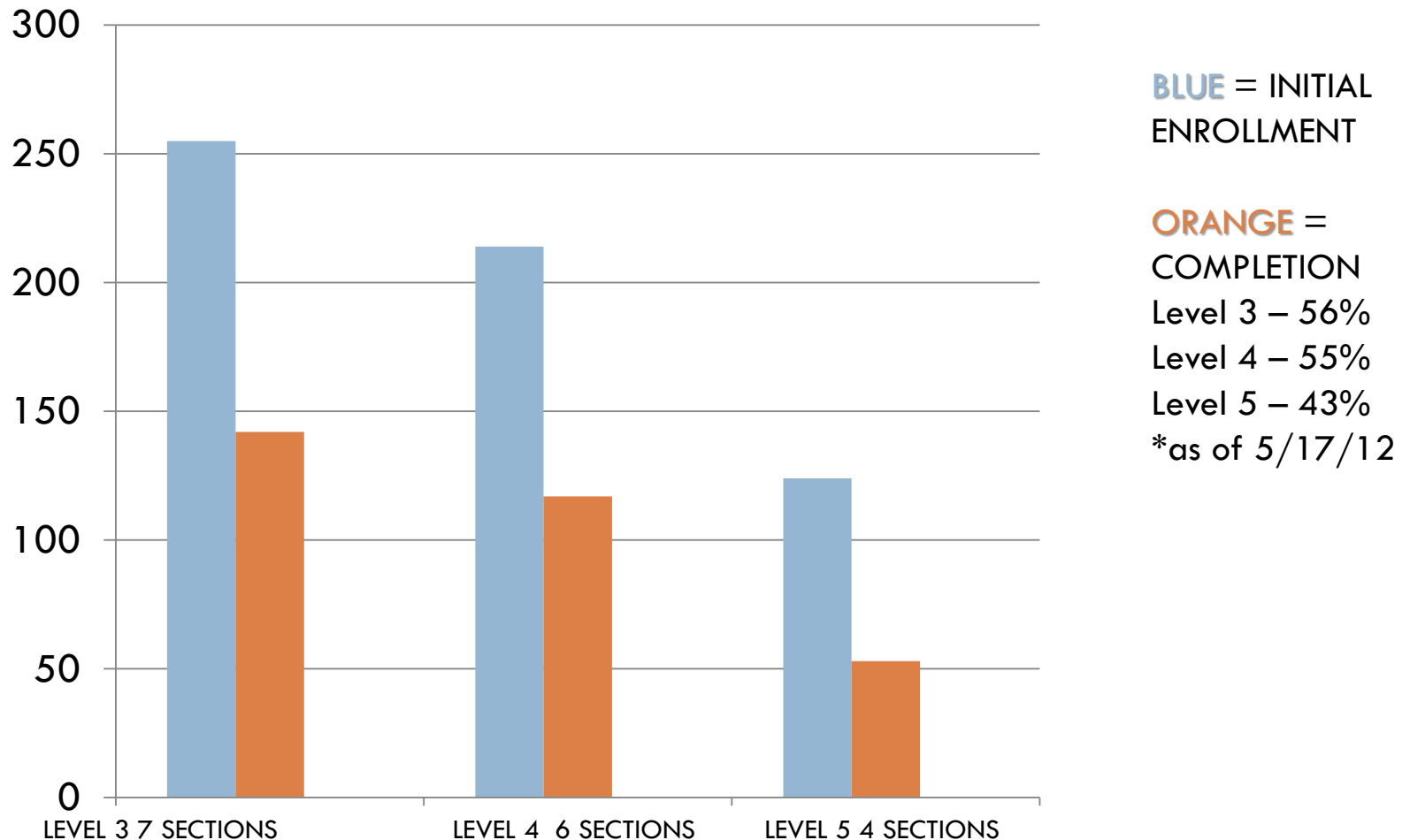
# FEE-BASED ESL – SPRING 2012

## ENROLLMENT & CLASS SIZE



# NON-CREDIT ESL – SPRING 2012

## ENROLLMENT & CLASS SIZE



# FEE-BASED ESL

## ENROLLMENT PATTERNS BY CAMPUS

- PDC has witnessed the strongest enrollment in Fee-Based ESL during the 2011/12 AY.
- Eastern Valley Campuses have experienced lower enrollments but we successfully held 3 sections at Monroe Park.
- Attempts made to offer condensed, lower cost Fee-Based ESL courses in Mecca/Thermal; enrollment difficult despite efforts to publicize via media, school/business contacts, community.

# ESL OFFERINGS FOR FALL 2012

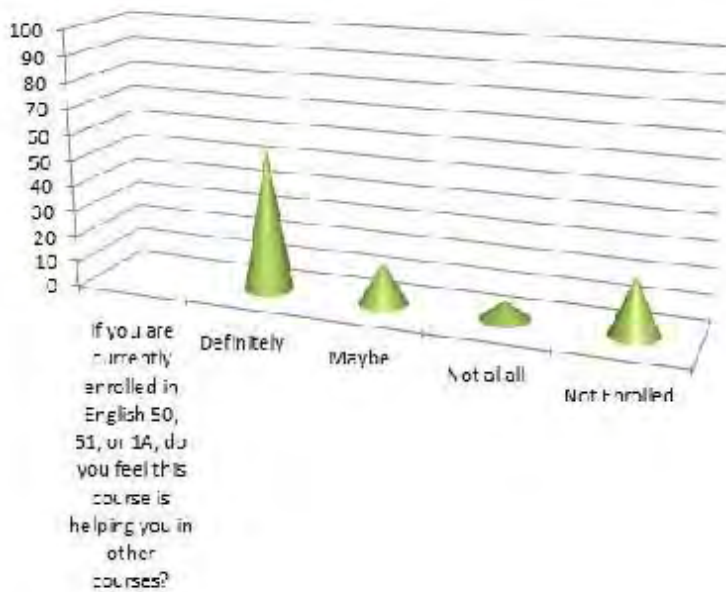
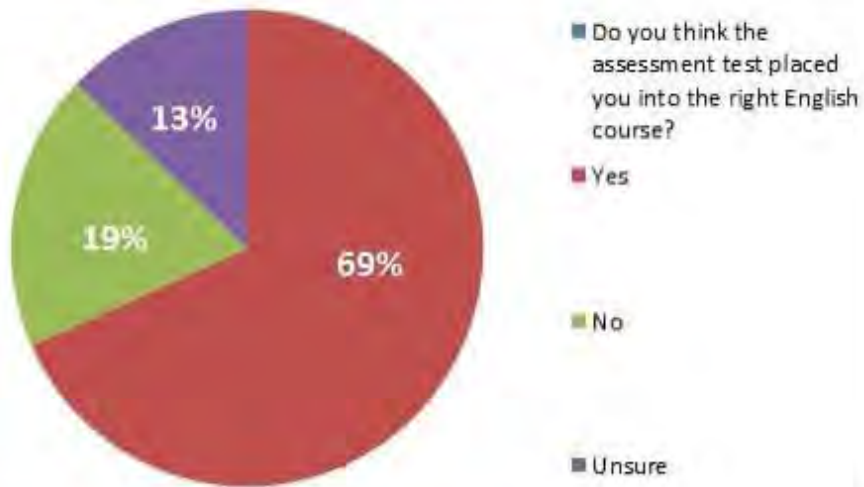
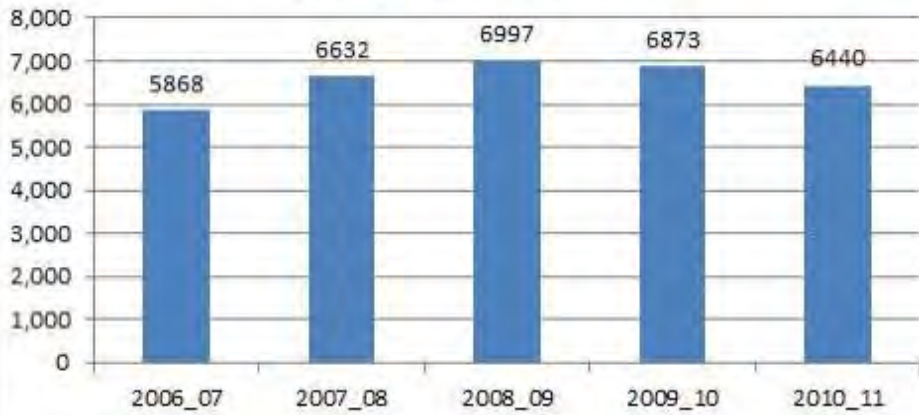
- PDC will continue to offer as in prior AY, both Fee-Based and Non-Credit.
- EVC will offer Levels 3, 4, & 5 in the evenings as well as credit ESL offerings to prepare students for general education.
- Continued efforts to monitor interest and work with our contacts in Mecca/Thermal and explore different ways to deliver ESL instruction.



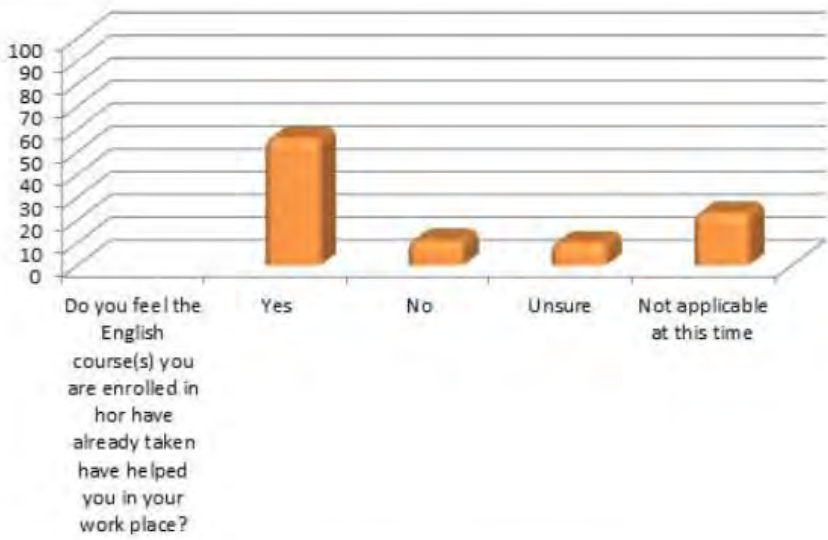
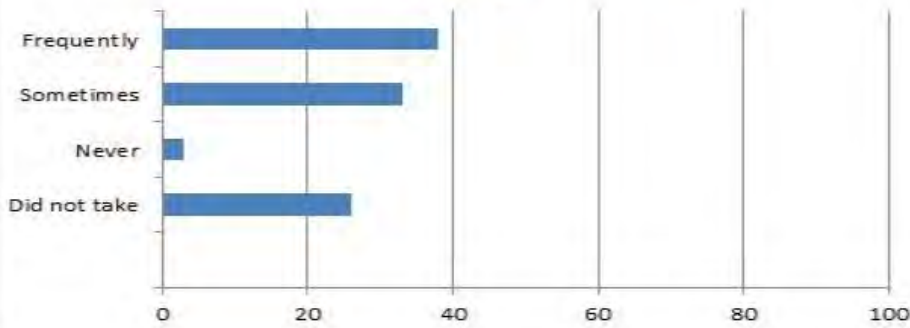


**QUESTIONS?**

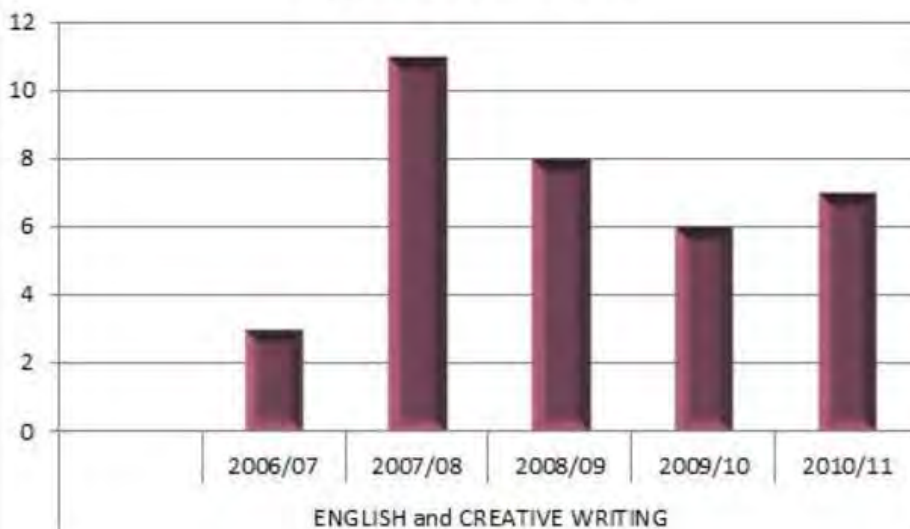
### Program Enrollment Totals



**If you previously took English 50, 51, and/or 1A, have you used the skills (i.e., research, drafting, editing, documentation) learned there in other classes?**



### Degrees Conferred





## Monterey Entrance

### Construction Bid Summary - Revised \*\*

Wednesday, May 16, 2012

#210041

#	Bid Package	Contractor	Bid ***	Comments
1	Site Maintenance		\$ -	Re-Bid
2	Earthwork & Site Demolition	Lippert Construction	\$ 248,248.00	Accepted Bid
3.1	Site Utilities	Fischer Inc.	\$ 290,700.00	Accepted Bid
3.2	Alt 2 - Enhanced Amphitheater	Fischer Inc.	\$7,400.00	Accepted Alternate
3.3	Alt 3 Fountain	Fischer Inc.	\$ 3,700.00	Accepted Alternate
4.1	Site Concrete & Asphalt	CS Legacy Const.	\$ 996,470.00	Accepted Bid
4.2	Alt 1 Shade Structure Drop-Off	CS Legacy Const.		Not Accepting Alternate
4.3	Alt 2 Enhanced Amphitheater	CS Legacy Const.	\$ 139,746.00	Accepted Alternate
4.4	Alt 3 Fountain	CS Legacy Const.	\$ 64,824.00	Accepted Alternate
5.1	Landscape & Irrigation	South Ca. Landscape	\$ 496,000.00	Accepted Bid
5.2	Alt 1 Shade Structure Drop-Off	South Ca. Landscape	\$ -	Not Accepting Alternate
5.3	Alt 2 Enhanced Amphitheater	South Ca. Landscape	\$ (300.00)	Accepted Alternate
6.1	Miscellaneous Steel & Railings		\$ -	* Re-Bid
6.2	Alt 1 Shade Structure Drop-Off		\$ -	* Re-Bid
6.3	Alt 2 Enhanced Amphitheater		\$ -	* Re-Bid
7.1	Signage	Sign Age	\$ 41,802.00	Accepted Bid
8.1	Electrical & Security	Construction Elect	\$ 705,000.00	Accepted Bid
8.2	Alt 1 Shade Structure Drop-Off	Construction Elect	\$ -	Not Accepting Alternate
8.3	Alt 2 Enhanced Amphitheater	Construction Elect	\$ 3,000.00	Accepted Alternate
8.4	Alt 3 Fountain	Construction Elect	\$ 5,500.00	Accepted Alternate
<b>Total Accepted Bids</b>			<b>\$ 3,002,090.00</b>	

\* Note: Miscellaneous Steel and Railings will be rebid based on a different scope of work.

\*\* Note: Due to successful bid protest findings.

\*\*\* Note: The bids include a total of \$205,000 worth of allowances.



## *Academic Program Review*

### *Early Childhood Education*

2011-12

#### **Program Description:**

Early childhood education (ECE) is the study of child development and developmentally appropriate practices for young children. Career paths chosen by students pursuing undergraduate studies in ECE commonly include infant/toddler or preschool teachers and administrators.

Careers in the discipline that generally require graduate-level degrees include teachers and administrators of government funded programs like Head Start and state preschools. Even students who choose not to major in ECE find that coursework in the field improves their parenting skills.

College of the Desert's ECE curriculum includes course offerings that provide a general overview of the discipline, as well as teaching strategies that are developmentally appropriate for young children. Students earning ECE certificates may also choose to continue their study toward an associate, baccalaureate or advanced degree in the field. Students earning an associate's degree in ECE may pursue entry-level positions as preschool teachers or may choose to continue their study in the discipline toward a bachelor's or graduate degree. COD has transfer agreements with CSUSB, in this discipline/ program. However, transfer requirements at four-year colleges and universities tend to vary from institution to institution; students should consult with a counselor for specific information regarding the transfer requirements of their preferred college or university.

#### **Program Student Learning Outcomes:**

Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:

- Transfer to a higher level learning institution for a Bachelor of Arts degree in Human Development or Early Childhood Education or Child Development
- Fulfill the requirements for an entry- level position in their field.
- Apply critical thinking skills to execute daily duties in their area of employment.

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- Apply critical thinking skills to research, evaluate, analyze and synthesize information.
- Demonstrate the skills and aptitude necessary to pass certification exams in their field.
- Exhibit effective written, oral communication and interpersonal skills.
- Work as a lead teacher in an Early Childhood Education program or Assistant Teacher in a publicly funded ECE program in the Coachella Valley

The **Early Childhood Education** program's student learning outcomes are as follows:

- Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.
- Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
- Apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.
- Develop strategies that promote partnerships between programs, teachers, families and their communities.
- Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.

*Prepared for Desert Community College District by:*

Donna Marie Greene, MA, Early Childhood Education Faculty

Dianne Russom, BA, Director, McCarthy Family Child Development and Training Center and Faculty

Wendy Jane Hinrichs Sanders, Ph.D., Early Childhood Education Faculty and Department Chair

Leslie Young, J.D. Dean, Health Sciences and Education

The program review was developed in collaboration with the ECE faculty, both full- and part-time at COD, the COD Early Childhood Advisory Committee, the Mentor Teachers who host student teachers in their classrooms across the Coachella Valley and through a survey of all ECE students in fall, 2010 and 2011.

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**SECTION I  
MISSION**

The mission of the COD early childhood program is to prepare students for careers in early childhood education. Students are prepared to enter the workforce with an associate's degree and to transfer to a baccalaureate program. The majority of ECE majors will work as teachers of young children, many will go on to work as K-8 educators, child development specialists, para-educators, and social workers as well as other career options working with children and families. The majority of the positions will require baccalaureate degrees or post-graduate work. Entry level workers can begin with as little as 12 units, enabling students to gain a rich understanding of the application of best practices in the field while pursuing their degrees. The COD ECE program then is serving as both a career vocational program and a transfer program.

**1. To which of the following District missions does this program contribute?**

- The ECE program offers certificates to enable recipients to obtain positions from entry level through directors of ECE programs. AA degrees in ECE are also awarded which enable students to obtain teacher assistant positions in the Coachella Valley in publicly funded programs and to transfer to a four-year degree program to obtain higher positions and compensation.
- The McCarthy Family Child Development and Training Center not only serves as an ECE program laboratory for student teachers, it also supports students campus wide who need child care in order to attend classes (Mission: Achieve Student Success)
- The ECE faculty and Center Director also participate to facilitate professional development experiences for ECE professionals in the Coachella Valley through the Stan and Carolyn Little ECE Conference Planning Committee and the Week of the Young Child festival in Cathedral City, Coachella and La Quinta (Mission: Community/Economic Development & Partnerships)
- The McCarthy Family Child Development and Training Center has obtained grants totaling over \$525,000 over the past 4 years which has made the Center self-sustaining and enabled the Center to achieve national early childhood center accreditation (Mission: Institutional Advancement).
- The ECE Program has conducted annual student surveys beginning in 2010-11 to use data to increase the understanding for institutional effectiveness within the ECE program (Mission: Institutional Effectiveness)

		Yes	No
1.1	Certificate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2	AA / AS Degree	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3	Transfer	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.4	General Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.5	Vocational Preparation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.6	Preparation for Other Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.7	Adult Basic Education	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Non Credit	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Student Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.10	Diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.11	Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	McCarthy Family Child Development Center contributes to student success across campus	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

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***2. To which of the following District core curriculum competencies does this program contribute?***

	Description	Yes	No
2.1	Reading	⊗	<input type="checkbox"/>
2.2	Writing	⊗	<input type="checkbox"/>
2.3	Computation	⊗	<input type="checkbox"/>
2.4	Interpersonal Skills	⊗	<input type="checkbox"/>
2.5	Critical Thinking	⊗	<input type="checkbox"/>
2.6	Analytical Thinking	⊗	<input type="checkbox"/>
2.7	Problem Solving	⊗	<input type="checkbox"/>
2.8	Technology Competency	⊗	<input type="checkbox"/>
2.9	Information Competency	⊗	<input type="checkbox"/>
2.10	Other	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

***A. Program Accomplishments***

- The ECE program clearly helps the District fulfill its' mission for student success in both the vocational/career and the academic programs of the campus and works concertedly to connect ECE students with Student Services. Faculty invites the Academic Skills Center staff into their classes to provide orientation to students and provide extra credit for students who use the ASC for assistance with writing. Each semester faculty also invites the librarians to visit the class and provide an orientation to technological literacy and research skills to entry students.
- A \$15,000/year grant from the Child Development Training Consortium provides stipends to students who are working in the field of early care and education and also is used to purchase textbooks through the New Horizon's Book Loan Program.
- From the vocational perspective, the ECE program provides the courses required for a student to meet the California Teacher Credentialing Program's Child Care Permit from the beginning teacher (assistant) through to the ECE site supervisor's permit. Workers with an Associate's Degree in Child/Human development are qualified to be paraprofessional aides in the K-8 classrooms.
- As increasing requirements in the California Early Learning Quality Improvement System enables ECE programs to achieve higher public reimbursement through higher qualifications, ECE faculty encourage students to pursue their four-year degree in ECE or child development. We have adopted the ECE Transfer Model Curriculum and reduced our ECE degree requirements down to 24 units from 33 units specifically to engage more of our students in more general education courses to be best prepared for a baccalaureate degree.
- The McCarthy Family Child Development and Training Center serves as both a child care facility for approximately 275 children per year and as a demonstration site for ECE students, serving from 10 – 20 students per semester in the practicums. The center also employs up to 90 student workers per year from various divisions and majors which greatly enhances the diversity of the center staff. In 2011, the Center received national accreditation through the ECE professional association, the National



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Association for the Education of Young Children (NAEYC). This is a significant accomplishment that was the result of several years of training, consultation and documentation of program quality that was funded through the Desert Healthcare District and could not have occurred without their financial support. Having an accredited ECE center adds value to the student teaching experience the program can offer to ECE students.

- The results of our Students Surveys in 2010 and 2011 suggest our students face unprecedented need for support, both financial and social/emotional to stay in college and finish their program well. To this end we have recognized the increasing need to create stronger links with Student Services and regularly invite counselors into our classes to engage our students.
- ECE Faculty, both full-time and adjuncts have been actively involved in community outreach, namely for the Stan Little Early Childhood Conference each spring and the newly reinstated Week of the Young Child in April since 2009. Faculty serve on the planning committee and actively participate in the day's events; faculty have staffed the conference session committee for Stan Little for 5 years. The ECE program strives to be perceived by the ECE community as the source of child development expertise in the Coachella Valley. The ECE student club, with assistance from faculty has participated in several community events each year for the last three years including; the Career Transfer Fair and the Healthy Families Event held each fall.
- To reflect emerging research and to meet the changing needs of early childhood teachers in the Coachella Valley, we have expanded course offerings over the past five years to include three new courses: ECE 27 English Language Learners; ECE 34 Social Cognition and the Developing Brain; and ECE 37 Inclusion Practices in Early Childhood.

**B. Program Challenges**

- **Course Reductions:** We face significant challenge in meeting the mission of the college particularly for vocational/career training as we have cut our program offerings by over 25% in the past 3 years. Our Spring, 2012 course offerings match the same number of sections provided in 2004-05. An exemplary challenge is noted by students who work in an infant/toddler program must have at least 6 units of infant/toddler training. Faculty have been approached by directors from several programs asking if, and when we would be offering the infant /toddler classes necessary to hire staff to work with infants and toddlers. The ECE program has been unable to offer the infant/toddler courses every year so students are unable to meet the necessary requirements to serve this vulnerable population through our program. We refer students to on-line courses at other community colleges but they also are forced to take it at other venues, such as UCR-Extension where the courses are costly and offer non-transferable credit. Instead of offering fewer courses, right now we should be offering more sections and a full complement of our courses to prepare the workforce for the approaching tiered reimbursement schedule.
- **Staff Time Commitments:** Staff volunteer their time for the community outreach events and while that is an assumption with a vocational/career faculty position, the lack of clerical support for any of these efforts causes an additional drain on faculty time to serve in the area where they hold most expertise. Moreover, clerical support could offer such support for the community as registration for the 400 participants to the Stan Little Conference or managing the vendor booths for Week of the Young Child. In many communities across the nation, the community college serves those roles.

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- Community Involvement and Legacy: One faculty participated in a stargazing event last year in Palm Desert and spoke to the expert volunteers who brought their telescopes for the participants to enjoy. She learned it was an astronomy professor years ago at COD who helped start the astronomy club in the community and if not for that person, the stargazing events and other lifelong learning activities would not be available. It was a real testimony to the contribution of COD to the quality of life in the Coachella Valley. One must ask what legacy we are leaving for the Coachella Valley with regards to early childhood education.

**C. *Program Objectives***

I. A. Increase course offerings in ECE to meet demands for early childhood teachers and training in the Coachella Valley.

I. B. Expand our community outreach, both in the form of the McCarthy Family Child Development and Training Center serving as a resource center to the community and in our participating in the community both as learners and teachers, as listeners and speakers to learn the needs, understand the capacity and use our expertise to match our services where we can be most effective. Conduct the Stan and Carolyn Little Annual ECE Conference at College of the Desert campus with the McCallum Theatre as the location for the keynote address.

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**SECTION II  
NEED**

	Description	Applicable?	Reference (Appendix)
1.1	Advisory Committee	⊗	O
1.2	Labor Market Data	⊗	X
1.3	Regional / State Agreements / Contracts	⊗	CC
1.4	Enrollment	⊗	T
1.5	Articulation	⊗	I
1.6	Transfer Requirements	⊗	I
1.7	Community Demand / Access	⊗	DD
1.8	General Education Requirements	<input type="checkbox"/>	J
1.9	College Prep Requirements	<input type="checkbox"/>	H
1.10	Other	<input type="checkbox"/>	

**1.4 Enrollment:** In 2006-07 we offered 42 sections of ECE courses (1258 enrollment); In 2008-09, we offered 46 sections (1360 enrollment) and in 2010-11 we dropped down again to 42 sections (1420 enrollment);

**1.5 and 1.6 Articulation and Transfer:** We completed the statewide community college lower division eight courses (24 units) in 2008 by revising our courses and creating one new course. Those courses now match the ECE Transfer Model Curriculum. We also participated in articulation program with four-year institutions across southern CA in 2009 and expanded our transferability to both public and private colleges. ECE students are well-situated with the COD coursework to complete a baccalaureate degree here in the Coachella Valley (Brandman University) and nearby (CSU-San Bernardino). Over 48% plan to transfer to a BA degree program (see Student Survey Data below).

**1.7 Community Demand and Access:** UCR-Extension has offered ECE courses in Spanish for several years but students have come to COD complaining that they cannot renew their Child Care Permit after 10 years because they have no general education courses to supplement their ECE course work at UCRX. No help was offered for them to obtain ESL courses so they cannot enroll in COD's general education courses. Faculty began working on this effort three years ago and in summer, 2011, with the help of the ESL faculty (Christen Smith) and a small Basic Skills grant, have created an ECE/ESL Learning Community Cohort approach that pairs the core 12 units of ECE with ESL courses so that students enrolling in these courses will be ready to take general education courses in English at the end of a year and a half. The Spanish-speaking early childhood communities, particularly the family child care community in the east end of the Valley, have been very grateful to COD for this effort.

**1. How has the need for this program been established?**

- An estimated 44,436 children five years and under live in the Eastern Riverside County (Banning to Blythe) with over 20,000 estimated to live in the Coachella Valley. This is a decline of 5.7% likely tied to the declining job market in the area (HARC 2010).
- An estimated 50% of adults with children 5 years and under are in the workforce, full or part-time; 54.7% are working or looking for work. Only 22% of the mothers responding to the survey reported

ACADEMIC PROGRAM REVIEW  
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themselves as stay at home moms. While many families seek child care from family members or close friends, this still represents a large need for teachers of early childhood education (HARC 2010).

- Over 70% of the families surveyed reported being at or below the federal poverty guidelines which would make them eligible for publicly funded ECE services (HARC 2010).
- The survey suggests 52.2% of families with children ages 0-12 use child care, representing 50,860 children in Eastern Riverside County;
- 8.0% of respondents were unable to find child care for a week or longer when they needed it and of those parents, 40.% indicated they could not afford it and 26.8% reported they could not find a space for their child;
- There were 4,313 licensed child care and education spaces for children in the Coachella Valley in 2009 (First Five Riverside 2009). More than a thousand early childhood teachers are estimated to serve these children in ECE settings across the Coachella Valley (Week of the Young Child data 2010). See Attachment A to this narrative.
- 18.4% of HARC survey respondents indicated quality of education was the greatest concern about their child while 9.8% reported physical safety was their highest priority; these were the two highest concerns; Ranked by 4-9% of adults, the following other concerns were also named: child's weight and fitness, child's mental or physical development, lack of health care, poor nutrition and emotional well-being.
- The number of degrees and certificates has fluctuated: Associate of Arts degrees awarded from have varied from 13 in 2006 to 15 in 2010. Certificates have ranged from a low of 4 in 2010 to a high of 22 in 2008. In the past five years, COD's ECE program has awarded at least 74 certificates and 67 Associate of Arts degrees in ECE.
- An annual Student Survey conducted first in 2010-11 fall semester (n = 237 unduplicated students) and repeated in 2011-12 autumn semester (n = 194 unduplicated students) has provided great insight. The ECE student population is becoming younger (65% are under 29 years); one (1) in 3 speak English as a second language; 48% are working towards an AA degree in ECE, 30% report seeking an ECE permit to teach, 22% are seeking an AA degree in Liberal Studies and 48% plan to transfer to a BA degree program. Over 53% seek to teach at the preschool level, 27% perceive they will work with infants and toddlers, 39% seek to teach at the elementary school level, 24% wish to teach children with special needs and 20% see themselves as a Program Director in the future. Only 18% of our students currently hold a Child Care Permit, 44% of those as an associate teacher. Of 2011 enrollments, more than 35% come from the east end of the Valley, 31% from the west end and 30% from the central valley area. The classes at Eastern Valley Campus and the classes offered there on Saturdays have become increasingly popular. On any given Saturday, over 80 students are likely participating in a course at EVC. (See ATTACHMENT B to this narrative.)
- These data suggest a strong and continuing need for ECE programs across the Coachella Valley and a need for well-trained teachers.
- A survey of the ECE Advisory Committee and community partners was conducted in March, 2011. Advisory Committee members applauded the faculty and ECE programs at COD but asked for more:
  - Classes
  - Content
  - Collaboration
  - Community
- A summary and full data results are presented in Attachment C to this narrative.
- A walking brainstorm of ECE Faculty was held in August, 2011. The results are presented below.

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**2. Current Status of the Program:**

	Description	Ref. (App.)
2.1	Need for this Program is:	
	<input checked="" type="checkbox"/> Increasing	
	<input type="checkbox"/> Decreasing	
	<input type="checkbox"/> Stable	
2.2	Enrollments are:	P
	<input checked="" type="checkbox"/> Increasing from 1258 in 2006 to 1441 in 2010	
	<input type="checkbox"/> Decreasing	
	<input type="checkbox"/> Stable	
2.3	FTES is:	S
	<input checked="" type="checkbox"/> Increasing from 138 FTES in 2006 to 155.57 in 2009-10 and 155.49 in 2010-11 even though we cut classes by 25%	
	<input type="checkbox"/> Decreasing	
	<input type="checkbox"/> Stable	
2.4	Precollegiate Basic Skills courses: <b>Not applicable</b>	
	<input type="checkbox"/> Fill quickly and more are needed	
	<input type="checkbox"/> Fill quickly but enough are being offered	
	<input type="checkbox"/> Fill	
	<input type="checkbox"/> Remain Open	
	<input checked="" type="checkbox"/> <b>Not applicable to this program</b>	
2.5	Entry level collegiate courses:	
	<input checked="" type="checkbox"/> Fill quickly and more are needed; See our Course enrollments in Appendix S; all courses are increasing except our entry level course ECE 001 and courses that have been discontinued or reduced frequency.	
	<input type="checkbox"/> Fill quickly but enough are being offered	
	<input type="checkbox"/> Fill	
	<input type="checkbox"/> Remain Open	
	<input type="checkbox"/> Not applicable to this program	

1258  
1441  
↑

*Admin Reports*

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2.6	Second level collegiate courses:	
	<input checked="" type="checkbox"/> Fill quickly and more are needed	
	<input type="checkbox"/> Fill quickly but enough are being offered	
	<input type="checkbox"/> Fill	
	<input type="checkbox"/> Remain Open	
	<input type="checkbox"/> Not applicable to this program	

While course sections have dropped to 2004-05 levels, the number of students has increased substantially from 138 FTES in 2006 to 155 in 2010. Those numbers continue to rise in 2010-11 and 2011-12.

**A. Program Accomplishments**

- A survey of student needs, interests and challenges has been conducted in 2010-11 and 2011-12; The data are extremely valuable in understanding the student population and how best to serve them;

**B. Program Challenges**

- **Number of Certificates and Degrees:** There are fewer students receiving ECE AA degrees but that is partly due to the fact that they are encouraged to get a Liberal Studies degree. The Transfer Model Curriculum agreement may help more students finish their degree at COD before transferring to a four year college. Increasingly the ECE field is demanding a Bachelor's degree for better paid positions, such as those with public funding, and it is a service to our students' and their family well-being to encourage them to complete their baccalaureate degree in human development.
- **Number of Sections:** Saturday classes have a high retention and completion rate. We need further study to determine if this is due to Saturday structure of a half-semester intensive or to the EVC campus.
- Decreasing the number of sections is counter-productive to student success. It is very difficult for an ECE student to complete the coursework in two years. This weakens our capacity to market our campus as a viable alternative for ECE coursework and has the potential to leave young children, our most vulnerable students, in the care of those with less qualifications than state and federal quality improvement research recommends.
- **Need for Program Coupled with Student Support:** The need for the program continues; the need for the program is great. However, students also claim a high degree of conflict with work and personal life to help them succeed. We need to be more vigilant in connecting them with tuition assistance and other support and to campus student success efforts.
- **Need for Advocacy:** ECE faculty need to be advocates in the field of ECE in CA for better working conditions for the ECE teachers and assistants in the classroom. Other people have minimum wage jobs and lack the capacity often to even drive to meetings; if those of us in well-paid positions do not carry the banner, the field and our graduates will continue to suffer. National statistics suggests 30% of ECE staff leave the field each year. This is harmful to children and disruptive to family quality of life. Low pay is one of the major reasons. We need to be advocates for the combination of education and adequate compensation in California and throughout the US. However, travel funds to support participation in national and international conferences is limited; We need opportunities to extend our reach to serve the ultimate needs of the students we now serve.

**C. Program Objectives**

**II.A. Increase Certification and Graduation Rates:** Though the COD program has a high percentage of students with English as a second language, graduation and certification rates must rise. The Transfer Model

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Curriculum will be a vehicle to increase graduation rates; the ECE program needs to expand articulation with colleges and universities and learn from other colleges how their program with similar numbers of FTES have higher graduation rates. Links with counseling and financial aid programs must be strengthened. Links with ECE –specific tuition assistance programs, including CARES AB 212, CARES PLUS and Child Development Training Consortium can be strengthened such as by providing a fact sheet on funding opportunities to all students in our first week of classes and offering orientation to the tuition assistance programs on our campus. The ECE faculty are working with CSU-SB to sponsor a Transfer Festival in May, 2012.

**II.B. Increase Course Offerings:** Increase course offerings in ECE to meet demands for early childhood teachers and training in the Coachella Valley. The demand for our courses continues to be felt; We cannot meet the needs of our students and the community unless we obtain additional funding to support additional course section offerings.

**II-C. Expand Program Offerings for Elementary Teachers:** The name of the School has changed to Health Science and Education. We have proposed to offer a Special Needs ECE Certificate and an Elementary Teacher Assistant Certificate. Faculty release time to develop these program is necessary. We need to remain competitive in the Valley and across the state to provide the best education to our students.

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**SECTION III  
ATTRIBUTES**

***1. Faculty Section***

	Description	Yes	No	Ref. (App.)
1.1	Full time faculty are qualified for subjects being taught.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A
1.2	Adjunct faculty are qualified for subjects being taught.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A
1.3	Full time faculty required to teach overload ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	B
1.4	Faculty meet committee requirements?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	C
1.5	Faculty actively involved in Academic Senate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	C
1.6	Faculty participate in faculty development/ conferences?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D
1.7	Full time faculty (FTF) / FTEF Ratio: 47.4%			B
1.8	Above District average	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.9	At District Average ( 34% )	<input type="checkbox"/>	<input type="checkbox"/>	
1.10	Below District Average	<input type="checkbox"/>	<input type="checkbox"/>	
1.11	FTES/ FTE Ratio: 155.49/2.0 = 40.92			E/F
1.12	Above District Average	<input type="checkbox"/>	<input type="checkbox"/>	
1.13	At District Average ( 15.2)	<input type="checkbox"/>	<input type="checkbox"/>	
1.14	Below District Average	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

***A. Program Accomplishments***

**Donna Marie Greene**, ECE Faculty, received her Associate of Science degree in ECE from Mt. San Jacinto Community College, her Bachelor of Science degree in Psychology from Chapman University and her Master of Arts degree in Child Development from California State University-San Bernardino. She is the faculty coordinator for the Child Development Training Consortium. She is a Program for Infant and Toddler Care Specialist. She is a certified CLASS observer. She has presented at the California Association for the Education of Young Children for the last five years, specifically on how to teach college students. She is the faculty advisor to the ECE Student Club. She attended the Great Teacher's Seminar last summer with other faculty from COD and will be presenting at the Faculty Association Diversity Conference this Spring. She is also serving as a CARES Plus advisor.

**Dianne Russom**, McCarthy Family Child Development and Training Center Director received her AA in Early Childhood Education from College of the Desert and her BA in Human Development from Pacific Oaks College. She is a certified CLASS observer and an outside evaluator for the Environmental Rating Scale. She presents annually for the Riverside County Child Care Consortium and also provided training to the RCOE SELPA on the Power of Observation. She has served on the Board of Directors of the Coachella Valley Autism Society for the past 15 years as their grant writer. She will be honored this year with the Outstanding Alumni of the Year Award from College of the Desert. She was also recently selected to receive the Soroptimist International of Palm Desert Ruby Award that honors women who have worked to improve the lives of women and girls through their professional and/or volunteer work.

**Wendy Hinrichs Sanders**, ECE Faculty, received her doctorate in May, 2011 and has been certificated to teach the Center for Social and Emotional Foundations in Early Learning (CSEFEL) and is a certificated as a CLASS observer. She is the California Early Childhood Mentor Program Coordinator and the CARES



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PLUS Lead Faculty in 2011-12. She was honored by the early childhood community with the first annual LadyBug ECE Award in 2011 at the Stan and Carolyn Little Early Childhood Conference. She is a member of NAEYC and presents at their national conferences regularly. She most recently presented her dissertation results to a seminar at Princeton University on Theology and Human Development.

ECE Adjunct Faculty are in diverse positions within the Coachella Valley and bring broad expertise to the classroom. Two serve as CARES PLUS advisors to students in the Coachella Valley, one is a PITC trainer, all are members of the California Community College Early Childhood Education (CCC ECE) professional organization and members of NAEYC. One is a program director of YMCA child care programs, another directs the After School Enrichment Program (ASES) for the YMCA; another has been the child care consultant to the LPGA and another serves as the ECE Director for the Coachella Valley Unified School District; another teaches first grade at Palm Desert Academy; another is an MSW and does counseling services; another was recently the outreach coordinator for the Riverside County Child Care Consortium. All hold master's degrees in child development or a closely related field. They are active in the community, several serving as leaders on the Week of the Young Child planning committee and the Stan and Carolyn Little ECE Conference.

All ECE Faculty have participated in in-depth communication and coordination across the past five years through VTEA funding on an array of topics, exemplified by a series on Teaching through Small Group Work in 2009 and a retreat in 2011 to layout SLO's, Course Objectives and Assignments for each ECE course)25 different courses in ECE). In 2012, the faculty will meet to develop a core of student Portfolio components representing each course they take across their ECE AA degree program.

**ECE Student Survey Feedback on ECE Faculty and Coursework**

*Within the ECE Student Survey, comments were requested on the quality of the faculty, the content of the courses and its contribution to their personal and professional development. Here are some representative samples of the comments:*

**COD ECE Faculty Capacity**

- Faculty has great energy and motivation. It truly is inspiring to see what great achievements a student can have by having a great educator leading you.
- I love to take classes with (my teacher). She has so much knowledge in regards to teaching young children and I find she is a wealth of information. I love to have her observe me, she is always positive in her review and finds ways to plant seeds of ideas in your head. And then she steps back and allows you to figure out how to make the idea work.
- ...have great respect for most ECE faculty, especially those are realistic and understand that some of us are working adults with families really trying to better our education and are open for discussions.
- All ECE faculty members I have gone to for help have done nothing but help me, push me to think and create deeper idea and express confidence in me.
- ... all the faculty seems to work together in order to go above and beyond in knowing what is helpful information for us to learn.
- ... The teachers are nice to the students and show compassion. Compassion is the most important aspect of an early childhood educator.
- ... (My teacher) is the best teacher I have ever had, she helped me in every scope of this field.
- They are being my mentor, my friends and a point for reference when I need help.
- (My teacher) has been really helpful in my success of teaching young children. There have been projects where I talked about teaching math and articles that we had to write summaries about and she has

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challenged me by asking extra questions beyond required so I can reflect on how not one but many articles may be helpful in teaching math in the future.

**Feedback on Self-Development through Faculty Support**

- (My teacher) has helped me and encouraged me so much so that I stayed in English 1 a rather than dropping it last semester
- Yes! I succeed since I started working in my Agency! I began as a teacher assistant, then as a Teacher and now I'm a Site Supervisor!
- They have helped me realize what I want to do with my life.
- They have helped me succeed in my courses by offering help outside the classroom. They have also helped me find jobs.
- (MY TEACHER'S) experiences teaching make her lectures very helpful by giving insightful information.
- (My teacher) has helped me in many ways because that always have new and fun ideas to teach us which makes it not only fun for us as students but also for the young children that we would be teaching. they help us to open our mind and be more creative in our work and the environment is always great, having to experience and sharing your own things as a teacher.
- I have been given the opportunity to work with (my teacher) who a tremendous amount of experience and knowledge and has really become a mentor and role model of where I want this program to take me in my career goals.
- I am not a parent, but the ECE faculty has taught me how I, as a future parent, can succeed in my parenting.

**Feedback on ECE Faculty Knowledge**

- 143 comments and only 3 were less than very good to amazing (“so-so”; “knowledgeable”) and 2 said they had no comment
- (My teacher) is an asset for this college due to her knowledge in ECE field and her passion of teaching plus how she works one to one students to build a community of learners.
- ...having her as an instructor has been really inspirational because she shares articles that she has had published in various publications and that in itself is not only something to look up to, but it makes me feel confident that I am still getting a quality education from knowledgeable instructors even though I am enrolled with a community college.

**Feedback on ECE Faculty Content Knowledge**

- They have a lot of experience working with young kids so they help us how. To engage with the young kids. They give us examples on how teacher should ask open ended questions to get to know their kids.
- Oh my goodness, I have a toddler and everything my instructor taught me I have tried to put them in play. I am a starter and professor taught me to converse with my toddler and to let them learn on their own. Allow them the chance to experiment themselves before I help him.
- The main reason I enrolled in this class was to gain knowledge on my son, he is 16 months old. (My teacher's) lessons and required textbooks have helped me gain a lot of necessary insight and patience with him. Thank you!
- They have help me by understanding more deeply how different children are, their uniqueness, and the stages of development. As a teacher knowing those factors, it helps me plan and address the individual

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needs of each child.

- They have helped me collaborate with other teachers around the Desert.
- It has helped me succeed in work at the child care center at the college and it has helped me raise my son better and in a more appreciate manner
- In every way, this course was amazing. It taught me many things about working with children. In the way their brains develop and how they are no on an adult level. How there are better ways of teaching children and many different ways of teaching them.
- It has taught me understand my 17 month old baby a little bit more and what's to come.
- I think it gives me a better understanding on what children are going through

**B. Program Challenges**

- We have reduced the cross-fertilization of thought and culture for students by decreasing the number of ECE adjuncts who may teach the reduced number of sections. While we used to have 19 ECE faculty speaking strongly about developmentally appropriate practices, we only have 9 faculty (including 2 FT) in 2011-12. That number will be reduced again in 2012-13. This limits the broadness and depth of the scope of reference for ECE students.

**C. Program Objectives**

**III.A. Sustain and Expand a Diverse and Content- Strong ECE Faculty:** Expand course offerings to sustain a vibrant ECE adjunct faculty pool and seek continued faculty cross fertilization and training activities.

**2. Course Section**

	Description	Yes	No	Ref. (App.)
2.1	Course outlines updated as required?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G
2.2	Course outlines include SLO's?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G/K
2.3	Course Syllabi consistent within program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	L
2.4	Unit values appropriate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G
2.5	Lecture/lab appropriate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G
2.6	Prerequisites consistent with transfer requirements?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G
2.7	Articulation agreements complete and appropriate?	<input checked="" type="checkbox"/>		I
2.8	Prerequisites validated?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	H
2.9	General education designation appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	J
2.10	Methods of delivery meet the needs of all populations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	M

**D. Program Accomplishments**

- All ECE courses have developed SLO's and all courses have completed the SLO Assessment process by the end of the school year in 2010-11.
- A new ECE and Liberal Studies Transfer Festival will be held at CSU-SB in May, 2012 and COD faculty are participating in the process.
- The ECE program has achieved Curriculum Alignment Project certification in March, 2012 in which the core eight ECE courses have been aligned with other community college courses in CA.

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- The Transfer Degree core 8 courses have been revised to meet alignment with other community colleges in CA and have been submitted to the CSU's for transfer. The ECE program and faculty have done everything to prepare students for a smooth transition to the four-year degree programs.

**E. Program Challenges**

- Prerequisites have NOT been verified and so were eliminated from the course requirements. Further work is needed to study and validate this need. However, as courses are cut, many of the students are enrolling in ECE courses AFTER they have completed much of their general education requirements.
- The ECE program has been invited to offer ECE courses at Desert Hot Springs high school in an emerging Pathways to Success program; Resources may be provided by the high school grants to support such an effort but will require commitment to courses in that area.

**F. Program Objectives**

**III.B. Expand Orientation and Advising for ECE Students:** Work with the ESL program to test potential ECE students and place them in appropriate ESL courses. Continue the ECE-Bilingual courses on Saturdays to enable Spanish speaking students to earn transferable credit for their courses and to move to be able to take General Education courses in English.

**III.C. Offer Courses in Diverse Formats:** Continue to offer ECE courses on nights and Saturdays and equitably spread across the east, central and west parts of the Coachella Valley to reflect the ECE student population.

**III.D. Study Higher Retention and Completion Rates for Saturday Courses:** Compare and analyze the higher retention and completion rates of those taking Saturday courses and apply across all course formats.

**3. Program Section**

	Description	Yes	No	Ref. (App.)
3.1	Program allows college level prepared students to complete degree in 2 years?	X	<input type="checkbox"/>	N
3.2	Program allows college level prepared students to complete certificate in 1 year?	X	<input type="checkbox"/>	N
3.3	Courses are offered to allow students to complete degree in 2 years?	⊗	<input type="checkbox"/>	N/M
3.4	Courses are offered to allow students to complete certificate in 1 year?	⊗	<input type="checkbox"/>	N/M
3.5	Program supports State and District emphasis on critical thinking?	⊗	<input type="checkbox"/>	K/L
3.6	Program supports State and District emphasis on problem solving?	⊗	<input type="checkbox"/>	K/L
3.7	Program supports State and District emphasis on written expression?	⊗		K/L
3.8	Courses meet Advisory Committee suggestions?	⊗	<input type="checkbox"/>	O
3.9	Program provides support for other programs?	⊗	<input type="checkbox"/>	H
3.10	Program Student Learning Outcomes completed?	⊗	<input type="checkbox"/>	

**G. Program Accomplishments**

- The NAEYC Accreditation of the McCarthy Family Child Development and Training Center speaks highly to the attributes the ECE program can offer to the community.
- The Curriculum Alignment Project and the Model Transfer Program degree completion offers students an easier journey to complete their BA degree through the core 8 course alignment with other colleges in California

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- The Early Childhood Student Association has been activated over the past couple of years and is now in a very successful mode; Students conducted a Book Fair of children's books and raised \$1000 for the club to purchase children's books for the library and for the McCarthy Center.

**H. Program Challenges**

- ECE students have struggled to complete courses at COD in English and were instead enrolling in Spanish course offerings provided by UCR-Extension-Riverside. Unfortunately, though those courses were extremely expensive, the credit is not transferable to CSU's nor to COD because they do not meet the academic rigor required by community college legislation. ECE providers were also not getting ESL and so were unable to obtain general education units which were required to be able to maintain a Child Care Permit after 10 years. COD initiated a set of ECE courses on Saturdays at EVC and partnered with the ESL program to match ECE and ESL cohorts. The program began in summer, 2011 and a significant problem arose in that students had not taken ESL placement tests and were inappropriately assigned to the one ESL cohort class. The ECE courses have continued on Saturdays and are taught by a bi-lingual ECE faculty member in which she offers assistance to the Spanish-speaking students. More work needs to be done to facilitate this project successfully so that students are appropriately placed in ESL coursework.
- First semester ECE students in December, 2011 were unable to register in second semester ECE courses because by the time their priority came up, the ECE courses were all filled. Faculty have taken some students into the program but exceeded the optimal student enrollment of 35 per course to do so.

**I. Program Objectives**

**III.E. Increase Course Offerings.** Increase course offerings in ECE to meet demands for early childhood teachers and training in the Coachella Valley.

**III.F. Expand Transfer Opportunities for ECE Students:** Participate in and support the Transfer Festival for ECE students and press CSU-SB to host it on the Palm Desert campus in alternate years. Continue to work with CSU-SB to articulate courses from the ECE program and school-age courses to the education program at CSU-SB. For example, a degree program being developed in education issues is considering our ECE 45 Teaching in a Diverse Society as a prerequisite.

**III.G. Expand Outreach Efforts to Potential ECE Students:** Work with ECE professional groups in the Coachella Valley to reach those early childhood professionals who need training to maintain their ECE permits or enhance job opportunities. Through this effort, faculty may promote the application to COD and related placement tests, including ESL, for potential ECE students already working in the field, including as a family child care provider.

**4. Students Section**

	Description	Above Dist. Avg.	Below Dist. Avg.	Ref. (App.)
4.1	Student Success Rate in ECE is 76.6% in Spring 2011; District is 68.82%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	T

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*J. Program Accomplishments*

- Student Success Rate: 76.7% with a high of 84.7%.
- Student Retention Rate: 90.36% with a high of 92.3%
- Entry courses ECE 001 Principles and Practices of ECE success rate was 88% with 97 total students in 2006; Success rate was 59% in Spring, 2011 for the same course, a significant decline. The pinnacle course, ECE 47/48: Student Teaching Practicum had a success rate of 91% in Fall, 2006 and a success rate of 88% in Spring, 2011, a slight decline. District average was 68.82%. A mid-program course, ECE 44 Health, Safety and Nutrition had a completion rate of 88% in 2006 and 74% in spring, 2011, both higher than the district average. The entry level course is significantly below the district average, the pinnacle course is significantly higher than the district average.
- Students completing a grade of A: The entry level course, ECE 001 found 62% of students awarded an A in Fall 06 and only 18.9% awarded an A in Spring, 2011. The pinnacle course, ECE 47/48 found 81.8% awarded a grade of A in Fall, 2006 and 78.1% awarded a grade of A in spring, 2011. The mid-program course, ECE 44 had an awarding of 61.5% A's in 2006 and 50% A's in 2011.

*K. Program Challenges*

- Some reduction in completion and success may be due increase class sizes.
- Some may be attributed to the increasing demands students face by work and finances. In fall, 2011 71% of the students in the ECE survey indicated significant financial stress and 69% of them are working in addition to taking classes (42% more than 30 hours a week) and 77% reported the time to do schoolwork amidst work and family demands was the greatest challenge (2011 Student Survey Results).
- Additionally, the removal of English 51 as a prerequisite in 2010 may have resulted in enrollment of students who were not prepared to read and write at a college level.

*L. Program Objectives*

**III.H. Faculty Advising:** Faculty Advising may help students address the challenges of coursework, family demands and stress and work. Helping students choose an appropriate course load, sharing access to financial aid and scholarships and supports may be helpful.

**III.I. Enhance Developmentally Appropriate Practices Among All ECE Faculty:** Conversations among faculty about pedagogy and shared assignment rubrics may also bring a greater understanding to the reduction in course completion rates.

**III.J. Complete Statistical Analysis of ECE 10 Prerequisite.** Student success and completion rates in ECE 10 have declined since 2010 when the prerequisite of English 51 was eliminated. The statistical analysis should be presented to the Curriculum Committee to support a motion to return the English 51 prerequisite to ECE 10.

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**SECTION IV  
STUDENT LEARNING OUTCOMES and ASSESSMENT**

	Description	Yes	No	Ref. (App.)
1.1	Course SLOs are complete for all courses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>G</b>
1.2	Course rubric complete for all courses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3	Course assessments are in progress based on established schedule	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>G</b>
1.4	Course SLOs are aligned with PROGRAM SLOs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5	Improvements have been implemented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

**A. Program Accomplishments**

All SLO's are set for each courses; SLO assessments have been completed. Changes have been implemented, such as creating more finely tuned rubrics for grading. Grading rubrics are in place for all full-time faculty taught courses.

**B. Program Challenges**

Assessments need to continue without the advantages of OASR faculty appointments.

**D. Program Objectives**

**IV. A. Support Faculty to Sustain Program Assessments.** Sustain program assessments within the scope of work for faculty for each course.

**SECTION V  
COMPLIANCE**

	Description	Yes	No	N/A	Ref (App.)
1.1	Program meets Federal agency requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Could seek national accreditation
1.2	Program meets State agency requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	Course outlines meet Title V Standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	Program course outlines meet State and District requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	Program meets accreditation requirements (SLO's)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6	Prerequisites and Co-requisites meet State and District standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	Prerequisites have been validated	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1.8	Advisory Committee meetings are held regularly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**A. Program Accomplishments**

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- The entire 8 unit core ECE courses were revised in Fall, 2011 and meet Title V requirements and are aligned with other California community college ECE programs (Curriculum Alignment Project).
- The ECE faculty will meet in March, 2012 to align the required California Early Childhood Educator Competencies with the ECE set of courses.
- The McCarthy Family Child Development and Training Center has received national accreditation from the National Association for the Education of Young Children.

***B. Program Challenges***

- Now it is time for the ECE Program to seek NAEYC accreditation as a Two-Year Teacher Training program; Substantial faculty time is taken to seek and meet state and national program quality achievements.

***C. Program Objectives***

**V.A. Seek NAEYC Accreditation.** The ECE program seeks to achieve NAEYC Two-Year Program Accreditation; many pieces, such as SLO's and grading rubrics are in place to pursue that goal.



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**SECTION VI  
RESOURCES**

***1. Faculty and Staff***

	Description	Sufficient?		N/A	Ref (App.)
		Yes	No		
1.1	Number of Full time faculty 2.0	X	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	Number of Adjunct faculty	<input type="checkbox"/>	X	<input type="checkbox"/>	
1.3	Number of Full time classified staff	<input type="checkbox"/>	X	<input type="checkbox"/>	
1.4	Number of Part time classified staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	Number of Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**A. Program Accomplishments**

The faculty ratio of PT faculty is 47.4% to FT faculty.

**B. Program Challenges**

- We need additional ECE faculty adjuncts to teach more courses. The number of faculty decreased from 12 in Fall, 2008 to 7 in Spring, 2011. This severely limits the diverse knowledge base of ECE faculty for students.
- We have an opportunity to expand our faculty teaching capacity beyond coursework, such as for ECE conferences, workshops and individual program training.

**C. Program Objectives**

**VIA. Expand ECE Course Offerings.**

***2. Facilities***

	Description	Sufficient?		N/A	Ref (App.)
		Yes	No		
2.1	Classrooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	Labs (all types)				
	* Computer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	* Nationally Accredited McCarthy Family Child Development and Training Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	* CA Early Childhood Mentor Teacher Program Mentor Teachers and Directors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**D. Program Accomplishments**

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- The ECE Program has access to the Nursing Building computer lab and can take student groups to the lab to work on electronic research and to prepare electronic papers relevant to in-class small groups.
- The McCarthy Family Child Development and Training Center offers a nationally accredited environment and teaching practice to prepare early childhood student teachers.
- The California Early Childhood Mentor Program funds 12 Mentor Teachers to receive our ECE Student Teachers each semester; the Mentors receive a small stipend and are required to receive continuing professional growth and provide service to the ECE community; They not only help with the Week of the Young Child planning committee but also the Stan and Carolyn Little ECE Conference Planning Committee.
- In Fall, 2010, the Nursing Building renovation was completed and for the first time ECE classes were held in an environment that enable teaching with integrity to the teaching practice which students are encouraged to use in their ECE classrooms for children. Round tables enable small group discussions and projects; sinks allow health, safety and nutrition practices to be modeled and practiced; electronic projectors and computers allow state of the arts technology to be brought into the learning environment!
- The ECE faculty and center director are working with the contractors to add a developmentally appropriate toddler classroom and adult ECE student classroom at the existing McCarthy Family Child Development and Training Center. The new classroom will allow observations into the classrooms of the children to apply child development reading to application on a daily basis.
- A natural and developmentally appropriate playground is being developed for the McCarthy Family Child Development and Training Center and will be a showpiece for all of the Coachella Valley, as well as an outstanding environment for the children at the center to learn and grow.

**E. Program Challenges**

- The new ECE classroom will only be one classroom for toddlers and one classroom for adults. This is unfortunate because the original plans proposed two of each. This will place ECE students at night in an isolated environment from the rest of the campus.
- More importantly, more than \$2.3 million dollars of renovation and expansion funds were turned away because the District was unable to meet the timelines of the City of Palm Desert and First Five Riverside.

**F. Program Objectives**

**VI.B. Support ECE Building Construction.** ECE faculty will continue to participate in the building design and construction for the ECE classroom and children’s center expansion.

**3. Equipment**

	Description	Sufficient?		N/A	Ref (App.)
		Yes	No		
3.1	Classroom equipment	X	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	Lab equipment	<input type="checkbox"/>	X	<input type="checkbox"/>	
3.3	Office equipment	X	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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**G. Program Accomplishments**

- As noted above, classroom materials and electronic equipment have made teaching able to be a model of what is expected in young children’s classrooms: We can practice what we preach!
- Since ECE faculty were moved into the Barker Nursing Complex for offices in Fall, 2010, the quality of office space and computers has increased substantively. The ease of being near other faculty for cross-fertilization of ideas as well as nearness to the dean and office assistants and bookkeepers has increased communication, efficiency and effectiveness.
- The Child Development Training Consortium Grant provided \$4000 to the New Horizons Book Loan program for ECE textbooks in the 2010-2011 fiscal year and will provide additional funds this fiscal year to increase the textbooks available for students who have financial need.
- Emerging technology is enabling new resources for teaching young children in developmentally appropriate ways, including those with special needs. It is also increasing the demand for higher quality training materials for teachers and parents. It is essential that our ECE students have access to the technology tools to enable them to excel in the work setting when they complete their ECE courses. Currently, faculty invite students to do this work but mostly require them to find access to the enhanced technology outside of school. The computer lab is helpful but it does not have access to the emerging wonder tools that are accessible through non-Microsoft venues.

**H. Program Challenges**

- Additional classroom supplies of math and science materials are needed, as well as musical instruments to support a broad ECE curriculum approach with ECE students.
- With the increasing role of cognitive neuroscience in the field of child development, opportunities to visit a neuroscience laboratory at UC-Irvine would significantly enhance students’ capacity to understand learning and the brain. However, the cost of travel is prohibitive for students. We need to be able to provide bus transportation to the site each semester during the child development course.
- Field trips outside of the Coachella Valley for students to visit state-of-the art programs are prohibitively expensive. Visits to the Innovative Learning Center in Riverside, The Reggio-Inspired Program at Grossmont Community College and in Santa Monica, as well as the Internationally Accredited Montessori in Redlands would greatly enhance student learning.

**I. Program Objectives**

**VI.C. Expand ECE Course Materials.** Sustain and expand ECE course materials to enable ECE students to be prepared to enter the classroom of the present and the near future.

**4. Services**

	Description	Sufficient?		N/A	Ref (App.)
		Yes	No		
4.1	Library resources and services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	Counseling resources and services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	Advising resources and services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	Evening programs and services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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4.5	Off campus programs and services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	Online services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**J. Program Accomplishments**

- The Library appointed an ECE Liaison, Stella Baker, and she has been helpful in instructing ECE students on library resources and searches.
- The library also agreed to fund the development of a small collection of ECE children’s books for students to use for coursework and student teaching. Two staff decided to donate their collections of children’s books and all children’s books purchased for use with ECE students were given to the library collection. This will substantially add to the resource materials available for students. and this will make a significant contribution to the teaching resources for ECE students.
- ECE Faculty have invited counselors and Title V financial aid counselors to speak to their classrooms of first semester ECE students to make them aware of the resources to help them succeed at COD.
- Counselors (Cynthia Velasquez) made herself available to speak to ECE professional groups in the Coachella Valley to help them prepare for COD enrollment.
- ECE Faculty make students aware of financial resources, including Child Development Training Consortium and CARES PLUS stipends to help them achieve their educational goals and receive a financial incentive to enter and remain in the ECE field.

**K. Program Challenges**

- The funding for the children’s book section will need to be sustained for many years before it will be sufficient for ECE students and faculty.
- Stipends from the other programs support some ECE faculty time to share the financial resources with ECE students; without these stipends, additional time and personal cost would be upon the faculty.

**L. Program Objectives**

**VII. D. Expand ECE Advising for Orientation.** Work with counselors and financial aid counselors to host an orientation for potential ECE students in association with the ECE professional associations in the Coachella Valley. This will help students get placed appropriately in ECE, English and Math courses and give them a stronger beginning at COD.

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**SECTION VII**  
**Program/Unit/Division Objectives**  
**(Five Year Outlook)**

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Unit Name: Early Childhood Program			
Section and Number	Objective Name	Objective-What will be achieved?	Justification/rationale (Use/Cite program review evidence)
I. A II.B. II.C. III.C. III.E. VI.A.	Increase ECE Course Offerings	Seek outside funding to add sections, including more ECE 10 Child Development, ECE Fast Track (ECE 001, 10, 12 and 40), ECE 46b (two sections per semester), ECE 47a (one section per semester and summer); ECE 20 and 21 Infant Toddler Development and Programming; Develop Special Needs Certificate and an Elementary Teacher Assistant Certificate.	Students can meet ECE Permit requirements in order to work and ECE programs in the Coachella Valley can find teachers with the required training and permits. Students will be eligible for a broader career path and opportunities
III.B. III.F. III.G. III.H. VII.D.	Initiate ECE Orientations in the Community and Expand Advising and Transfer/Articulation Opportunities	<ol style="list-style-type: none"> <li>1. Work with ECE professional groups in the Coachella Valley to promote the application to COD and related placement tests, including ESL, for potential ECE students already working in the field, including as a family child care provider.</li> <li>2. Faculty Advising may help students address the challenges of coursework, family demands and stress and work. Helping students choose an appropriate course load, sharing access to financial aid and scholarships and supports may be helpful</li> <li>3. Participate in and support the Transfer Festival for ECE students and press CSU-SB to host it on the Palm Desert campus in alternate years.</li> </ol>	<p>This will help students get placed appropriately in ECE, English and Math courses and give them a stronger beginning at COD.</p> <p>Students will be more successful and more intentional in their course selection and retention.</p> <p>Continue to work with CSU-SB to articulate courses from the ECE program and school-age courses to the education program at CSU-SB. For example, a degree program being developed in education issues is considering our ECE 45 Teaching in a Diverse Society as a prerequisite</p>
I.B.	Expand Community Outreach to Meet Community Needs	Expand the role of the faculty and staff participation in the community both listeners and speakers to learn the needs, understand the capacity and use our expertise to match our services where we can be most effective.	Offer ECE faculty to provide workshops for ECE programs in the community. Center and community-based ECE programs Conduct the Stan and Carolyn Little Annual ECE Conference at College of the Desert campus with the

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			McCallum Theatre as the location for the keynote address.
II.A. III.D.	Increase Certification and Graduation Rates	<ol style="list-style-type: none"> <li>1. Complete statistical analysis of English 51 prerequisite for ECE 10.</li> <li>2. Study Higher Retention and Completion rates in Saturday courses.</li> </ol>	Match student needs to be successful in ECE course completion and success. The AA degree in ECE will enable students to apply for teacher (private) or teacher assistant(public funded) programs. The AA degree will enable them to seek greater employment while they work towards their BA degree.
III.A. I.C. III.I. IV. A.	Sustain and Expand a Diverse Faculty with Sound Pedagogy	<ol style="list-style-type: none"> <li>1. Expand course offerings and restore the ECE adjunct pool to levels that promote cross-fertilization.</li> <li>2. Support faculty to complete course assessments.</li> <li>3. Sustain conversations among faculty about pedagogy and shared assignment rubrics may also bring a greater understanding to the reduction in course completion rates.</li> </ol>	Student success rates will increase. Program Assessments will guide course enhancement.
VI.C.	Expand ECE Course Materials and Facilities	<ol style="list-style-type: none"> <li>1. Seek funding for field trips to neuroscience labs and model ECE programs and to purchase technology, such as an Apple grant to purchase a computer cart of iPads for students to use to develop presentations and child work and for recording student teacher activities with children.</li> </ol>	Students will be prepared for the emerging workplace of children's programming and adult demands for print quality.
V.A.	Seek NAEYC Two-Year College Accreditation	The ECE program seeks to achieve NAEYC Two-Year Program Accreditation;	Many pieces, such as SLO's and grading rubrics are in place to pursue that goal and this will validate and enhance the quality of the ECE program and promote it nationally and internationally.

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**SECTION VIII**  
**Program Review Appendix Index**

Appendix	Description	Provided by:	Reviewed by:	Included
A	Faculty with qualifications	HR	Faculty	<input type="checkbox"/>
B	Percentage of full time / adjunct	Dean	Faculty	<input type="checkbox"/>
C	Faculty Committee assignments and participation	Dean	Faculty	<input type="checkbox"/>
D	Faculty Conference and Faculty Development	Faculty	Faculty	<input type="checkbox"/>
E	Courses not offered in 2 years	Research	Faculty	<input type="checkbox"/>
F	Course codes, descriptions, units, lecture/lab, date,	Curriculum	Faculty	<input type="checkbox"/>
G	Student Learning Outcomes and Assessment	Outcomes & Assessment Committee (OAC)	Faculty	<input type="checkbox"/>
H	Course prerequisites and co-requisites	Curriculum	Faculty	<input type="checkbox"/>
I	Course articulation agreements	Articulation	Faculty	<input type="checkbox"/>
J	Course degree status and general ed	Curriculum	Faculty	<input type="checkbox"/>
K	Sample Course Outlines	Faculty	Committee	<input type="checkbox"/>
L	Sample Course Syllabi	Faculty/Dean	Committee	<input type="checkbox"/>
M	Academic Year schedule showing: <ul style="list-style-type: none"> <li>• sections offered</li> <li>• day/ evening / virtual</li> <li>• PDC / EVC/ Other locations</li> </ul>	Dean/Faculty	Committee	<input type="checkbox"/>
N	Sequence of Courses in Program	Catalog	Faculty	<input type="checkbox"/>
O	<i>Advisory Committee Minutes</i>	Faculty	Faculty	<input type="checkbox"/>
P	Enrollments by course ( 3 - 5 years) and trends analysis	Research		<input type="checkbox"/>
Q	Completers by course ( 3 - 5 years) and percent	Research		<input type="checkbox"/>
R	Grade Distribution by Course ( 3 - 5 years)	Research		<input type="checkbox"/>
S	FTES by course ( 3 - 5 years)	Research		<input type="checkbox"/>
T	Enrollment by section	Research		<input type="checkbox"/>
U	FTES summary and analysis for Fall of previous year	Research		<input type="checkbox"/>
V	Degrees / Certificates awarded	Research		<input type="checkbox"/>
W	Labor Market Data	Research/Faculty	Faculty	<input type="checkbox"/>
X	Classrooms and usage	ISA		<input type="checkbox"/>
Y	Equipment	ISA/IS		<input type="checkbox"/>
Z	Library Resources	Library		<input type="checkbox"/>



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ATTACHMENT A: HARC DATA

2007 and 2010 HARC SURVEY RESULTS

	2010 Survey		2007 Survey	
	0 – 5 Years	6 – 17 Years	0 – 5 Years	6 – 17 Years
<b>RACE</b>				
White	28.3% ESTIMATE: 12,288 children	28.1% ESTIMATE: 26,066 children	25.2%	
Hispanic/Latino	51.8% 22,491 children	54.2% 50,162 children	65.3%	
African American	7.5% 3,263 children	7.3% 6,749 children	6.1%	
Other	12.4% 5,384 children	10.4% 9,628 children	3.4%	
TOTAL estimated children	0 – 5: 44,436*	6 – 11: 43,502* 12 – 17: 50,917*	47,027	6 – 11: 40,732 12 – 17: 59,418**
<b>RELATIONSHIP TO CHILD</b>				
Birth Mother	64.2%	60.7%	67.3%	
Birth Father	26.7%	24.4%	22.0%	
Other guardian relationship	10.7%	14.9%	10.7%	
<b>LANGUAGE OF INTERVIEW</b>				
English	74.6%	76.9%	69.9%	
Spanish	25.4%	23.1%	30.1%	
<b>U.S. CITIZENSHIP</b>				
Yes	76.3%	79.3%	70.4%	
No	23.7%	20.7%	29.6%	
<b>EMPLOYMENT</b>				
Employed or self-employed	49.3%	68.1%	63.7%	
Out of work	15.4%	10.6%	20.8%	
Homemaker	22.3%	15.7%	8.7%	
Full-time in one job	75.1%	69.7%	75.5%	
Full-time in 2 jobs	7.7%	.7%	2.3%	
Part-time in 1 job	14.2%	23.0%	17.2%	
Part-time in 2 or more jobs	.3%	5.0%	2.0%	
Other	2.7%	1.5%	3.0%	
<b>EDUCATION</b>				
Less than High School	18.1%	16.6%	31.8%	
HS or GED	36.6%	37.0%	27.1%	
Some College	23.1%	20.3%	22.5%	

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College	17.1%	17.3%	18.6%
Post Graduate	5.1%	8.9%	
INCOME			
\$0 - \$24,999	25.5%	28.4%	26.5%
\$25,000 - \$49,999	41.7%	37.5%	44.8%
\$50,000 - \$74,999	18.8%	17.8%	11.3%
\$75,000 +	14.0%	16.3%	17.4%
POVERTY			
0 – 100% of poverty guidelines	25.3%	28.5%	
101-200% of poverty guidelines	33.4%	34.1%	
201-250% of poverty	10.8%	11.4%	
251- 300% of poverty	4.0%	8.9%	
>300% of poverty	26.4%	17.2%	

\*Number is not total who reported race. \*\*Total children estimated 2010: 138,855 ; 2007:147,177 showing a drop of 8.322 population of children or 5.9% decline

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ATTACHMENT B: 2011 ECE Student Survey Data

**COD Early Childhood Education Discipline: Student Survey Results**

	2010-11 n = 237	2011-12 n=194
19-29 years	61%	65%
30-39 years		23%
40-49 years		
50 and over	9%	12%
English	54%	62% (91% of the other 38% named Spanish)
East End of Valley		35%
West End of Valley		31%
Central Valley		30%
≤ 3 credits		20%
≤ 12 credits		39%
13-25 credits		23%
>25 credits		38%
ECE Permit		30%
AA in ECE	39%	48%
AA in Liberal Studies	25%	22%
AA in other		13%
Professional Growth hours		25%
Transfer to BA		48%
Infant/Toddler		27%
Preschool		53%
Special Needs		24%
Elementary School	33%	39%
Be a Director		20%
Related field		39%
Yes		18%
No		82%
Associate Permit		44%
Teacher		21%
Master Teacher		10%
Site Supervisor		23%
Program Director		3%
Yes		69%
10-15 hours		10%
16-20 hours		22%
20-30 hours		26%
>30 hours		42%
3-6 credits		44%
6-8 credits		14%
8-12 credits		28%

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>12 credits		14%	
Time	50%	77%	
Family	48%	67%	
Transportation		15%	
Other		30%	
Financial Stress	69-70%	71%	
Transfer delays	6%	17%	
Job Loss	22%	15%	
Transportation	14%	13%	
Child care	10%	10%	
Health care needs	12%		
		Extremely Helpful	Helpful
ECE Faculty		55%	37%
ECE Classroom		51%	42%
ECE materials and supplies		57%	53%
Other ECE students		35%	46%
ECE Mentor Teacher		53%	29%
ECE Website		38%	29%
		Extremely Familiar	Familiar
Child Development Training Consortium		22%	33%
Mentor Program		21%	31%
CARES PLUS		14%	27%
AB212 CARES		12%	22%
ECE Club		13%	24%
Writing Lab		32%	32%
Counseling		36%	39%
Financial Aid		50%	26%
Book Loan		23%	24%
		Extremely Difficult	Not at all Difficult
Computer Skills		2%	76%
Assignment difficulty		3%	55%
Assignment quantity		7%	43%
Lack of time for study		17%	26%
Cost of texts		27%	23%
Work and full load		20%	31%

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**Attachment C: ECE Advisory Committee Survey**

**Summary: ECE Survey of Advisory Committee Members and Coachella Valley ECE Community: March 7, 2011**

College of the Desert ECE Advisory Committee members and the broader community were invited to an open house in March, 2011 to gain their feedback on our ECE programs for their staff and themselves. Fourteen (14) participated in the survey, 43% from other colleges and ECE support programs, 21% from private non-profit centers, 14% from both licensed family child care and from public school Head Start programs, and 7% from private, for-profit centers.

When asked what the ECE professional needed from COD's ECE program, six (6) or 43% of survey takers requested more classes, including less of the Fast Track format, more advocacy and leadership and professional development coursework; Two (2) requested more advising on AA degree requirements and transfer to BA programs; One (1) requested more ECE conferences; One (1) requested the Child Development Center to be the center of all resources and the model for the entire ECE community in Valley; and one(1) requested more outreach through collaboration to meet the educational goals of students. Two reported their needs have been met.

When asked what the ECE program does to help the ECE community in the Valley, 43% reported the courses, including night (1) and weekend (2) offerings, and those that are child care permit-focused; 29% reported the faculty knowledge, effort, experience, student and community focus; 21% named content of the coursework, specifically the quality and observation and administration tools; and 7% reported community outreach.

When asked what the ECE program could do to help better meet their needs, respondents named scheduling evenings and weekend (3), train and use Mentor Teachers (2), consistency among faculty, workshops, community involvement and content in courses related to observation and assessment. Three reported services were excellent or they had no unmet needs.

When asked what the ECE program does that negatively impacts their ECE program, 64% said the ECE Program has no negative impacts on their work, but 14% reported the lack of classes, 7% reported overriding prerequisites and 7% reported feeling excluded as a non-profit school.

When asked what new things the ECE program could do to help meet their needs, 43% of the survey takers said the ECE program is doing a great job (1) and there is nothing more to do (6). Others suggested program additions: more classes (2) and the following were named by one person each: more faculty at the Child Development Center, greater flexibility for working students and students who are parents, ECE students involved in the community activities and ECE conferences.

Finally, when asked how the ECE Program could better meet their needs, participants named: three named community outreach and collaboration efforts, including greater flexibility in course scheduling, collaboration to enhance quality education for all children and ECE conferences. Three requested for more classes and two (2) named consistency on theory and practice among ECE faculty, the child development center with the broader ECE community.

Four themes emerge from these data: Classes (more and flexibly scheduled), content (integrity, clear core content), collaboration (college, CDC and community about student needs, goals and quality education for all ECE students and children) and community (conferences, workshops).

**RAW DATA:**

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**How does COD's ECE program contribute to the quality of ECE in the Coachella Valley?**

- \* It provides education, a center to observe and a mentor program
- \* Sets a standard for community college education that encourages the pursuit of 4 year degrees
- \* It is the hub of ECE for the Valley
- \* It's informative and educational—motivates you to keep pursuing your education.
- \* Always looking for public input

**In what ways has COD's ECE program been a part of your history?**

- \* It has provided mentors for me to follow
- \* Have been a part of COD since 1983
- \* I started taking classes in 1987 and have been here ever since (mentor program?)
- \* My first mentors were at the COD child care center; I got my AA degree at COD and I have been a mentor for 10 years and enjoyed every minute
- \* COD's ECE program encouraged me to want to learn more and to strive for excellence. I appreciated all of the great instructors. I had a great time!
- \* Working with Jan (Barnett) and others at COD on the Board of the Child Care Consortium

**Share a Bestever COD ECE Moment**

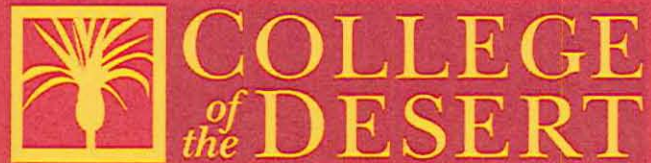
- \* Graduating
- \* When the ECE center opened
- \* 1<sup>st</sup> Stan Little Conference with Jan Barnett
- \* When I was a lab student at COD, Jan Barnett said we're not here to entertain children, it's not about what we can do, its about what we can get them to do
- \* My first day at the (McCarthy Family Child Development and Training) Center
- \* Taking the infant/toddler course with Robbie Certain

**What Would Make COD's ECE Program Better?**

- \* If center participated more in the Stan Little Conference
- \* Provide conferences, trainings, other than just courses
- \* Would love an ECE sign language course
- \* More training and information on workshops
- \* More courses in the evenings and weekends
- \* Student involvement in community events
- \* Monthly meetings in the evenings so that family child care may attend
- \* More feedback from the mentees

**Any Good "Aha!" Moments Because of COD's ECE Program?**

- \* In a class I was told to always check, ask: "How is this good for children?"
- \* It's the process, not the product
- \* Obtained my director's permit
- \* It's all about relationships



# FY 12/13 BUDGET GOVERNOR'S MAY REVISION

Dr. Edwin Deas, Vice President, Business Affairs  
May 18, 2012

FY 12/13 BUDGET  
GOVERNOR'S MAY REVISION

**STATE**

Shortfall increases from \$9.2 billion to \$15.7 billion

Tax projections out	\$4.3 billion
Prop 98 guarantee up	2.4 billion
Savings nixed	<u>1.7 billion</u>
	\$8.4 billion

There was no firm indication of how the \$8.4 billion shortfall will be made up.

That means, at this stage, no new funding reductions for community colleges.

June 15, 2012 deadline for Legislature to adopt budget.



## FY 12/13 BUDGET GOVERNOR'S MAY REVISION

### COMMUNITY COLLEGES

Increased Prop 98 funding to be used to reduce funding deferrals by \$313 million (up from \$218 million) in January but dependent upon tax initiative.

Chancellor's Office will push for growth funds instead – 60% (FTES), 40% Categoricals (of which 50% matriculation).

Proposed consolidation of categorical funding (Legislature opposed) – DSPS exempted.

New FTES funding model (Legislature opposed).

Block grant in lieu of (occasional) mandate funding \$33.0 million - \$28 per FTES.

Funding reduction in FY11/12 to match colleges tax increment funding (calculations seriously flawed) \$116 million (down from \$147 million).

Trigger cuts if tax initiative fails \$300 million (up from \$264 million in January) 6% + workload reduction.

Chancellor's Office deficit, estimated at \$100 million (down from \$149 million in January) – no relief from Legislature.

At this stage, no new funding reductions for community colleges.

FY 12/13 BUDGET  
GOVERNOR'S MAY REVISION

**COLLEGE OF THE DESERT**

**FY11/12**

Chancellor's Office deficit – projected \$1,020,000 non-recurring funding cut – built into Multiple-Year Budget Plan – no amendment to projections at this stage, if proportional could be \$685,000.

**FY12/13**

Assuming tax initiative fails, projected \$1,806,666 (5.66%) funding cut – built into Multiple-Year Budget Plan – no amendment to projections at this stage but League estimates \$2,092,381 (6.4%).

If tax initiative passes, will the projected \$1,806,000 funding cut be averted?

- Restore classes?
- Growth funding, additional classes?

Block grant for mandates, \$28 per FTES - \$200,000

No projections, at this stage, for tax increment recovery flawed calculation.

At this stage, no new funding reductions for COD projected.

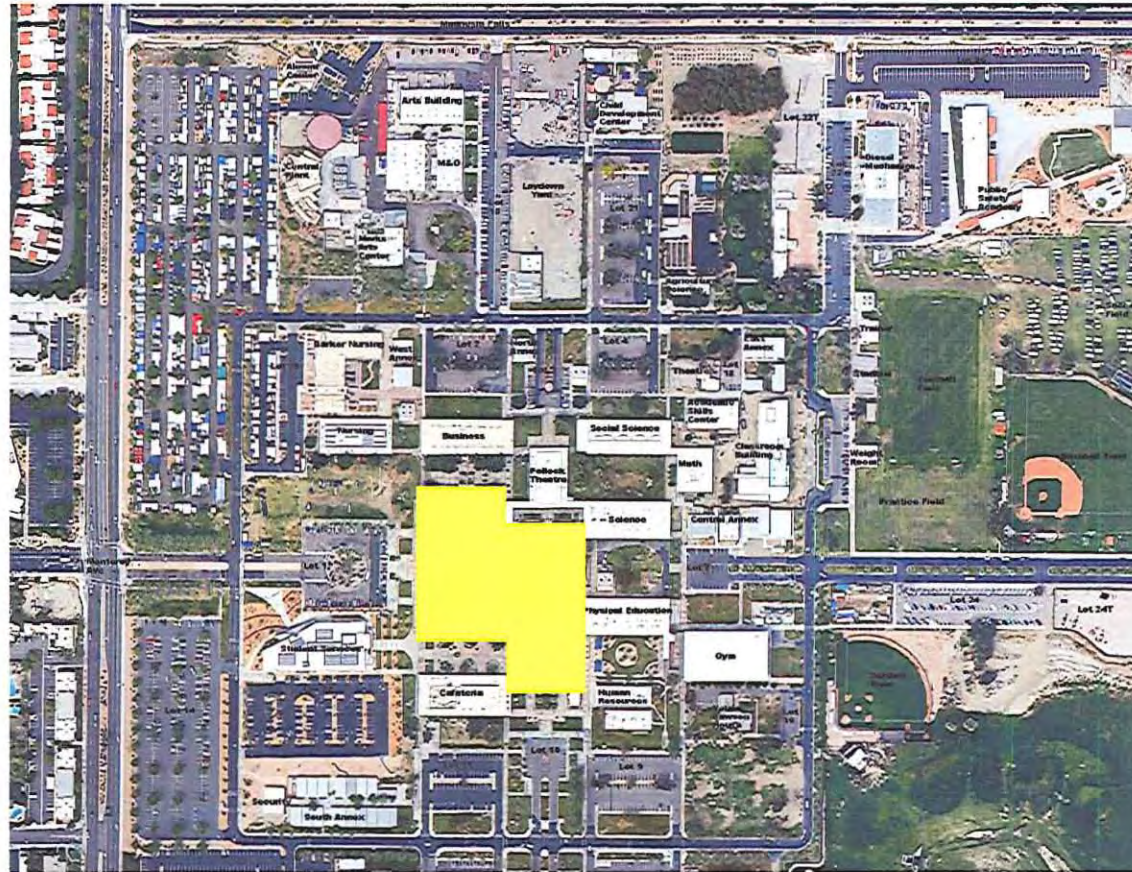


# Central Campus Redevelopment Project Options

**EISPRO**

Dr. Edwin Deas, Vice President, Business Affairs  
Steve Renew, Director, Facilities Services  
May 18, 2012

# Central Campus Redevelopment Project Location



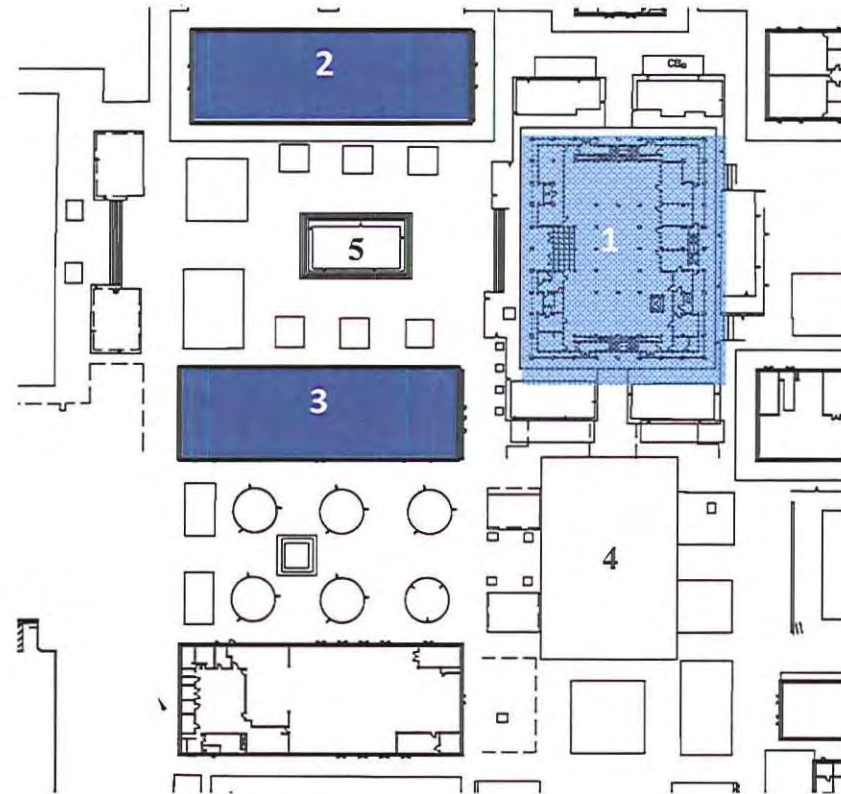
North

## Primary Components

	<u>Project Cost</u>
1. Hilb Library – Renovation	\$18,000,000
2. New Liberal Arts Building	\$8,000,000
3. New Administration Building	\$8,750,000
4. Building C – Complete Removal and utility demolition	\$1,675,000
5. Courtyard/Fountain - Renovations	\$1,200,000
<b>TOTAL:</b>	<b>\$38,125,000</b>



Total Project Size: 66,040 GSF

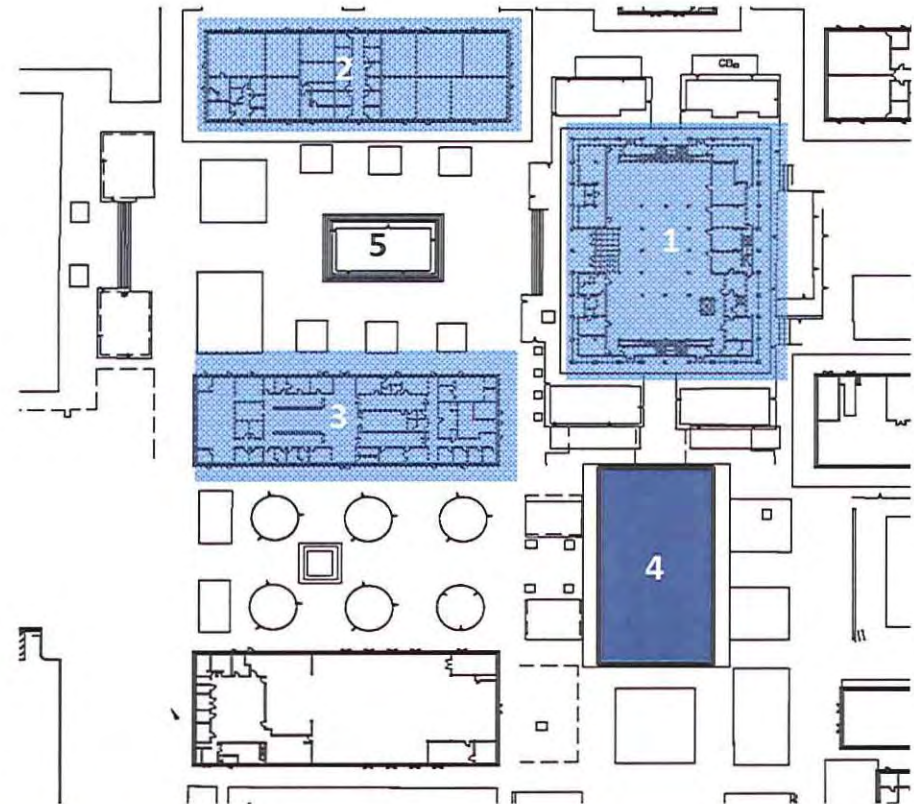


## Primary Components

	<u>Project Cost</u>
1. Hilb Library – Renovation	\$18,000,000
2. Administration Building – Renovation	\$5,438,105
3. Liberal Arts Building - Renovation	\$5,438,105
4. Building C – New Building	\$3,600,506
5. Courtyard/Fountain – Renovation	\$1,000,000
<b>TOTAL</b>	<b>\$33,476,716</b>

 New Construction  
 Renovation

Total Project Size: 66,082 GSF

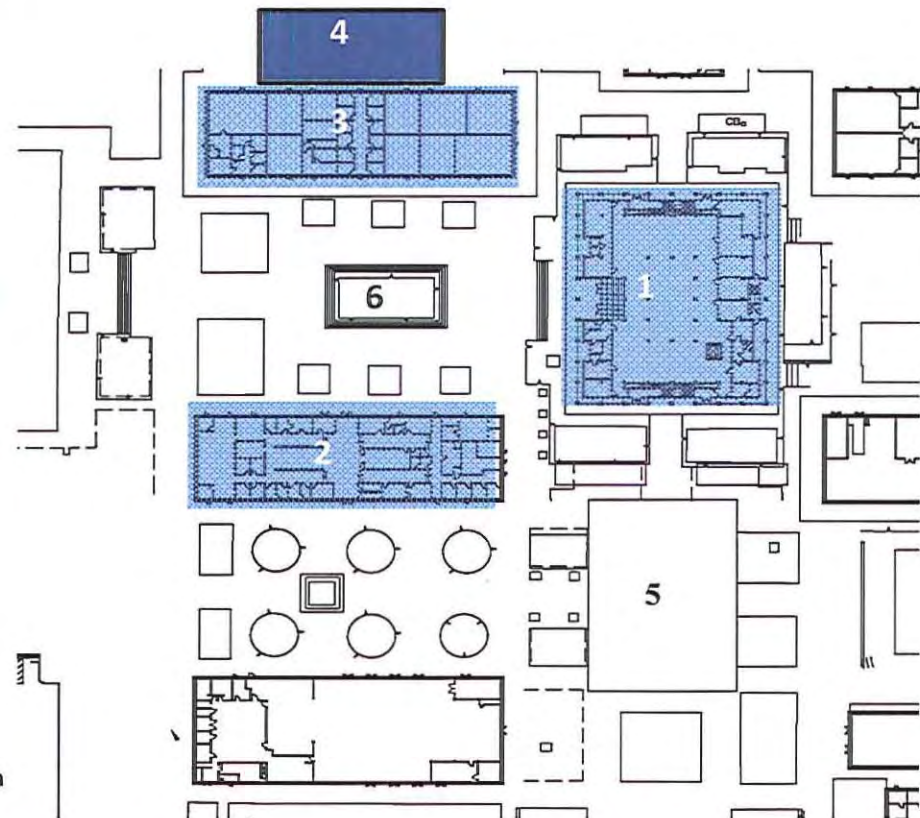


## Primary Components

	<b>Project Cost</b>
1. Hilb Library - Renovation	\$18,000,000
2. Liberal Arts Building – Renovation	\$5,438,105
3. Administration Building – Renovation	\$5,438,105
4. Board Functions - Addition	\$2,164,659
5. Building C – Complete Removal and Utility Demolition	\$1,071,429
6. Courtyard/Fountain – Renovation	<u>\$1,200,000</u>
<b>TOTAL</b>	<b>\$33,312,298</b>

 New Construction  
 Renovation

Total Project Size: 63,923 GSF



## Primary Components

1. Hilb Library - Renovation
2. Administration Building - Renovation
3. Liberal Arts Building - Renovation
4. Building C - Renovation
5. Courtyard/Fountain - Renovation

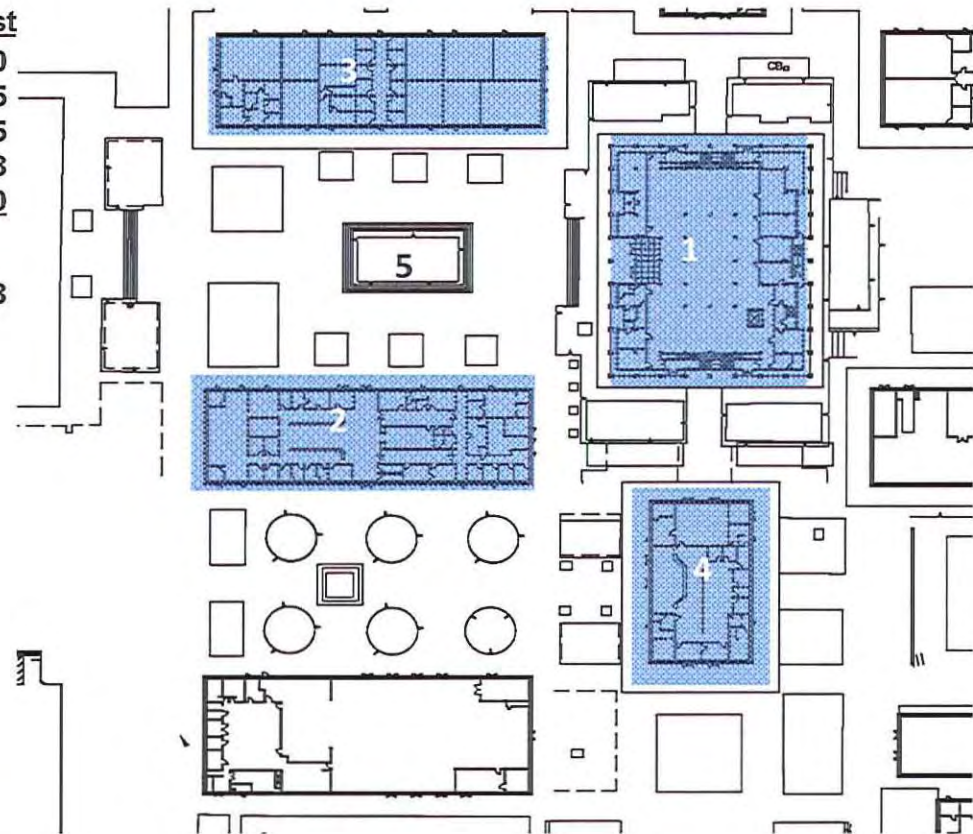
**Project Cost**

\$18,000,000
\$5,438,105
\$5,438,105
\$3,775,298
<u>\$1,000,000</u>

**TOTAL \$33,651,508**

 NewConstruction  
 Renovation

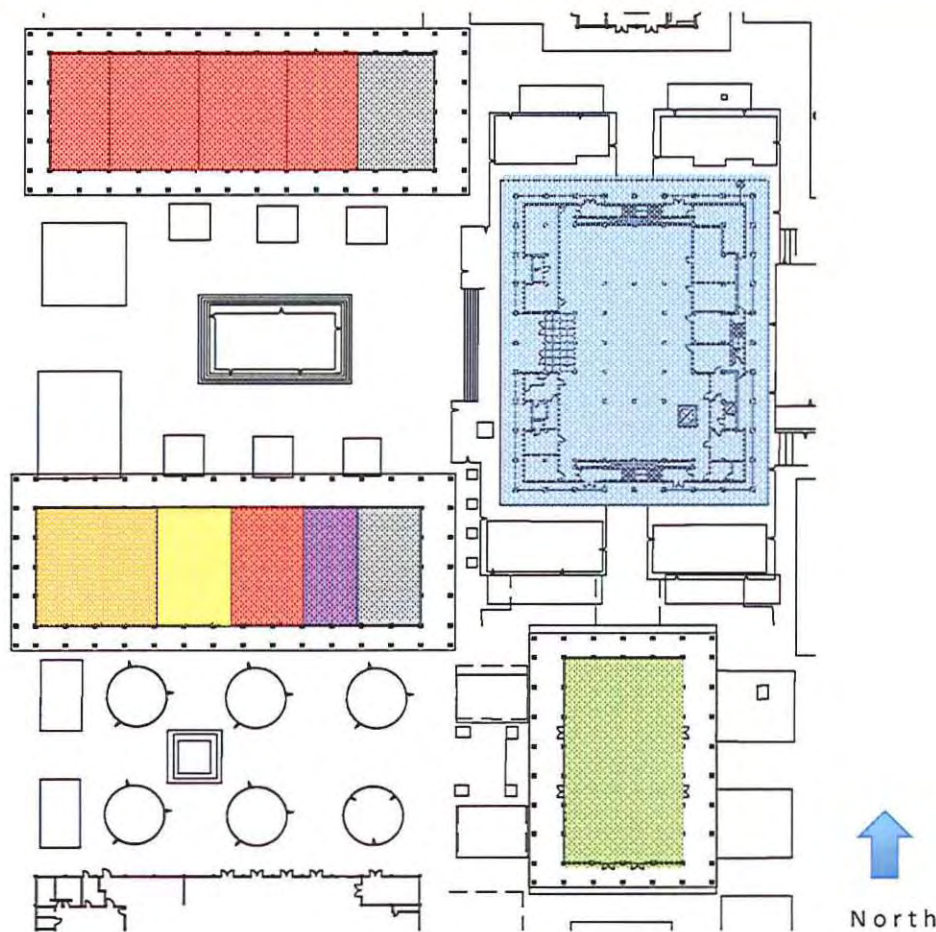
Total Project Size: 66,526 GSF





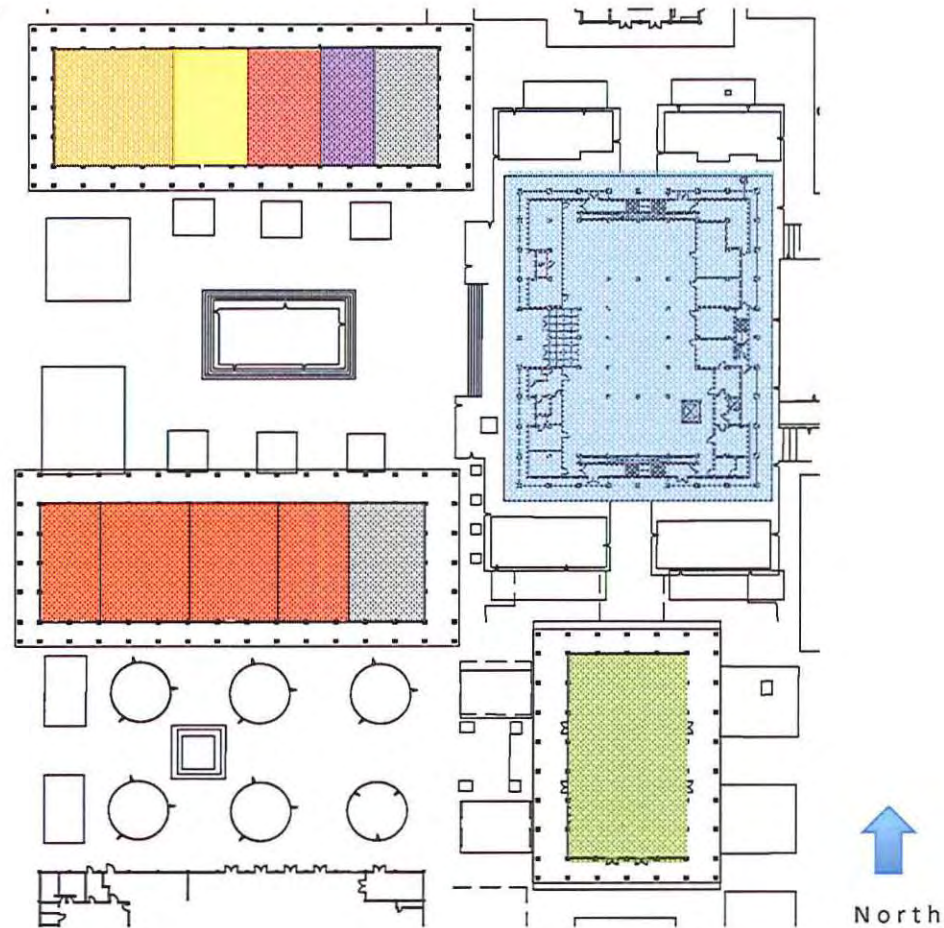
LEGEND

- ADMINISTRATION
- BOARD FUNCTIONS
- COD FOUNDATION
- LEARNING RESOURCE CENTER
- LIBRARY
- ORPHAN PROGRAMS
- UNASSIGNED SPACE



LEGEND

-  ADMINISTRATION
-  BOARD FUNCTIONS
-  COD FOUNDATION
-  LEARNING RESOURCE CENTER
-  LIBRARY
-  ORPHAN PROGRAMS
-  UNASSIGNED SPACE



## Programs

### Learning Resource Center

Library Management

Dean's Office Suite

Library Event Spaces

Multi-purpose Room

Quiet Study Area(s)

Faculty Multi-media Room

Friends of the Library

Bookstore

Storage/Workroom



North

# ADMINISTRATION BUILDING

## Programs

### Office of the President

President's Office  
Administrative Assistants  
Workroom  
Storage/Files  
Reception Area

### Office of the Vice Presidents

Office of Academic Affairs  
Office of Business Affairs  
Office of Student Services  
Administrative Assistants  
Files/Storage

### Fiscal Services

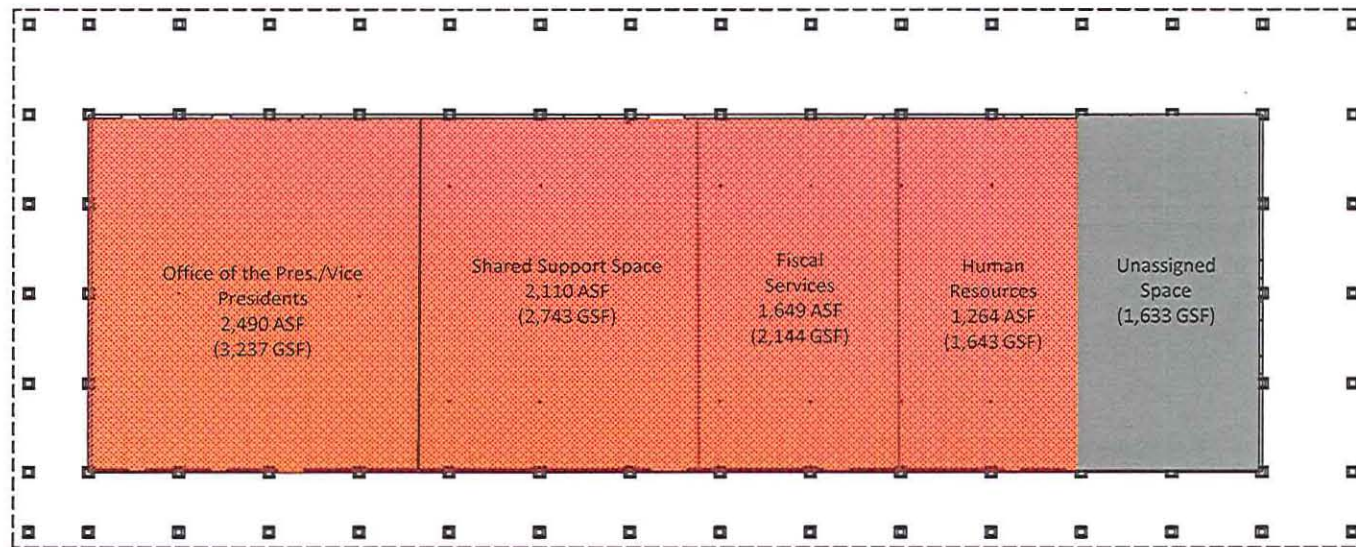
Offices  
Files/Reception

### Human Resources

Offices  
Files/Reception

### Shared Support Space

Multiple Conference Rooms  
Kitchenette/Workroom



North

# RENOVATED BUILDING

## Programs

### Board Functions

- Board Room
- Meeting Room
- Storage
- Private Lavatory

### Foundation

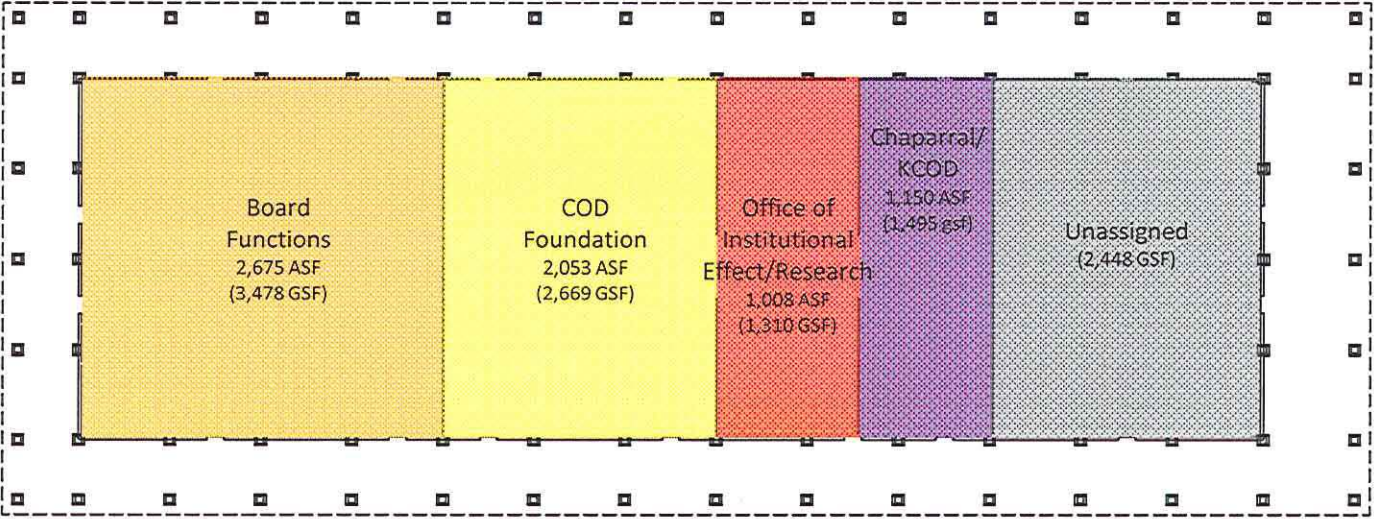
- Offices
- Conference Room
- Workroom/Storage
- Shared Kitchenette

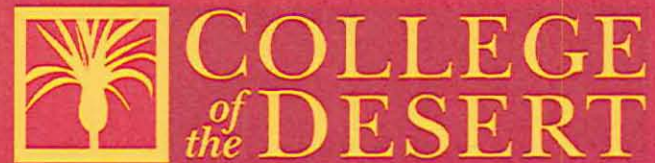
### Inst. Effect.

- Offices
- Files

### Orphans

- Chaparral
- KCOD





# PALM DESERT SOLAR PROJECT

Clyde Murley, Consultant  
Dr. Edwin Deas, Vice President, Business Affairs  
Steve Renew, Director, Fiscal Services  
May 18, 2012

# PALM DESERT SOLAR PROJECT

## SCOPE

- Approximately 2.799 Megawatts
- Probably Solar Carport Tracker System, rather than Fixed-Tilt System
- Will cover parking lots parallel to Monterey Avenue and to the south side of the Cravens Student Services Center
- 12 feet high array to accommodate needs of the Street Fair
- Minimum 25 year projected life
- Externally maintained
- Aesthetically compatible with new entrance project
- High performance guaranteed

## METHODOLOGY

- Funding: Internal, External, and Hybrid
- Internal: 4 year commitment of future redevelopment funds
- External
  - Apply for Qualified Energy Conservation Bonds
  - Sell bonds
  - Use utility savings to redeem bonds over 20 years
- Hybrid
  - Mix of internal and external strategies, in ratio to be determined
  - Rationale: take advantage of low cost borrowing
- Contract to Supply and Install PV Panels
  - Selective tender, beyond Gov't Code 4217 provisions
  - Detailed contract specifications
  - Likely limited competition to firms approved by Community College League of California

## COST

• Turnkey system, estimate		\$19,034,000
• External maintenance		2,551,346
• Other possible costs		
• Bond issuance	\$ 190,000	
• Bond interest	3,792,524	
• Contingency	176,000	
• Possible project total		\$25,743,870

## EXTERNAL FUNDING

• Bonds issued	\$<19,224,000>
• Interest	<3,792,524>
• Maintenance	<2,551,346>
• Rebates	1,695,678
• Utility savings over 25 years	34,263,939
• Net savings to general fund over 25 years	10,391,747*
* \$74,067 per year for first 20 years, then escalating amount in each of the final three years	

## INTERNAL FUNDING

• Turnkey system	\$<19,034,000>
• Maintenance	<2,551,346>
• Rebates	1,695,678
• Utility savings over 25 years	34,263,939
• 4 year commitment of future redevelopment funds	19,889,668
• Net savings to general fund over 27 years	34,263,939*

\*Annual escalating savings from \$820,000 in year 1 to \$2,058,000 in year 25

## Solar Panels

# PALM DESERT SOLAR PROJECT

## SCOPE

- Approximately 2.799 Megawatts
- Probably Solar Carport Tracker System, rather than Fixed-Tilt System
- Will cover parking lots parallel to Monterey Avenue and to the south side of the Cravens Student Services Center
- 12 feet high array to accommodate needs of the Street Fair
- Minimum 25 year projected life
- Externally maintained
- Aesthetically compatible with new entrance project
- High performance guaranteed



# PALM DESERT SOLAR PROJECT

## METHODOLOGY

- Funding: Internal, External, and Hybrid
- Internal: 4 year commitment of future redevelopment funds
- External
  - Apply for Qualified Energy Conservation Bonds
  - Sell bonds
  - Use utility savings to redeem bonds over 20 years
- Hybrid
  - Mix of internal and external strategies, in ratio to be determined
  - Rationale: take advantage of low cost borrowing
- Contract to Supply and Install PV Panels
  - Selective tender, beyond Gov't Code 4217 provisions
  - Detailed contract specifications
  - Likely limited competition to firms approved by Community College League of California

# PALM DESERT SOLAR PROJECT

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# PALM DESERT SOLAR PROJECT

## EXTERNAL FUNDING



\*\$74,067 per year for first 20 years, then escalating amount  
in each of the final three years

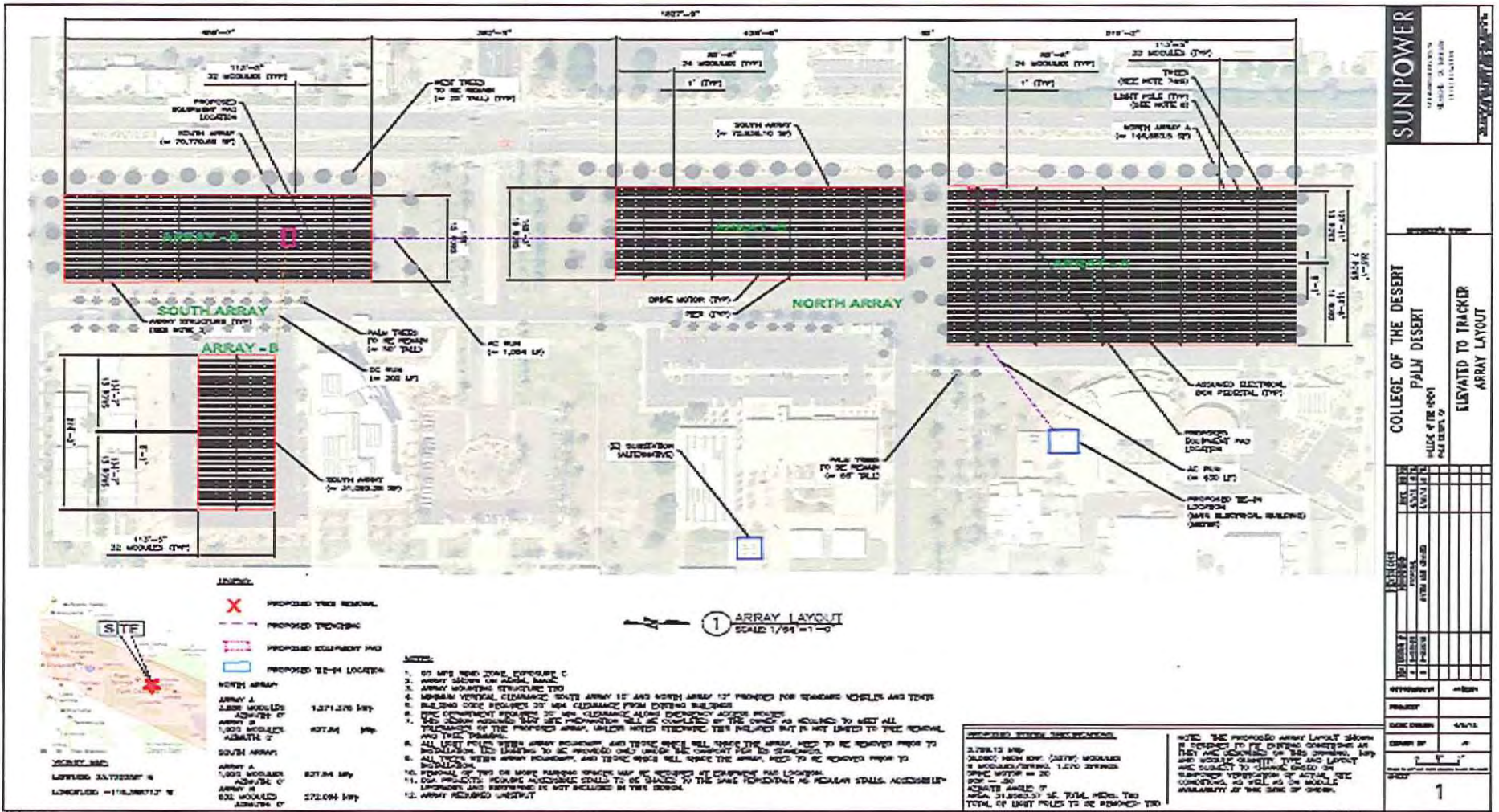
# PALM DESERT SOLAR PROJECT

## INTERNAL FUNDING



\*Annual escalating savings from \$820,000 in year 1 to \$2,058,000 in year 25

# PALM DESERT SOLAR PROJECT





**Desert Community College District**  
**Base Case: 2.8 MW Solar Carport Tracker**

100% QECCB Financing / Level Savings

UPDATED  
 VERSION  
 05/18/12

ENERGY SAVINGS	
System Size (kWp)	2,799
EPC Price (\$/Wp)	\$6.80
Solar Yield (kWh per kWp)	2,170
Annual Rate of PV Degradation	0.25%
% of Expected Solar Production Achieved	100%
Estim Avoided Energy Cost from REP (\$/kWh)	\$0.1350
Annual Electricity Cost Inflation	4.00%
REC Value (Renewable Energy Credit) (\$/kWh)	\$0.000
CSI Rebates on 1MW ac (\$/kwh)	\$0.139
Cost of O&M Contract for System (\$/kWp)	\$25.00
O&M Escalation Rate	3.00%

REPAYMENT OF BONDS	
TurnKey System Price	\$ 19,034,000
Measure B Contribution	\$ -
Financed with QECCBs	\$ 19,034,000
Add: Cost of Issuance	\$ 190,000
<b>Estimated Direct Cost</b>	<b>\$ 19,224,000</b>
Contingency	\$ 176,000
Total Requested QECCB Allocation	\$ 19,400,000
Estim Gross Interest Rate =	4.64%
Less: Fed "Direct Pay" =	-3.12%
<b>Net Int Rate on CREB/QECCB =</b>	<b>1.53%</b>

ECONOMIC BENEFIT	
Total General Fund Savings	\$10,391,747
Gen Fund NPV =	\$ 4,617,028
1st Yr kWh Gen =	6,073,978
* Total kWh Gen =	147,380,102

	Savings of Utility Bill	CSI Rebate = REC Value	Cost of O&M Contract	Net Energy Savings
1	\$ 819,987	\$ 340,838	\$ (69,978)	\$ 1,090,845
2	\$ 884,681	\$ 339,984	\$ (72,077)	\$ 1,152,587
3	\$ 917,768	\$ 339,134	\$ (74,240)	\$ 1,182,662
4	\$ 952,092	\$ 338,288	\$ (76,467)	\$ 1,213,911
5	\$ 987,701	\$ 337,440	\$ (78,761)	\$ 1,246,380
6	\$ 1,024,641	\$ -	\$ (81,124)	\$ 943,517
7	\$ 1,062,962	\$ -	\$ (83,557)	\$ 979,405
8	\$ 1,102,717	\$ -	\$ (86,064)	\$ 1,016,653
9	\$ 1,143,959	\$ -	\$ (88,646)	\$ 1,055,313
10	\$ 1,186,743	\$ -	\$ (91,305)	\$ 1,095,437
11	\$ 1,231,127	\$ -	\$ (94,045)	\$ 1,137,082
12	\$ 1,277,171	\$ -	\$ (96,866)	\$ 1,180,305
13	\$ 1,324,937	\$ -	\$ (99,772)	\$ 1,225,165
14	\$ 1,374,490	\$ -	\$ (102,765)	\$ 1,271,725
15	\$ 1,425,896	\$ -	\$ (105,848)	\$ 1,320,048
16	\$ 1,479,224	\$ -	\$ (109,023)	\$ 1,370,201
17	\$ 1,534,547	\$ -	\$ (112,294)	\$ 1,422,253
18	\$ 1,591,939	\$ -	\$ (115,663)	\$ 1,476,276
19	\$ 1,651,478	\$ -	\$ (119,133)	\$ 1,532,345
20	\$ 1,713,243	\$ -	\$ (122,707)	\$ 1,590,536
21	\$ 1,777,318	\$ -	\$ (126,388)	\$ 1,650,930
22	\$ 1,843,790	\$ -	\$ (130,180)	\$ 1,713,610
23	\$ 1,912,748	\$ -	\$ (134,085)	\$ 1,778,663
24	\$ 1,984,285	\$ -	\$ (138,108)	\$ 1,846,177
25	\$ 2,058,497	\$ -	\$ (142,251)	\$ 1,916,246
Total	\$ 34,263,939	\$ 1,895,678	\$ (2,551,346)	\$ 33,408,271

	Principal	Net Interest Cost	Net Lease Payment
1	\$ (430,445)	\$ (586,332)	\$ (1,016,777)
2	\$ (791,918)	\$ (286,602)	\$ (1,078,520)
3	\$ (834,070)	\$ (274,525)	\$ (1,108,595)
4	\$ (878,039)	\$ (261,805)	\$ (1,139,844)
5	\$ (923,897)	\$ (248,415)	\$ (1,172,313)
6	\$ (635,124)	\$ (234,326)	\$ (869,450)
7	\$ (680,697)	\$ (224,640)	\$ (905,338)
8	\$ (728,326)	\$ (214,260)	\$ (942,586)
9	\$ (778,093)	\$ (203,153)	\$ (981,245)
10	\$ (830,083)	\$ (191,287)	\$ (1,021,370)
11	\$ (884,387)	\$ (178,628)	\$ (1,063,015)
12	\$ (941,097)	\$ (165,141)	\$ (1,106,238)
13	\$ (1,000,309)	\$ (150,789)	\$ (1,151,098)
14	\$ (1,062,123)	\$ (135,535)	\$ (1,197,657)
15	\$ (1,126,643)	\$ (119,337)	\$ (1,245,980)
16	\$ (1,193,978)	\$ (102,156)	\$ (1,296,134)
17	\$ (1,264,238)	\$ (83,948)	\$ (1,348,186)
18	\$ (1,337,541)	\$ (64,668)	\$ (1,402,209)
19	\$ (1,414,007)	\$ (44,271)	\$ (1,458,278)
20	\$ (1,488,986)	\$ (22,707)	\$ (1,511,693)
21	\$ -	\$ -	\$ -
22	\$ -	\$ -	\$ -
23	\$ -	\$ -	\$ -
24	\$ -	\$ -	\$ -
25	\$ -	\$ -	\$ -
Total	\$ (19,224,000)	\$ (3,792,524)	\$ (23,016,524)

	Annual	Cumulative
1	\$ 74,067	\$ 74,067
2	\$ 74,067	\$ 148,135
3	\$ 74,067	\$ 222,202
4	\$ 74,067	\$ 296,269
5	\$ 74,067	\$ 370,336
6	\$ 74,067	\$ 444,404
7	\$ 74,067	\$ 518,471
8	\$ 74,067	\$ 592,538
9	\$ 74,067	\$ 666,605
10	\$ 74,067	\$ 740,673
11	\$ 74,067	\$ 814,740
12	\$ 74,067	\$ 888,807
13	\$ 74,067	\$ 962,874
14	\$ 74,067	\$ 1,036,942
15	\$ 74,067	\$ 1,111,009
16	\$ 74,067	\$ 1,185,076
17	\$ 74,067	\$ 1,259,143
18	\$ 74,067	\$ 1,333,211
19	\$ 74,067	\$ 1,407,278
20	\$ 78,843	\$ 1,486,121
21	\$ 1,650,930	\$ 3,137,051
22	\$ 1,713,610	\$ 4,850,662
23	\$ 1,778,663	\$ 6,629,324
24	\$ 1,846,177	\$ 8,475,501
25	\$ 1,916,246	\$ 10,391,747

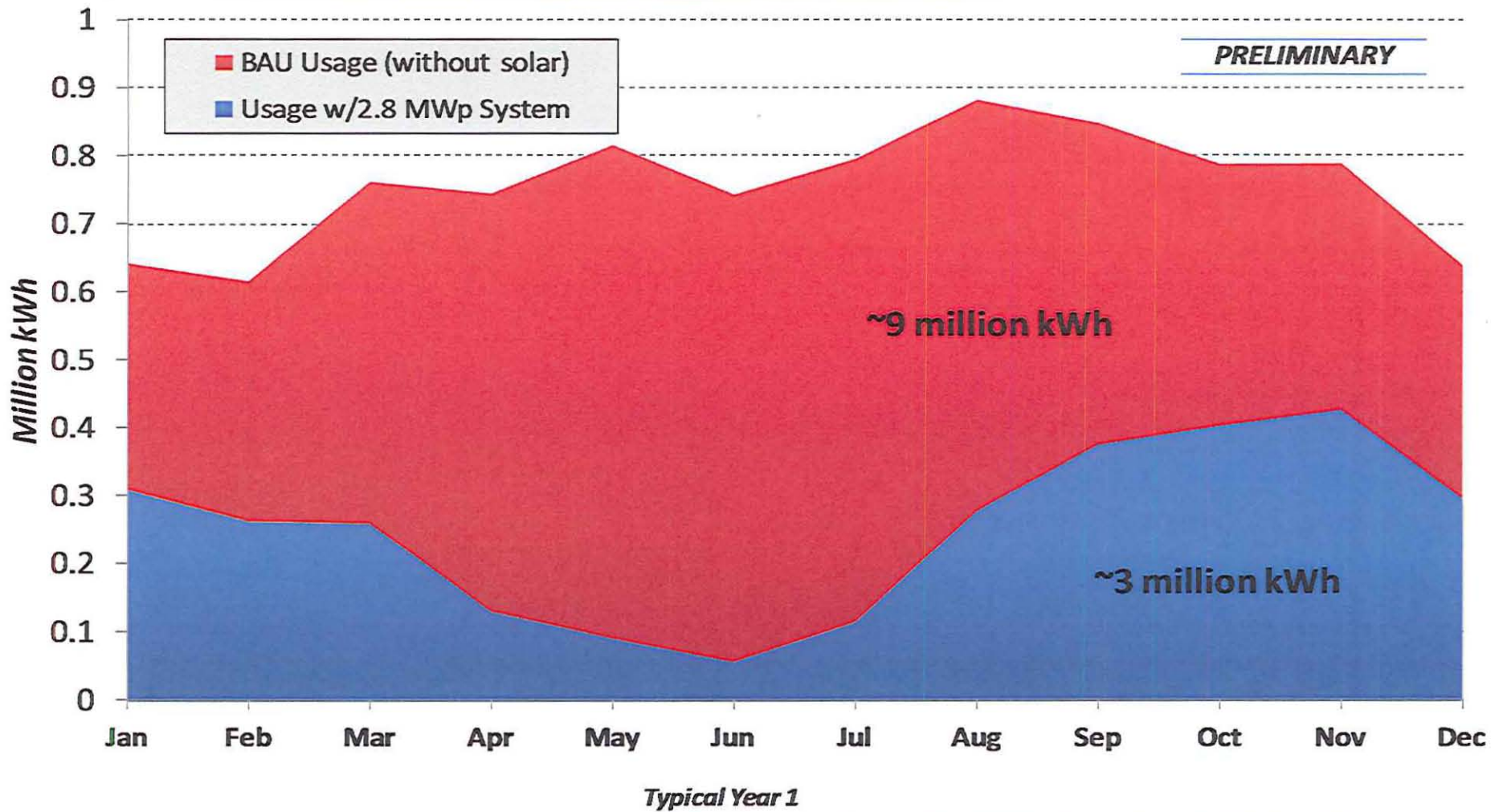
\* QECCB = Qualified Energy Conservation Bonds.

Preliminary Estimates, subject to further evaluation of proposed ideas and historical consumption/meter data

MuniBond Solar

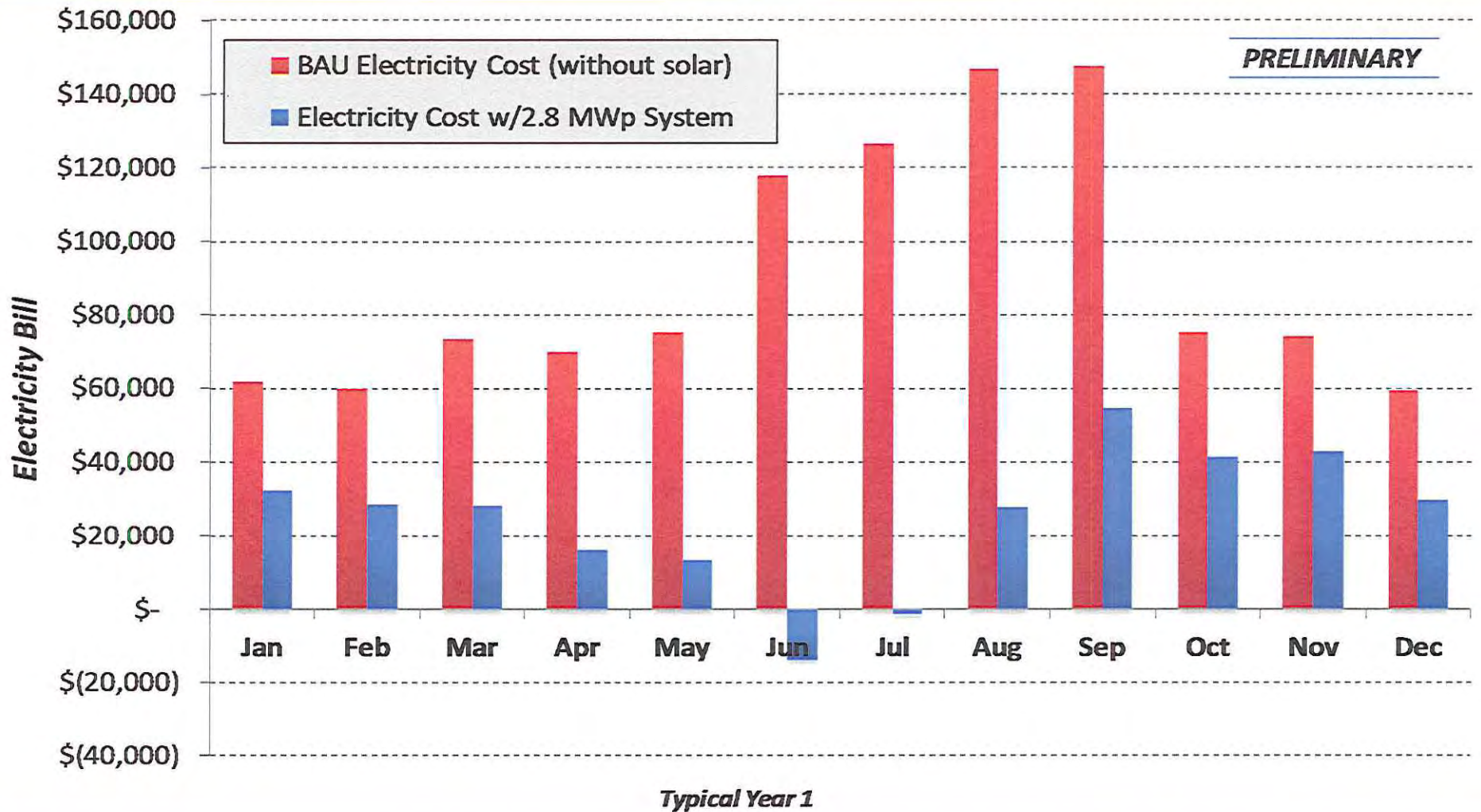
5/15/12

# PALM DESERT SOLAR PROJECT

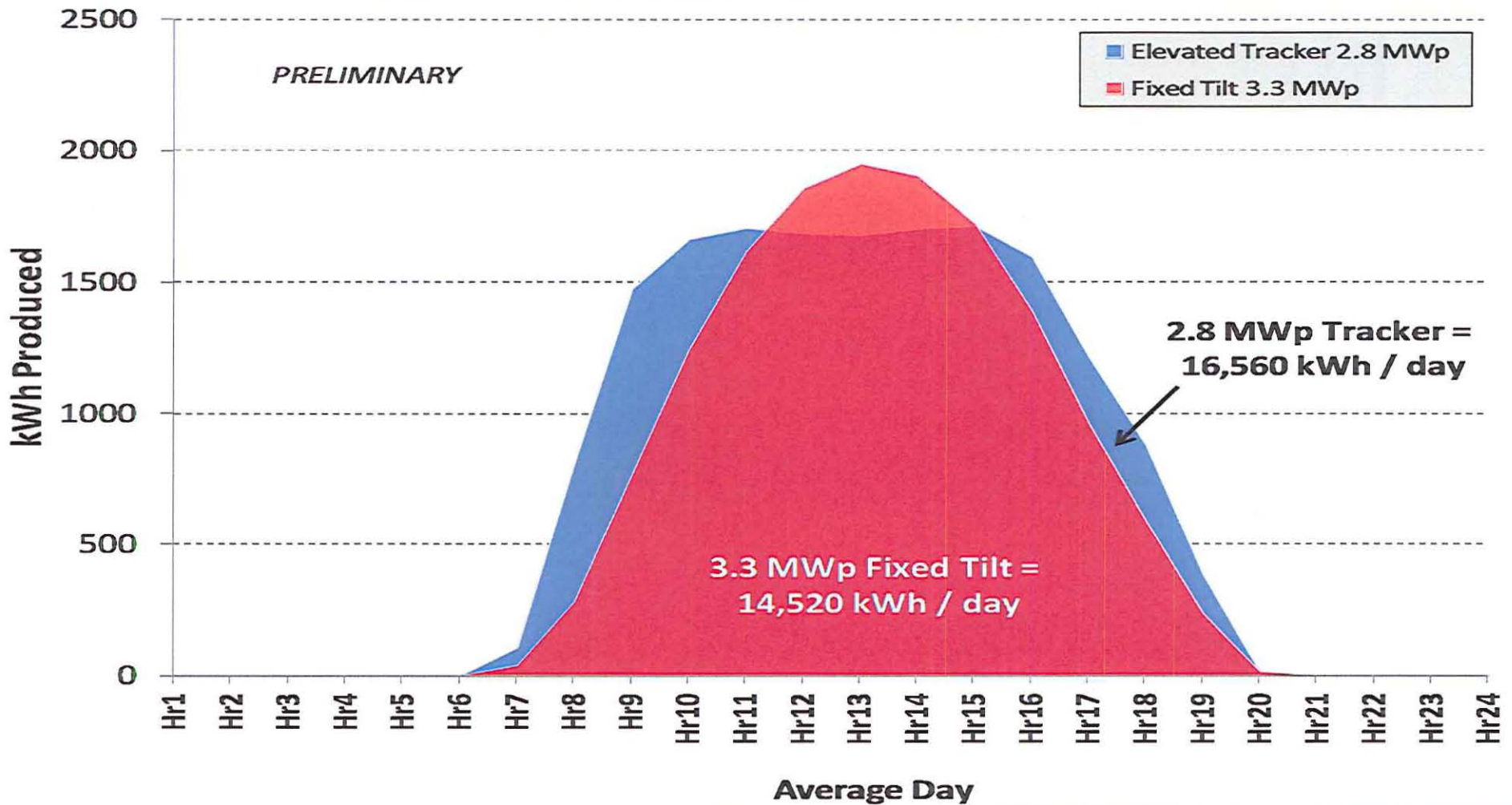




# PALM DESERT SOLAR PROJECT



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# PALM DESERT SOLAR PROJECT



# PALM DESERT SOLAR PROJECT



## EMPLOYMENT AGREEMENT

### **Superintendent/President**

This agreement is entered into this 17th day of May, 2012, between the Board of Trustees (hereafter "Board") of the Desert Community College District (hereafter "District") and Joel L. Kinnamon, Ed.D. (hereafter "President").

The parties agree as follows:

1. Employment. District hereby hires and employs President to serve as Superintendent/President of the District and President hereby accepts such employment and agrees to perform all the duties of the office during the term of this agreement.
2. Term. Subject to the provisions below, the term of this agreement is for a period commencing July 9, 2012 and ending June 30, 2016. (hereafter "term")
3. Salary. The President's annual salary for the term, in addition to any deferred compensation, shall be two hundred forty thousand dollars (\$240,000.00) per year.

The President's salary shall be payable in twelve (12) approximately equal monthly installments of twenty thousand dollars (\$20,000.00).

The annual salary shall automatically be adjusted in the event of salary increases granted to the District Management Staff or four per cent per annum (4%), whichever is higher.

The Board reserves the right to increase the President's salary at any time during the term of this agreement. However, an increase in the President's salary shall not be deemed an extension of the term of this agreement.

4. Deferred Compensation. In addition to the salary set forth herein, the District shall provide the President with a deferred compensation plan as set forth in Exhibit A to this Employment Agreement entitled "Deferred Compensation Agreement By and Between Desert Community College District and Joel L. Kinnamon, President" (hereafter "Deferred Compensation Agreement").

5. Duties. The President shall perform the duties of President/Superintendent as prescribed under all applicable California law and Board policy and as prescribed by the Governing Board.

6. Termination.

A. Termination for Cause. This agreement may be terminated at any time for (1) breach of this agreement, (2) on the grounds enumerated in Education Code section

87732, (3) as otherwise allowable by law, or (4) for failure of the President to substantially perform any of the duties and responsibilities as set forth in this agreement.

Such termination shall not occur before the Board and the President have had an informal discussion in closed session regarding specific problems or differences. If no mutually satisfactory resolution is accomplished, the President will be served by the Board with written notice of the grounds for his removal and the President will have five (5) calendar days within which to request a second informal hearing before the Board, in closed or open session (whether the session shall be open or closed will be determined solely at the discretion of the Board). That informal hearing shall be held within ten (10) days after the request of President. At that second informal hearing, President shall, at his sole discretion and his sole expense, be allowed to bring legal counsel. The Board's final decision regarding termination shall be rendered in writing within five (5) days after the conclusion of that second informal hearing. That second informal hearing shall be the President's sole and exclusive right to any hearing that might be required by law.

B. Disability. Should the President be unable to serve in his position due to any disabling physical or mental condition, upon the expiration of the President's sick leave entitlement, and upon written evaluation by a licensed physician (if the disability is physical) or a licensed psychiatrist (if the disability is mental) designated by the District indicating the inability of the President to further perform the essential functions of his duties with or without reasonable accommodations, this Agreement may be unilaterally terminated by the Board.

C. Death. Death of the President terminates this Agreement immediately. In such event, all salary, vacation pay, or other monetary amounts due at the date of death shall be paid to the President's estate unless the Board is otherwise directed in writing by the President.

D. Mutual Consent. This Agreement may be terminated at any time by the mutual consent of the Board and the President.

E. Non-renewal. The District may elect not to renew this Agreement in accordance with applicable law including Education Code section 72411.

7. Maximum Cash Settlement. If this Agreement is prematurely terminated by the Board, the maximum cash settlement which the President may receive shall be an amount equal to the monthly salary at the time of termination multiplied by the number of months remaining on the unexpired term of the contract. However, President hereby acknowledges and agrees that if the unexpired term of the contract is greater than eighteen (18) months, the maximum cash settlement shall be an amount equal to the then monthly salary of the President, multiplied by eighteen (18) months. This provision should be interpreted in accordance with Government Code section 53260, et seq.

8. Status as Administrative Employee. The President shall be designated an Academic Administrator and shall be covered by the California State Teachers Retirement Systems (STRS). The parties agree that President shall acquire tenure while employed as President.

9. Vacation. The President shall be required to render twelve (12) months of full and regular service to the District during each annual period covered by this agreement, except that he shall be entitled to twenty-seven (27) days annual vacation with pay, in addition to holidays as defined in the Education Code. Upon termination or expiration of this agreement, the President shall be entitled to payment for all unused accrued vacation at the rate of his then salary; however, the President shall not be entitled to accumulate vacation of more than fifty-four (54) days. The President shall obtain Board approval prior to the use of more than five (5) consecutive vacation days.

10. Sick Leave, Other Leaves, Holidays, Jury Duty. The President shall accrue sick leave at the rate of one (1) day per month. Sick leave may be accumulated indefinitely, however, there will be no compensation paid for unused sick leave upon the termination or expiration of this agreement. The President shall be entitled to the same other leave days that are provided to other District Administrators, including days while serving as a juror in a court of law. The Parties understand that the President accrued sick leave days while employed at Chabot-Las Positas Community College District that is eligible for California State Teachers Retirement service credit. Upon verification by the District Office of Human Resources, the President's sick leave account will be credited with these additional sick leave days and reported upon retirement.

11. Health, Medical, and Welfare Benefits. The President shall be provided the same medical, health, and welfare benefits that are granted to other District administrative employees. Additionally, should the President retire after service as President for at least five (5) years, the District will provide and pay for ongoing medical benefits for the President, President's spouse, or surviving spouse, for a period of fifteen (15) years. The coverage will be either the regular group retiree medical benefits (for those under age 65) or the District's group Medicare supplement coverage (for those aged 65 or older), whichever is applicable. If either the President or President's spouse is deceased prior to the end of the fifteen (15) year period, the survivor will have continued coverage until the end of the fifteenth year period or death, whichever occurs first.

12. Reimbursement for Expenses. The President shall be entitled to the following reimbursement:

A. The President shall be reimbursed for all documented, actual, and necessary expenses incurred as a result of performance of job duties, including, but not limited to, business-related travel (lodging, meals, transportation, parking, tolls); the cost of

membership in community and professional organizations; the cost of attendance at meetings or events of professional, business, community, fraternal, business, or civic organizations where documentation includes an indication of the purpose of the meeting; cost of attendance of the spouse of the President at meetings or events where the meeting or event reasonably contemplates or requires the President to attend with his spouse; and purchase of business-related supplies.

B. The President shall be reimbursed for cell phone, electronic communication and other information technology expenses that are necessary for effective work accessibility while mobile, from his personal residence, or other remote locations.

C. The President will receive an allowance of One Thousand Dollars (\$1,000.00) per month for the use of the President's personal vehicle for business use. This amount is to be in addition to any other reimbursement that he is entitled to receive for actual and necessary expenses in the performance of his duties.

D. Upon presentation of receipts and approval of expenses, the President shall be provided reimbursement for entertainment and hospitality expenses when those expenses are incurred in connection with college or District business. Such payments or reimbursements will be provided through funds established both from general and non-general fund accounts.

13. Annual Review and Evaluation. The President and the Board shall meet annually, beginning September 1, 2012, to establish the President's goals and objectives for the following year. At that meeting, President will present the Board with his goals and objectives for the remainder of that year of the agreement. Board may choose to also present its view of the goals and objectives of the college/district for the remainder of that year of the agreement.

At the completion of each year of the term of this agreement, beginning July 1, 2013, the parties hereto will engage in an evaluation of the performance of the President for the preceding year. Toward that end, within the first sixty (60) days of the beginning of each year of the agreement, beginning July 1, 2013, President will complete a self-evaluation (in a form to be provided by the Board) addressing, among other things, whether he has achieved the prior year's goals and objectives. Within forty-five (45) days after the Board receives President's self-evaluation, the Board will meet with President to address his and its evaluation of his performance over the preceding year of the agreement. Failure of the parties to meet, however, shall not extend the agreement in any way or for any period.

14. General Provisions.

A. Entire Agreement. This agreement, including the Deferred Compensation Agreement attached hereto as Exhibit "A" contains the entire agreement of the parties. No other agreement, written or oral, and no other statement, promise or understanding occurring on or before the effective date of this agreement will be binding on the parties.

B. Amendment. This agreement may not be amended, modified, altered, or changed in any way except by written agreement signed by President and the Board President and approved by the Board.

C. Governing Law. This agreement, including the rights and obligations of the parties, shall be construed and enforced exclusively in accordance with the laws of the State of California. The parties agree that in the event of any dispute between them, regardless of the type or nature of the dispute, it shall be resolved not by litigation but by arbitration in accordance with the then existing rules of the American Arbitration Association. All administrative expenses of arbitration shall be borne equally by the District and the President. The costs and expenses of legal counsel, if any, and all other expenses of a party in preparing for and presenting his/its position at arbitration, shall be borne by the person or entity hiring that legal counsel or incurring that expense.

D. Severability. If any term or provision of this agreement shall, to any extent, be held by a court of law of competent jurisdiction to be invalid, void, or unenforceable, the remaining terms and provisions of the agreement shall continue in effect.

E. Construction. This agreement shall not be construed more strongly against either party regardless of who is responsible for its preparation.

F. The parties to this agreement acknowledge that he/it has had the opportunity to review this agreement and all of its provisions with legal counsel prior to executing the agreement and executes this agreement with full understanding of its terms.

G. Attorneys Fees and Costs. If any dispute results in the expenditure of attorneys' fees or any other costs associated with the resolution of the dispute, each party will bear his/its own expenses and no award shall be made requiring the reimbursement of any party's costs or attorneys' fees by any other party.

H. District Rules and Regulations. This agreement, including the Deferred Compensation Agreement attached hereto as Exhibit "A", is intended by the parties to be the sole instrument governing the relationship between them, unless a provision of law, now or hereinafter enacted, is specifically applicable to this agreement or to the District/President relationship. The parties expressly agree that the District's policies, rules, and practices shall not be applicable to the employment relationship between the President and the District except as specifically set forth in this agreement.

I. This agreement shall be binding upon the heirs, administrators, executors, and assigns of the President. This agreement shall also bind any successors and assigns of the District.

J. Should President choose to unilaterally terminate this agreement, he will provide Board with ninety (90) days' notice of his intent to terminate the agreement. Further, should President apply for or become a candidate for any other position during the term of this agreement, he shall notify the Board within two weeks of his application or knowledge of his candidacy.

K. The District shall pay (one-time) moving costs from Castro Valley, California, to a location within the College of the Desert district boundaries under the condition that the President shall solicit three (3) bids on moving costs and accept the lowest of the three (3) bids, not to exceed ten thousand dollars (\$10,000).

IN WITNESS WHEREOF, the parties have entered into this agreement as of the date first above-written.

**BOARD OF TRUSTEES OF  
THE DESERT COMMUNITY  
COLLEGE DISTRICT**

**SUPERINTENDENT/PRESIDENT**

BY *Bonnie Stefan*

**Bonnie Stefan, PhD  
Board President**

BY *Joel L. Kinnamon*

**Joel L. Kinnamon, Ed.D.**





# ECE PROGRAM REVIEW

Wendy Hinrichs Sanders, Ph.D.

# PREPARERS

- Donna Greene, ECE Faculty
- Dianne Russom, Director, McCarthy Family Child Development and Training Center
- Wendy Hinrichs Sanders, ECE Faculty
- Leslie Young, Dean, Health Sciences and Education

# HISTORY

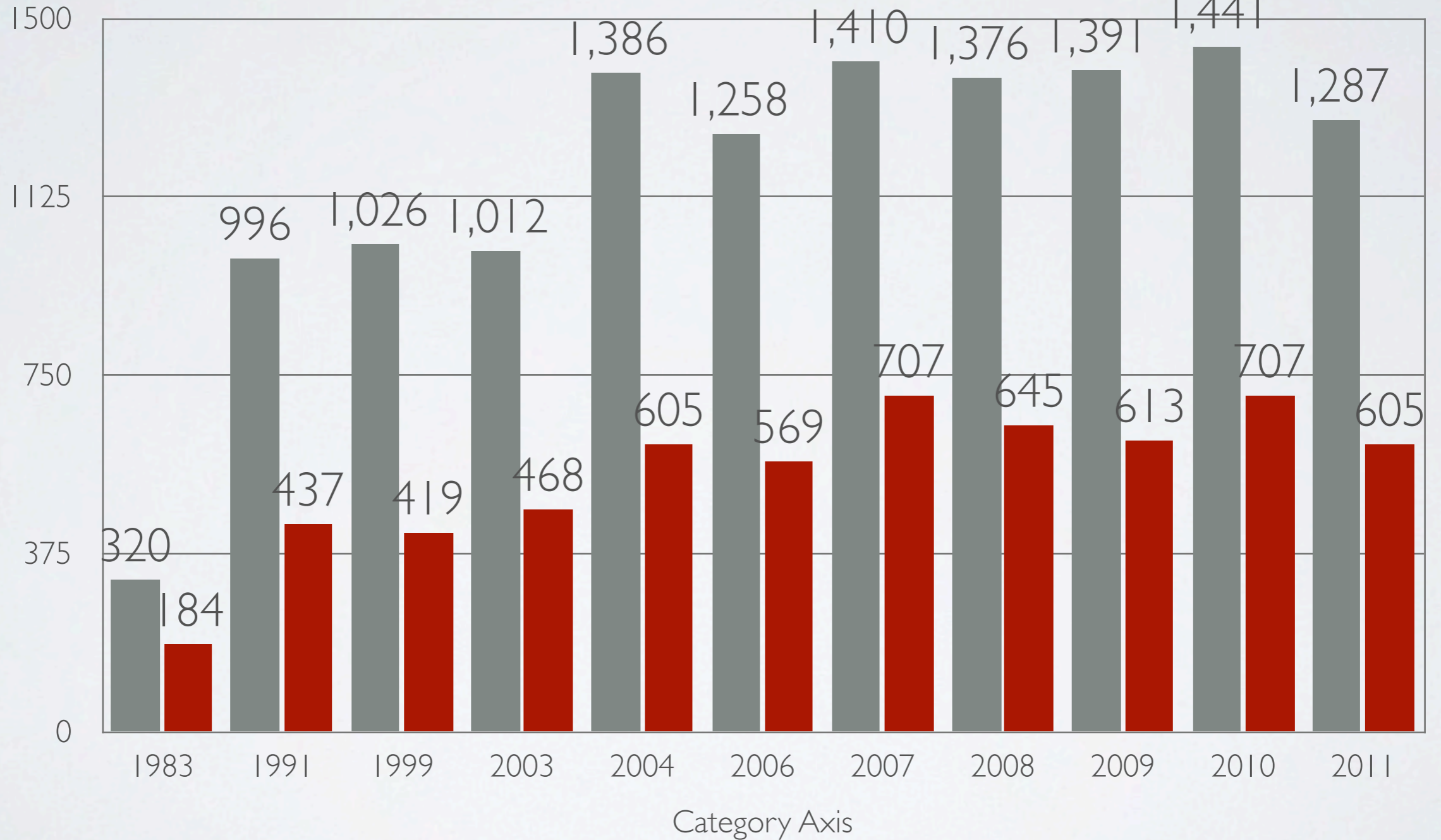
- ECE Courses began in early 1980's
- Past full-time instructors have been Jan Barnett, Carol Bayer, Leslie Young
- Center opened in 1991 with Jan Barnett as Center Director/  
Faculty appointment
-

# HISTORY

■ Enrollments

■ Headcount

Title



Category Axis

# MISSION

# McCarthy Family Child Development and Training Center

# McCarthy Family Child Development and Training Center



# McCarthy Family Child Development and Training Center



McCarthy Family Child Development and Training Center



# MISSION

- Certificates (Student Success)
- Degree (Student Success)
- McCarthy Family Child Development and Training Center lab (Student Success)
- ECE Conferences and Activities in the Coachella Valley (Community/Economic Development Partnerships)
- McCarthy Center financial self-sustaining (Institutional Advancement)
- Annual Student and Advisory Committee Surveys (Institutional Effectiveness)

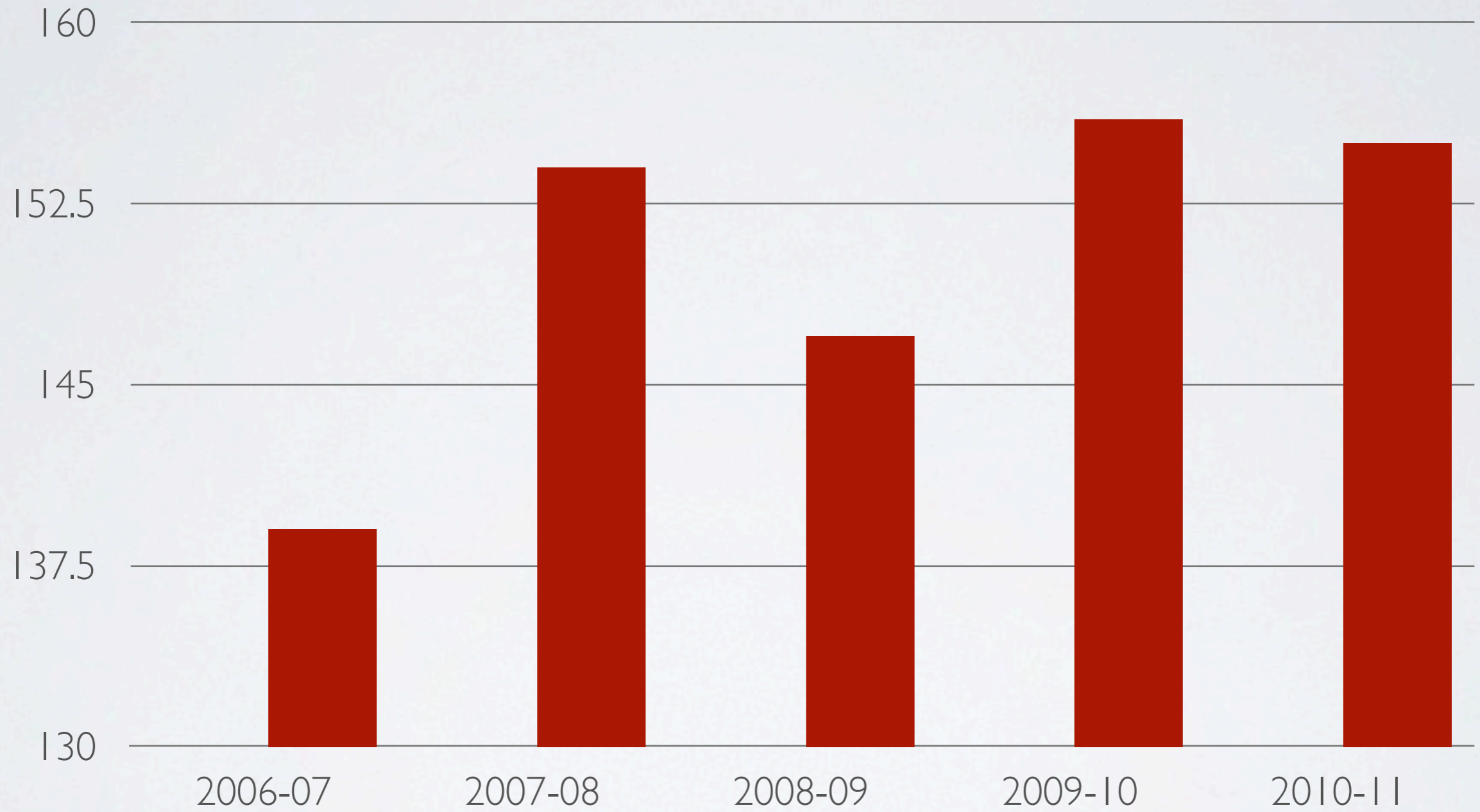


# MISSION: CHALLENGES

- Degrees: 13 - 15 per year= 67 over 5 years; High transfer pattern
- Certificates: 4 - 22 per year; 74 over 5 years
- Course Reductions: 2004-05 levels
- Staff Time Commitments
- Classes, Content, Collaboration, Community



# FTES



# MISSION: RECOMMENDATIONS

- Increase course offerings
- Expand community outreach



NEED

# NEED: CONTEXT

- California Child Care Permit
- Head Start federal regulations
- Emerging Quality Rating Scale
- CLASS
- ECERS
- Mentor Teacher Program



# NEED: CONTEXT

- 20,000 children under 5 in Coachella Valley
- 52.2% families with children under 12 use child care
- 8% unable to find it
- 4,313, licensed spaces
- Turnover rates have been as high as
- 237 unduplicated students; 48% ECE Degree; 22% Liberal Studies; 48% to Transfer





# NEED: ACCOMPLISHMENTS

- Student Survey
- Articulation/Transfer: Curriculum Alignment Project
- Transfer Model Curriculum



# NEED: CHALLENGES

- Not enough completion rates
- Students cannot get into sections
- Increasing student support
- Advocacy for ECE field conditions

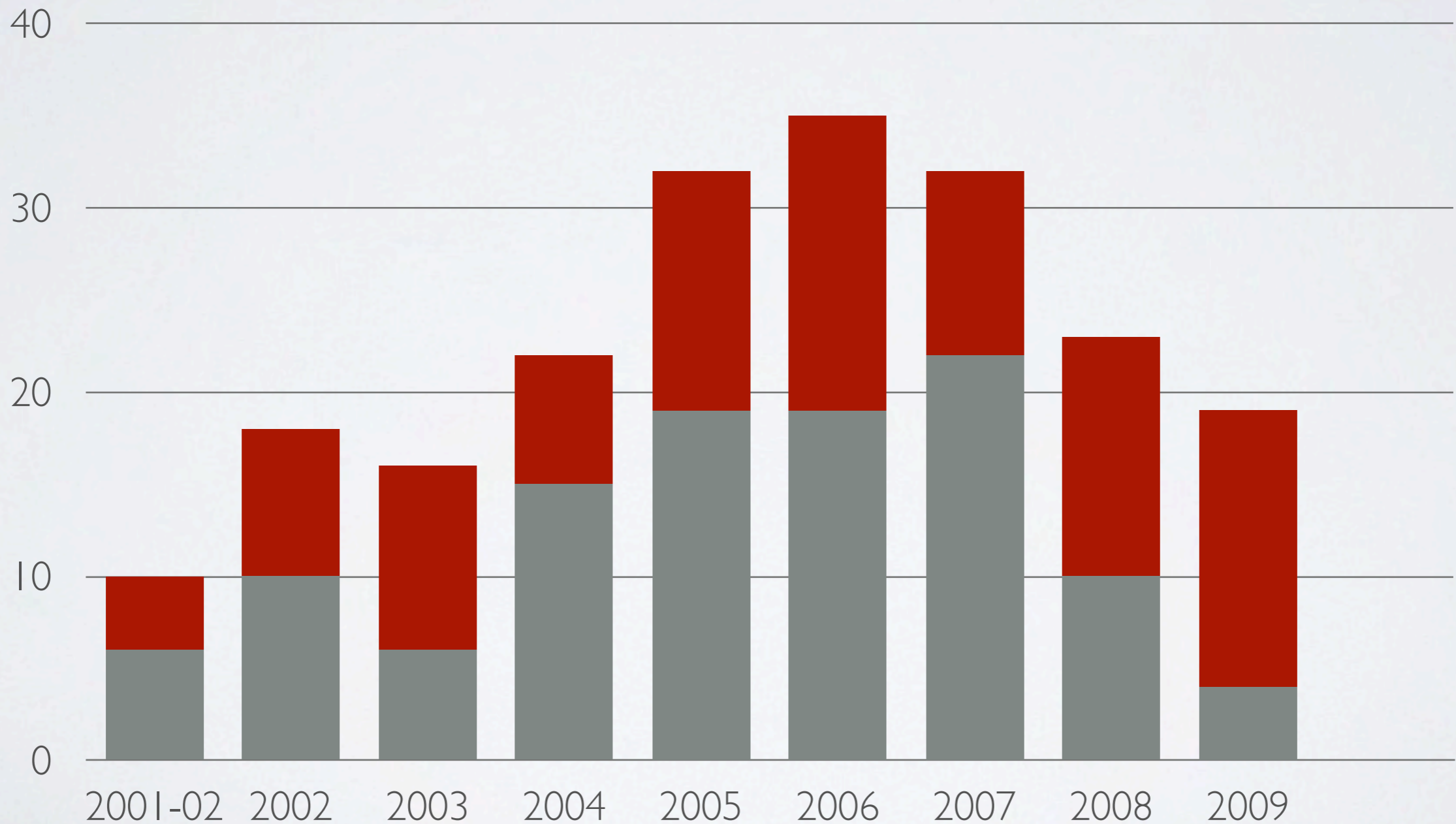
# NEED: RECOMMENDATIONS

- Increase Course Offerings
- Expand Program for Elementary Teachers
- Increase Certification and Graduation Rate



# CERTIFICATES AND DEGREES

■ Certificates      ■ Degrees



# ATTRIBUTES

# ATTRIBUTES: ACCOMPLISHMENTS

- Qualified Faculty
- Diverse Adjuncts
- SLO'd courses
- ECE Transfer Fair May 5, 2012
- Curriculum Alignment Project
- Tuition Assistance Programs
- Accredited lab school
- 76.6% Student Success rate
- 90.3% Retention Rate



# ATTRIBUTES: CHALLENGES

- Advising for ECE students
- Reduced ECE Faculty diversity
- Unvalidated prerequisites
- Requests to expand program offerings
- High ESL population (38%)



# ATTRIBUTES: RECOMMENDATIONS

- Sustain and support a diverse faculty
- Expand orientation and advising
- Offer courses in diverse formats
- Study higher completion rates with Saturdays
- Enhance developmentally appropriate practices among all ECE faculty
- Complete analysis of prerequisites for ECE 10





# SLO ASSESSMENT

# SLO/ASSESSMENT

- All SLO's and Assessments
- Need to continue
- Recommendation: Support faculty to sustain program assessments.



# COMPLIANCE

# COMPLIANCE

- Curriculum Alignment Project
- Transfer Model Curriculum
- NAEYC Accreditation for McCarthy Center
- Challenges: Seek ECE Program accreditation
- Recommendation: Seek ECE Program Accreditation



# RESOURCES

# RESOURCES: ACCOMPLISHMENTS

- 47.4% PT to FT Faculty
- Improved classroom facilities
- DAP Mentor Teacher lab sites and McCarthy Center
- ECE Facility on design
- Counselors come to classes
- Stella Baker and Library partnerships



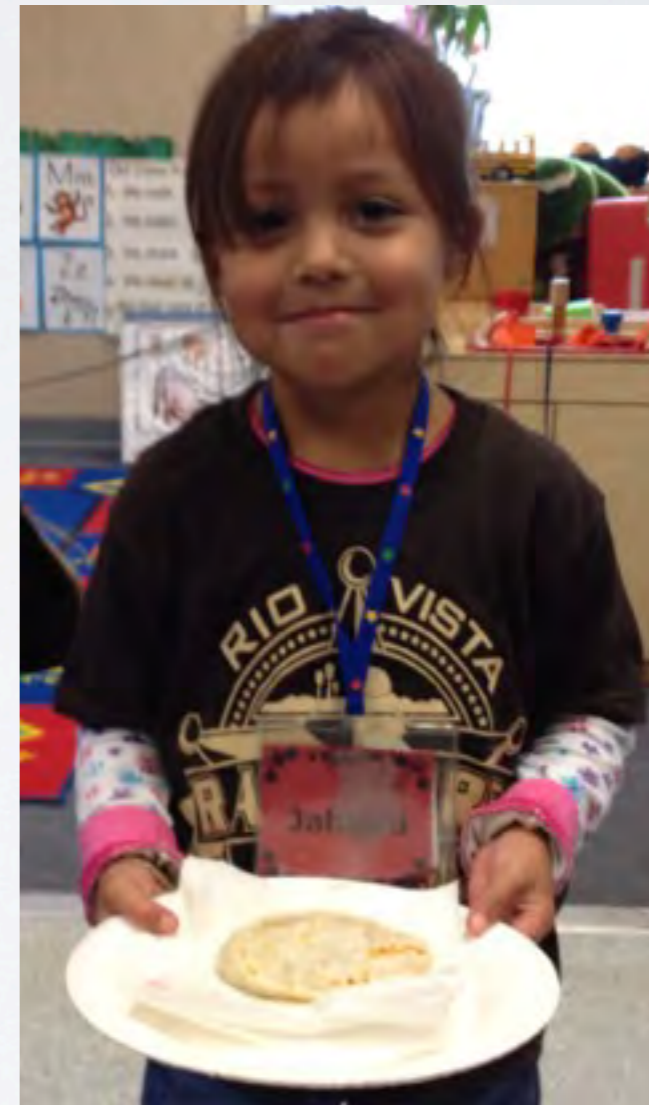
# RESOURCES: CHALLENGES

- Lack of diversity among faculty
- Demand from community for faculty to do more
- Reduced ECE Building plan
- Lost revenue
- Additional classroom materials needed
- Field trips needed



# RESOURCES: RECOMMENDATIONS

- Expand ECE course offerings
- Support ECE building construction
- Expand ECE course materials
- Expand ECE advising





# SUMMARY

- Relationships
  - Faculty
  - Community
- Experience
  - Facilities
  - Resources
  - Accreditation



# THANK YOU!



**DEFERRED COMPENSATION AGREEMENT  
BY AND BETWEEN  
DESERT COMMUNITY COLLEGE DISTRICT  
AND  
JOEL L. KINNAMON, SUPERINTENDENT/PRESIDENT**

This agreement is made and entered into the \_\_\_\_ day of May, 2012, by and between Desert Community College District, hereafter (“District”) and Joel L. Kinnamon, hereafter (“President”).

President has been employed by the District. On, July 9, 2012, he begins serving as the President of the District as set forth in his Employment Agreement with the District, dated May \_\_, 2012. The District desires to offer the President a deferred compensation plan.

NOW, THEREFORE, in consideration of the mutual covenants contained in the Agreement, the parties agree as follows:

1. Establish of Agreement

A. The District agrees to contribute into a deferred compensation account (the “Account”), on the first business day of each calendar month commencing August 1, 2012, an amount equal to ten percent (10%) of the President’s gross monthly salary payable in such month. The District’s obligation to contribute to the Account continues no further than the last day of employment of President, regardless of how that employment ends. The obligation of the District to maintain a deferred compensation account is merely a contractual obligation. Neither the President, nor any beneficiary or heir, nor any other person claiming any right on his behalf, shall have any interest in the Account other than the right to receive the deferred benefits from the Account.

B. The District Board will execute such written agreements as are necessary in order to establish the account in accordance with applicable federal and state tax and pension requirements. The President, within 30 days of appointment, will present such written documents for Board signature.

2. Vesting

Contributions by the District and allocation of earnings on such account shall immediately vest in the President, provided that the President performs full and regular service with the District as defined in the Employment Agreement.

3. Beneficiary Designation

The President will have exclusive right to name his designated beneficiaries for the account.

4. Amendments

This Agreement may not be amended except by a writing signed by the President and the Board President with the approval the Board.

5. Right to Other Benefits

Nothing contained in this Agreement shall in any way affect or interfere with the right of the President to share or participate in any retirement plan of the District or other consideration or similar plan in which he may be entitled to share or participate as an officer of the District.

6. Liability for Investments

Notwithstanding any other provisions of this Agreement, the District shall not be liable to the President, any designated beneficiary hereunder, or any other person, for any mistakes in judgment in the making or retaining of any investment of the funds in the Account, or for the performance of any other obligations under this Agreement, so long as the District attempts to perform its obligations in good faith.

7. Liability for Taxes

Notwithstanding any other provisions of this Agreement, the District shall not be liable for any tax consequences to the President, any designated beneficiary, the heirs, administrators, executors, successors, or assigns of the President, or any other person or entity. The District makes no representation, express or implied, as to any tax consequences flowing from this Agreement.

8. Right to Discharge

Nothing contained in this Agreement shall be construed to be a contract of employment for any term of years and the District reserves the right to terminate the President from employment as provided in his Employment Agreement.

9. Applicable Law

This Agreement shall be construed and administered under the laws of the State of California, to the extent not inconsistent with applicable federal law.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement in the County of Riverside, State of California as of the date and year first above written.

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Dr. Bonne Stefan  
Board President  
Desert Community College District

---

Joel L. Kinnamon, Superintendent/President

**From:** Dean Goetz  
**Sent:** Friday, May 11, 2012 3:57 PM  
**To:** Edwin Deas  
**Subject:** Bookstore Update

Here is this week's update:

### **Sales Update**

It was a mixed bag this week, with sales in some categories (gifts, miscellaneous, clothing) up significantly, but overall sales down to last year. The big difference is that summer school is a week later this year than last year, so we had summer sales last year at this time, but the summer books are not all here yet for this year. Everything should be fully stocked the first two days of next week, and I think that students will begin to purchase their textbooks. For the week this year, we are down 41% to last year, and for the month, we are down 40.9%. YTD, we are down 13.7% to last year.

We have purchased nearly \$6,000 in buyback from students for the summer term so far, and we also have \$10,000 in used textbooks arriving next week for summer as well. With those numbers and the rental check-ins due back soon, the used book availability for summer will be very high.

### **Textbook Update**

All of the departments received their edited adoptions for fall this past week. With the schedule expected to be finalized imminently, we have been promised adoptions next week. This will be our primary focus as our major buyback period begins only a week from Monday.

Mariah was able to successfully coordinate another price break advantage for fall. Working with Pilar Agudelo and the Pearson representative, she has worked out a significant price decrease on the Spanish 1, 1A, and 2 books. In the past, students for these classes purchased a book and a workbook that combined was \$263.00 or \$216.25, dependent upon whether bought new or used, and that purchase would cover all of the courses. For fall we adopted a custom bundle that combines a text, study guide, and an electronic answer key. For all Spanish 1, 1A and 1B courses, the cost to the student is \$70.00. If they go on to Span 2 there is another custom package that also costs \$70.00. So, if they take all of the courses, the total cost is \$140 versus the \$216.25 or \$263 as noted above. It is especially fortunate that she was able to do this because the original textbook was changing editions, so there would be no used available and no buyback, so the savings represented is even larger.

She is still working on a few other titles with publishers, as well as continuing with the lower prices on the math bundles as explained previously. My hat is off to her for a job very well done!

### **Operational Update**

This has been a very busy week as far as graduation is concerned. To date we have registered 244 students for graduation. Historically we have 300 to 350 that participate each year, and we are about where we usually are with the number registered two weeks out from the date. We have a second shipment of caps and gowns due in next week on some sizes that are sold out. For any student who needed a size no longer available, we did a special order, and we will contact them when they come in. We are also doing our last order on a few sizes first thing Monday morning, so I think that everyone will be accommodated as needed.

That's it for this week.  
Dean

Dean Goetz  
Manager, College of the Desert Bookstore  
(760) 773-2564