

Report to the Board of Trustees

Desert Community College District

Presented by: Dr. Carl Farmer, MESA Program Director/co-PI NSF S-STEM Scholarship Grant,
President, Academic Senate

October 20, 2017

Good morning to everyone. I want to let you know that I am still in a learning mode when it comes to being Senate President including these presentations and based on some interesting comments after my last report, I will try to do better. I want to start out today by expressing our thanks to our Accreditation Team that was led by Dr. Annebelle Nery and Bert Bitanga. There were so many that contributed to this team effort, I certainly do not have the time to list them all. From my impressions, the visiting team were impressed with our work here at the college and they made a very positive closing statement. I think the timing of this process with so many new faculty over the past few years provides a great opportunity for them to see the significance of the accrediting process and the dedication of the faculty, administration, and staff, as they will become the leaders in the next cycle and beyond.

Last Saturday I attend the State Senate Area D meeting. California community colleges are divided into four areas for purposes of senate representation at the state level. College of the Desert is in area D along with 35 other college districts in southern California. Each area holds 2 meetings per year to exercise the local senate voice in state senate decision making. At these meetings, local senate delegates meet to be updated on the statewide work of Academic Senate and review resolutions for the Fall Plenary Session which will be held November 2-4. As a group we also added two new resolutions and submitted amendments to existing resolutions. These resolutions will be reviewed at our next All faculty Senate meeting before we attend the Fall Plenary to provide guidance on our voting. Some of the resolutions include alignment pathways for CSU and UC, Academic Senate's role in development of pathways, creation of guidelines for veteran's resource centers on CC campuses, designation of classes as having a low cost textbook and review of minimum qualifications for some areas.

I would like to congratulate our COD Performing Arts' faculty and students for being recognized by the Desert Theatre League once again this year. They were nominated for a total of 10 awards and took home:

Best Musical Director: Scott Smith (Adjunct Music)

Best Director: Janet Miller (FT Temp Theatre)

Best Costumes: Si Layne (Adjunct Theatre)

And for the 10th year in a row, COD Performing Arts received the Best Musical Award (A Funny Thing Happened on the Way to the Forum)

On a different side of campus, the Computer Science program made an impressive showing this past Saturday. Competing as the computer science club, with advisors Geoff Hagopian and Steiner Johanson, they assembled 5 teams of about 20 students to participate in the World-Wide Alberta Collegiate Programming Contest. The problems were challenging and the competition lasted from 9 am to 4 pm. There was a great spirit of steady problem solving and teamwork that was very impressive. And almost forgot, they placed in the top 120 teams in the World-wide event!

Report to the Board of Trustees

College of the Desert Faculty Association, Denise Diamond, President

10/20/2017

Good Morning,

On behalf of the Faculty Association you are invited to our **1st annual Faculty and Administrators Bowling event** at Fantasy Lanes Bowling on Thursday Nov. 2 from 6-8. We look forward to an evening of laughter and collegiality. Please RSVP as soon as possible.

Arbitration: This month CODFA and the District presented to an Arbitrator the grievance we filed on 2015-16 Health and Welfare. CODFA was represented by Marianne Reynolds, with Geoff Hagopian and me as witnesses. The District was represented by attorney Spencer Covert with VP Gularte. At one point Pres. Kinnamon was called in to testify for the District.

It was interesting to note that the attorney emphasized that health benefits are bargained by the unions at the negotiating table. This of course is not the experience of the unions- we ONLY bargain the cap that District has set on health premium contributions. There continues to be significant differences between the District and the unions. We are waiting for the arbitrator's ruling. When the Arbitrator asked the CODFA what we wanted, we said, that the District abide by the contract language of 10.1.1 "The District shall provide the Association with written notice and shall bargain any change in plans resulting in a substantial change in the current level of costs or benefits being offered to unit members collectively". The attorney was not willing to agree to that on behalf of the District, so there was no resolution. We will see what the ruling is.

PERB: The Public Employee Relations Board issued a complaint against the District regarding failing to bargain our health and welfare benefits in 2015. I will be attending a settlement hearing in Glendale.

Bargaining: CODFA and the District met 9/28 and will meet again on 10/26. There is no progress to report. We hold monthly meetings and respond to questions from the faculty about bargaining including health and welfare, which has been equally confusing this semester. Many people have received multiple health cards from SISC- I have received 4.

There is confusion about COD's deficit spending with so much growth. We saved money on refinancing the Bond money, we have funding from Center status, we fund EDGE, Pledge and we have money for quite a few consultants on all the Master plans, and money for the new focus on the Aspen process to name a few. We seem to have money for lots of projects- BUT we don't have money for over 500 employees, whether that's health care or salary- that's UN believable?

The workers of College of the Desert don't negotiate individual contracts nor do they have perks- they depend on their elected representatives. The District and its legal representatives often state that it is the Board of Trustees who is making these recommendations. With that

in mind, please understand that from our perspective, the growth College of the Desert is experiencing would not be possible without all of us- that's certain AND the majority of us- the **adjunct, full time and classified employees of College of the Desert-** have every reason to expect the college to **SHARE THE GROWTH!**

Desert Community College District
Board of Trustees' Meeting
October 20, 2017
CODAA Report

College of the Desert has many reasons to be proud of its recent accomplishments: the Aspin Prize nomination, the fastest growing community college in the state, an anticipated positive accreditation report, the PLedge program, the passage of Measure CC, etc., and many people have worked very hard to make these things happen. Congratulations should go to all involved: the administration, the foundation, the Alumni Association, the faculty and the staff for making this an exemplary institution.

But let us not forget that there are serious issues that are not being addressed for which we should not be proud, but rather embarrassed.

Adjuncts have no due process! They are expendable! The largest teaching staff at this college has no job security and is paid roughly half of what the full-time faculty is paid, on an hourly basis. Keep in mind that without adjuncts this college would cease to exist. Yet, where is the support from the district, from the administration, from this board?

Adjuncts are the backbone of this college. For example, as Dean Kelly Hall reported last week, our COD Performing Arts faculty and students were again recognized by the Desert Theatre League by being nominated for a total of 10 awards and took home:

Best Musical Director: Adjunct, Scott Smith
Best Director: Janet Miller, FT Temp
Best Costumes: Adjunct, Si Layne

Another example, Dr. Robert Pellenbarg, former COD adjunct for 13 years, was featured in last week's newsletter of The American Chemical Society of which Dr. Pellenbarg has been a member since 1980. The newsletter included the following statement from Dr. Pellenbarg:

"I had been enamored with Chemistry since before High School, and examined many aspects of the science with a Chemistry set featuring real reagents. Undergraduate work in Chemistry provided new insights; I combined this knowledge with an interest in the World Ocean, and graduated with an advanced degree in Chemical Oceanography. Via a career with the US Navy, I had a chance to interact with other Chemical Oceanographers at an international level, and even organized several national and international symposia. A change in interest lead me to teaching at the Community College level where I was an integral part in leading focused research by the STEM students at the CC level. Indeed, I was able, on several occasions, to accompany the students as they presented their original research at a variety of technical venues."

Dr. Pellenbarg was an exemplary representative of COD. Unfortunately, as with so many other adjuncts, Dr. Pellenbarg was not rehired by the district, without any explanation. And he is not the exception. Too many adjuncts are not rehired without explanation, and often without any notice other than not seeing their names on the upcoming published class schedule. This is not only unfair, it is unprofessional and lacks basic common courtesy.

We are still getting nowhere with this district over issues of pay and benefits. While we understand that the administration was preoccupied with accreditation over the past month, let me remind you that I have been reporting to this board about the urgency of beginning our negotiations for over a year now! The administration has been dragging its feet. Meetings have been cancelled by the administration, the administration has arrived at negotiations meetings late on many occasions (up to an hour), and has been slow in scheduling negotiations meetings. At this point in time, we have no future negotiations meetings scheduled.

We have tried to make our concerns clear to you in several different ways, including a show of support with t-shirts pointing out how simple the concept of parity is. Once again, "Equal pay for equal work."

We could have taken more drastic measures to get the district's attention, for example, by staging protests during the accreditation team visit. But we took the high road and did not because, at the heart of it, we, the adjuncts, are just as much a part of COD's success, if not a major part of it, as anyone else. This is our college too and we want the recognition we deserve.

Give us job security, give us health care benefits, give us equal pay. It's that simple.

College of the Desert



International Education Week



November 13-17, 2017

International Education Week (IEW) is a joint initiative of the U.S. Departments of State and Education to celebrate the benefits of international cultural exchange and education in the United States. The International Education Program (IEP) would like to invite the COD campus community to participate in this tradition and join our students and staff in the following IEW activities.

Monday, 11/13 - Roadrunners Abroad

3:30 p.m. at the Indio Campus, Room 105

- **Learn about the fieldwork adventures of Early Childhood Education students in Costa Rica last summer, as well as about opportunities to follow in their footsteps!**

Tuesday, 11/14 – Situation Room: North Korea

12:30 p.m. in the Palm Desert CSSC Multipurpose Room

- **Join a diverse panel of COD professors and staff for a discussion on this dangerous global dilemma.**

Wednesday, 11/15 – International Transfer Success

11:00 a.m. Outside of the Palm Desert CSSC East Entrance

- **The IEP will host a variety of universities for a mini international student transfer fair followed by a university transfer application workshop.**

Thursday, 11/16 – International Trivia Competition

12:00 p.m. in the Palm Desert CSSC Multipurpose Room

- **Back by popular demand, the IEP invites faculty and staff to form teams of students for an exciting test of global knowledge.**

Thursday, 11/16 – International Club Social Gathering

4:00 p.m. in the Palm Desert Campus's Outdoor Amphitheater
(between CSSC and COMM Buildings)

- **Join the International Club for an evening of cultural music and dance as they celebrate COD's global diversity.**

Please contact the IEP office to learn more and to take part in International Education Week!
IEP - 2nd floor of the CSSC; 776-7270; Cody McCabe, Director—cmccabe@collegeofthedesert.edu



Desert Community College District Indio Student Kiosk Project

October 20, 2017

Indio Student Kiosk Project



Indio Student Kiosk Project



Indio Student Kiosk Project



Indio Student Kiosk Project





COLLEGE
of
the DESERT

Strong Workforce

College of the Desert

**Board of Trustees
Study Session**

October 20, 2017

Zerryl Becker

Dean, Applied Science and Business

Strong Workforce Program

In 2014, the State of California established a task force to look at how well California Community Colleges were providing the training needed for the workforce of today and tomorrow.

The Task Force met with industry as well as community college faculty and staff, held town halls and community forms, interviewed many state leaders in industry as well as education.

What they found is:

California needs:

- 1 million more AA degrees, certificates, or industry valued credentials
- “Some college” is the new gateway into the Workforce
- Career Technical Education is the Path out of Poverty

According to the Salary Surfer – 5 years after graduation:

- Students with an AA degree in a career field will earn \$66,000
- Students with an AA degree in a General Education field will earn \$38,000
- A family of four needs \$60,771 to escape from poverty

As a result of the Task Force findings and recommendations, in 2016 the governor and Legislature took a bold step to create one million more middle-skill workers, investing \$200 million to spur Career Technical Education (CTE) in the nation's largest workforce development system: the 114 California Community Colleges.

- \$200 million across 114 California Community Colleges
- College of the Desert: \$1,083,000
- Inland Empire/Desert Region: \$7,700,000

Grouped into seven areas targeting student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination and funding, this leading-edge state economic development program is driven by “more and better” CTE.

More and Better CTE


The “more” is increasing the number of students enrolled in programs leading to high-demand, high-wage jobs.

The “better” is improving program quality, as evidenced by more students completing or transferring programs, getting employed or improving their earnings.

The Strong Workforce Program focuses on data-driven outcomes rather than activities, along with an emphasis on innovation and risk-taking. In this way, colleges can be more responsive to labor market conditions and student outcomes. **CTE Data Unlocked**, a component of the program, helps colleges use CTE data to strengthen regional workforce plans by furthering local processes like program review, accreditation, and integrated planning.

Here are the metrics for the COD Computer Information Systems program from 2013/14:

Strong Workforce Program Metrics

College of the Desert || Computer Information Systems (070200) || 2013-2014 [\(Change Filter?\)](#) 

- + NUMBER OF COURSE ENROLLMENTS: **1,189**
- + NUMBER OF STUDENTS WHO GOT A DEGREE OR CERTIFICATE: **6**
- + NUMBER OF STUDENTS WHO TRANSFERRED: **32**
- + EMPLOYED IN THE SECOND FISCAL QUARTER AFTER EXIT: **66%**
- + EMPLOYED IN THE FOURTH FISCAL QUARTER AFTER EXIT: **66%**
- + JOB CLOSELY RELATED TO FIELD OF STUDY: *****
- + MEDIAN EARNINGS IN THE SECOND FISCAL QUARTER AFTER EXIT: **\$5,335**

Success of our Strong Workforce efforts will be measured by how much the needle moves in each of the program areas that receive Strong Workforce funding.

Career Technical Education Strong Workforce Projects

Renewable Energy:

Leveraging Strong Workforce funding with Prop 39, TAACCCT and Energize Colleges grants, College of the Desert has taken a leadership role in the state in Renewable energy, creating innovative curriculum under the program Building and Energy Systems Professional (**BESP**).

The program structure aligns 15 career occupations in energy-related fields to the statewide mandates for Zero Net Energy. The program increases student equity across the ECU sector by opening up multiple career pathways in the same degree program. Students can now focus on the stackable certificates they need to fulfill their desired career pathway without the worry of reduced financial aid in a single certificate program.

Additionally, the flexible 8-week format allows students to focus on two compatible courses at a time greatly increasing their ability to soak in the information and apply it in the lab and on the job. Assemblyman Eduardo Garcia recognized the effort to help the state meet the energy efficiency (EE) mandates of Title 24 and improve the quality of our EE workforce.

The goal for the Building and Energy Systems Professional, Associate of Science Degree (BESP) is to provide the student with the entry level skills, knowledge, and industry driven competencies to successfully enter and succeed in the Building Science and Advanced Energy Systems fields. The competencies are met through industry recognized (valued) credentials (IRC's) specifically related to each specialty (see Appendix B). The BESP specialties and their related IRC's are:

- Alternative Energy Technician/NABCEP, CSPV-I, CPVT-S
- Building Operator/BPI, NCI
- Green HVACR Commercial Technician/NATE, HVAC Excellence, EPA 608, BPI, NCI

- Green HVAC Residential Technician/NATE, HVAC Excellence, EPA 608, BPI, NCI
- Control Systems Specialist/NCI, GBA
- Advanced Lighting Technician/CALCTP-AT
- Building Energy Consultant/CEA, HERS, BPI, CABEC
- Construction Manager/CSLB, LEED-AP
- Building Inspector/PBI, ASHI
- Commissioning Technician/ACG, BPI, CABEC, CxT
- Zero Net Energy Technician/LEED-GA, NCI, BPI
- Power Generation and Distribution/NECA/IBEW
- Applied Construction Technology/CSLB

The Building and Energy Systems Professional (BESP) degree is being pushed out to the region and state as a model program for students seeking careers in the advanced energy economy which currently needs 15,000 new workers annually. So far, four colleges in our region have expressed an interest to participate in aligning their energy-related certificates to the BESP degree, they are Chaffey, Norco, Riverside City and San Bernardino Valley College.

Primarily funded through the TAACCCT grant, the BESP program also includes non-credit offerings for all students including incumbent workers at no tuition cost. These courses are designed to help workers elevate their skills and gain knowledge about ZNE and energy efficiency practices and methods.

Non-Credit Certificates (in Progress)

- | | |
|--|---|
| 1. Solar Photovoltaic | 11. Commercial Gas Heating Certificate |
| 2. Energy Storage | 12. Residential Gas & Heating Certificate |
| 3. Welding | 13. Residential HVACR Certificate |
| 4. Air Conditioning | 14. Commercial HVACR Certificate |
| 5. Commercial Qlty. Maint. (Standard 180) | 15. Building Inspection Tech Certificate |
| 6. Energy Systems Technology | 16. Applied Construction Tech Certificate |
| 7. Industrial Calculations | |
| 8. Employability Skills | |
| 9. Residential Heat Pumps Certificate | |
| 10. Building Automation Controls Certificate | |

INDUSTRY RECOGNIZED CERTIFICATION AND POTENTIAL BADGES

Included in the BESP program



Contractors State license Board



Professional building inspectors



Environmental protection agency



American Society of Home Inspectors



California Home Energy Efficiency Rating Services



Leaders in Energy and Environmental Design



LEED AP



LEED Green Associate



Certified Commissioning Authority



Certify Solar PV Installer



Certified PV Technical Sales



North American Technician Excellence



NABCEP Certified PV Installation Professional



California Advanced Lighting Controls Training Program



California Association of Building Energy Consultants



Green Building Automation



National Comfort Institute



CalCERTS HERS Provider



Building Performance Institute, Inc.

A national non-profit working for you.

Building Performance Institute

CALIFORNIA LEGISLATURE

Assembly

CERTIFICATE OF RECOGNITION

Building and Energy Systems Professional Pathway

College of the Desert

IN HONOR OF:

Foldrz Portable Microgrid Technology

On behalf of the 56th California State Assembly District, I proudly recognize College of the Desert's Building and Energy Systems Professional Pathway. I honor the college's valiant efforts to provide amazing educational opportunities for our students to build their own sustainable future. Congratulations and best wishes on your future endeavors!

*Palm Desert, CA
September 22, 2017*



A handwritten signature in black ink, appearing to read "Eduardo Garcia".

*Assemblymember Eduardo Garcia
56th Assembly District*

College of the Desert also purchased the innovative portable solar training facility called **FOLDRZ**.

FOLDRZ transforms light and wind energy into electricity and then stores it within its battery packs for use anywhere in the world day or night. JLM Energy designed and built this one-of-a-kind, first-ever, piece of equipment for our energy programs at College of the Desert. It will be used to train our students in these technologies and to recruit new students into our programs at COD. The Foldrz unit was featured at the 2017 CABEC conference and COD was a Featured Keynote to present the program to industry. Our student team also won the Construction contest.

We currently offer a successful Solar program through PaCE and expect to offer both credit and non-credit programs beginning Fall 2018.

Our **Mobile HVAC Trailer** is also a highly innovative way to bring HVAC and Energy training to locations other than the Palm Desert campus. The trailer has its own generator, cabinets for storage of tools and supplies, and equipment on roller carts that can be taken out of the trailer and rolled into a classroom. Students are NOT in the trailer so it does not need to meet state architect codes for classroom space.

The trailer is currently located at Amistad high school where approximately 20 students are finishing the first of two 8 week classes leading to the EPA 608 industry certification. Reports from faculty and administrators indicate that the students – even those who came into the program with low GPA's from past high school performance – are doing well and are likely to complete the classes and be able to qualify for the industry credential.

In Spring semester, these students will continue training in Building Systems Controls and the expectation is that they will be in high demand next summer as entry level HVAC technicians able to add refrigerants to all those air conditioners that seem to need servicing during the hottest months in the desert.

Credit goes to George Brown, HVAC; Ramiro Galicia, Energy; and Jon Caffery, Prop 39 and TAACCCT grant Director for their accomplishments in this area.

CODe

The success of this program has been phenomenal!

Developed as a joint Equity/Strong Workforce project CODe is a remarkable project that has created a new STEM pathway for students.

Enormous thanks and appreciation to the faculty who had the idea and made it happen: Dr. Kasey Nguyen, Felix Marhuenda-Donate, Laura Graff, and Pablo Romero.

Walk into a Friday afternoon CODe Club meeting and see the total engagement of the students whether they are working on a project or listening to an industry expert speaker.

The summer CODe program brings middle school and high school students to campus for a two week introduction to Cyber concepts like Arduino and Raspberry Pi. But walk into one of those sessions and you see middle school students using physics concepts and electrical concepts and mechanical concepts as well as programming to create technological models that actually work.

To support the 2018 summer program, we have applied for a grant in partnership with a Community College in Arizona. If the grant is awarded, our CODe summer program will become the model for a middle/high school STEM pathway available to other colleges in both California and Arizona.

Business Information Worker

Three years ago, the state published two recommended model curriculum templates for offering certificates in the office technology preparation: Business Information Worker I and II.

College of the Desert has is now participating and will have the both of the new certificates ready for Fall 2018.

Cyber Security

In tandem with the CODE club, the CIS faculty have developed a complete curriculum in Cyber Security, matching the state recommendations and preparing COD for a possible four year degree in this field.

The first class in the program series received state approval at the beginning week of Spring 2017 semester and we thank our Vice President and members of the Board for approving it and making it available in a Catalog Addendum. We immediately scheduled the course and with only three days for registration, were surprised and pleased with an enrollment of 12 students, a small but significant kickoff to an exciting new program.

This fall we are offering three of the five classes and the program is clearly off to a successful start. We will continue with the remaining two classes in Spring 2018 and expect to graduate students in June, 2018 with a Cyber Security/Ethical Hacker credential.

High school partners have expressed great interest in developing pathways and dual/concurrent enrollment options with this exciting new program and we expect to see considerable enrollment growth in the next two years.

For next year, CIS faculty have applied for funding to develop a Mobile Computer Maintenance Lab that would model the very successful student kiosk as a living lab run completely by students and a faculty advisor. We are currently seeking funding through the Regional Strong Workforce, in partnership with Moreno Valley College, San Bernardino Valley College, and Mt. San Jacinto College.

IT Technician

Like Business Information Worker, the state published three IT Technician model curriculum templates.

College of the Desert now has all the curriculum developed to join the first two modules and will be a partner by fall 2018.

Digital Design and Production

Under the direction of Mari Abril, Adjunct, DDP, and with funding from Strong Workforce, COD is now able to provide Adobe testing and certification.

Students in our PD classes, students in our high school dual and concurrent enrollment classes, and COD staff are all eligible to obtain these valuable industry credentials.

We started small this first year but will be using certification in all of our DDP classes this semester. And only one high school student in an articulated class passed the certification last spring but the instructors are working together this year to ensure more students are successful.

We are also partnering with Cal State on a Graphic Arts/Marketing degree and already have two students following this seamless path. Students taking our DDP courses in high school, can actually complete all of their Digital Design requirements and half of their General Education in the first year at COD and enroll in Graphic Arts courses at CSU in their sophomore year.

The faculty are also working with faculty in the TV/Radio/Film area to develop pathways for students in design, marketing, and film. Clearly in technical fields change is the norm and our students need to be prepared not just with the skills they need today but also with the critical thinking skills they need to apply their knowledge to future opportunities.



Advanced Transportation

Leveraging local Strong Workforce funds with regional Strong Workforce funds and an ATRE grant, Advanced Transportation has purchased several new vehicles to allow training in a wide variety of new transportation areas.

Vehicles include:

- A Toyota Prius Prime Advanced Hybrid
- A hydrogen fuel cell Toyota Mirai
- A Cummins near-zero emissions CNG engine module
- A diesel pick up truck
- A Chrysler Pacifica Hybrid (in progress)
- We also own an Orange Fiat all electric car (affectionately nicknamed a covered golf cart). It can get you to Mecca Thermal but not back without a 45 minute charge.

Funds were also used to purchase Scan Tool software needed to diagnose today's vehicles and NAPA Tracs software to provide industry credentials. And if you don't know what Scan Tools are (I didn't), they are the diagnostic computer software that determines what is wrong with your car. Some are generic and available from aftermarket sellers but some, especially those for specialty CNG and Hybrid cars, are closely held by manufacturers.

Maintaining cars today is not just about looking under the hood; it requires some sophisticated computer skills and a high level of English skills. Faculty recently developed two new non-credit courses in Automotive Terminology and Automotive Calculations to increase student success.

In Spring, 2018 we hope to pilot, in Auto, the Integrated Basic Education and Skills (I-BEST) model for embedding ESL skills inside the course. Dorothy Anderson from Auto, Alison Airhart from ESLN and Ty Thomas as Department Chair have volunteered to pursue this new opportunity to improve student success.

COD has been a leader in Advanced Transportation for many years and is now poised to move into an even stronger position as the regional hub for alternate fuels. Curriculum has been developed in all of these alternate fuel areas and is already being offered with more advanced classes planned for Spring 2018.

Culinary

Another shining star for College of the Desert and Strong Workforce.

Strong Workforce funds were leveraged with District funds to convert the classroom section of the Culinary area to a second “cold” kitchen in which students can practice julienne vegetable cuts and prepare dough for baking.

Although the facility is still substandard, the dedicated faculty are using every inch of space and every minute of time to offer as many classes as possible. Classes are even scheduled until 10PM on Friday night and start at 7AM every morning.

The program offered **5** sections in Fall 2015 and is offering **14** in Fall 2017. FTES has doubled in one year and the program is still impacted. We just approved Round Two Strong Workforce funds to support a Lab Tech in Culinary which will allow us to increase maximum enrollments from 20 to 38. We are also currently working with both La Quinta High School and Rancho Mirage high school on agreements to use their Culinary teaching facilities in the evening.

What the students learn in 8 week classes is unbelievable to observe; not just in quality of food production and presentation but in teamwork and professional behavior.

This semester, students and faculty participated in a cooking contest that will be aired sometime in late October or early November. The event was so successful that they are scheduling a repeat during Spring semester.

Restaurants at the Tennis Garden have requested permission to come and train our students on the four weekends leading up to the tournament and will offer them jobs in the many restaurants that are part of the facility.

At the Hospitality Career Fair on campus Wednesday, five Culinary students were hired and the spot!

And at the Rancho Mirage Culinary Café meeting that same day, Chef Azer recruited more adjunct faculty candidates and a lot more community contacts.

Many kudos to Chef Jeff Azer and Chef Kurt Struwe and their team.

Farm to Table – Child Development Center

The Horticulture program and the Child Development Center partnered last year to create a garden inside the new CDC that would grow the vegetables used to prepare meals for the children.

Using Strong Workforce funds, CDC was able to hire more paid student workers and assigned five of them to work with Horticulture to create and maintain a second garden. Not only does this project produce the needed food, it also provides a learning experience for Early Childhood Education students to see how growing your own food can create healthy meals even in environments where funds for purchasing food are limited.

We hope to replicate this model at Roadrunner Farms in 2018/2019.

Horticulture/Turfgrass

Anecdotally, we think that every golf course in the Desert has at least one College of the Desert graduate working on the maintenance of the golf course or in the golf shop. No firm data but just walk into a pro shop and ask and you will likely hear about the great employees trained by COD.

The program, with its three-acre living lab, has long had the reputation of training the best Turfgrass experts. Watching them learn to mow the green and the fairway outside my office; and watching the over seeding this week I do not doubt their expertise.

Strong Workforce provided replacements for aging equipment, parts, and much needed supplies of seed, fertilizer, and Round Up.

The program also celebrated state approval of the Plant Science Ad-T degree. According to the State Sector Navigator for Agriculture, we are one of only a handful of colleges that have that approval.

Career and Workforce Solution Center / Work Experience

With funding from:

- Regional Strong Workforce
- Local Strong Workforce
- Perkins
- Energize College Grant

We were able to staff the Career and Workforce Solutions Center and Work Experience with:

- Director, Career and Workforce Solutions Center
- Adjunct, Work Experience and Outreach
- Energize Colleges Internship Fellow

And in just one semester, these great staff members were able to **double** the Work Experience program, increase Energy related internships, and expand Career Fairs.

Work Experience enrollments last year to this year:

Summer 2016	16	Summer 2017	56
Fall 2016	114	Fall 2017	230
Spring 2017	167		
Total 2016/17	297	Total 2017/18	286

This is truly one of our great success stories this year.

Through the Career and Workforce Solutions Center we are establishing tighter relationships with the industry in the valley; finding more internships; and developing more jobs.

The ideal goal is to have all of the Coachella Valley see College of the Desert as the primary place to look for employees with skills and I see us moving closer to that goal every day.

Roadrunner Farms

Leveraging Perkins and Strong Workforce funds, a Professional Expert began developing an appropriate, effective, and efficient Agriculture program for the Mecca Thermal campus. His final report and recommendation is due at the end of October.

The program kicked off with a well attended community meeting in May and included a second Advisory committee meeting in late July. The current advisory group includes representatives from the Department of Agriculture, from local high schools, and from the local farming committee.

In August the state Sector Navigator for Agriculture, Nancy Gutierrez, visited our Mecca Thermal campus with two community college agriculture faculty. That visit provided us with a wealth of ideas and knowledge of what works and what doesn't work well.

Curriculum for the agriculture program has received Regional Recommendation and is on the agenda for local curriculum approval in October. Classes for three of the stacked certificates and the two degrees being planned should be ready for Fall 2018.

Roadrunner Farms Curriculum

Plant Science AS-T Transfer Degree

Agriculture Business Degree

- Agriculture Office Assistant Certificate
- Agriculture Office Professional Certificate
- General Agriculture Degree
- Food Safety Certificate
- Agriculture Technician Certificate
- Agriculture Pest Management Certificate
- Agriculture Irrigation Technician Certificate
- Agriculture Mechanic Certificate (in progress)

The Agriculture Mechanic Certificate requires Welding and we have not yet identified an opportunity for Welding in the East Valley.

Fire Academy

Strong Workforce and Perkins funds provided two huge improvements for the Roy Wilson Training Center in Thousand Palms.

The Center now has WiFi access which allows students to research materials and also complete state tests without travelling to the main campus in Palm Desert.

A Ventilator unit, which will provide extensive training opportunities and greatly improve the knowledge Fire Cadets can gain on fire safety procedures, has been purchased and is being built to specification. Delivery is scheduled for December, 2017.

Emergency Medical Technician

Thanks to the efforts of Neil Lingle, Director of the Public Safety Academy and James Brakebill, Coordinator of the EMT program, College of the Desert has been able to regain REMSA approval and successfully complete our first year on probation.

Strong Workforce funding replaced aging equipment to purchased additional airway manikins to allow the program to expand.

This Fall, with permission from the Palo Verde District, we are offering a hybrid section of EMT training in Blythe for 25 of their Public Safety Personnel. This is a one-time arrangement that allows their staff to gain accreditation and provides experience for the Palo Verde District as they move forward with seeking their own REMSA approval.

For Spring, 2018 we hope to arrange a similar program with Crafton Hills in which they offer a hybrid section of Paramedic training to our Fire Cadets and other interested students. This will allow our students to gain the accreditation they need without travelling to Crafton Hills and will also provide us with experience on what we need to know to consider opening our own Paramedic program.

Emerging Programs

Strong Workforce funded two emerging programs in the Kinesiology area:

- Yoga Teacher Training
- Fitness Trainer

Wendy Ansley has combined her sabbatical with development of these two programs and should be ready to start them in Fall 2017.

At our last Perkins allocation meeting, a student worker doing an internship at Ironwood Country Club relayed a story about what he learned at that job. His clients did not want to be trained for a marathon; they just wanted to get up in the morning without pain and be able to lift and play with their grandkids.

He saw that Yoga offered a perfect solution – a set of exercises we jokingly call Geriatric Yoga – except if you Google Geriatric Yoga you will find that senior Yoga has become a whole new science. And what better science to bring to the Coachella Valley.

At the same time, our Hospitality Advisory Committee suggested that Spa Manager was an important job qualification. So we saw a cross-discipline fit: Kinesiology teaches senior Yoga and Fitness Trainer and First Aid; Business teaches the accounting, HR, and business knowledge. Watch for this new program in the next year.

Clinical Nursing Placement

Regional Strong Workforce funded a Clinical Nursing Placement project.

COD has a coordinator in place and is moving forward with successful implementation of this project.

The Essential but Not So Exciting:

We also allocated Strong Workforce funds to the basics:

- Supplies
- Equipment
- Stipends for Adjunct Faculty to participate in Strong Workforce
- Professional Development
- Replacement of equipment
- Safety inspections

There are no great pictures to show the results of these expenditures but the results are there.

When the budget is tight, supply and equipment budgets are usually the first to be cut. Career education, and Science, usually feel those cuts the most. It is tough to grow plants and crops without seeds; tough to teach culinary without food; tough to teach chemistry without test tubes.

Everyone can tighten expenses for a year or two but eventually the program suffers. Although the District has been generous with equipment funds, Strong Workforce allowed us to catch up on deferred expenses and expand programs. Our Steering Committee has made the decision to continue that basic support by allocating an annual amount to supplies and equipment.

Professional Development is important but also something that is reduced when budgets are tight. And when it is reduced, faculty use their limited funds to remain current in their fields.

Strong Workforce funds allowed us to send CTE instructors to On Course training; to the Online Institute; to State Academic Senate conferences; to C-ID curriculum sessions, and to IEPI success seminars. And we will continue allocating funds to the professional development so important to maintain faculty expertise.

The Future – at COD

- Culinary has been asked by Riverside County to provide a program for the new jail and both curriculum and MOU are in progress. Scheduled for Spring 2019 opening.
- Cyber Patriot competition is scheduled at COD for December and teams are forming and being trained. This will continue the excellent work of the CODE club.
- Local proposals for Round Two were due Monday, October 16 and the Steering Committee has started determining projects that will be funded for next year.
- A new student-run Kiosk is scheduled to open at the Indio campus in Spring, 2018. Although primarily a District sponsored facility, Strong Workforce funds will allow purchase of specialized equipment.

The Future - Regional

- Regional funds are being allocated for Round Two and Round Three at the same time for a total of \$16,000,000.
- COD is chairing a Hospitality work group requesting funding for Customer Service.
- COD is also participating in a number of work group proposals and hopes to increase its regional share for Round Two and Round Three.

The Future – State

At the state level, commitment to Career Education remains high; it is clearly the pathway to “New Collar” jobs and a living wage. They are rolling out a major marketing campaign in January:

- <https://vimeo.com/225629508>

College of the Desert Strong Workforce Steering Committee

Co-Chairs-

Dean, Applied Science and Business: Zerryl Becker

Academic Senate CTE Liaison: Douglas Redman

Vice President, Student Learning: Dr. Pamela Ralston

Dean, Student Services: Amanda Phillips

Dean, Health Sciences and Athletics: Leslie Young

Faculty:

- Wendy Saunders, ECE
- Gary Williams, CIS
- Pamela Stegeman, Business
- George Brown, HVAC
- Sarah Fry, Health
- Frank Ramirez, Career Center
- Scott Ventura, Fire
- Michael Kingsbury, Accounting Adjunct
- Daniel Cooper, Hospitality Adjunct

Executive Director, Institutional Advancement: Pam Hunter

Director, Institutional Research: Daniel Martinez

Director, Career and Workforce Solutions Center: Robert St. Juliana

Manager, Dual and Concurrent Enrollment: Michelle Bleza

CTE Transitions Specialist: Vacant

One Future (CVEP): Kim McNulty

WIOA: Wendy Frederick

And my heartfelt thanks to all of the Career Education Faculty and Staff at College of the Desert who have contributed so much this year and always:



Strong Workforce

Zerryl Becker

Oct. 20, 2017

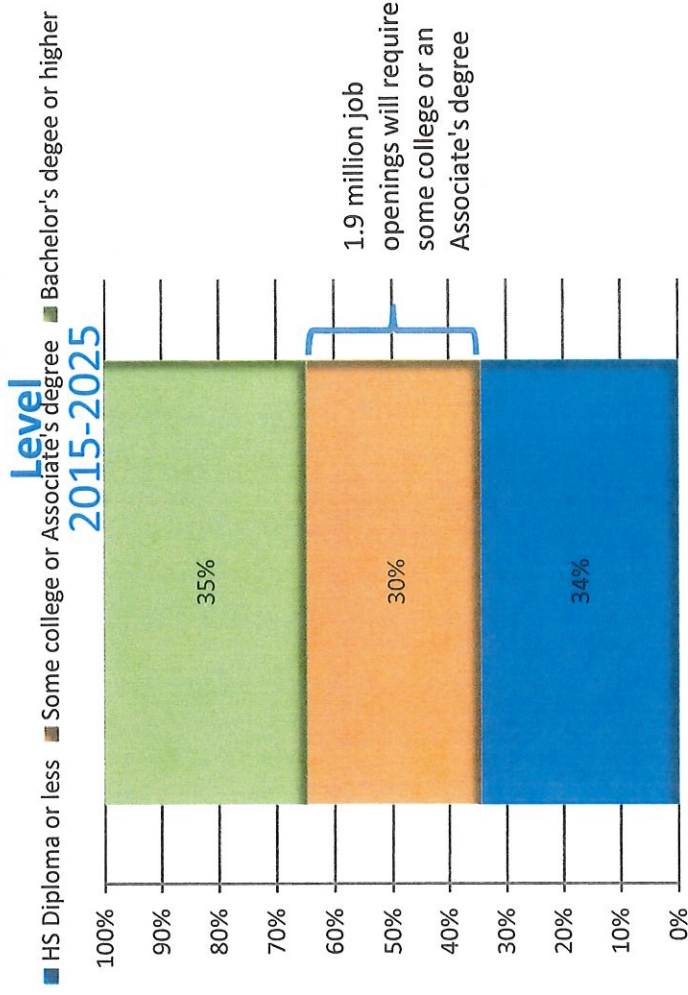
What is the Strong Workforce program?



The Goal

California needs 1 million more AA, certificates, or industry-valued credentials.

California's Job Openings by Education Level



Data source: Georgetown University Center on Education and the Workforce, "Recover: Job Growth and Education Requirements Through 2020," State Report, June 2013.
Analysis: Collaborative Economics

“Some College” is the New Gateway Into The Workforce

THE LABOR MARKET IS INCREASINGLY DEMANDING A MORE SKILLED WORKFORCE.



28%

of jobs required more than a high school education.



56%

of jobs required more training.



65%

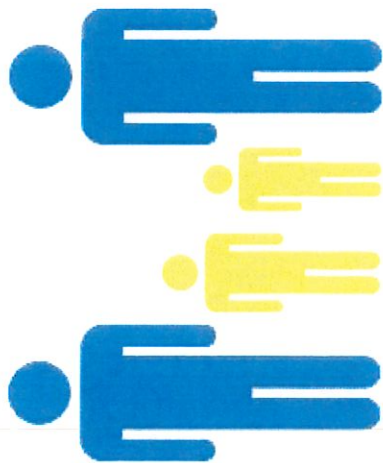
of job openings in the U.S. will require some postsecondary education or training-though not necessarily a four-year degree.

Source: Georgetown Center on Education and the Workforce analysis

Career Technical Education: the Path Out of Poverty

\$60,771

(\$29.22/hour)
2-parent with
one working adult, 2-child
Source: CA Budget Project



\$66,000

AA – Career Technical Education
5-years later

Source: Salary Surfer, 112 CA Community Colleges

\$38,500

AA - General Education
5-years later

Source: Salary Surfer, 112 CA Community Colleges

Renewable Energy



Mobile HVAC Trailer



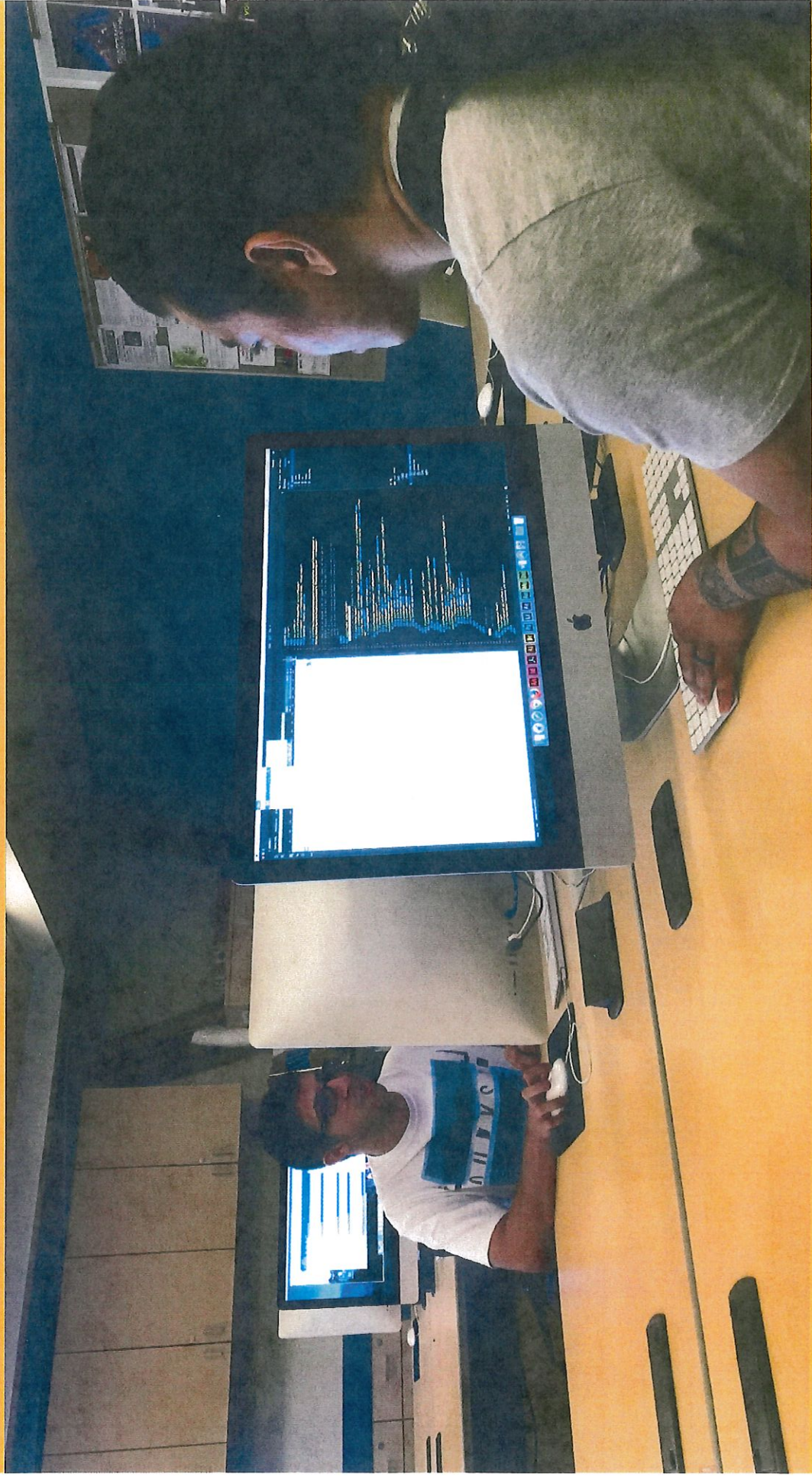
CABEC Conference



CODe and Cyber Security



Digital Design and Production



Adv Transportation – All Electric Car



Adv Transportation – All Electric Car



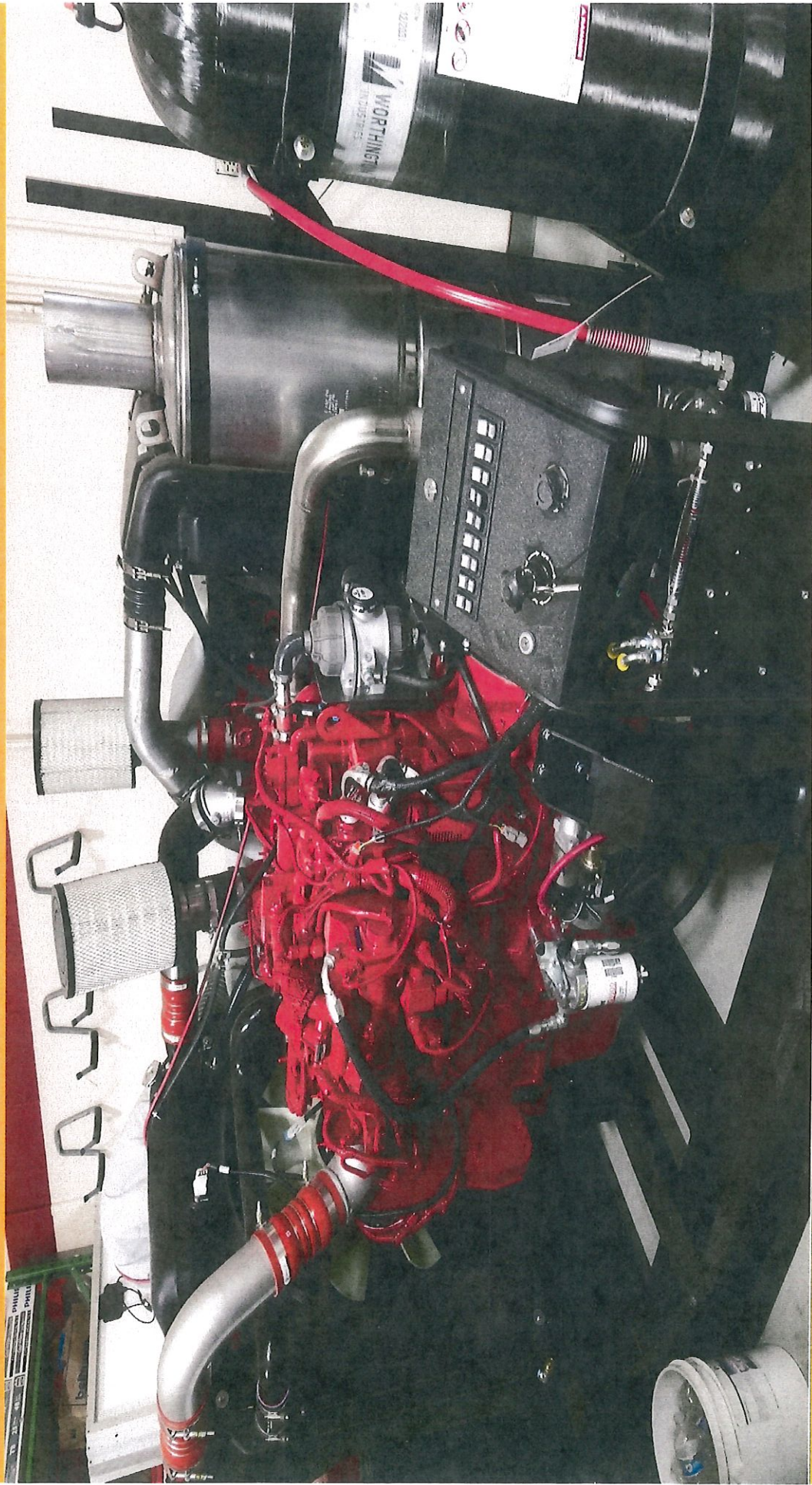
Adv Transportation – Hydrogen Fuel Cell



Adv Transportation – Hydrogen Fuel Cell



Adv Transportation – Cummins engine



Culinary



Culinary



Farm to Table – Child Development Center

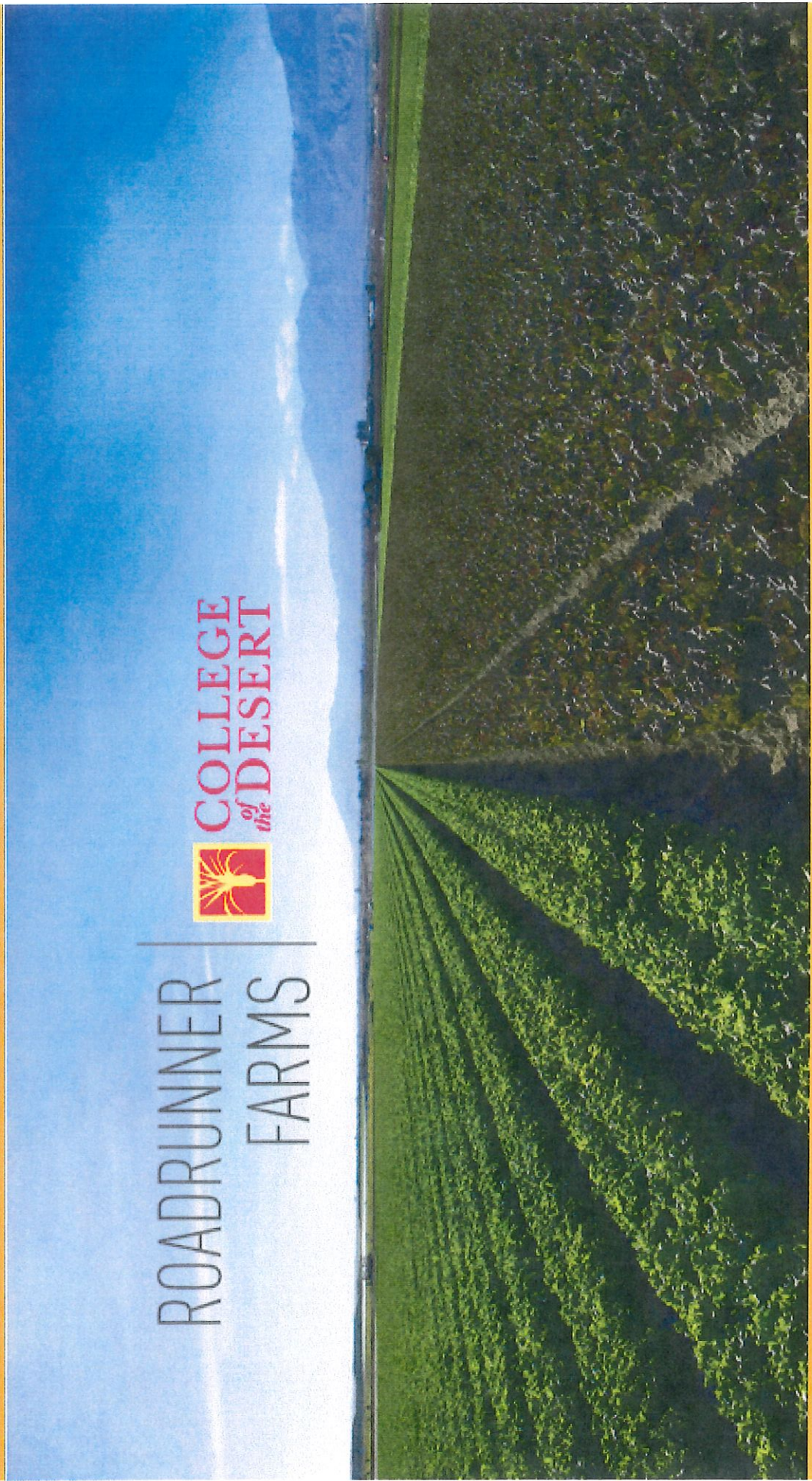


Roadrunner Farms

ROADRUNNER
FARMS



COLLEGE
of the
DESERT



Fire Academy - Ventilator



Emergency Medical Training



Career Workforce Solutions Center

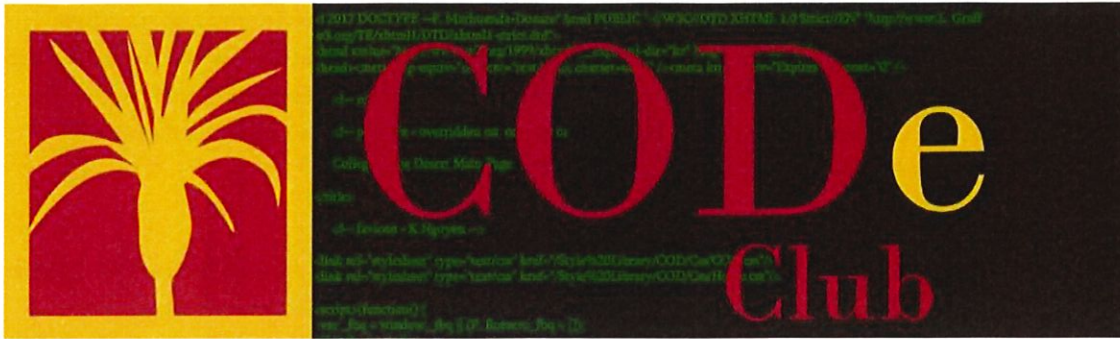


Health

Regional funding is supporting a Nursing Clinical Placement Project.

Local Strong Workforce and Perkins are also supporting emerging programs in:

- Yoga Teacher Training
- Sports Medicine
- Fitness Trainer



CODE Mission Statement

To develop Coachella Valley students' technical skillset to improve self-efficacy in STEM topics.

The Situation

The amount of job growth in technology fields is expected to triple that of the national average of all jobs fields. This means that coding skills are highly desired in the workforce. Colleges, therefore, need to provide students with the necessary training to fill these demands. However, research shows that the number of students in these courses is not increasing and, in some instances, declining. Furthermore, the number of underrepresented students majoring in technical fields is at an all-time low.

NRC research shows that exposing underrepresented students to technical skills, like coding and cybersecurity, will increase their interest and broaden participation in creating a diverse workforce. (National Research Council, 2011)

We proposed a multi-level student and educator focused program to address these demands. First, we created a local student club called CODE for COD students. These students had the opportunity to participate in activities lead by faculty in different areas of interest including, cybersecurity, programming, Raspberry Pi and Arduino activities, etc.

These COD students will in turn help with the offering of the CODE Summer Programs that are aimed at the local high school and middle school students. Research has repeatedly shown that proper intervention is crucial at the middle school level followed with some form of support structure through high school and into college (<http://girlswhocode.com/summer-immersion-programs/>)

Goals

1. Expose the children of the Coachella Valley to enriching educational experiences in technology.
2. Participate in state and nationwide competitions relating to cybersecurity.
3. Develop hands-on skills that are valuable to technology employers.

CODE Spring 2017

We proposed a modest first goal for the program: think big, start small. In the spring 2017 semester, we created the CODE student club. The club met every Friday of the semester to take part in instructor-guided activities relating to hardware, software, coding, game design, game design, web design, cybersecurity, hacking, Arduino, and Raspberry Pi projects. Enrollment in the club reached 100 members at its peak! It was an electrifying educational experience for those in attendance. Dr. Nguyen's efforts in creating an atmosphere of learning and encouragement is a key reason for the success of the program. Kudos.

These spring activities prepared a small cohort of our CODE students to become Team Leaders. They were required to attend all meetings, work on developing projects for presentations, and assisted during the summer offerings of the program. This last part gave our students the privilege of hands-on experience as educators. This level of student involvement will help our students become successful contributors to the program and develop necessary skills for the work force.

CODE Summer 2017

To capture young learners and sustain their interest in computer-related fields, the College of the Desert offered four two-week CODE Summer sessions aimed at local middle and high school students. We offered two sessions in Palm Desert and two in Indio. The activities for the sessions focused on the same topics as those covered by CODE in the spring but cognizant of the participants.

Our recruiting effort was coordinated and entertaining. We worked with all three local school districts to promote the program directly to their students and parents. We presented at numerous high schools, middle schools, and local events throughout the Coachella Valley. Speaking with these children about the opportunities that await them at COD was a truly rewarding experience for me, them, and the image of COD.

CODE was featured in the Desert Sun, KESQ, Eye on the Desert, and at our own President's Message during flex.

<https://youtu.be/7praXgODazk>

CODE Now

Middle school, high school and college CODE participants continue to attend bi-weekly meetings, which aim to build interests in pursuing higher education and gain technical knowledge. These meetings train students in network protection, security measures, ethical practices in technical realm, programming logic, troubleshooting systems, project management and team work. Through the promotion of high school visits, college nights, and media coverage, CODE steadily receives positive response from current members, parents, potential employers and local organizations. Presently, CODE establishes a technical community that offers youth mentorship to advance in higher education and future technical careers.

CODE Future

In Summer 2018, we plan to incorporate the second track for CODE participants from Summer 2017 sessions. Activities will build upon the previously delivered lessons. These activities will include wearable programmable devices, coding compact microcontrollers (Arduino Nano and Raspberry Pi Zero), website and app development, game development projects and system protection practices in cybersecurity. In addition, we will also invite new members to participate in the beginning track to further expand the program in Coachella Valley. CODE will become the community that consistently flourishes technical improvement and guidance for future youth.

We are currently looking at different sources of funding but there is nothing solid, yet. We estimate that it would cost the college about \$70K per year to run the program.

**DESERT COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES**

**Meeting Date: 10/20/2017
ITEM #: 1**

AREA: Human Resources

<input type="checkbox"/> CONSENT
<input checked="" type="checkbox"/> ACTION
<input type="checkbox"/> INFORMATION

TITLE: PUBLIC HEARING AND ACKNOWLEDGEMENT OF INITIAL PROPOSAL FROM THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 407, TO THE DESERT COMMUNITY COLLEGE DISTRICT (DCCD); PUBLIC HEARING AND ADOPTION OF INITIAL PROPOSAL FROM THE DESERT COMMUNITY COLLEGE DISTRICT (DCCD) TO THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 407

BACKGROUND

There is a need to take action on the following Agenda item: Public hearing regarding initial proposal pertaining to AB119. During the October 18 negotiations session, there was mutual agreement to request that the Board of Trustee sunshine its initial proposal to implement AB 119 regarding new employee union orientation. It is recommended that the Board of Trustees in accordance with the Brown Act, take action by at least a two-thirds vote to add to its Agenda for this meeting of October 20, 2017, CSEA's initial proposal.

The Chair requests that the Board approve a Motion by a two-thirds vote to add two public hearings to the Board's Agenda regarding initial proposals pertaining to AB119.

Motion:

Second:

Approve adding the two public hearings to the Agenda.

RECOMMENDATIONS:

Recommendation No. 1: It is recommended that the Board of Trustees conduct a public hearing regarding CSEA'S initial proposal pertaining to AB119, New Employee Orientation. A copy of the initial proposal from CSEA is attached.

Recommendation No. 2: It is recommended that the Board of Trustees conduct a public hearing regarding the District's initial proposal pertaining to AB119, New Employee Orientation. The District, in order to meet and negotiate with CSEA on this matter, also sunshined its initial proposal. The District's proposal per Government Code Section 3557, upon request from CSEA, is to negotiate regarding the structure, time, and manner of the access of the exclusive representative to new employee orientations.

Recommendation No. 3: Having conducted the Public Hearing, it is recommended that the Board of Trustees vote to “acknowledge” CSEA’s initial proposal.

Recommendation No. 4: Having conducted the Public Hearing, it is recommended that the Board of Trustees vote to “adopt” the District’s initial proposal.

Administrator Initiating Item: Mary Anne Gularte	Cabinet Review & Approval: Chair & Vice Chair Review:
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3 Year Projection \$100 vs \$200 Increase to District Contribution Compared

Plan	Kaiser	HMO 10	100% D	100% G	90% G	80% G
Payroll cost: Delta Dental	\$60	\$249	\$358	\$257	\$180	\$71
Payroll cost: DHMO Dental	\$0	\$173	\$282	\$181	\$104	\$0
HW District Proposed Increase	\$100	\$100	\$100	\$100	\$100	\$100
Medical Premium Increases	\$101	\$85	\$89	\$85	\$81	\$73

3 Year Projection with \$100 Increase to District Contribution						
Payroll cost for Plan Year with Delta Dental	Kaiser	HMO 10	100% D	100% G	90% G	80% G
2017-2018	-\$40	\$149	\$258	\$157	\$80	-\$29
2018-2019	\$61	\$234	\$347	\$242	\$161	\$44
2018-2020	\$162	\$319	\$436	\$327	\$242	\$117
Payroll cost for Plan Year with DHMO Dental	Kaiser	HMO 10	100% D	100% G	90% G	80% G
2017-2018	-\$175	\$73	\$182	\$81	\$4	-\$100
2018-2019	-\$74	\$158	\$271	\$166	\$85	-\$27
2019-2020	\$27	\$243	\$360	\$251	\$166	\$46

Plan	Kaiser	HMO 10	100% D	100% G	90% G	80% G
Payroll cost: Delta Dental	\$60	\$249	\$358	\$257	\$180	\$71
Payroll cost: DHMO Dental	\$0	\$173	\$282	\$181	\$104	\$0
HW CSEA Proposed Increase	\$200	\$200	\$200	\$200	\$200	\$200
Medical Premium Increases	\$101	\$85	\$89	\$85	\$81	\$73

3 Year Projection with \$200 Increase to District Contribution						
Payroll cost for Plan Year with Delta Dental	Kaiser	HMO 10	100% D	100% G	90% G	80% G
2017-2018	-\$140	\$49	\$158	\$57	-\$20	-\$129
2018-2019	-\$39	\$134	\$247	\$142	\$61	-\$56
2018-2020	\$62	\$219	\$336	\$227	\$142	\$17
Payroll cost for Plan Year with DHMO Dental	Kaiser	HMO 10	100% D	100% G	90% G	80% G
2017-2018	-\$275	-\$27	\$82	-\$19	-\$96	-\$200
2018-2019	-\$174	\$58	\$171	\$66	-\$15	-\$127
2019-2020	-\$73	\$143	\$260	\$151	\$66	-\$54