

COLLEGE OF THE DESERT  
**EDUCATIONAL MASTER PLAN**  
2017-2022





# Acknowledgements

Many thanks to the faculty and staff who worked to develop the College of the Desert's Educational Master Plan 2017-2022.

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# CHAPTER 1

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## INTRODUCTION AND EXECUTIVE SUMMARY





## Preface

This Educational Master Plan represents the next era of the unbridled story of a community college, whose journey began almost sixty years ago in the rich Coachella Valley of Southern California. Before 1958, looking any direction in the Coachella Valley one could see a checkerboard grid - deserts, rich farmland and small town centers. Early homesteads were giving way to new neighborhoods and neighborhoods brought families, with children and young adults anxious to learn and full of dreams for the future. Then, on April 16, 1958, life in the valley was changed, as voters approved the formation of the Desert Community College District, and a subsequent \$3.5 million bond measure passed by voters provided for the construction of nine buildings on former farmland of twenty acres of dates and sixty acres of grapes.

Five of the most talented and prolific architects of the day assembled to transform the vision for higher education into reality. John Carl Warneke, one of the original campus architects, saw the potential to draw the eye away from nearby streets and traffic by incorporating hundreds of arches and columns along the covered walkways he had designed – arches that rise from the columns at the same angle as the fronds of the many date palm trees that continue to grace the campus to this day. Named by Douglas Crocker, a Palm Springs teenager who won a contest supported by the District and local newspapers, College of the Desert opened its doors to the first students in the fall of 1962, and the journey began.

Over the last six decades, the Coachella Valley has watched its community college transform. College of the Desert is now the fastest growing community college in California, with an enrollment of over 15,000 students annually. While the names and faces have changed throughout the past six decades, the stories are all too familiar.



A young male high school graduate with no firm career path in mind took classes in the automotive program at College of the Desert that led to work experience and a job as an automotive engineer doing what he loves.



An aspiring technology entrepreneur, inspired and supported by caring faculty and staff at the College, ignited his entrepreneurial spirit, formed his own software company and launched a successful start-up company.



The daughter of farm workers who put her aspirations on hold to marry and make her family her priority turns to COD many years later to pursue her childhood dream of a career in nursing.



A retired advertising executive signed up for computer classes that led to a second career covering the desert social scene.

Stories like these unfold every day at College of the Desert where programs, facilities and committed faculty and staff help ensure a bright future for students of all ages, and contribute to the economy and communities of the entire valley. The College's programming is as diverse as the community it serves - supporting not only jobs and students seeking to transfer to a university, but also social services, the non-profit sector, life-long learners, and retirees seeking to redirect their talents and interests to contribute back to quality of life in the Valley.

The College's desert home is a land of extremes. Summer's temperatures can be extreme, yet temperate enough for agriculture to thrive year-round. Among the nine cities the College serves, one can find California's highest and lowest ranked per capita income. Tourism attractions lure hundreds of thousands of people from both near and far, and the valley's agricultural resources feed the world. And yet, in some communities nearly half the residents live below the poverty level. The majority of College of the Desert students work full or part-time while attending college, and nearly 90% qualify for some form of financial assistance.



While the region is highly recognized for its development of solar, wind and geothermal energy, when it comes to the valley's greatest renewable resource – students – the challenges and obstacles are also extreme. The growing Hispanic population ranges from 2% to 100% depending on the community, and nearly a quarter of valley residents do not have high school diplomas. And yet, another sector of residents – again approximately a fourth – hold bachelors degrees. This is life in the Coachella Valley – a rich culture of extremes.

The Coachella Valley is home to internationally recognized events and festivals, and high-end hospitality and entertainment, alongside entry-level career-technical occupations, agriculture, and natural resource management and sustainability. As the community's college, College of the Desert is uniquely positioned to serve people across the diverse worlds of the growing Coachella Valley: the affluent and those in poverty; seniors and an influx of younger residents; the well-educated and undereducated; gated communities and low-income households.

Through educational programming and student support services, our College strives to connect these rich and wonderful extremes and bridge the at times disparate Coachella Valley worlds. Our college is well positioned to provide interdisciplinary approaches to education and training that prepares students for careers across the job market spectrum and strengthens the Valley economy. This EMP provides a dynamic blueprint for instructional programming and support services needed for the next five years and beyond.

Thanks to the efforts of committed faculty and staff, academic and civic leaders and strong community support, yesterday's vision for a comprehensive, community college is now a reality and will continue to meet the diverse needs of the Coachella Valley students and residents. We welcome you to join us on this journey as the College of the Desert story continues!

# Chapter 1: Introduction and Executive Summary

## INTRODUCTION AND BACKGROUND

College of the Desert has a long and rich history of service to the Coachella Valley region. In 2014 the district undertook a comprehensive study to develop a new Strategic Master Plan for the College. Five broad Strategic Goals, and thirty-one Strategic Objectives were adopted by the Board of Trustees to provide direction to the College for the next five years and to provide vision for its expansion across cities in the Valley.

In November 2016, district voters strongly supported a \$577.8 million facility bond measure to provide the resources necessary to maintain and expand facilities to serve the growing Coachella Valley region. That same Fall, preparation began for the development of a new educational master plan that would address the Board - adopted Strategic Master Plan's Goals and Objectives. The Collaborative Brain Trust (CBT) was hired to provide technical support for its development, and by January 2017 a robust effort was underway to build on the work done in the Strategic Master Planning process to focus on the educational programming and student support services that would be needed for the next five years and beyond to serve the Coachella Valley. This document is the result of that effort.

## COLLEGE PROFILE

### HISTORY OF THE COLLEGE

College of the Desert is based in Palm Desert, California, near the center of the vibrant Coachella Valley with additional locations in Indio, Mecca/Thermal, and Desert Hot Springs. The original Palm Desert campus is located approximately 120 miles east of Los Angeles, 120 miles northeast of San Diego, 110 miles north of the border with Mexico, and 110 miles west of the Arizona border. The college is located within the Desert Community College District, which covers nearly 4,000 square miles – more than twice the size of the state of Delaware.

Since its earliest days, College of the Desert has played a key role in the life of the Coachella Valley. Valley voters overwhelmingly approved the formation of a community college district in 1958, resulting in the creation of the College. After three years of study and planning, construction of nine buildings began on 160 acres of former date palm groves and table grape fields at the northeast corner of Monterey Avenue and Avenue 44, now known as Fred Waring Drive, in Palm Desert. The site was selected to be equidistant from the Valley's population centers of Palm Springs and Indio.

The College welcomed more than 500 students in the fall of 1962 and graduated a three-member class in June 1963. The first three alumni were all transfers from other institutions. By the end of that same year, the college received its first accreditation and, by the end of the decade, six additional buildings were constructed on the original campus.



The next decades consisted of expansion as the College grew in tandem with the community it serves. New buildings, programs, and services arose, and new partnerships were forged to enhance the educational offerings and boost the economic vitality of the Coachella Valley.

In 2004, local voters overwhelmingly approved a \$346.5 million bond measure to renovate campus facilities and expand to serve future needs. Ten new buildings rose on the Palm Desert campus over the next 10 years.

In 2009, the College opened its Mecca/Thermal location. In 2014, the three-story, 40,000-square-foot downtown Indio location opened, providing a permanent foothold for the college in that city where classes had been held in temporary locations since 1988. The campus serves about 4,000 students a year and plans are in the works to double the site's footprint to welcome another 4,000 students in the coming years. In Fall 2016, the college expanded yet again, adding a campus in Desert Hot Springs at the Edward L. Wenzlaff Education Center. Classes are offered also at Cathedral City, Desert Hot Springs, Palm Springs and Rancho Mirage high schools.

Since 2012, the college has been led by Superintendent/President Joel L. Kinnamon, Ed.D. It is guided by a five-member, publicly elected board of trustees. In May 2016, College of the Desert broke a year-old graduation record when more than 1,100 students earned associate's degrees and certificates of achievement.

In November 2016, a \$577.8 million bond measure to invest in the future of the college, its students, and the Coachella Valley community was approved by more than 71 percent of voters. Funds will be dedicated to building a Palm Springs location, reducing overcrowding by building new classrooms and laboratories throughout the valley, and expanding educational opportunities and access to meet the expanding needs of the local community and economy.

As of 2017, the college enrolled more than 15,000 students. It is currently the fastest growing community college in California with enrollment up 30 percent since 2012. About 84 percent of students are the first in their family to attend college. The college generates the local workforce with 75 percent of graduates staying or returning to live and work in the community.

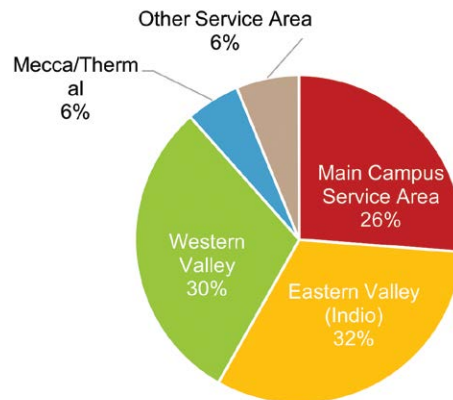
College operations have a \$302 million impact on the local economy each year, and alumni contribute more than \$243 million annually to the local economy. Over the years, more than 120,000 alumni have graduated from College of the Desert.



## STUDENT PROFILE

College of the Desert serves more than 15,000 students and awards more than 1,000 degrees and certificates annually. The students come from diverse backgrounds across the Coachella Valley and beyond. One-third of students reside in the western portion of the Coachella Valley. Another one-third reside in the eastern portion. Nearly one-quarter reside near the main campus area. Six-percent live in the Mecca/Thermal area and 6% live elsewhere.

## Headcount by Residence Zip Code/College Service Area



A majority of the students (56%) are female. Most students (61%) are younger than 25 years of age. The percentage of Hispanic students has grown from 63% in 2011 to 71% in 2015.

In terms of socio-economic status, there is great diversity in the Coachella Valley and among the students who attend the College. Nearly half, (48%) of students are from a lower socio-economic status (as determined by various financial aid criteria).

Sixty-percent of incoming students have a goal of obtaining a degree, certificate and/or transferring to a four-year institution. Twenty-three percent of students attend the College for career development. Another 15% are undecided as to their educational goal. The majority of students (61%) are attending on a part-time basis (fewer than 12 units per semester).

Overall, College of the Desert students have a success rate (a grade of C or better) of 69.8% which compares favorably to the State average of 70.4%.

### EDUCATIONAL ACADEMIC PROGRAMMING

College of the Desert (COD) is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council of Higher Education Accreditation and the U.S. Department of Education. The ACCJC is a regional accrediting body recognized by the US Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

College of the Desert has operated continuously since it was established in 1958. The main campus is located in Palm Desert, along with multiple off-campus locations in the Eastern Valley (Indio and Mecca/Thermal), Western Valley, which consists of the newly opened Desert Hot Springs location, courses offered in Palm Springs High School and Cathedral City High School, and through distance education over the Internet. Plans are underway for a Palm Springs campus.

In 2015-16, approximately 15,000 students pursued over 72 programs of study for associate degrees, transfer degrees to four-year colleges and universities, certificates, basic skills courses, and career and technical programs. The College awarded 1,157 degrees and certificates during the 2015-16 academic year.



College of the Desert offers 60 certificate programs (including locally approved and non-credit) and 69 associate degree programs: 18 associate of arts, 27 associate of science, 16 associate of art-transfer, and 8 associate of science-transfer. 78% of courses offered lead to a degree and/or transfer. In 2016, 474 associate in arts, 305 associates in science, and 234 certificates were awarded. In 2015-2016, COD offered 2,225 sections affiliated with credit instructional programs, of which 1,987 (89.3%) were identified as “degree-applicable”. The overwhelming majority of COD students enroll in degree applicable courses: in 2015-16, 12,993 (97.6%) enrolled in at least one degree-applicable course. A list of degree and certificate programs currently offered at the College can be found in Appendix A.

## COLLEGE MISSION, VISION, AND VALUES

The College’s mission, vision and values statements were the highest level driver for this Educational Master Plan 2017-2022 (EMP). These statements, as well as the Board-adopted Strategic Master Plan, were kept firmly in the forefront as the various planning activities took place.

### MISSION STATEMENT

College of the Desert provides excellent educational programs in basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit and distance education, which are continuously evaluated and improved. Our programs and services contribute to the success, learning and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond.

### VISION STATEMENT

College of the Desert will be a center of collaborations and innovations for educational enrichment, economic development and quality of life in the Coachella Valley and surrounding communities.

### VALUES STATEMENTS

College of the Desert is a learning-centered institution that values:

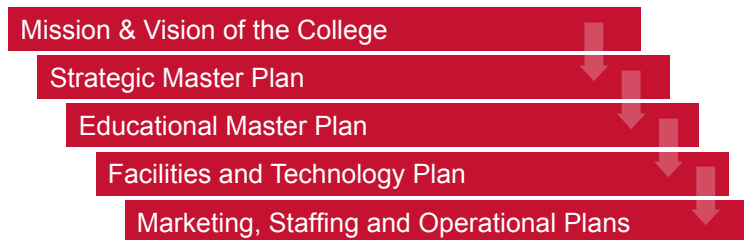
- **Student Success**  
Student learning and growth are central to all we do.
- **Diversity & Inclusion**  
We embrace the diversity of our community and uphold the dignity and worth of the individual.

- **Integrity**  
We are open, honest and reliable.
- **Respect**  
We value the thoughts, words, and actions of our students, colleagues, and community.
- **Dedication**  
Our faculty, staff and administrators are responsible leaders who effectively implement programs in support of student learning and efficient college operations.
- **Professionalism**  
We are current in our areas of expertise and embody high standards of conduct.
- **Communication**  
We communicate with authenticity in pursuit of broad understanding, effective dialog, and inclusive decision-making.
- **Lifelong Learning**  
Learning is essential to living, for our students, faculty and staff.

## INTEGRATED PLANNING

### STRATEGIC MASTER PLAN, EDUCATIONAL MASTER PLAN AND RELATIONSHIP TO OTHER COLLEGE PLANNING EFFORTS

The EMP responds to the College's mission and vision statements, and to the Strategic Master Plan. Information contained in this EMP will help inform the development of other College plans. For example, the growth forecast and space needs section of this plan, the signature program matrix, and targeted program expansion and development will be used to inform facilities and technology planning, as well as staffing, marketing, and operational planning. The relationship between and among these planning efforts at the College are represented in the diagram below.



Concurrent with the development of the EMP, the College undertook two additional efforts to support integrated planning and continuous improvement. These two efforts were (1) refinement of the College's Integrated Planning Model, and (2) revisions to the Program Review Process for instructional programs, and those student services areas under the purview of the Academic Senate (e.g Counseling and Disabled Students Programs and Services (DSPS)).



## INTEGRATED PLANNING MODEL

The EMP Task Force reviewed the College's Integrated Planning Model (IPM) to refine and enhance it for the 2017 - 2022 planning cycle in conjunction with development of the EMP. Several areas in the model were considered for expansion, including a stronger representation of students, data-informed decision making, input from both external and internal stakeholders, and use of evaluative results for improvement. Additionally, a clearer distinction between, and depiction of annual and long-range planning processes was determined to be beneficial. The new IPM enhancements are being recommended by the EMP Task Force, and are undergoing College review, with projected adoption to take place in early Fall 2017.

## PROGRAM REVIEW AND PLANNING

A survey of users of the Program Review Process was undertaken by the Outcomes and Assessment Committee (OAC) of the Academic Senate. Feedback from respondents gave insight into improvements that could be made to enhance decision making regarding academic programs, and further support student success. Several needs were identified, including the desire to:

- Streamline the process to make it less arduous and repetitive
- Place more emphasis on forward-thinking program planning
- Tie the process more closely to Student Learning Outcomes (SLOs) and the new EMP
- Redesign the template to be more user-friendly, common across programs, and yet able to provide more discipline-specific information and customized features for Career-Technical programs, and those under external accreditation bodies
- Include standardized, pre-populated, easy to interpret data and visuals indicating program viability and trends
- Move to an online, digitized model in the near future, with customized drop-down menus to assist faculty and staff in establishing long-term goals for program direction/redirection in support of student success
- Provide opportunities for faculty, deans, and vice presidents to work collaboratively on program enhancement and long-term planning via the new templates and processes



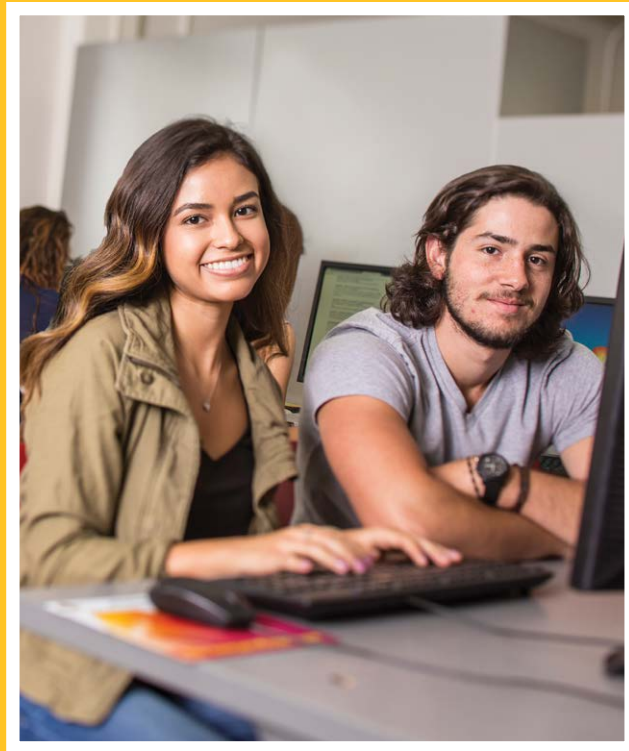
The OAC has been working on the revised templates and process concurrently with the EMP development, and is projecting a Fall 2017 adoption.

For a more complete account of the work accomplished related to Program Review and Planning, please see Appendix B.

# CHAPTER 2

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## OVERVIEW OF EDUCATIONAL MASTER PLAN 2017 - 2022



# Chapter 2: Overview of the Educational Master Plan 2017 - 2022

## EDUCATIONAL MASTER PLAN PURPOSE AND MANDATES

### PLAN PURPOSE

The Educational Master Plan 2017 – 2022 (EMP) provides a blueprint for the academic future of the Desert Community College District. As previously noted, it also provides a foundation for the College’s other planning efforts (facilities, staffing, etc.). Although the exercise of planning is a fluid, and at times difficult economic environment may seem overly optimistic, these conditions provide a wonderful opportunity for the District to determine its destiny. Through comprehensive, data-informed educational planning, priorities are defined and the course for future activities becomes clear. In planning for today’s opportunities and challenges, the District is in a better position to make decisions that support its priorities. The EMP provides a roadmap that supports innovative, rigorous and engaging educational programs for the future of students, and the communities served by the College. These purposes are recognized also by external agency mandates that govern the College, including California Law and regional accreditation.

### TITLE 5 OF THE CALIFORNIA CODE OF REGULATION

Title 5 of the California Code of Regulation requires a “Comprehensive Plan” as follows:

*(a) The governing board of a community college district shall establish policies for, and approve, comprehensive or master plans which include academic master plans and long range master plans for facilities. The content of such plans **shall be locally determined**, except that the plans shall also address planning requirements specified by the Board of Governors.*

*(b) Such plans, as well as any annual updates or changes to such plans, shall be submitted to the Chancellor’s Office for review and approval in accordance with Section 70901(b)(9) of the Education Code and with regulations of the Board of Governors pertaining to such plans. (5 CCR § 51008)*

### ACCREDITATION BY THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES (ACCJC) OF THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC)

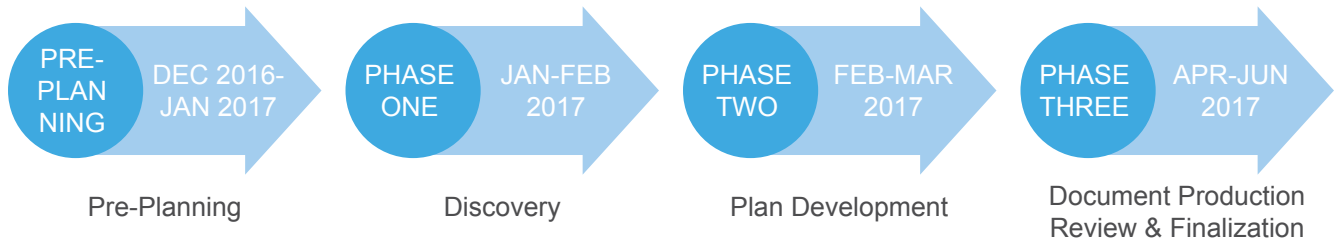
The Accrediting Commission’s Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity states:

Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services.

## EMP DEVELOPMENT PROCESS

### DEVELOPMENT PHASES AND TIMELINE

Preparation for EMP development began Fall 2017 and progressed through pre-planning and three phases of plan development: A Discovery Phase; Planning Phase; and Document Production, Review, and Finalization Phase. The phases took place in the 2017-18 Academic Year and are depicted in the diagram below.



### APPROACH AND ACTIVITIES

The external technical support team from Collaborative Brain Trust (CBT) worked with an internal College EMP Task Force to collect extensive internal and external quantitative and qualitative data, and work within the culture of College of the Desert. The EMP Task Force ensured participation and open communication throughout the process.

## EMP TASK FORCE

### PURPOSE

The purpose of the EMP Taskforce was to serve as a working group for development of the EMP. The EMP Task Force:

- Ensured representation of all areas of the College in developing the EMP
- Worked in collaboration with the CBT Consultant Team, providing input and feedback throughout the process of the plan's development
- Supported alignment of the EMP with the College's Mission, Vision, and Strategic Master Plan
- Kept students, student success, and service to the COD region at the center of discussion during EMP development
- Strived for improved College effectiveness by strengthening program review processes and data templates for short and long-term decision making
- Focused effort toward continuous improvement of COD's integrated planning processes, and the refinement of COD's Integrated Planning Model
- Exemplified quality employee engagement, advocated for additional internal stakeholder engagement, and served as a communication body to the rest of the internal COD community

## EMP TASK FORCE MEMBERSHIP

As noted previously, an important aspect of the Task force was to ensure engagement by various functional areas of the College. The membership was constructed in such a manner as to accomplish this purpose. Members of the Task Force were as follows:

**Pamela Ralston**

VP Student Learning

*Task Force Chair*

**Christen Smith**

*Academic Senate President*

**Donna Greene**

*Curriculum Committee Chair*

**Courtney Dousett**

*Outcomes & Assessment Chair*

**Douglas Redman**

*School of Applied Sciences Chair*

**Robert Pellenbarg**

*Adjunct Senate Representative*

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*Interim Dean of Counseling*

**Kelly Hall**

*Interim Dean of Social Sciences and Arts*

**Dean Papas**

*Dean of Communication & Humanities*

**Daniel Martinez**

*Director of Institutional Research*

**Annebelle Nery**

*VP of Student Success*

**Elise King**

*Counselor, General Counseling*

**Luis Castellanos**

*ASCOD President, Student Representative*

## ACTIVITIES

The EMP Task Force met twice monthly throughout the Spring 2017 semester. The Task Force reviewed data collected during the Discovery Phase, engaged in the development of five year EMP Goals and Objectives based on the Discovery Phase results, communicated with constituents throughout the process, and made recommendations for revisions as input was received. Additionally, an EMP web site was established for transparency and open communication throughout the process, with an opportunity for all College staff to provide input as desired.

# CHAPTER 3

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## DISCOVERY AND DATA PROFILE

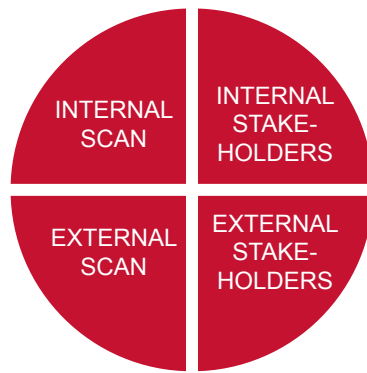


# Chapter 3: Discovery Phase and COD Data Profile

## OVERVIEW OF THE DISCOVERY PHASE

### DISCOVERY PHASE PROCESSES

Phase One of development of the Educational Master Plan 2017 - 2022 (EMP) was the “Discovery Phase”. It consisted of four key processes: External Scan (including a Labor Market analysis), Internal Scan, external stakeholder input, and internal stakeholder input, as represented in the diagram below.



### INTERNAL AND EXTERNAL SCANS

The Internal Scan examined the demographics of the College’s students and staff. This includes an analysis of where students come from, their socio-economic status, their ethnicity, age and gender. The Internal Scan includes quantitative data obtained from the Office of Institutional Research, and qualitative data from interviews, open forums and surveys.

The external scan examined the demographics of the College’s service area population. The data was obtained primarily from the U.S. Census. The economic data was gathered from several sources including the Bureau of Labor Statistics and ESRI.

The Labor Market data was obtained from EMSI (Economic Modeling Specialists, International). The analysis identifies high-skill, high-wage occupations in the Coachella Valley. Then, there is a gap analysis comparing those occupations with programs offered at the College. The result is data that start conversations at the College about possible new programs, programs for expansion or programs for further analysis.

### INTERNAL AND EXTERNAL STAKEHOLDER INPUT

Extensive stakeholder input was gathered via the following:

- All-college survey of staff and students (552 respondents)
- Survey of Career Technical Education (CTE) Program Advisory Committee Members (66 respondents representing 20 CTE Advisory Committees)

- Outcomes and Assessment Committee Survey (57 respondents)
- Survey of K-12 Consortium Members (22 respondents, representing all three K-12 Districts in the COD service area)
- Focused Listening Sessions – 19 total listening sessions; over 80 individuals from across the College (instruction, student services, administrative services, & Foundation)
- West Coachella Valley Community Forum - discussion and response cards
- East Coachella Valley Community Forum - discussion and response cards
- Two all-college forums for students and staff – discussion and response cards
- Table-top exercises from K-12 Consortium Meeting

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## DATA PORTFOLIO

In creating this EMP, the College made a commitment to use data (quantitative and qualitative) to plan for the future. The Data Portfolio chapter is a compilation of this data. The College’s Office of Institutional Research provided a good deal of the data in this chapter. Additionally, third party sources were used, primarily for the labor market analysis.

The data is divided into three sections.

- External Environmental Scan
  - Includes data about the College’s service area population.
- Internal Environmental Scan
  - Includes data about the College’s students, faculty, and staff. Qualitative components include a survey as well as listening sessions with stakeholder groups.
- Labor Market Information and Analysis
  - Includes data about the labor market, and the career, technical programs offered by the College.

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## EXTERNAL ENVIRONMENTAL SCAN

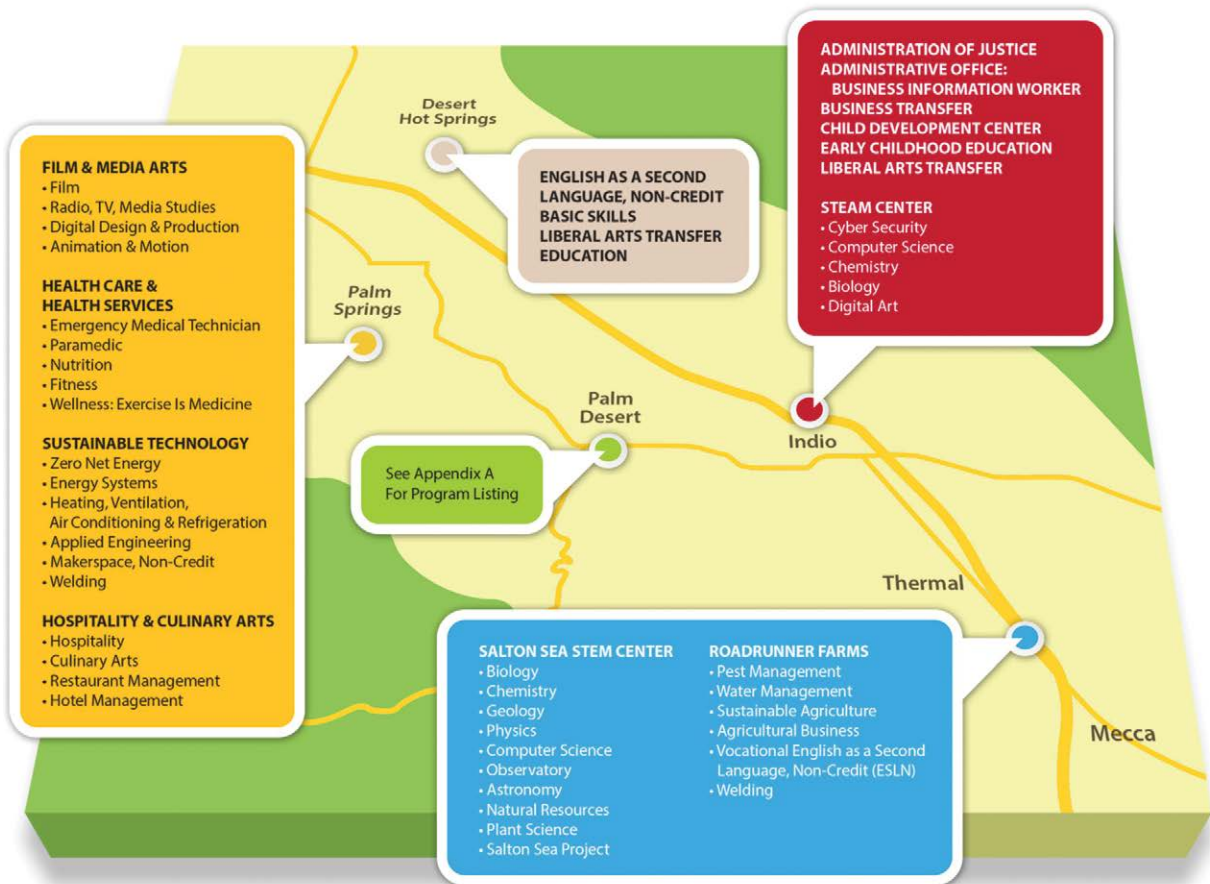
### OVERVIEW

The External Environmental Scan is an analysis of the region in which the College operates. In the case of College of the Desert, the region is defined as the Coachella Valley. This area includes 17 communities shown in the following list. The demographic data in this chapter, is presented for all these communities except when data was not available.



- Blythe
- Cathedral City
- Coachella
- Desert Center
- Desert Hot Springs
- Indian Wells
- Indio
- La Quinta
- Mecca
- Mountain Center
- North Palm Springs
- Palm Desert

## College of the Desert Campus Locations



Source: ESRI

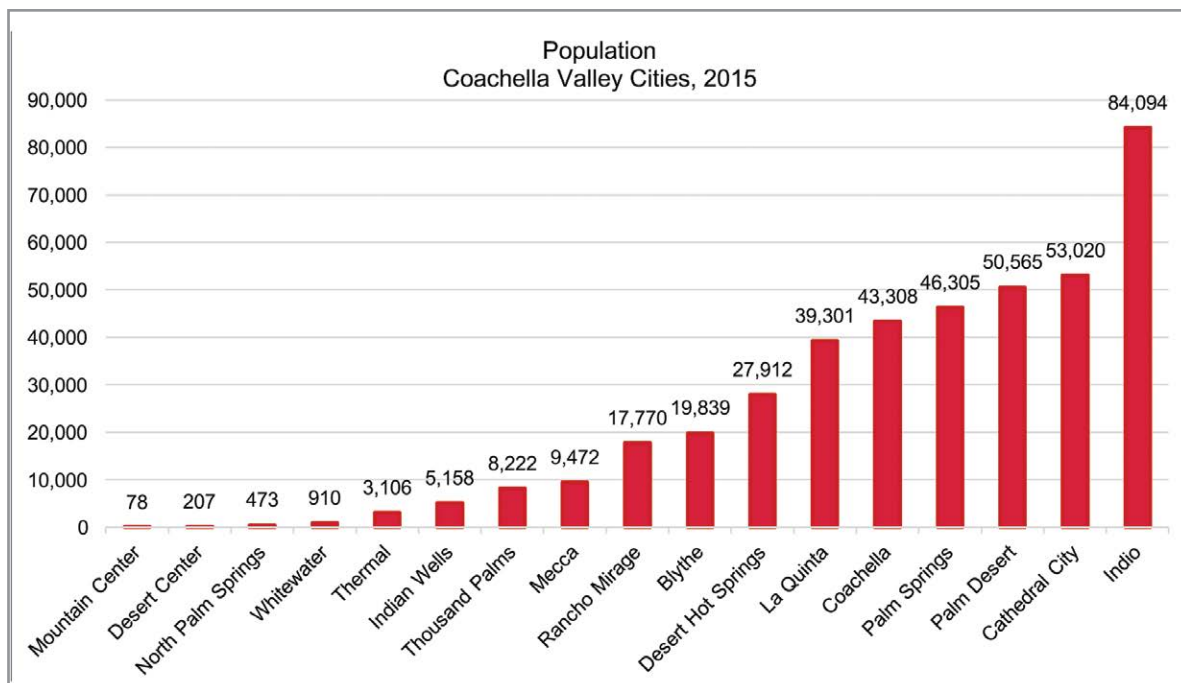
POPULATION

The total population of the Coachella Valley grew by 1.6% per year from 2011 to 2015. Over this period, Riverside County grew at the same annual rate. The State of California grew by only 1.0% per year.

Population: Coachella Valley Cities, 2011-2015			
City/Area	2011	2015	Annual Growth Rate
Blythe	21,102	19,839	-1.5%
Cathedral City	51,130	53,020	+0.9%
Coachella	39,442	43,308	+2.4%
Desert Center	150	207	+8.4%
Desert Hot Springs	25,793	27,912	+2.0%
Indian Wells	4,937	5,158	+1.1%
Indio	74,402	84,094	+3.1%
La Quinta	36,600	39,301	+1.8%
Mecca	8,233	9,472	+3.6%
Mountain Center	66	78	+4.3%
North Palm Springs	665	473	-8.2%
Palm Desert	48,769	50,565	+0.9%
Palm Springs	45,045	46,305	+0.7%
Rancho Mirage	17,022	17,770	+1.1%
Thermal	3,372	3,106	-2.0%
Thousand Palms	7,578	8,222	+2.1%
Whitewater	879	910	+0.9%
<b>Coachella Valley Total</b>	<b>385,185</b>	<b>409,740</b>	<b>+1.6%</b>
<b>Riverside County</b>	<b>2,154,844</b>	<b>2,298,032</b>	<b>+1.6%</b>
<b>Statewide</b>	<b>36,969,200</b>	<b>38,421,464</b>	<b>+1.0%</b>

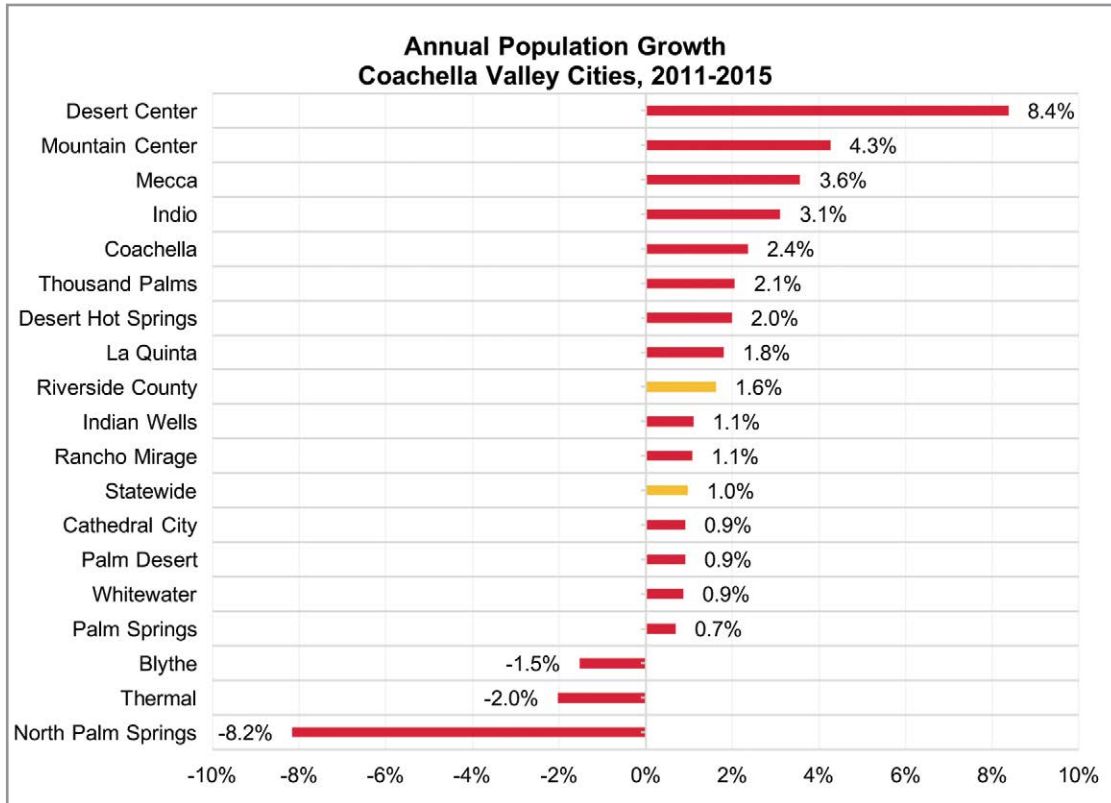
Source: American Community Survey, 2010 to 2015

The largest five cities/towns in the Valley are Indio, Cathedral City, Palm Desert, Palm Springs, and Coachella. Mountain Center, Desert Center, North Palm Springs, Whitewater, and Thermal are the smallest.



Source: American Community Survey, 2010 to 2015

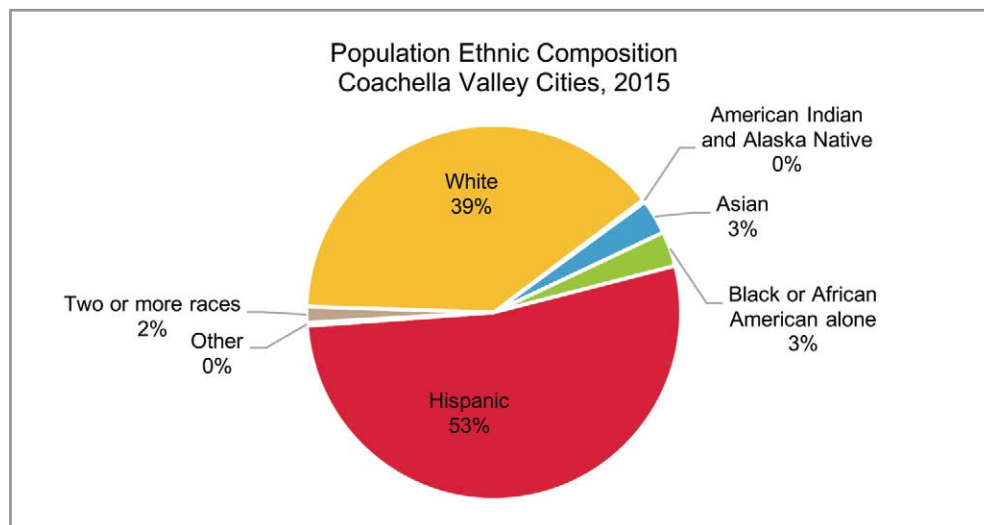
As noted earlier, the population of the Coachella Valley has been growing at an annual rate of 1.6%. The cities/towns growing at the fastest annual rate are Desert Center (8.4%), Mountain Center (4.3%), Mecca (3.6%), Indio (3.1%), and Coachella (2.4%). For reference, the graph shows the annual growth rates for Riverside County (1.6%) and the State of California (1.0%).



Source: American Community Survey, 2010 to 2015

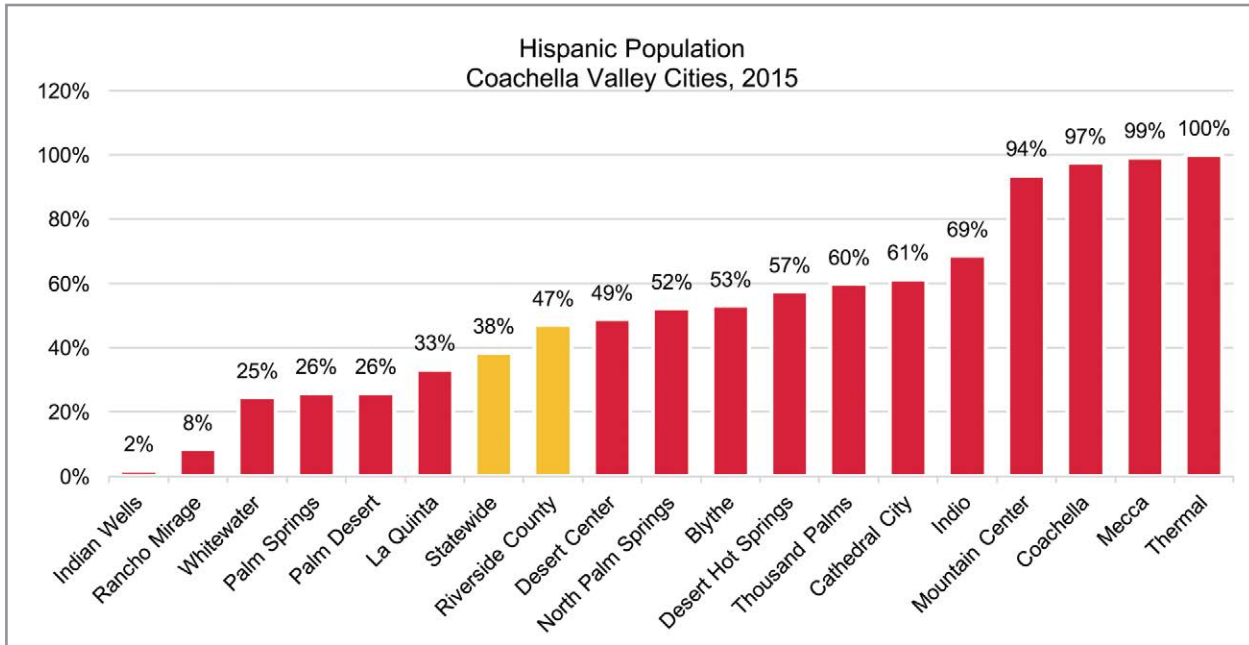
## RACE AND ETHNICITY PROFILE

The Coachella Valley population is 53% Hispanic and 39% white.



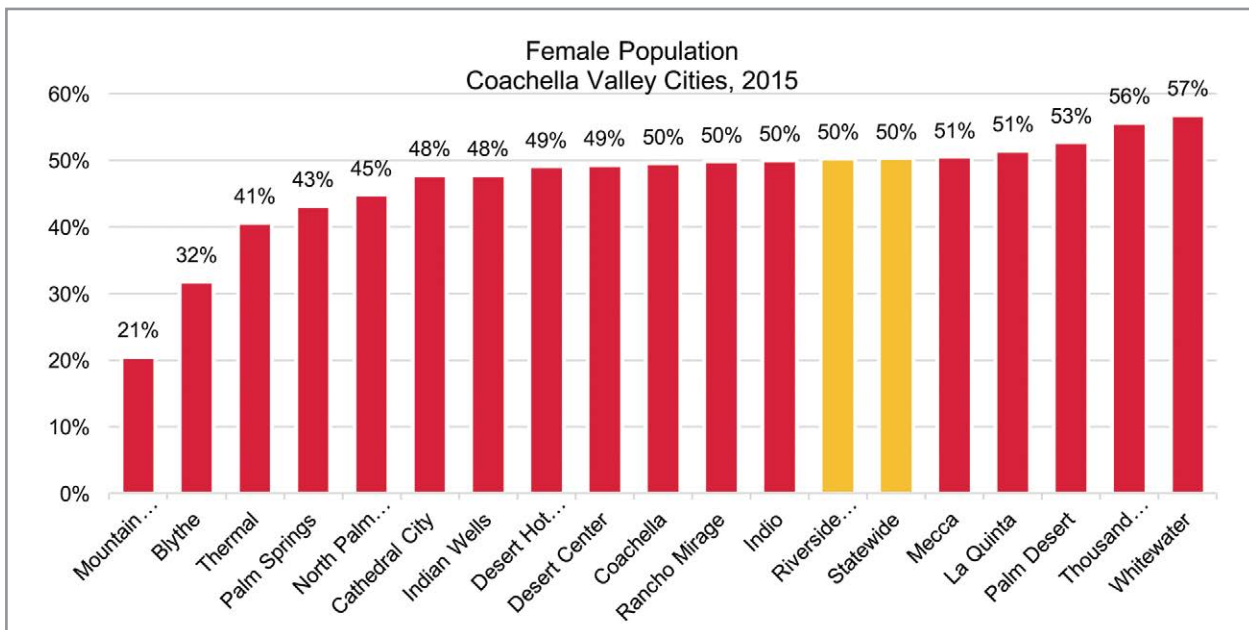
Source: American Community Survey, 2011 to 2015 - Table DP05

The following chart shows the Hispanic population by city. The populations of Thermal, Mecca, Coachella and Mountain Center are more than 94% Hispanic. Percentages are shown for Riverside County (47%) and the State of California (38%) for comparison.



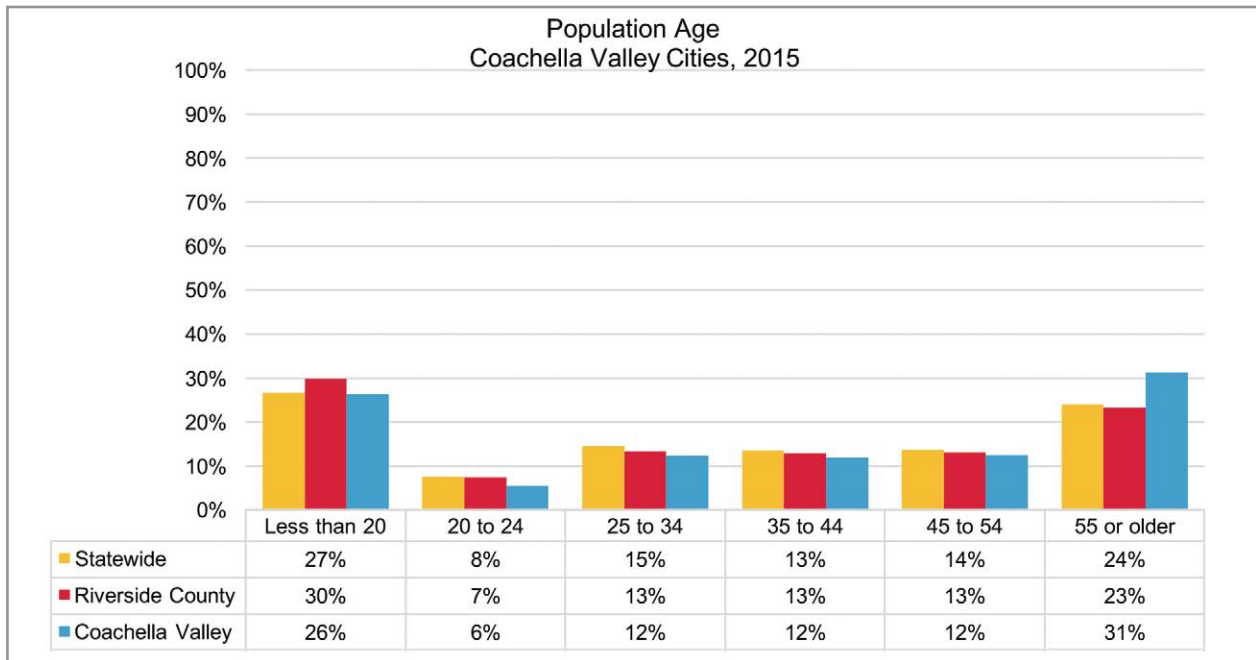
## GENDER PROFILE

The population in the Coachella Valley is 52% male and 48% female. The following chart shows the gender distribution for the various communities. It is interesting that there are several communities with large majority male populations.



## AGE PROFILE

The following chart compares the age segmentation in the Coachella Valley to the County and the State. The Valley's population is older, with a large percentage in the 55 or older age segment. The Valley has a slightly smaller percentage of its population (6%) in the 20 to 24 year old range than the County (7%) and the State (8%).



Source: American Community Survey, 2011 to 2015

The following table shows the population segmentation numbers for each of the Valley cities/towns.

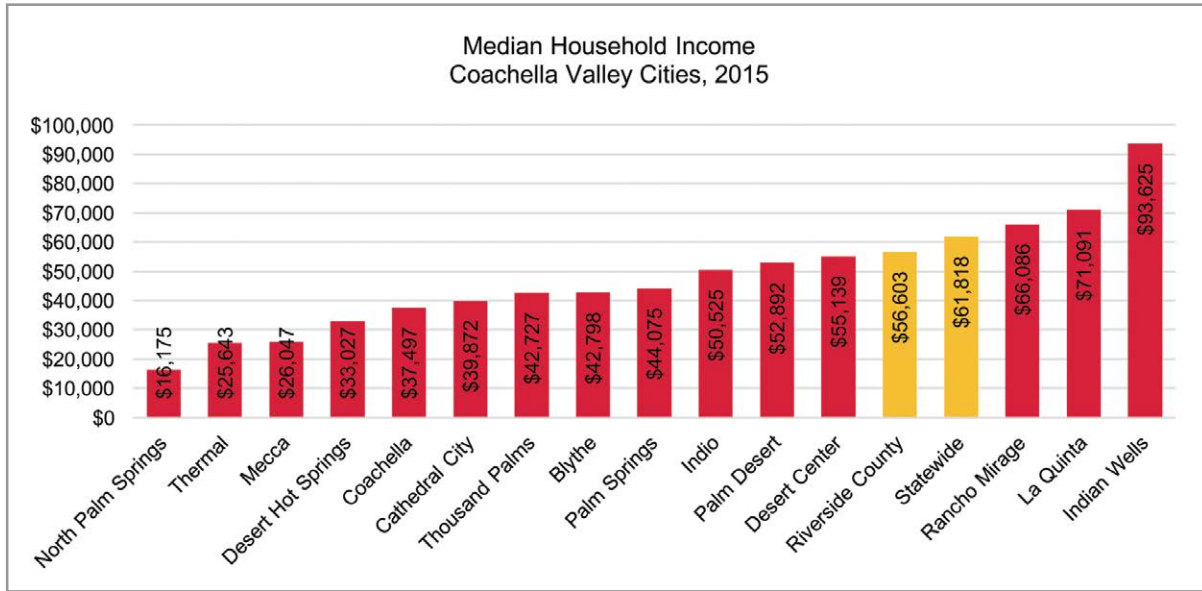
Population Age: Coachella Valley Cities, 2015				
City/Area	<20	20-34	35-54	>55
Blythe	20%	26%	34%	20%
Cathedral City	29%	20%	26%	25%
Coachella	40%	25%	24%	11%
Desert Center	20%	15%	24%	41%
Desert Hot Springs	35%	20%	26%	19%
Indian Wells	3%	3%	12%	82%
Indio	31%	20%	25%	24%
La Quinta	25%	13%	23%	38%
Mecca	43%	23%	24%	10%
Mountain Center	64%	29%	0%	6%
North Palm Springs	7%	11%	33%	49%
Palm Desert	18%	15%	20%	47%
Palm Springs	15%	13%	26%	46%
Rancho Mirage	10%	5%	21%	64%
Thermal	31%	27%	30%	13%
Thousand Palms	25%	20%	19%	37%
Whitewater	26%	14%	32%	28%
<b>Riverside County</b>	<b>30%</b>	<b>21%</b>	<b>26%</b>	<b>23%</b>
<b>Statewide</b>	<b>27%</b>	<b>22%</b>	<b>27%</b>	<b>24%</b>

Source: American Community Survey, 2011 to 2015 - Table DP05

INCOME

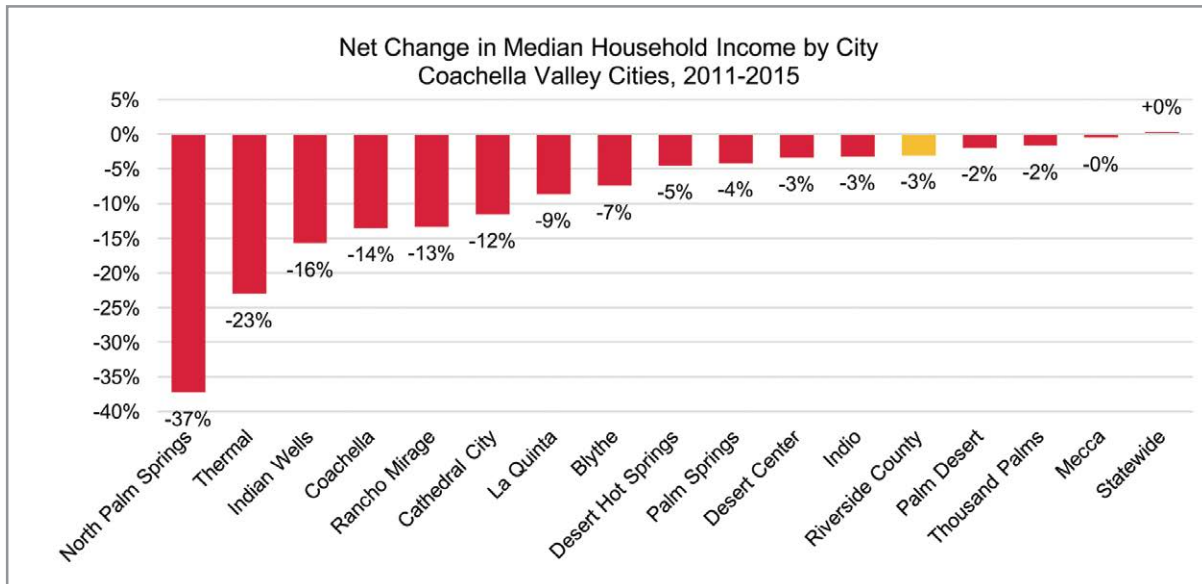
HOUSEHOLD INCOME

The following chart shows the median household incomes by city. Indian Wells, La Quinta and Rancho Mirage had the highest levels of income. Median household income in these communities exceeded County and Statewide levels. The lowest levels of household income were in North Palm Springs, Thermal and Mecca. Income data for 2015 was not available for Mountain Center and Whitewater.



Source: American Community Survey, 2011 to 2015 - Table DP0

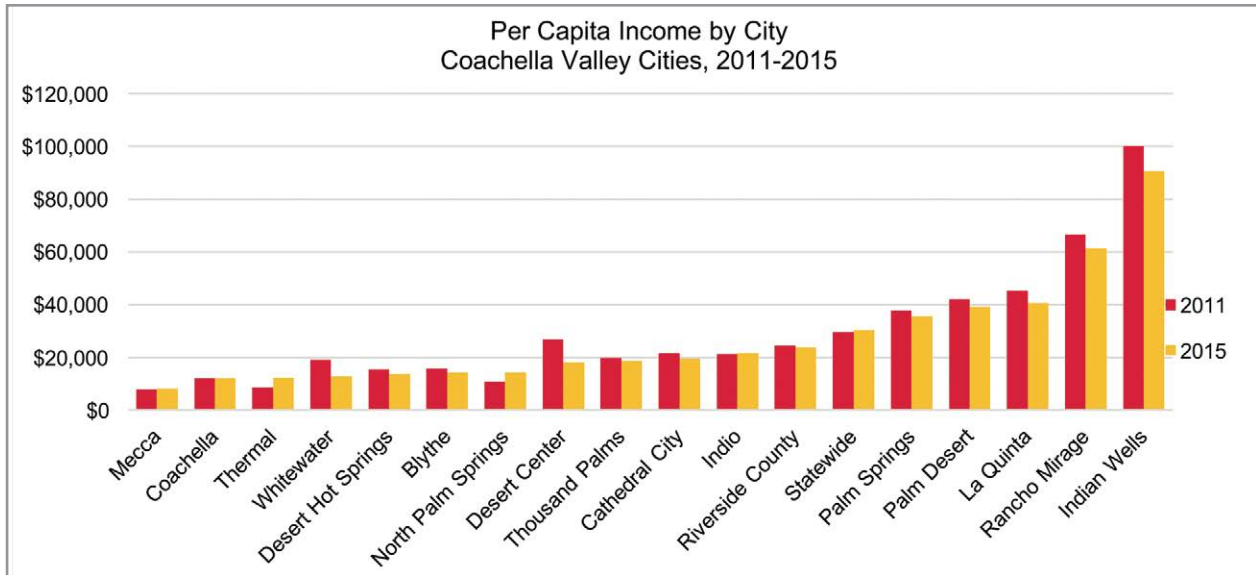
From 2011 to 2015, household incomes fell in all Coachella Valley Cities. The greatest percentage drops were seen in North Palm Springs (-32%), Thermal (-23%), and Indian Wells (-16%). Countywide, household incomes fell by 3% while statewide incomes grew by a very small amount (0.3%). Income data was not available for the communities of Mountain Center and Whitewater.



Source: American Community Survey, 2011 to 2015 - Table DP03

### PER CAPITA INCOME

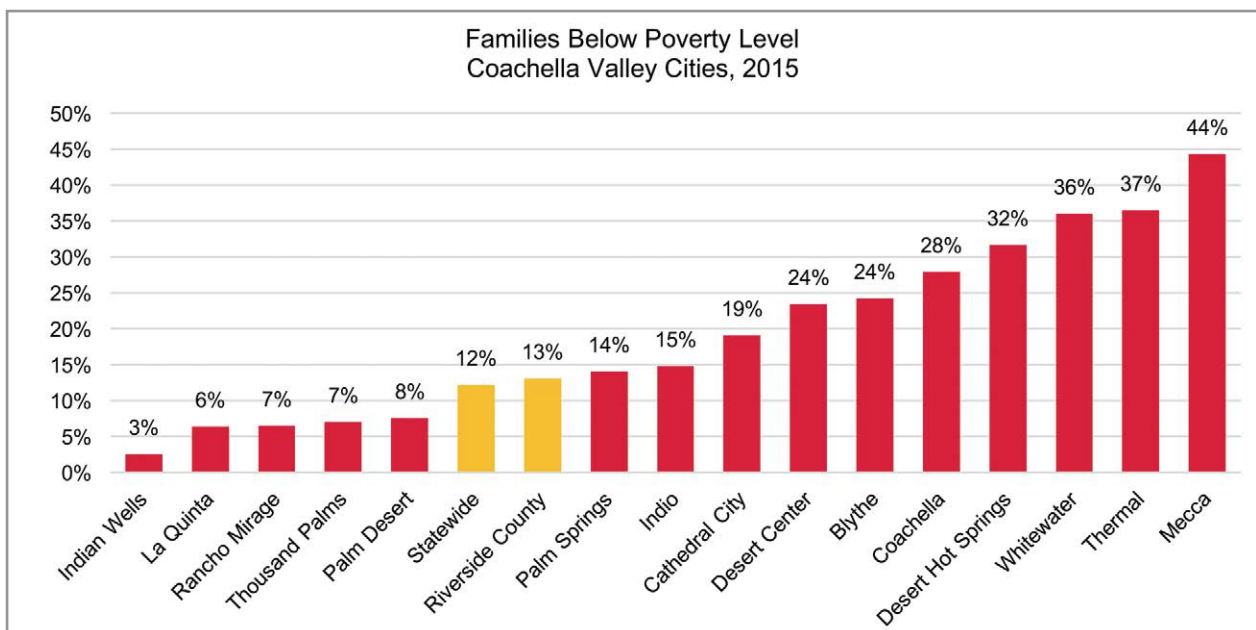
Per capita income (income per person, including children), was highest in Indian Wells, Rancho Mirage, and La Quinta, and lowest in Mecca, Coachella, and Thermal. From 2011 to 2015, per capita incomes rose in four of the communities: Thermal (+40%), North Palm Springs (+31%), Mecca (+2%), Indio (+1%). Over this period, per capita income rose by 1% Statewide and fell by 3% in Riverside County.



Source: American Community Survey, 2011 to 2015 - Table DP03

### INCOME RELATIVE TO POVERTY LEVEL

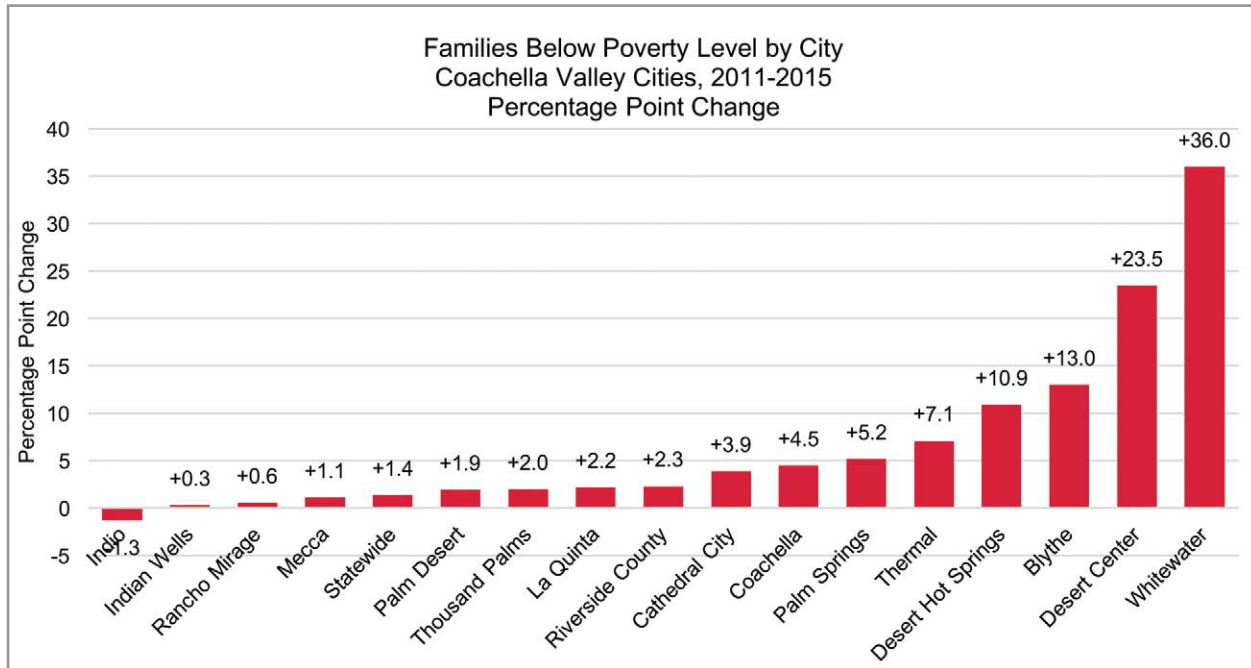
Ten of the Coachella Valley cities have higher percentages of families living below the poverty level than in Riverside County or the State of California. Only five cities have lower percentages. The cities with the highest percentage of families living below the poverty level are Mecca (44%), Thermal (37%), Whitewater (36%), and Desert Hot Springs (32%).



Source: American Community Survey, 2011 to 2015 - Table DP03

Note: data was not available for Mountain Center and North Palm Springs in this analysis.

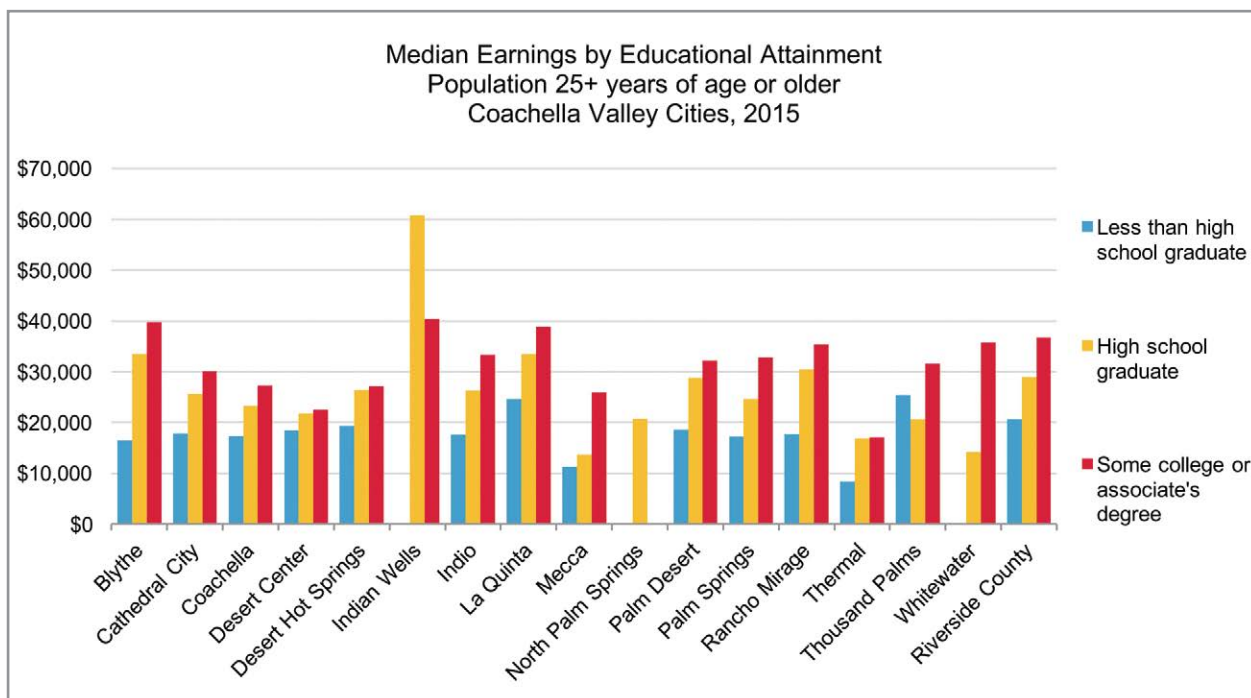
From 2011 to 2015, the percentages of families living below the poverty level increased in all of the Valley cities except Indio. The percentage of families living below the poverty level increased by 1.4% Statewide and by 2.3% in Riverside County.



Source: American Community Survey, 2011 to 2015 - Table DP03

### INCOME BY EDUCATIONAL ATTAINMENT

The following chart shows the median earnings according to educational attainment.

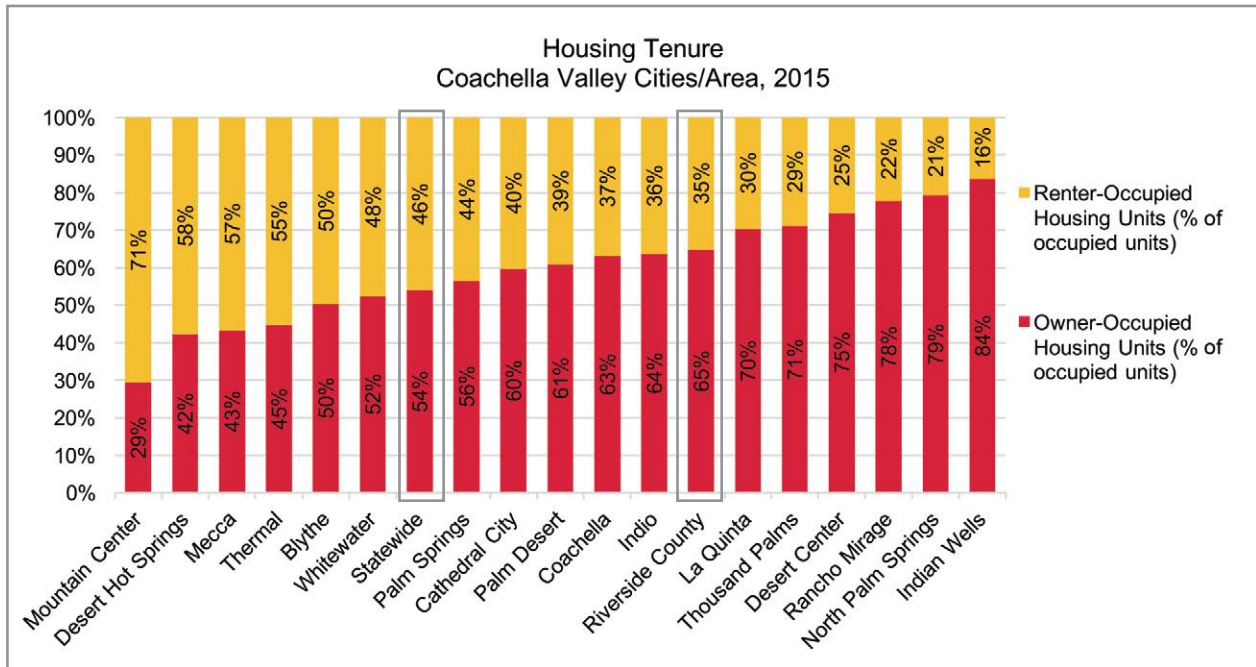


Source: 2015 American Community Survey. Educational Attainment - Table S1501

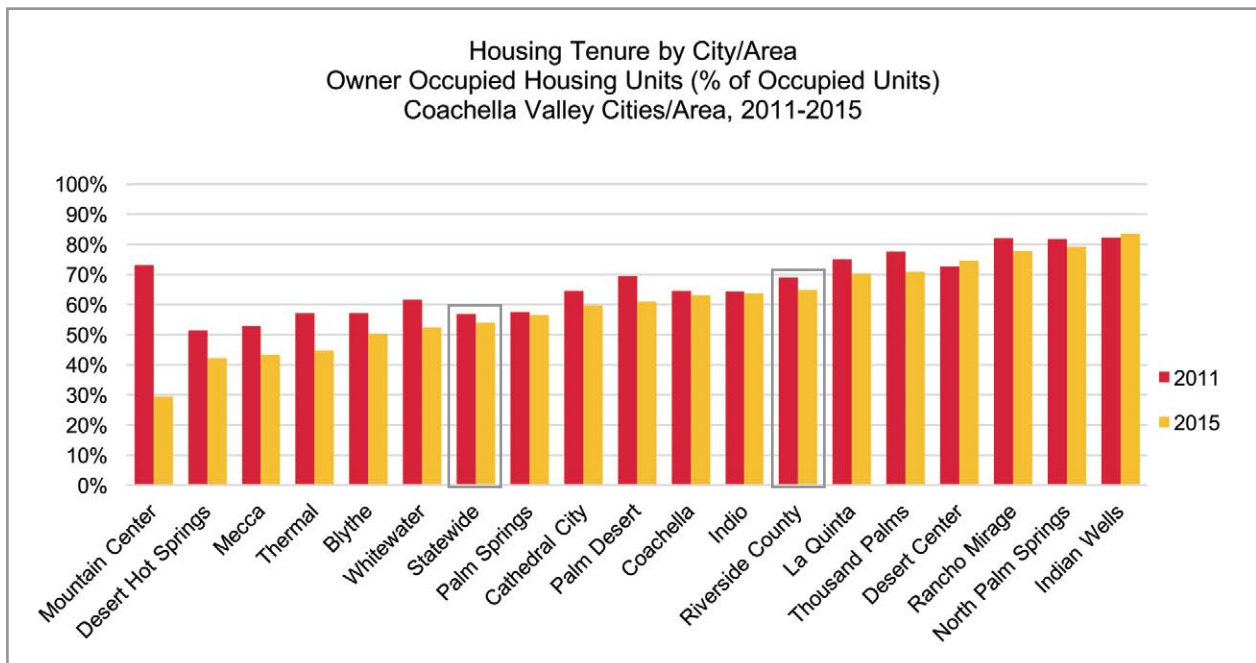


## HOUSING

The following chart shows the percentage of housing units in each community that are owner occupied or renter occupied. Eleven of the seventeen communities have higher percentages of owner occupied homes than in the State of California. Only six communities have higher rates of owner occupied homes than in Riverside County.

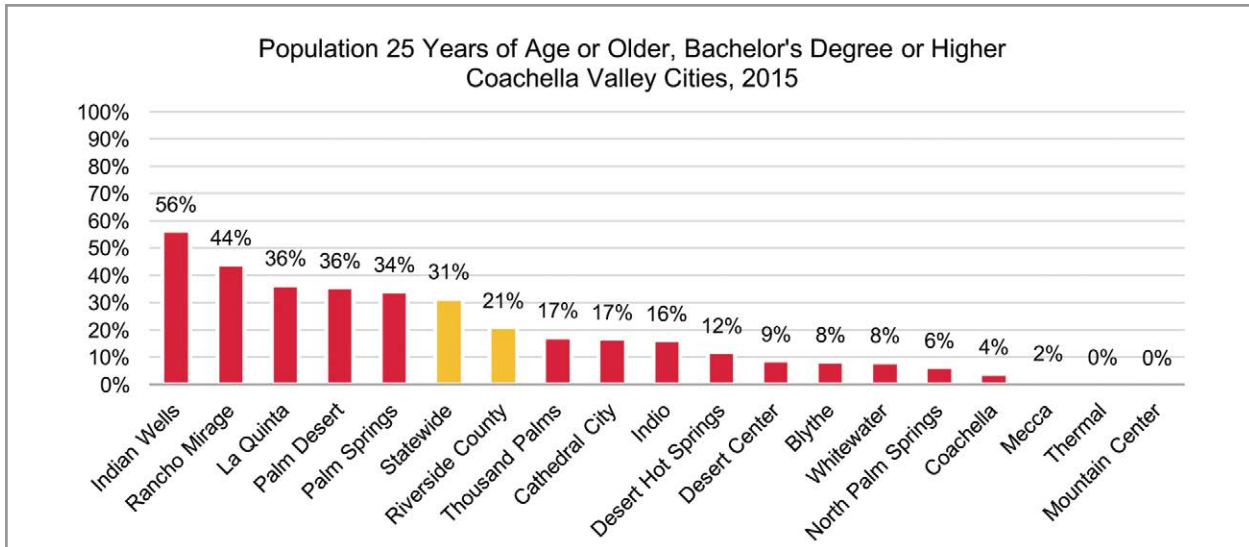


The percentage of owner occupied housing units has fallen in all but two of the Coachella Valley communities (Desert Center and Indian Wells). The rate also fell statewide and in Riverside County.



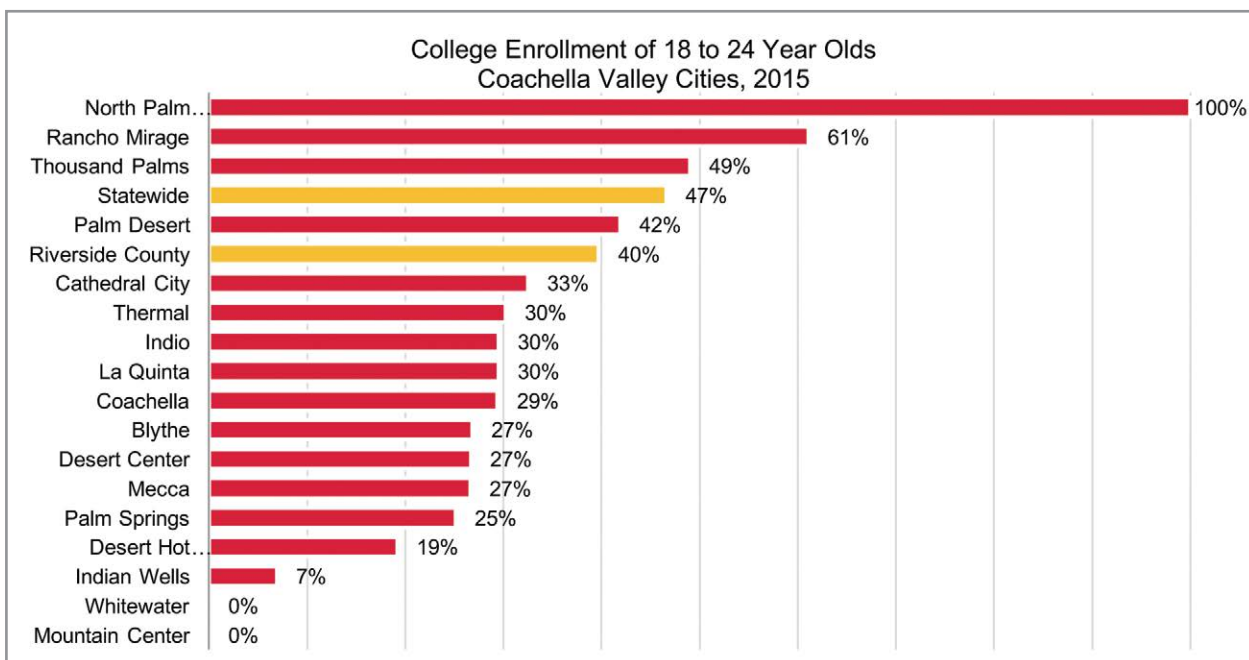
## EDUCATION LEVEL

The following chart shows the percentages of the populations (aged 25 and older) that hold a bachelor's degree or higher. Of the 17 cities in the Coachella Valley, five have higher percentages of the population with a bachelor's degree or higher than the State and County.



## COLLEGE ENROLLMENT BY CITY

In the Coachella Valley, only three of the seventeen communities have a higher percentage of 18 to 24 year olds enrolled in college (undergraduate or graduate programs) than the statewide level (47%). These three communities are North Palm Springs, Rancho Mirage and Thousand Palms.



## HIGH SCHOOL DATA

### GRADUATION RATES

Graduation rates from each of the three Coachella Valley high school districts rose from 2011/12 to 2014/15. Over this period, graduation rates also rose in Riverside County and the State as a whole. The most dramatic increase was in the Desert Sands Unified District. Also of note, the three Coachella Valley districts had higher graduation rates in 2014-15 than the State and the County.

Cohort Graduation Rates						
District Name/Area	2010-11	2011-12	2012-13	2013-14	2014-15	Change (Percentage Points)
Coachella Valley Unified	83.8%	84.7%	85.6%	87.5%	89.4%	+5.6
Desert Sands Unified	80.2%	81.0%	87.2%	87.3%	90.8%	+10.6
Palm Springs Unified	79.9%	82.5%	84.4%	85.2%	87.4%	+7.4
Riverside County	77.1%	78.9%	80.4%	80.9%	82.3%	+5.1
Statewide	74.4%	81.0%	79.1%	78.3%	83.6%	+9.2

Source: California Department of Education, DataQuest

### UC AND CSU REQUIREMENTS

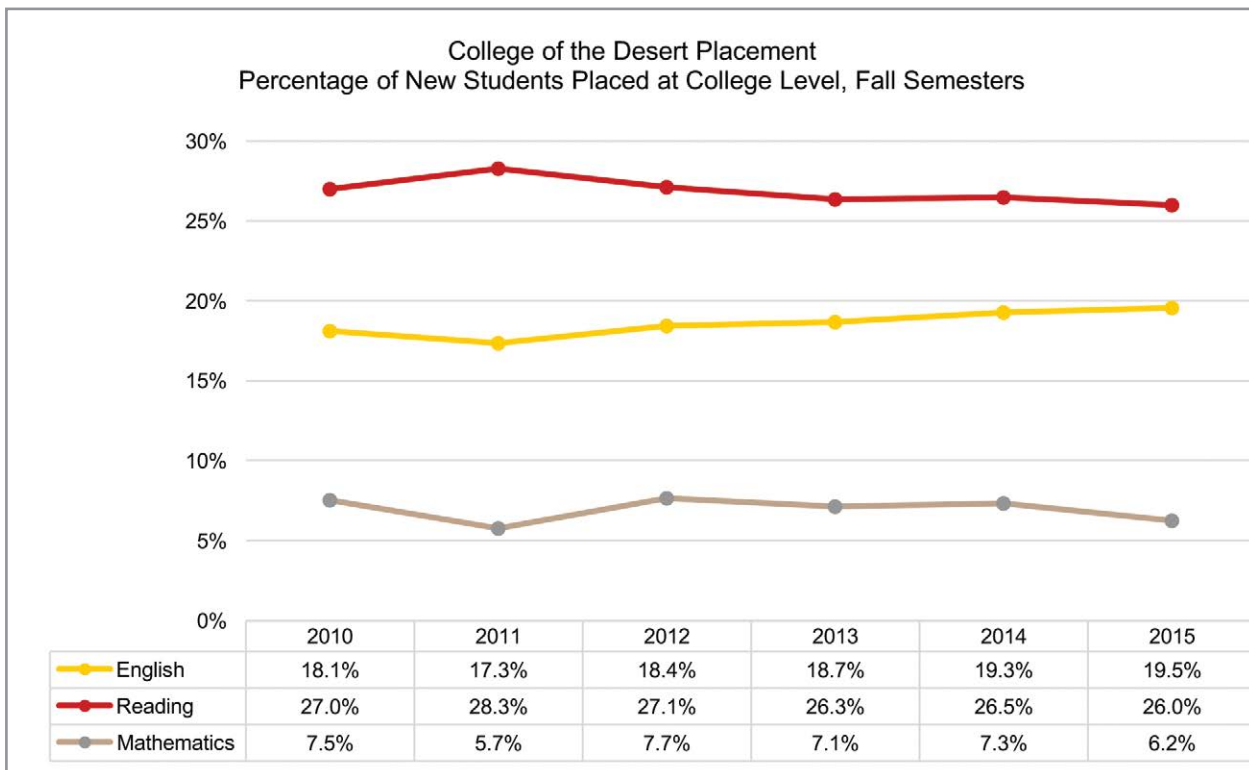
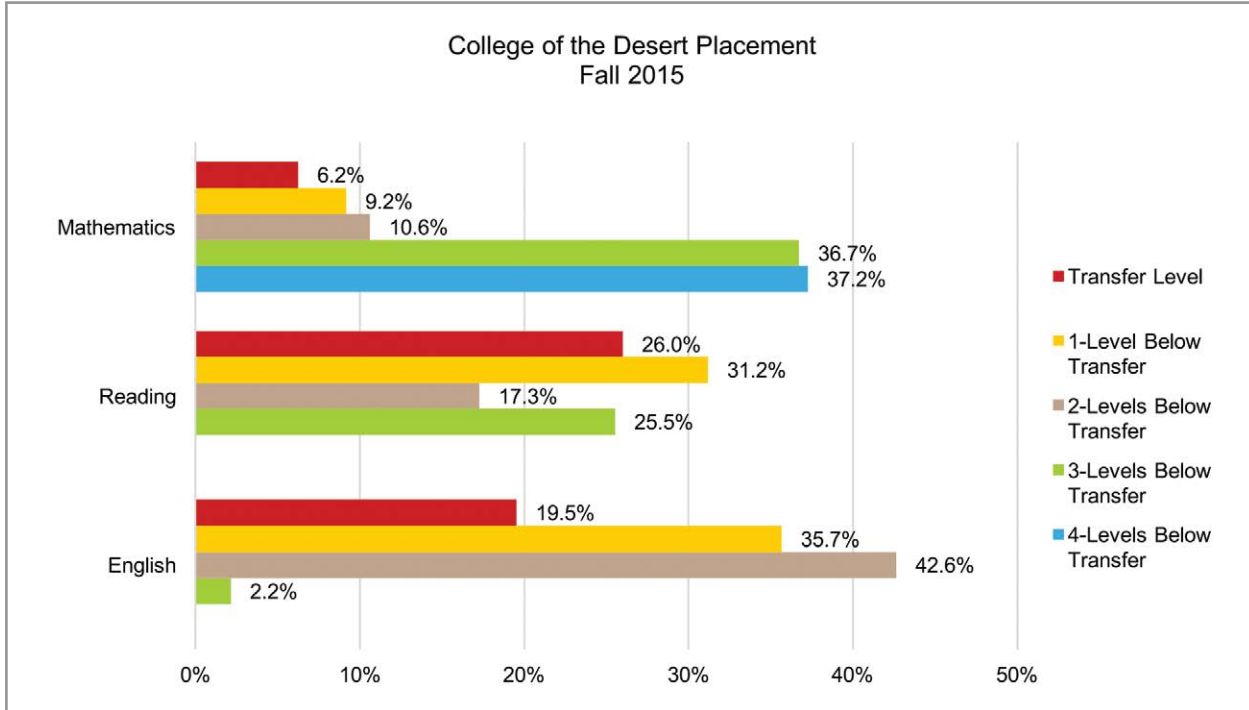
The following table shows the percentages of high school graduates who meet the entrance requirements for the UC or CSU entrance requirements. The three Coachella Valley high school districts have lower rates of graduates meeting these requirements than the State and County districts as a whole. Two of the three districts in the Coachella Valley experienced increased rates over the five-year period.

Percent of Graduates Completing all Courses Required for UC and/or CSU Entrance						
District Name/Area	2010-11	2011-12	2012-13	2013-14	2014-15	Change (Percentage Points)
Coachella Valley Unified	29.3%	25.9%	26.9%	30.4%	28.7%	-0.6
Desert Sands Unified	31.2%	31.5%	32.2%	36.4%	38.6%	+7.4
Palm Springs Unified	22.1%	19.4%	28.2%	30.4%	27.8%	+5.7
Riverside County	31.0%	32.5%	35.1%	38.0%	39.9%	+8.9
Statewide	36.9%	38.3%	39.4%	41.9%	43.4%	+6.5

Source: California Department of Education, DataQuest

**PLACEMENT**

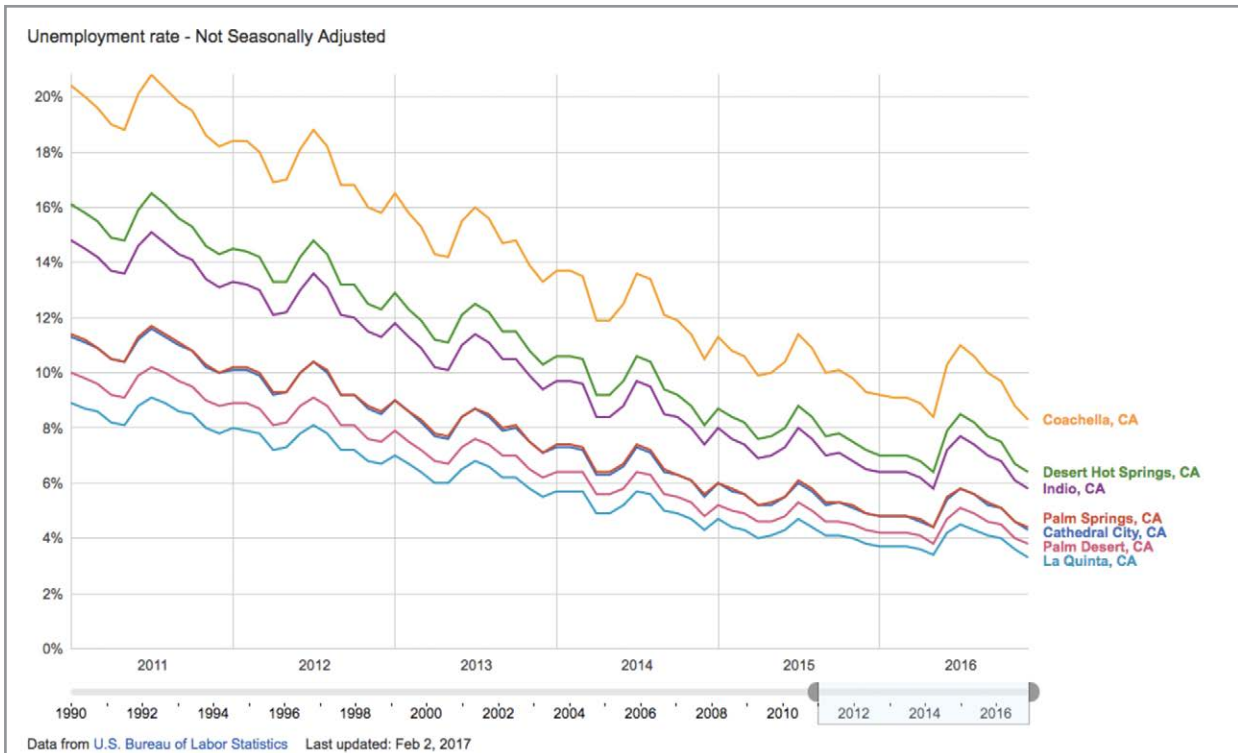
The following chart shows the placement for entering students. Mathematics, Reading and English have different placement structures (i.e., different numbers of levels) into which students are placed.



## EMPLOYMENT

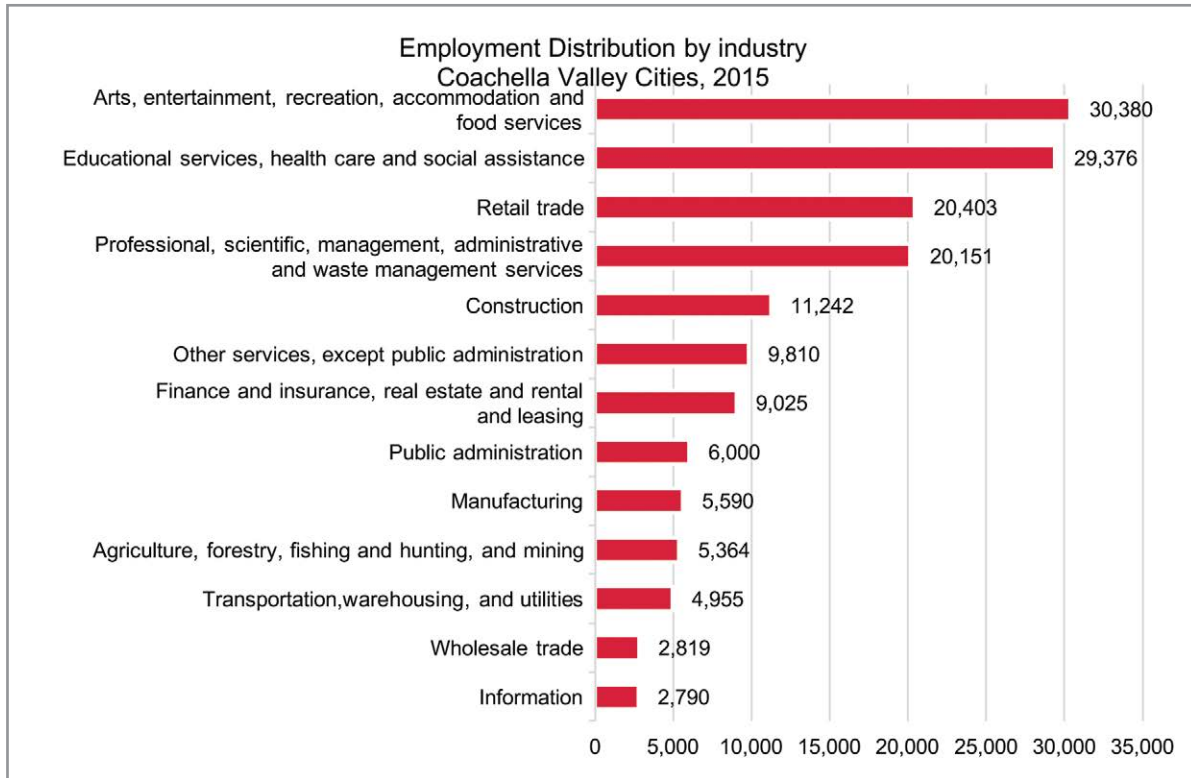
### UNEMPLOYMENT RATE BY CITY

Unemployment data was not available for all of the Coachella Valley communities. The following chart shows the unemployment rates for those that were available from the United States Bureau of Labor Statistics. The rates have fallen fairly consistently from 2011 to 2016 with seasonal upticks during the summers of each year. The uptick was more significant in the summer of 2016 than in the previous five years.

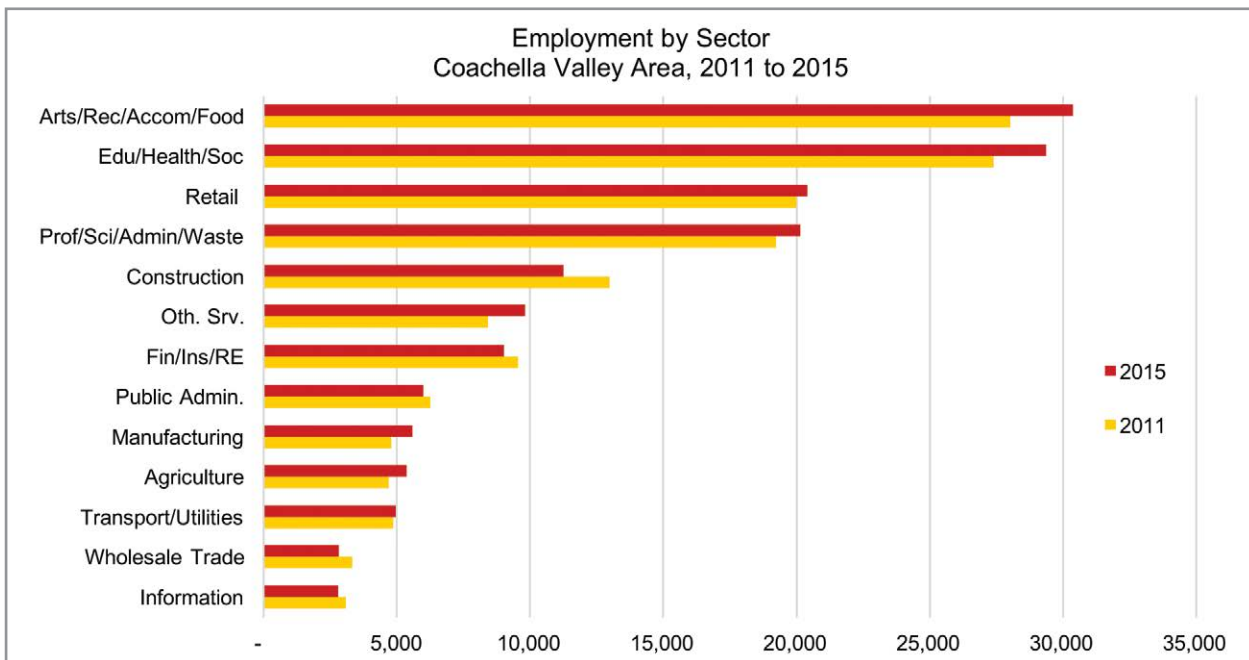


### EMPLOYMENT BY INDUSTRY

The following chart shows the 2015 employment (number of jobs) in the Coachella Valley in descending order by industry sector. The largest industry sector was arts, entertainment and hospitality.



This chart shows the change in the number of jobs by industry sector from 2011 to 2015. The top four sectors have all experienced growth over the past five years.



## INTERNAL ENVIRONMENTAL SCAN

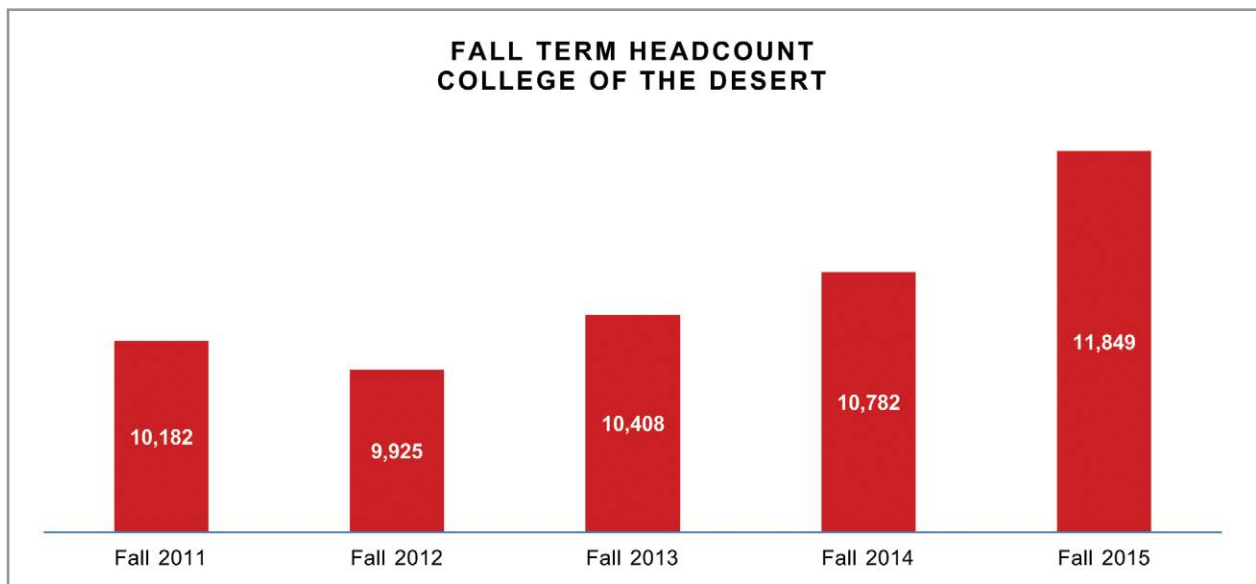
### OVERVIEW

The Internal Environmental Scan is a profile of the students and staff at the College. The data was provided by the College of the Desert Office of Institutional Research.

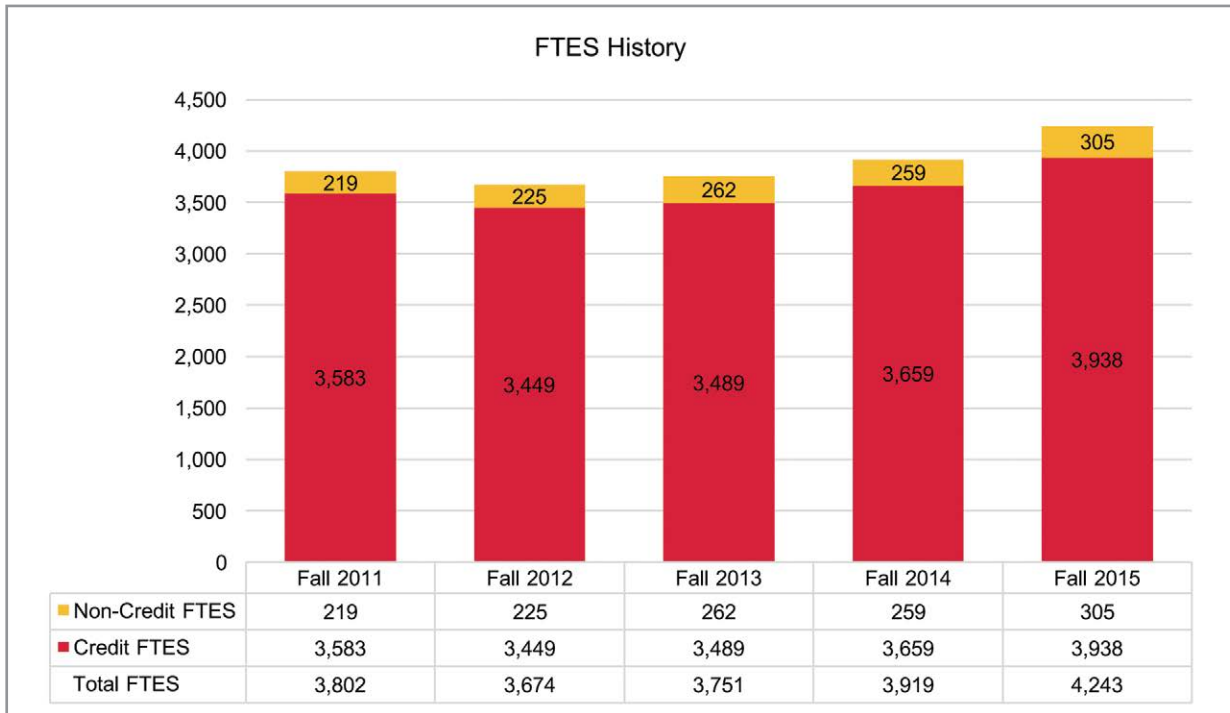
### STUDENT ENROLLMENT

#### HEADCOUNT AND FTES

The following chart shows the student headcount for the fall semesters from 2011 to 2015. There was dramatic growth in the latter three years.

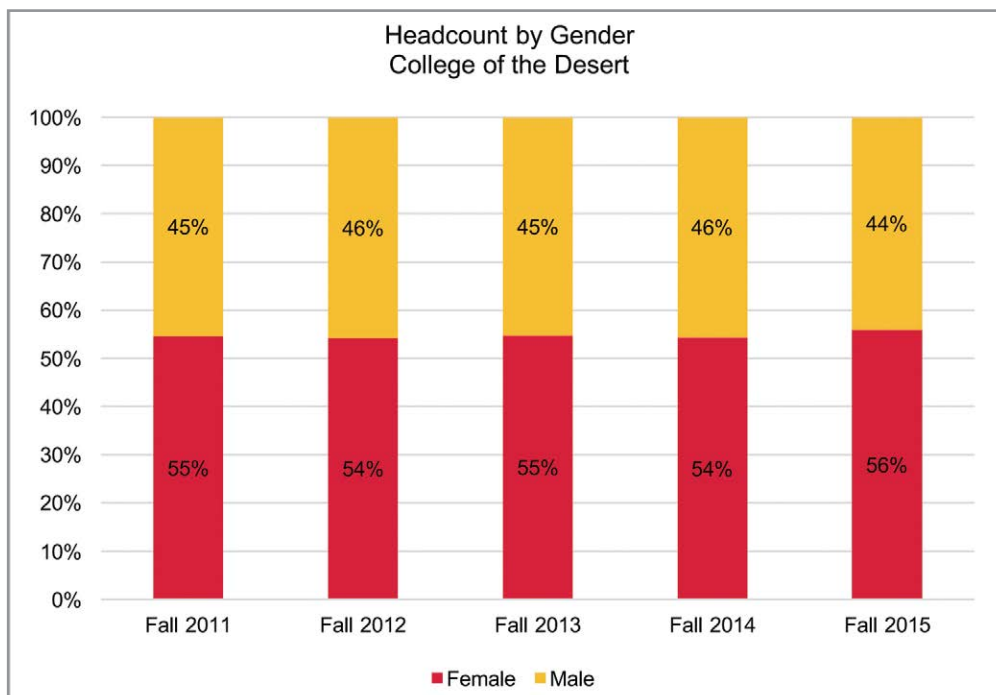


FTES (full-time equivalent students) grew as well, but at a slower rate. This implies that the average student load decreased over this time period.



### HEADCOUNT BY GENDER

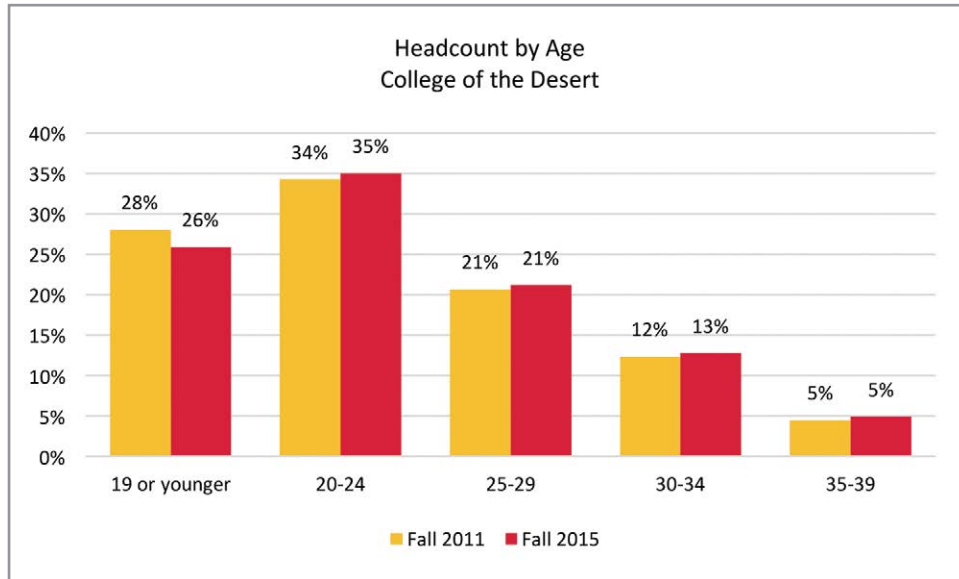
A majority of students attending the College are female. That majority rose to 56% in the fall 2015 semester.





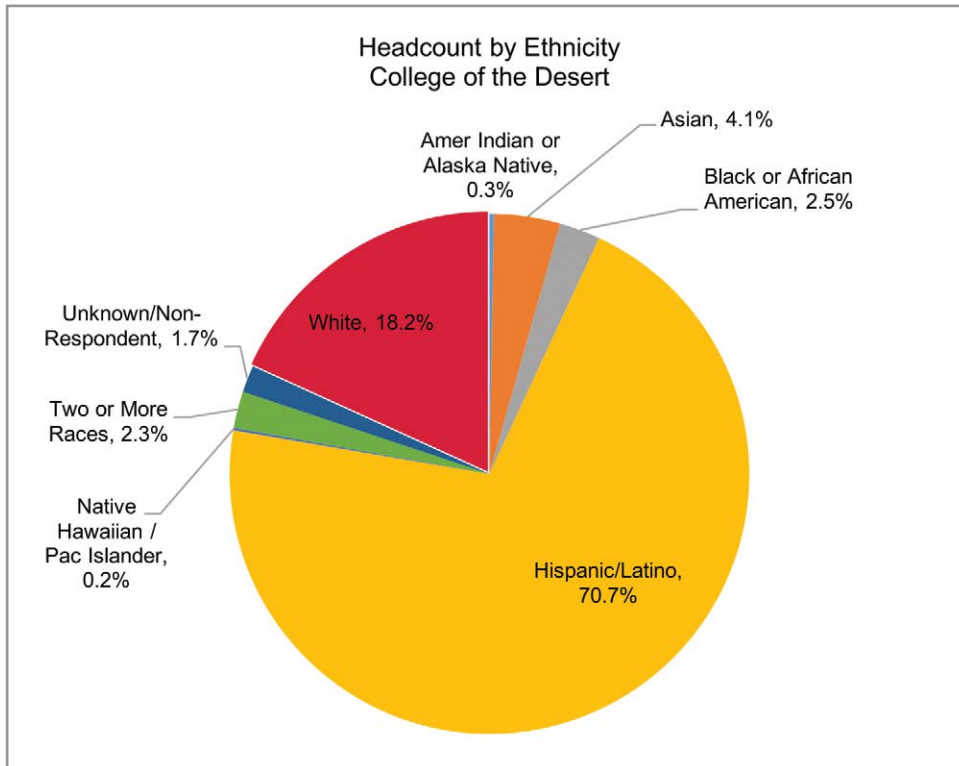
### HEADCOUNT BY AGE

The age profile of students changed only slightly from 2011 to 2015. The percentage of students 19 years of age or younger dropped from 28% to 26%, while there were small percentage increases among students in the older age groups.

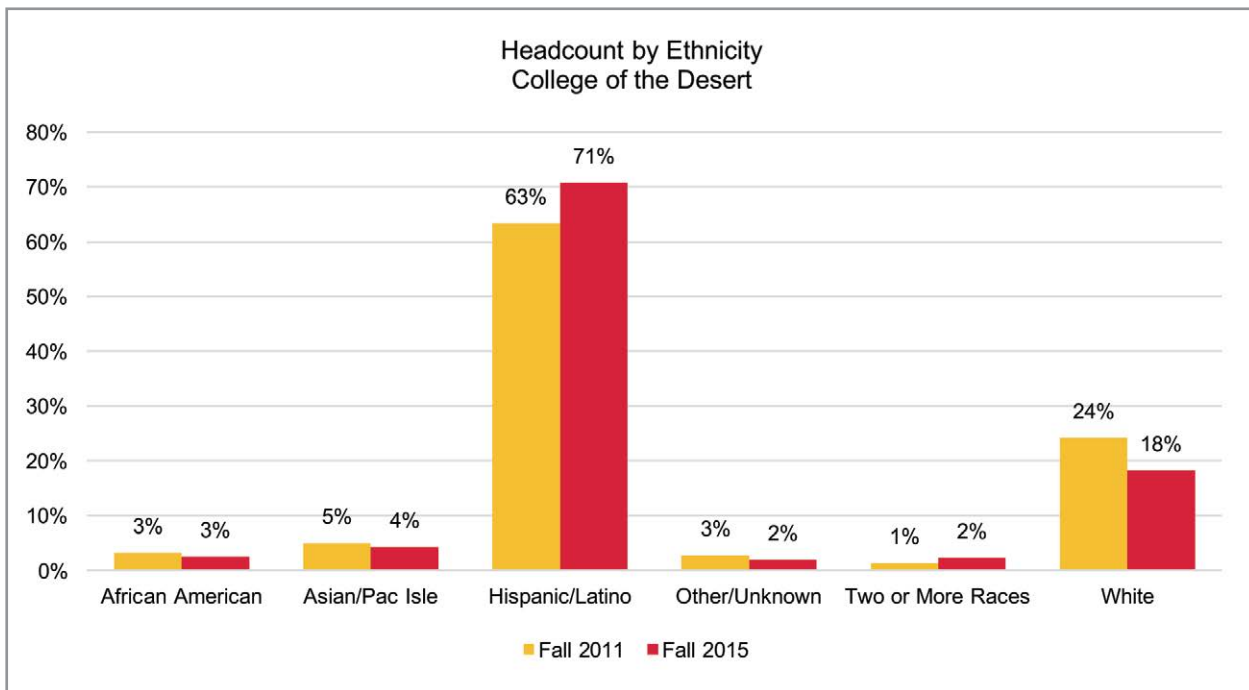


### HEADCOUNT BY ETHNICITY

Nearly 71% of students identify as Hispanic. The next largest groups are white (18.2%), Asian (4.1%), and African American (2.5%).

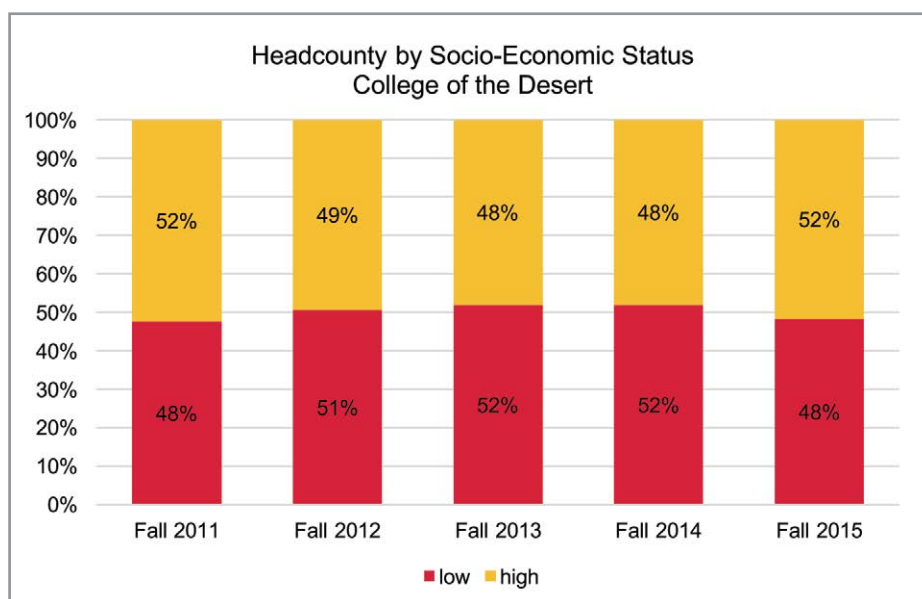


The ethnicity of students has shifted somewhat from fall 2011 to fall 2015. The percentage of Hispanic students grew from 63% to 71% of the student body. The percentage of students identifying as white, declined from 24% to 18%.



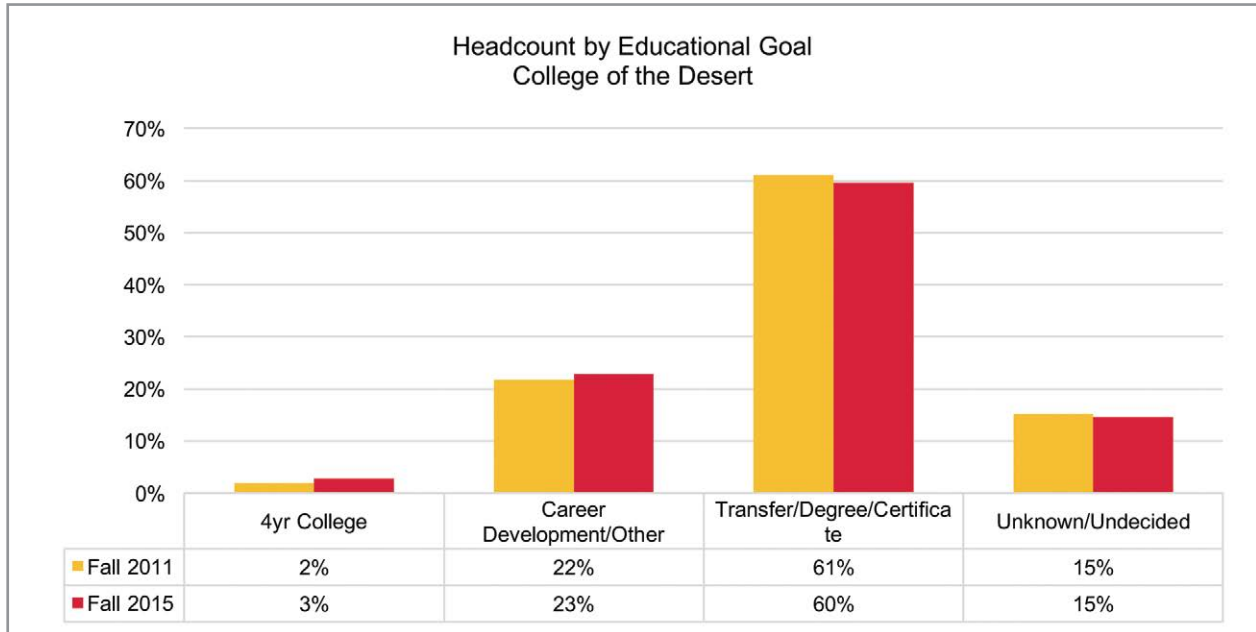
### HEADCOUNT BY SOCIO-ECONOMIC STATUS

Nearly half of the students attending the college are classified as low socio-economic status. This is defined as student qualifying for various types of financial aid. This proportion has remained relatively steady over the past five years.



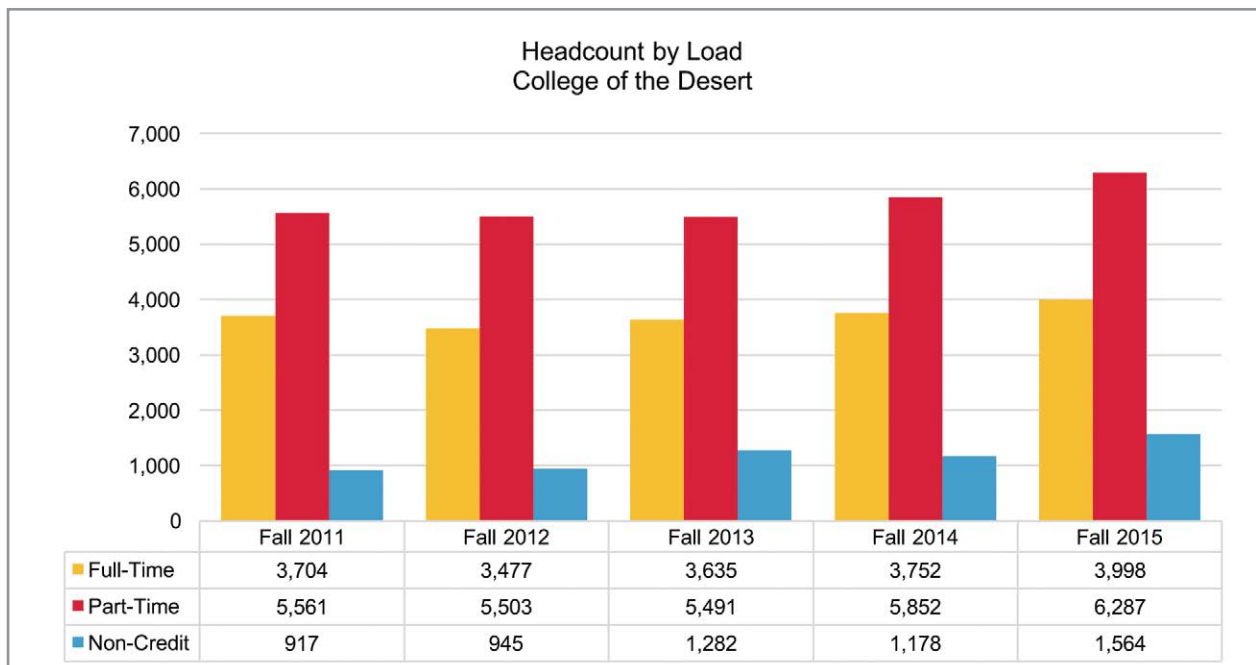
### HEADCOUNT BY EDUCATIONAL GOAL

Most students attending the College (60%) have an educational goal of transferring to a 4-year college or university, or earning a degree or certificate. Twenty-three percent are attending the College for career development or “other” reasons.



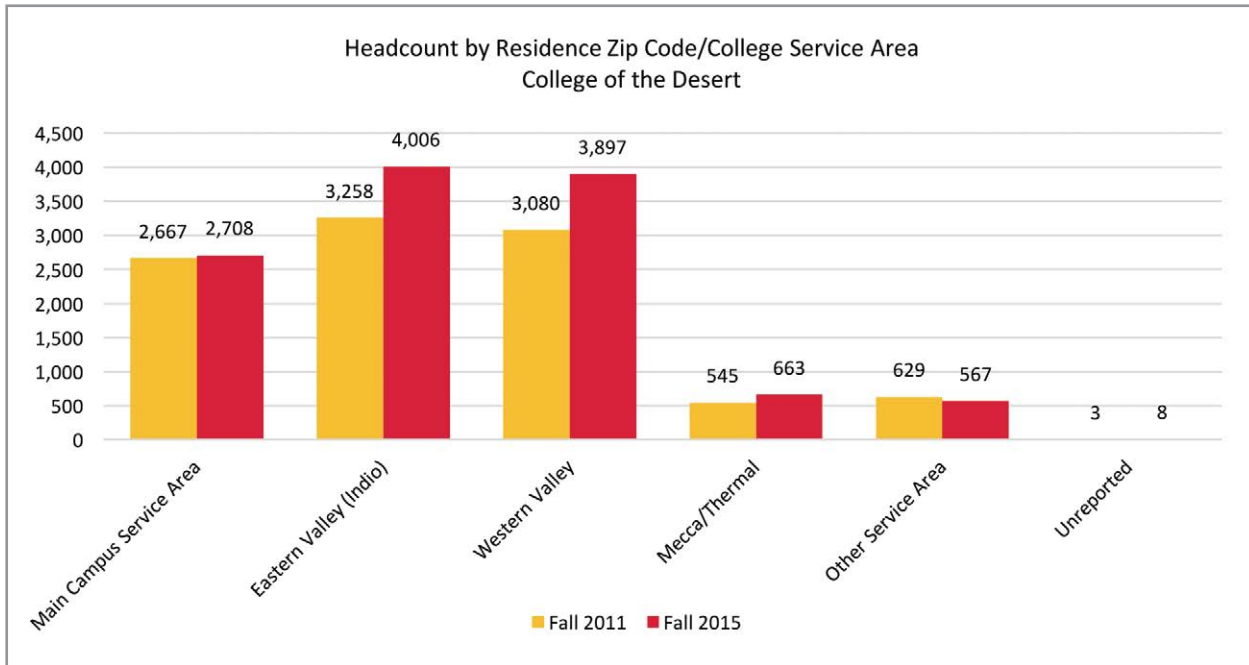
### HEADCOUNT BY FULL/PART-TIME

The numbers of students attending on a part-time basis (fewer than 12 units) have grown the most dramatically over the past five years. Full-time and non-credit students numbers have also increased.



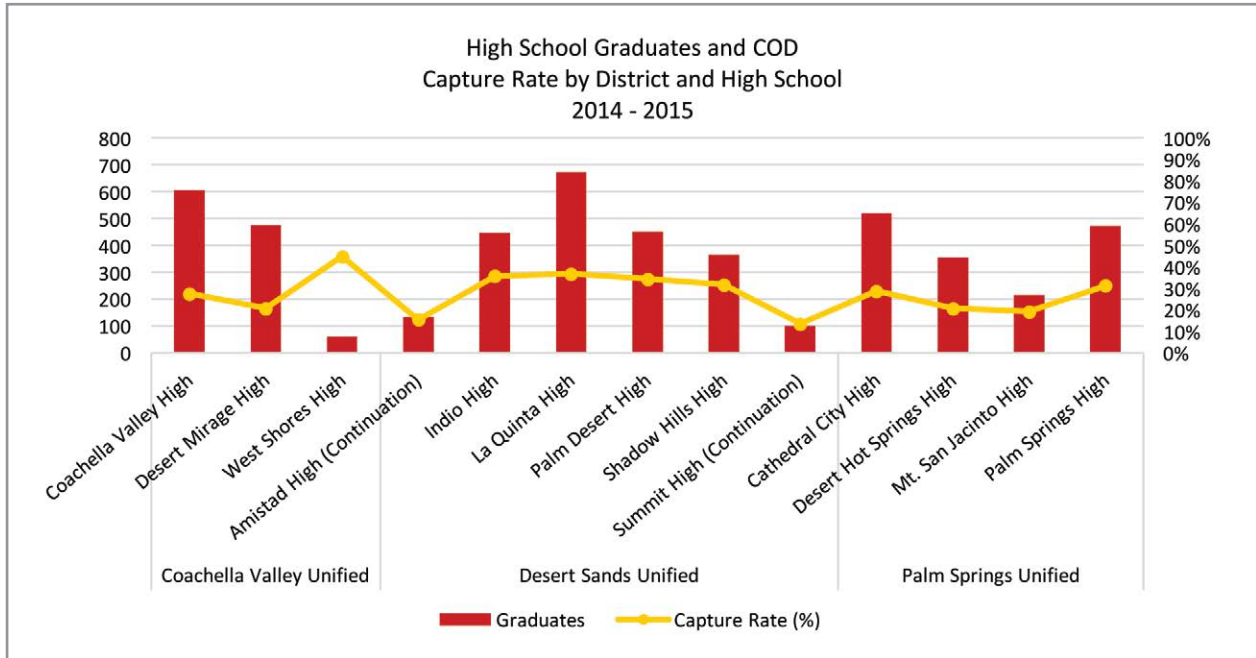
## HEADCOUNT BY RESIDENCE ZIP CODE

The chart shows student headcount in fall 2011 and 2015 according to where the students reside. The largest number of students live in the Eastern and Western Valley areas. The number of students from the Eastern Valley region grew by almost 748 students. The number of students residing in the Western Valley grew by 817 students.



### HIGH SCHOOL CAPTURE RATES

The following chart shows the “capture rate” of high school graduates by the College. For each local high school, the bar shows the number of students who enrolled at College of the Desert in the fall semester following high school graduation. The line shows the percentage of each high school’s graduates who enroll at College of the Desert in the fall semester following high school graduation.

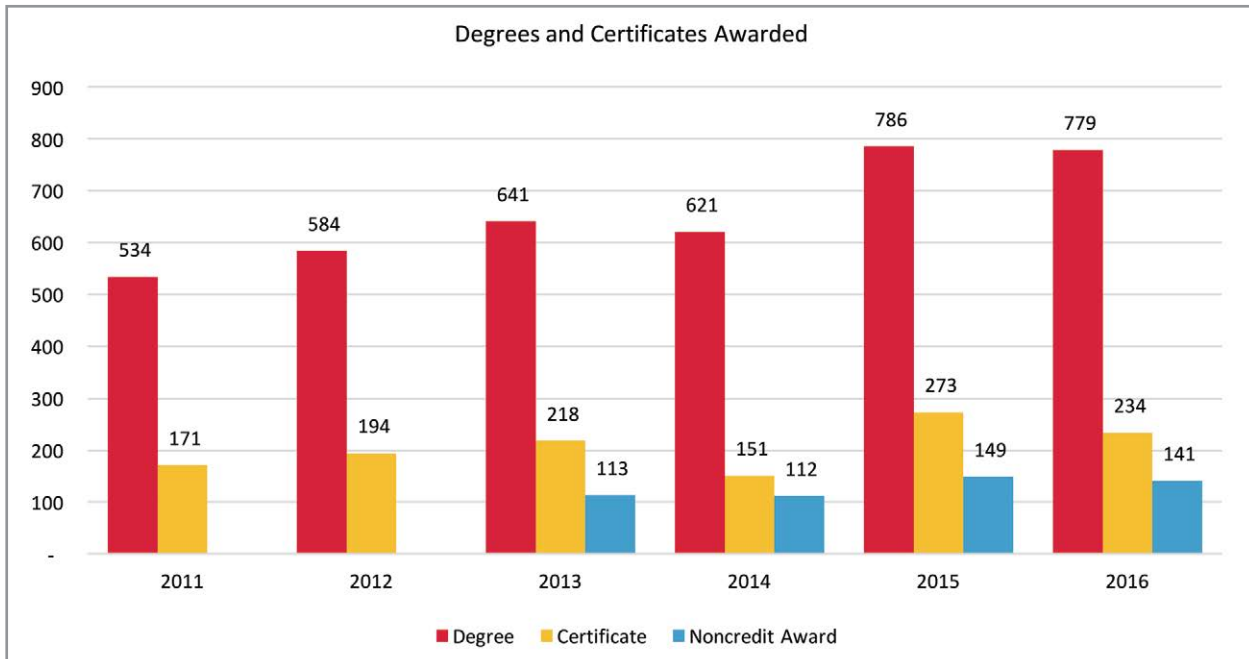


The following table shows detailed capture rate data. The highest capture rate was from the Desert Sands Unified District, where one-third of the graduates enrolled at College of the Desert in the semester after high school graduation.

Number of High School Graduates and College of the Desert Capture Rate by School District and High School, 2014-2015					
School District	High School	No of Graduates (High School)	No of Graduates (School District)	COD Capture Rate (High School)	COD Capture Rate (School District)
Coachella Valley Unified	Coachella Valley High	607	1,142	28%	26%
	Desert Mirage High	475		21%	
	West Shores High	60		45%	
Desert Sands Unified	Amistad High (Continuation)	135	2,173	16%	33%
	Indio High	446		36%	
	La Quinta High	673		37%	
	Palm Desert High	452		35%	
	Shadow Hills High	365		32%	
	Summit High (Continuation)	102		14%	
	Cathedral City High	522		29%	
Palm Springs Unified	Desert Hot Springs High	356	1,569	21%	27%
	Mt. San Jacinto High	217		19%	
	Palm Springs High	474		31%	
	(Total for District)				

## DEGREES AND CERTIFICATES AWARDED

Since 2011, the College has dramatically increased the numbers of degrees, certificates and noncredit awards. In 2016, the College distributed 1,154 awards.



The following table shows the degrees and certificates awarded, by program, from 2011 through 2016.

Degrees and Certificates Awarded by Program							
Award / Program	2011	2012	2013	2014	2015	2016	Grand Total
<b>Degree</b>							
(blank)	16	3	3	4	2		28
Accounting					1	3	4
Administration of Justice	1	9	22	28	41	54	155
Administration of Justice (Transfer)	18	18	16	2	1		55
Agri-Business		1			1		2
Air Conditioning and Refrigeration	1	1	2	4	4	3	15
Alcohol/Drug Studies	1	3	3	4	6	4	21
Anthropology	4	3	6	4	8	5	30
Architectural Technology	8	3	12	7	7	9	46
Art	7	8	9	3	1		28
Art History					1	1	2
Automotive Technology	1		1	2	4	5	13
Biology, pre-professional	5	6	8	4	6	9	38
Business Administration	43	50	46	57	97	99	392
Chemistry			1	3	4	3	11
Communication		5	5	2			12
Communication Studies		1	2	7	10	17	37
Composition	2	2	4	3	5		16
Computer Information Systems	1	1	4	5	1	3	15
Computer Science		1	2	7		3	13
Construction Management	1	2	2	1	3	5	14
Culinary Management	7	4	4	7	3	11	36
Digital Design & Production	6	4	8	9	6	4	37
Early Childhood Education				2	9	14	25

Degrees and Certificates Awarded by Program							
Award / Program	2011	2012	2013	2014	2015	2016	Grand Total
Early Childhood Education Site Supervisor	12	9	9	9	4	9	52
Economics	11	17	10	16	8	4	66
English					7	14	21
Environmental Horticulture	1	5	5	1	1	8	21
Fire Technology	3	1	1	4	3	5	17
French	1						1
General Business	3		3	2	3	2	13
General Drafting					1	2	3
Geography			1				1
Geology			1				1
Golf Management	2						2
History	8	9	9	11	16	12	65
Hospitality Management	4	5	4	7	5	3	28
Interdepartmental Environmental Studies		1				1	2
Journalism		1	2	1	7	7	18
Kinesiology				3	7	9	19
Liberal Arts: Arts, Humanities & Communications	106	126	116	110	134	122	714
Liberal Arts: Business and Technology	11	9	27	17	6	12	82
Liberal Arts: Health Education and Nutrition			4		3	3	10
Liberal Arts: Math and Science	26	42	40	35	62	39	244
Liberal Arts: Recreation & Leisure and Sports		2	1	1	1	5	
Mgmt							
Liberal Arts: Social and Behavioral Sciences	64	88	87	63	52	59	413
Literature	5		8	7	3	1	24
Mass Communications	4	3	4	4	4		19
Mathematics	2	2	5	8	14	9	40
Music	1	1	5	4	11	3	25
Natural Resources		2	1	1	3	1	8
Philosophy	4	1	4	5	4	4	22
Physics	1		3		5	1	10
Police Science					1	4	5
Political Science	8	6	7	14	15	7	57
Psychology	23	28	34	49	73	64	271
Recreation				1		2	3
Registered Nursing	91	97	70	52	56	55	421
Social Science			1				1
Sociology	7	5	3	15	22	31	83
Spanish	1					2	3
Studio Arts				8	10	14	32
Theatre Arts			2	2	7	5	16
Turfgrass Management	2	1	6	3	4	4	20
Vocational Nursing	11		7	3	13	8	42
<b>Degree Total</b>	<b>534</b>	<b>584</b>	<b>641</b>	<b>621</b>	<b>786</b>	<b>779</b>	<b>3,945</b>
<b>Certificate</b>							
(blank)	5	3					8
Accounting	15	18	21	22	26	22	124
Administration of Justice	10	20	14	19	14	15	92
Administrative Office Assistant				1	1	9	11
Air Conditioning and Refrigeration	21	22	12	12	17	17	101
Alcohol/Drug Studies	5	16	15	6	24	2	68
Arborist Technician	6	7	9	4	8	6	40
Architectural Technology			1		1	2	4
Automotive Air Conditioning	7	7	3	2	8	12	39
Automotive Alternative Fuels			2		2	1	5

Degrees and Certificates Awarded by Program							
Award / Program	2011	2012	2013	2014	2015	2016	Grand Total
Automotive Electrical	5	1	2	1	4	4	17
Automotive Emissions		1				1	2
Automotive Engine Management	7	1	2	2	4	4	20
Automotive Transmission & Axle	1	2		1	3	8	15
Basic Culinary Arts	4	8	7	6	5	7	37
Basic Fire Fighter				17	20	1	38
Building Inspection Technology	6	5		3	7	2	23
Computer Information Systems	1	2	4	2	2	2	13
Construction Management		4	1	1		2	8
Culinary Management	2	3	1			2	8
Digital Design & Production	4	6	3	3	5	3	24
Early Childhood Education Site Supervisor						1	1
ECE: Master Teacher	2	5	2			2	11
ECE: Teacher	1	2	3	1	1	5	13
Environmental Horticulture	3	2	6	1	4	7	23
Fire Technology	4	8	2	1	1		16
Fitness Specialist				4	9	6	19
General Automotive Service	4	4	5	3	7	9	32
General Drafting		1			1	2	4
Golf Management	2	1		2	1	1	7
Human Resource Generalist				1	6	4	11
Intermediate Culinary Arts	6	5	3	2		2	18
Landscape and Irrigation Technician	6	10	13	4	7	6	46
Music Technology				1	2	2	5
Musical Theatre					1	1	2
Pest Management Technician	8	10	14	4	7	6	49
Real Estate Development			2				2
Reserve Police Officer			21	12	29	5	67
Retail Management	2	2	4		2	1	11
Steering, Suspension and Alignment	9	4	3	2	10	15	43
Turfgrass Management	3	6	9	2	5	6	31
Turfgrass Management Technician	5	8	10	1	7	6	37
Vocational Nursing	17		24	8	22	25	96
<b>Certificate Total</b>	<b>171</b>	<b>194</b>	<b>218</b>	<b>151</b>	<b>273</b>	<b>234</b>	<b>1,241</b>
<b>Noncredit Award</b>							
Academic English Certificate				1	34	40	75
Adult High School Diploma			44	50	46	45	185
Certificate in Advanced English Completion			5	11	23	13	52
Certificate in Advanced Math Completion				1			1
Certificate in Basic English Completion			38	28	21	19	106
Certificate in Basic Math Completion				6	4	10	20
Certificate in Reading Completion			8	6	3	14	31
English Proficiency Certificate: Life & Work Skills			18	9	18		45
<b>Noncredit Award Total</b>			<b>113</b>	<b>112</b>	<b>149</b>	<b>141</b>	<b>515</b>
<b>Grand Total</b>	<b>705</b>	<b>778</b>	<b>972</b>	<b>884</b>	<b>1,208</b>	<b>1,154</b>	<b>5,701</b>



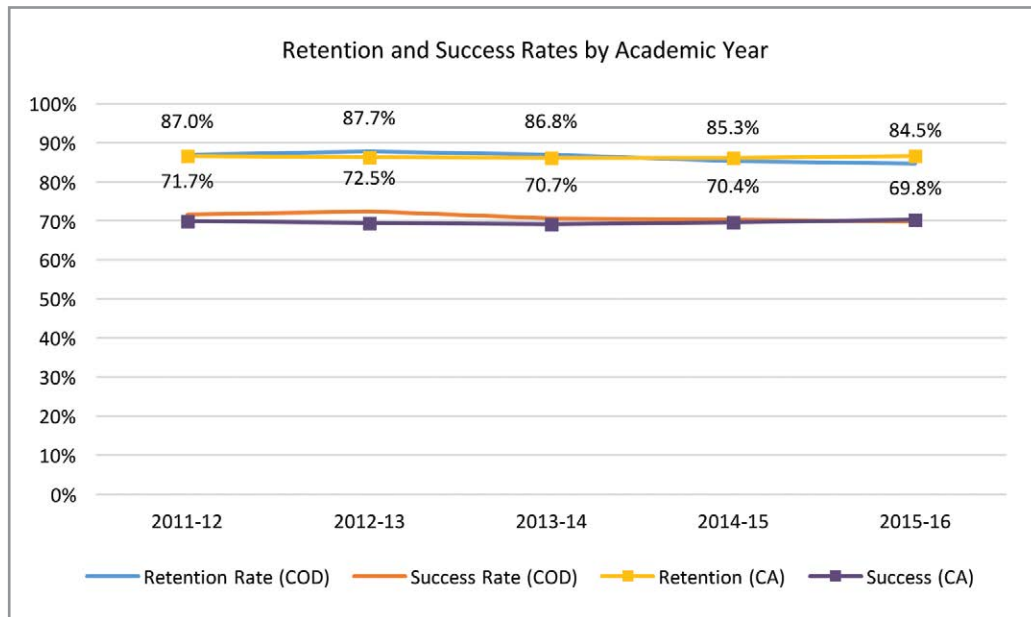
## STUDENT SUCCESS AND RETENTION

Student success and retention are key measures used by community colleges throughout the State and the Nation.

- Retention measures the percentage of students who complete a class, obtaining any grade.
- Success measures the percentage of students who receive a grade of C or higher.

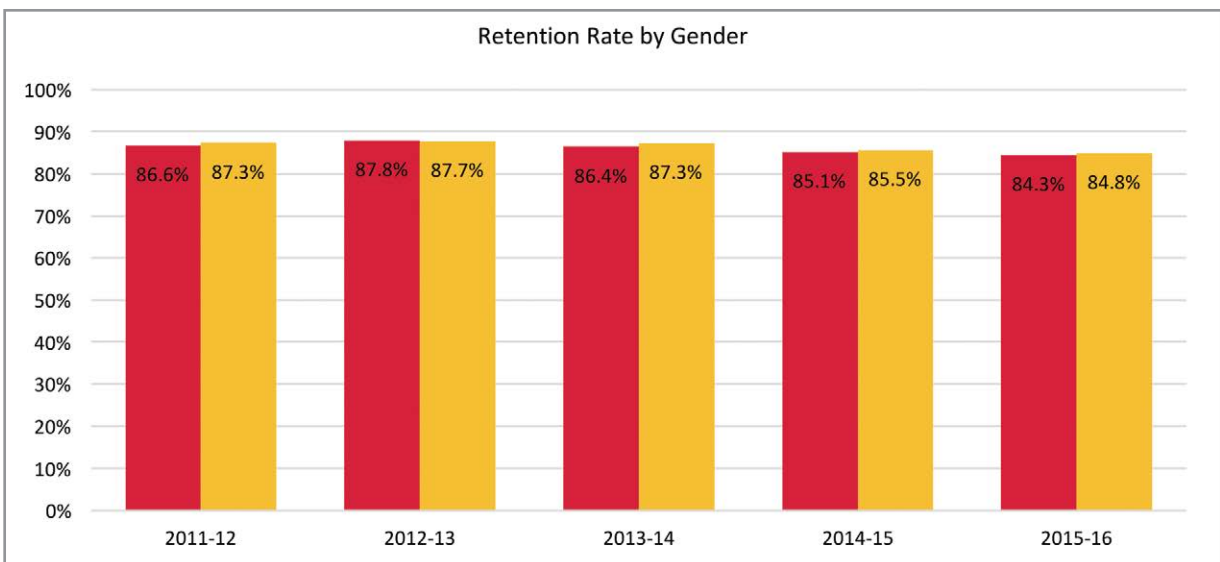
### SUCCESS AND RETENTION RATES

From the 2011-12 academic year, through 2015-16, student retention at the College has fallen slightly (87.0% to 84.5%). Student success also fell slightly (71.7% to 69.8%). The chart also shows the data for all California community colleges. The same decrease was evident Statewide.



### RETENTION RATES BY STUDENT PROFILE

There is little difference in retention rates between male and female students.



The table shows the historical retention rates for students by age segment. Retention rates have fallen from 87.0% to 84.5% over the five-year period, and have fallen in every age segment. The largest drop (3.6 percentage points) was in the 30-34 year old age group.

The highlighted cells show the three highest and lowest retention rates (green and red, respectively) for each academic year. The 19 and younger age group has had consistently high levels of retention. In the most recently completed year, the highest retention rates were in this group, and among 35-39, and 40-49 year olds.

Student Retention Rates by Age								
Year/Term	19 or younger	20-24	25-29	30-34	35-39	40-49	50 or older	Grand Total
2011-12	89.2%	86.1%	85.0%	87.2%	85.9%	85.5%	85.9%	87.0%
2012-13	90.1%	87.1%	85.4%	86.8%	87.0%	86.7%	86.4%	87.7%
2013-14	89.5%	86.0%	85.9%	84.7%	84.8%	84.9%	85.3%	86.8%
2014-15	87.5%	84.2%	83.8%	86.5%	83.6%	84.6%	85.3%	85.3%
2015-16	86.5%	83.6%	82.7%	83.6%	85.7%	84.9%	84.3%	84.5%
<b>Grand Total</b>	<b>88.5%</b>	<b>85.3%</b>	<b>84.5%</b>	<b>85.8%</b>	<b>85.4%</b>	<b>85.4%</b>	<b>85.4%</b>	<b>86.2%</b>
<b>Change (Percentage Points)</b>	<b>-2.6</b>	<b>-2.4</b>	<b>-2.3</b>	<b>-3.6</b>	<b>-0.2</b>	<b>-0.6</b>	<b>-1.6</b>	<b>-2.4</b>

Student retention fell for all ethnic groups as well. The chart shows the three highest and lowest retention rates (green and red, respectively) for each academic year.

Retention rates were lowest among African American (83.7%), Hispanic (85.7%), and students identifying as two or more races (85.7%). The highest retention rates were among Asian/Pacific Islanders (90.5%), white (87.1%), and Other (86.6%). The largest declines in retention rate were among African Americans, Other, and Hispanic students (4.9, 4.7, and 2.4 percentage points respectively).

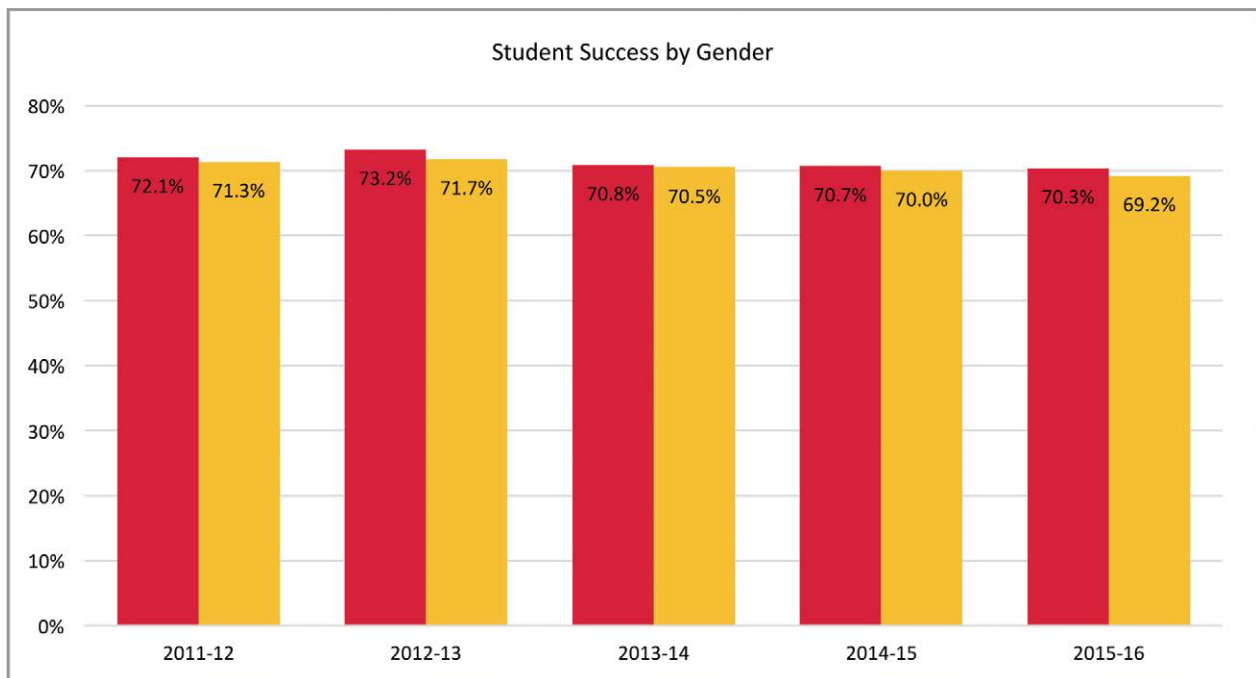
Student Retention Rates by Ethnicity							
Year/Term	African American	Asian/ Pac Isle	Hispanic/ Latino	Other/ Unknown	Two or More Races	White	Grand Total
2011-12	86.0%	89.9%	86.5%	87.9%	85.0%	87.6%	87.0%
2012-13	85.4%	92.3%	87.5%	86.1%	87.9%	87.9%	87.7%
2013-14	83.8%	91.4%	86.4%	85.3%	86.3%	87.7%	86.8%
2014-15	81.1%	89.3%	84.7%	88.5%	86.6%	86.5%	85.3%
2015-16	81.1%	89.8%	84.1%	83.1%	83.3%	85.5%	84.5%
<b>Grand Total</b>	<b>83.7%</b>	<b>90.5%</b>	<b>85.7%</b>	<b>86.6%</b>	<b>85.7%</b>	<b>87.1%</b>	<b>86.2%</b>
<b>Change (Percentage Points)</b>	<b>-4.9</b>	<b>-0.1</b>	<b>-2.4</b>	<b>-4.7</b>	<b>-1.7</b>	<b>-2.1</b>	<b>-2.4</b>

Over the five-year period, there was a small difference in retention rates between students of high and low socio-economic status. In the 2015-16 academic year high socio-economic status students had a higher retention rate by 1.1 percentage points. Retention for the lower socio-economic students dropped slightly more over the five years (2.5 versus 2.3 percentage points).

Retention Rates by Socio-Economic Status				
Year/Term	High	Low	Grand Total	Difference (Percentage Points)
2011-12	87.5%	86.6%	87.0%	+0.9
2012-13	88.2%	87.5%	87.7%	+0.7
2013-14	87.1%	86.7%	86.8%	+0.4
2014-15	85.7%	85.0%	85.3%	+0.7
2015-16	85.2%	84.1%	84.5%	+1.1
<b>Grand Total</b>	<b>86.7%</b>	<b>85.9%</b>	<b>86.2%</b>	<b>+0.8</b>
<b>Change (Percentage Points)</b>	<b>-2.3</b>	<b>-2.5</b>	<b>-2.4</b>	

### SUCCESS RATES BY STUDENT PROFILE

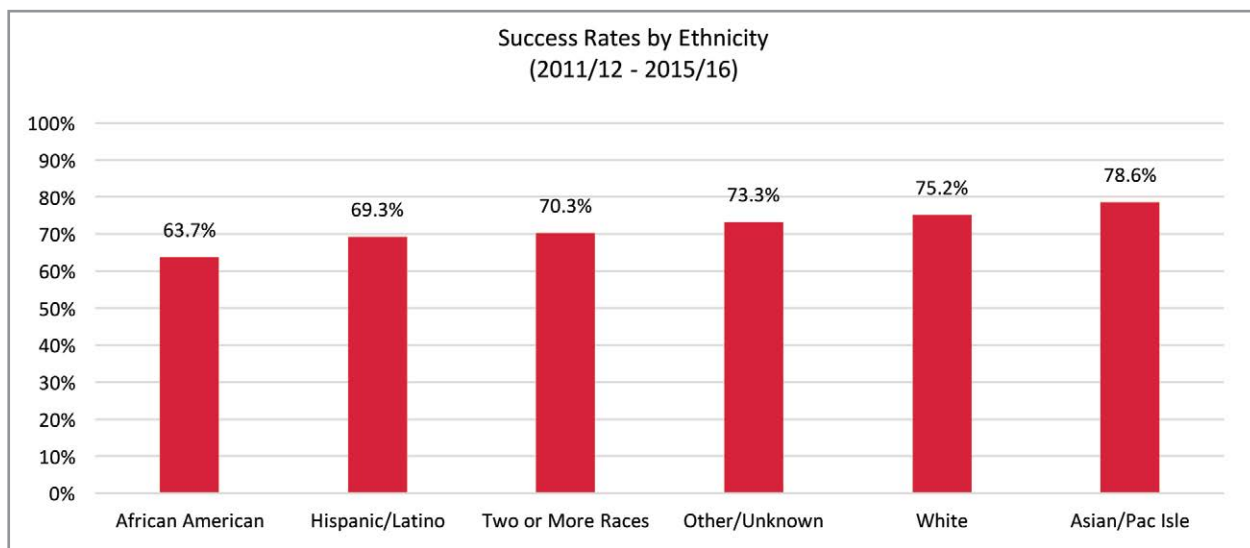
In terms of student success, gender does not play a significant role. Though female students have had consistently higher success rates over the past five years, the differences have been quite small (less than 1.5 percentage points).



Student success rates have a direct correlation with student age. The following table shows the student success rates disaggregated by student age. The highest and lowest three student success rates are highlighted (green and red, respectively) for each academic year. There is a strong, direct correlation between success and age.

Student Success by Age								
Year/Term	19 or younger	20-24	25-29	30-34	35-39	40-49	50 or older	Grand Total
2011-12	71.3%	70.2%	71.4%	74.7%	76.9%	75.8%	77.4%	71.7%
2012-13	73.1%	70.8%	71.9%	73.9%	75.9%	75.9%	78.5%	72.5%
2013-14	70.3%	69.2%	72.3%	72.9%	72.8%	74.1%	75.8%	70.7%
2014-15	70.2%	68.9%	70.4%	74.4%	74.3%	74.6%	76.3%	70.4%
2015-16	68.9%	68.7%	69.6%	72.3%	76.6%	75.1%	76.8%	69.8%
<b>Grand Total</b>	<b>70.7%</b>	<b>69.5%</b>	<b>71.0%</b>	<b>73.6%</b>	<b>75.4%</b>	<b>75.1%</b>	<b>76.9%</b>	<b>71.0%</b>
<b>Change (Percentage Points)</b>	<b>-2.4</b>	<b>-1.4</b>	<b>-1.7</b>	<b>-2.5</b>	<b>-0.3</b>	<b>-0.6</b>	<b>-0.6</b>	<b>-1.9</b>

The ethnicities with the highest success rates are Asian/Pacific Islander and white. The ethnicities with the lowest success rates are African American and Hispanic.



The table shows success rates, by ethnicity, for the past five academic years. The highest and lowest success rates for each year are shaded (green and red, respectively).

Student Success Rates by Ethnicity							
Year/Term	African American	Hispanic/Latino	Two or More Races	Other/Unknown	White	Asian/Pac Isle	Grand Total
2011-12	64.9%	69.8%	65.2%	75.7%	75.9%	77.4%	71.7%
2012-13	65.7%	71.2%	70.0%	73.1%	75.8%	78.7%	72.5%
2013-14	62.6%	68.8%	70.8%	73.4%	75.5%	78.9%	70.7%
2014-15	62.9%	68.7%	73.3%	70.7%	74.7%	77.4%	70.4%
2015-16	62.0%	68.2%	70.4%	69.1%	73.8%	80.8%	69.8%
<b>Grand Total</b>	<b>63.7%</b>	<b>69.3%</b>	<b>70.3%</b>	<b>73.3%</b>	<b>75.2%</b>	<b>78.6%</b>	<b>71.0%</b>
<b>Change (Percentage Points)</b>	<b>-2.8</b>	<b>-1.7</b>	<b>+5.2</b>	<b>-6.5</b>	<b>-2.1</b>	<b>+3.4</b>	<b>-1.9</b>

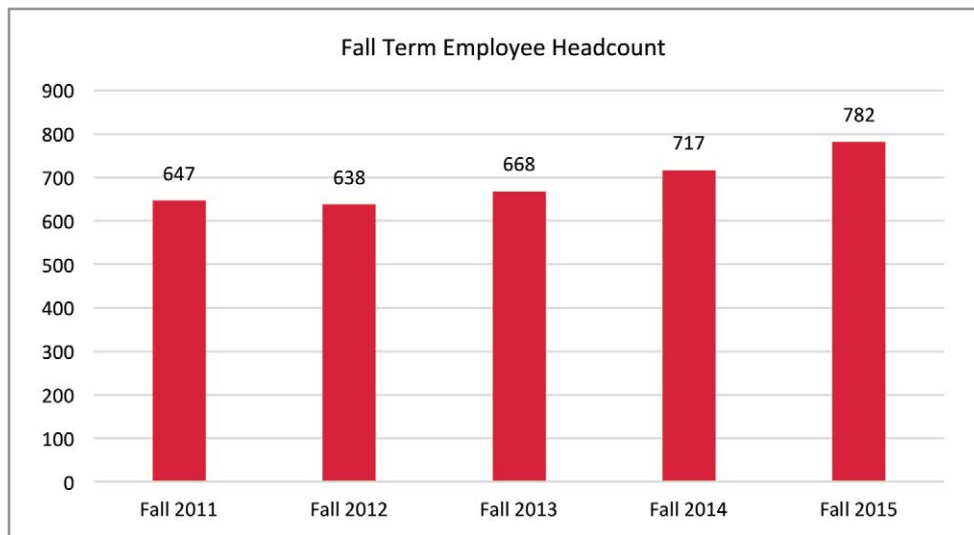
There is a correlation between socio-economic status and success. Students in the higher socio economic status, have consistently higher success rates. Interestingly, the students of higher socio economic status had higher success rates, but also experienced a larger decline over the past five years.

Success Rates by Socio-Economic Status				
Year/Term	High	Low	Grand Total	Difference (Percentage Points)
2011-12	73.9%	70.1%	<b>71.7%</b>	<b>+3.8</b>
2012-13	74.7%	71.0%	<b>72.5%</b>	<b>+3.7</b>
2013-14	72.6%	69.6%	<b>70.7%</b>	<b>+2.9</b>
2014-15	71.6%	69.6%	<b>70.4%</b>	<b>+2.0</b>
2015-16	71.5%	68.6%	<b>69.8%</b>	<b>+2.9</b>
<b>Grand Total</b>	<b>72.8%</b>	<b>69.8%</b>	<b>71.0%</b>	<b>+3.1</b>
<b>Change (Percentage Points)</b>	<b>-2.4</b>	<b>-1.5</b>	<b>-1.9</b>	

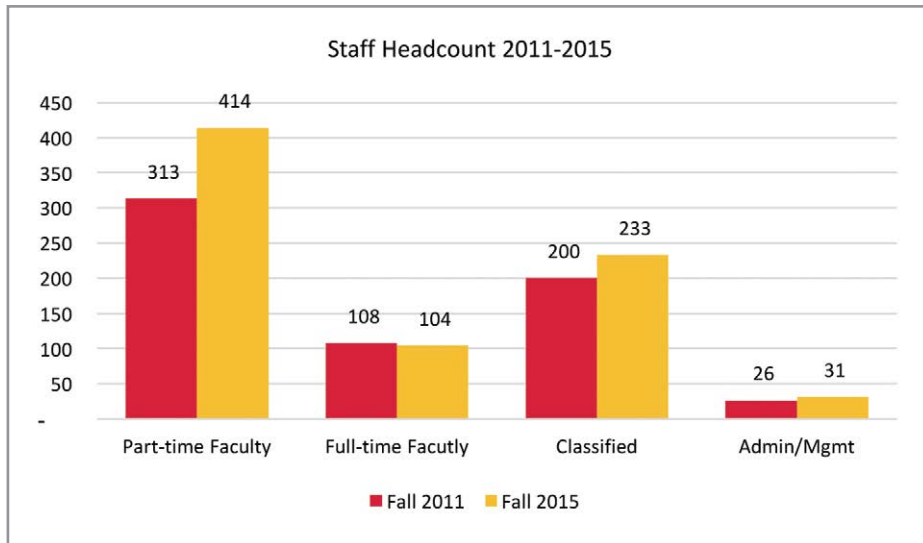
## COLLEGE STAFF DEMOGRAPHICS

### HEADCOUNT AND FTE

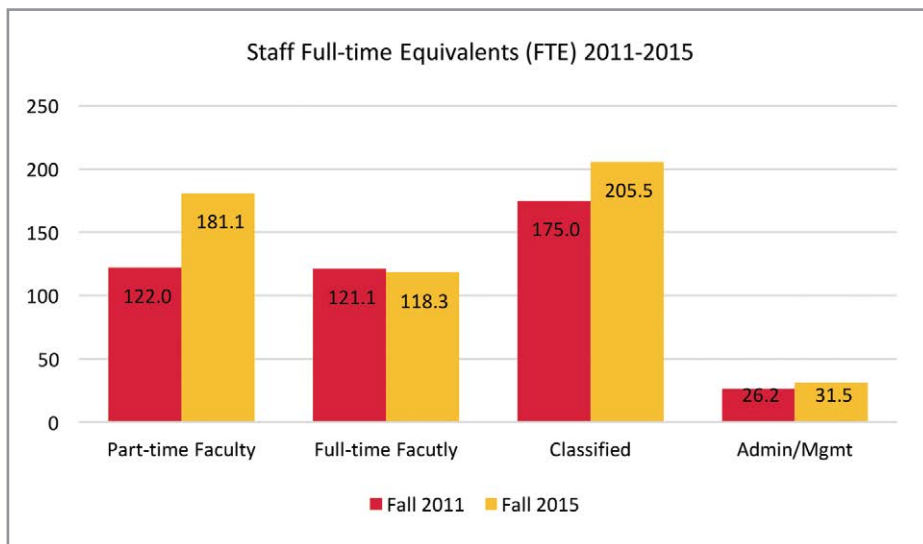
The College's total number of employees has grown from 647 in 2011 to 782 in 2015, an increase of 21%.



As shown in the following chart, most of the growth in staff headcount was among part-time faculty (an increase of 101 positions).



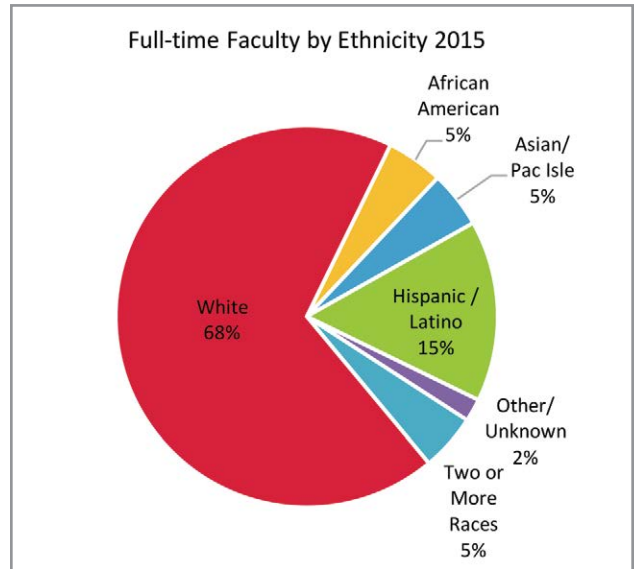
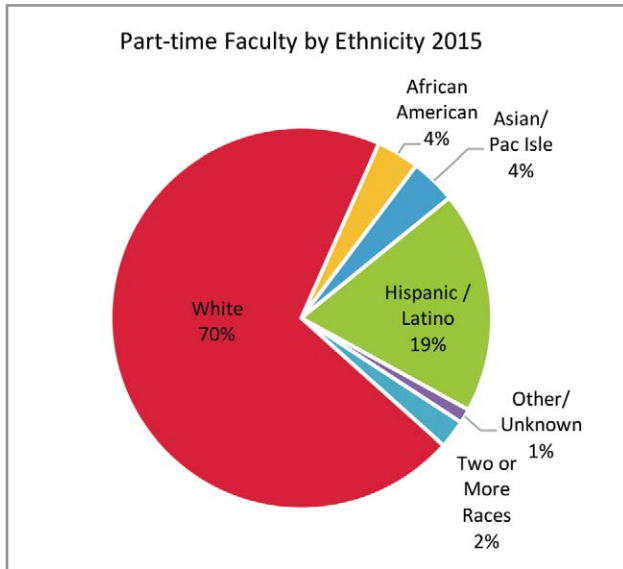
The following chart shows the staff numbers in terms of full-time equivalents.



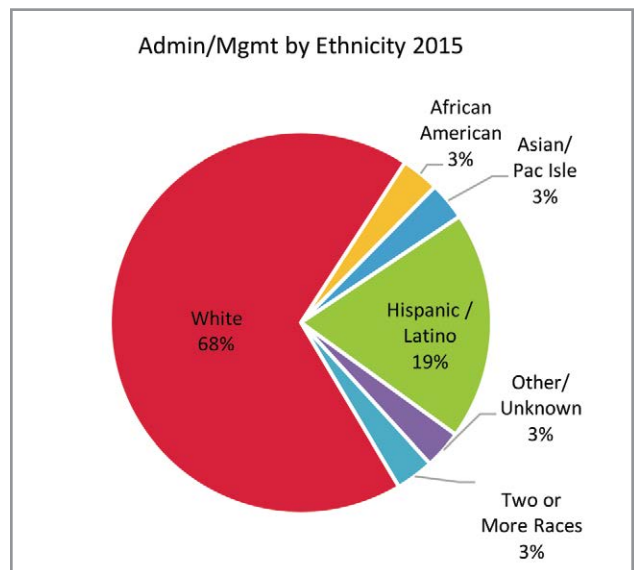
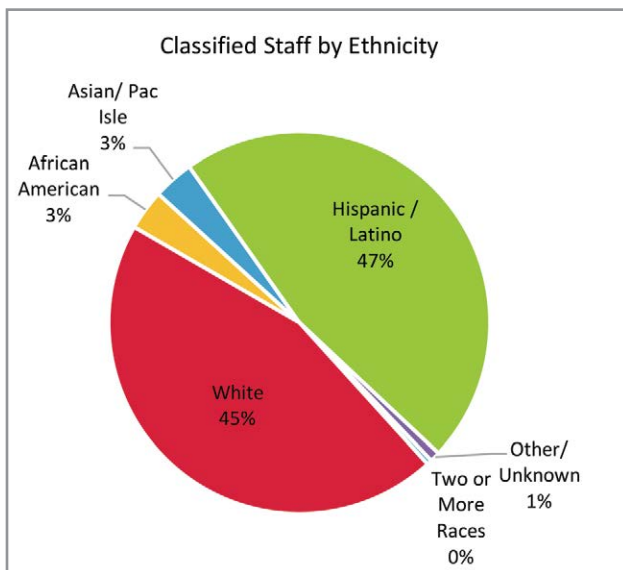
### STAFF ETHNICITY PROFILE

The following four pie charts, show the ethnic makeup of each staff category. The data is for fall 2015.

The ethnic profile for part-time and full-time faculty are similar. They are predominantly white (70% and 68%, respectively), and Hispanic (19% and 15%, respectively).

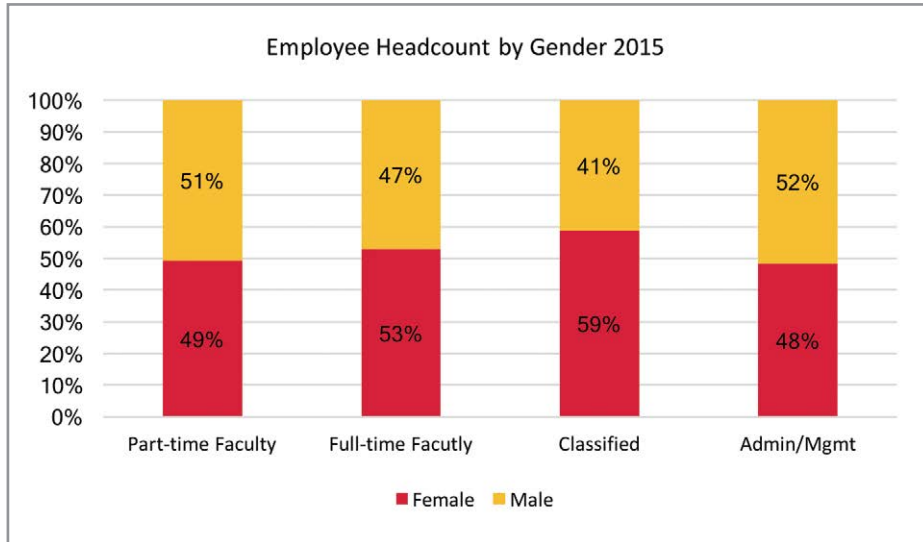


The largest ethnic groups among classified staff are Hispanic (47%) and white (45%). The next largest groups are Asian/Pacific Islander and African American (3% each). Administrators and managers are mostly white (68%), followed by Hispanic (19%).



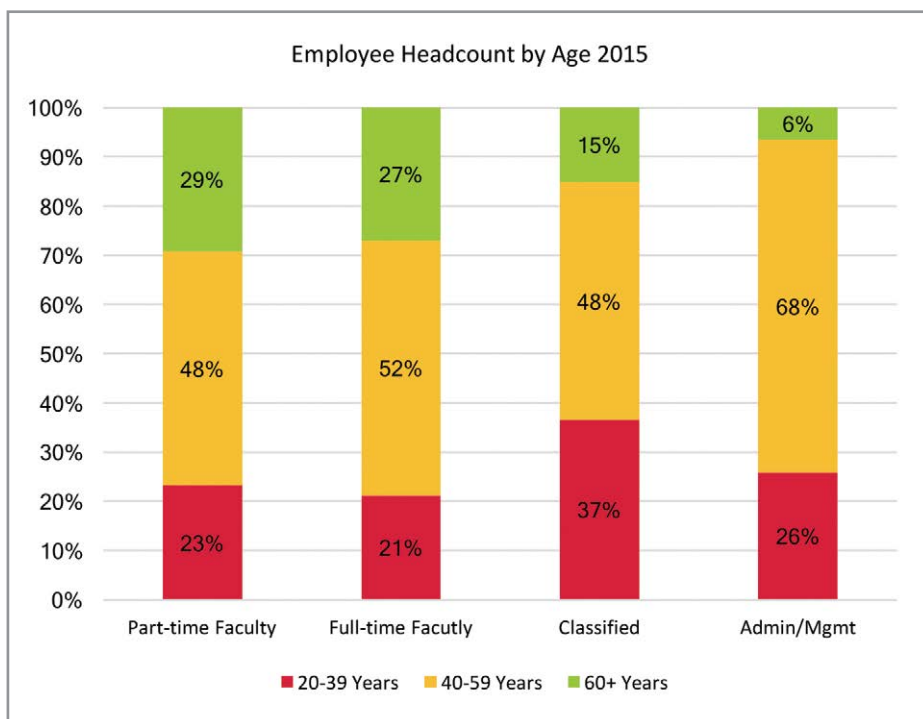
### STAFF GENDER PROFILE

Most full-time faculty and classified staff are female (53% and 59%, respectively). Part-time faculty and administrators/managers are nearly evenly divided.



### STAFF AGE PROFILE

Classified staff have the youngest age profile. More than one-third are younger than 40 years of age. Faculty are the oldest employee group with 29% of part-time faculty, and 27% of full-time faculty 60 years of age or older.





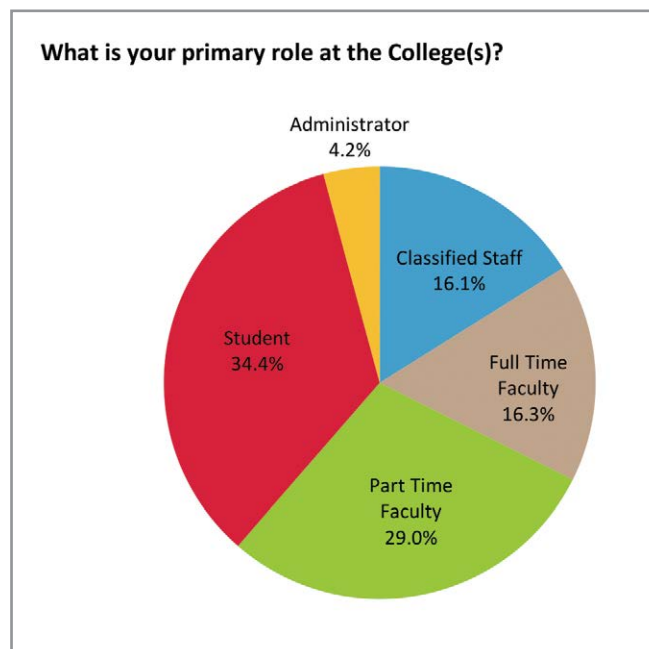
## SURVEY RESULTS

### OVERVIEW

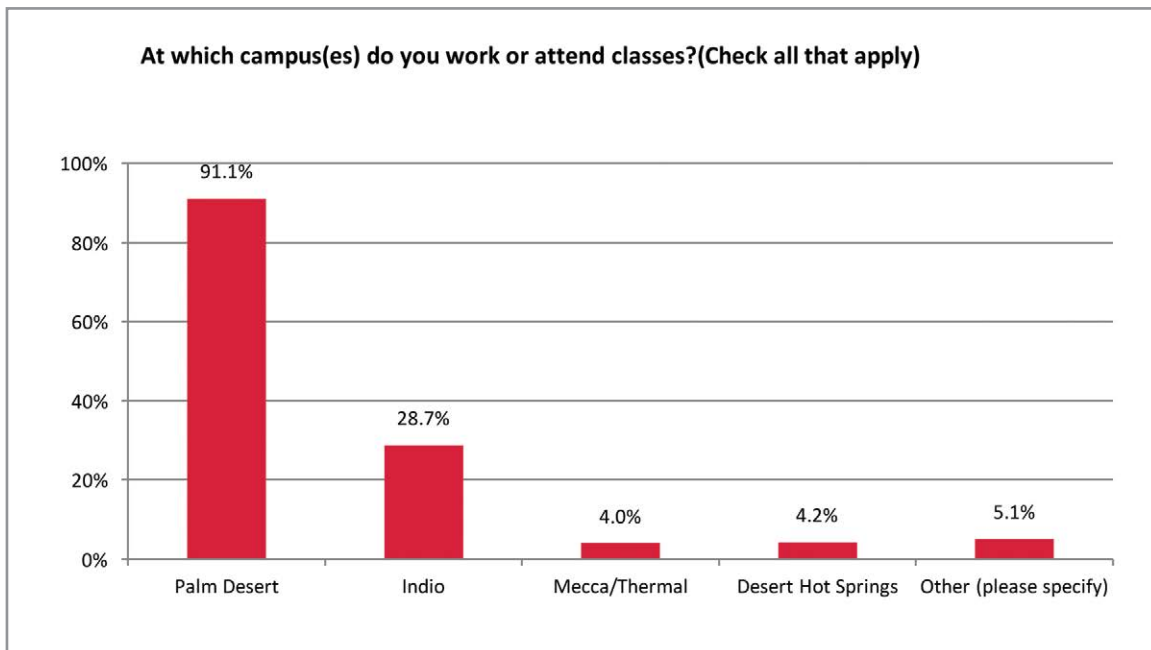
College of the Desert (COD) conducted the “Educational Master Plan Survey” in February 2017. The survey was designed to gather input from College of the Desert (COD) Faculty, Staff, and Students for program evaluation and planning during the development of the updated EMP.

### ALL RESPONDENTS

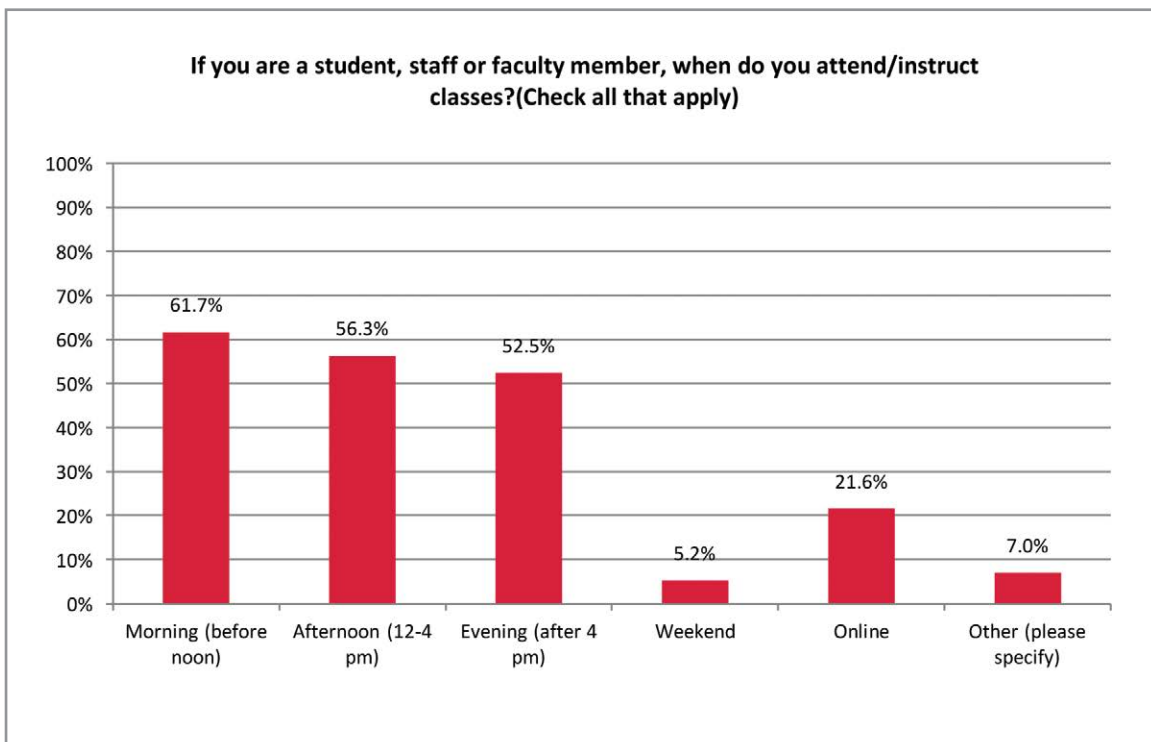
There were 552 respondents to the survey. Students represented 34.4% of the respondents, 29.0% were part-time faculty, full-time faculty and classified staff each accounted for 16.3% and 16.1% of the respondents and 4% percent of the respondents were college administrators.



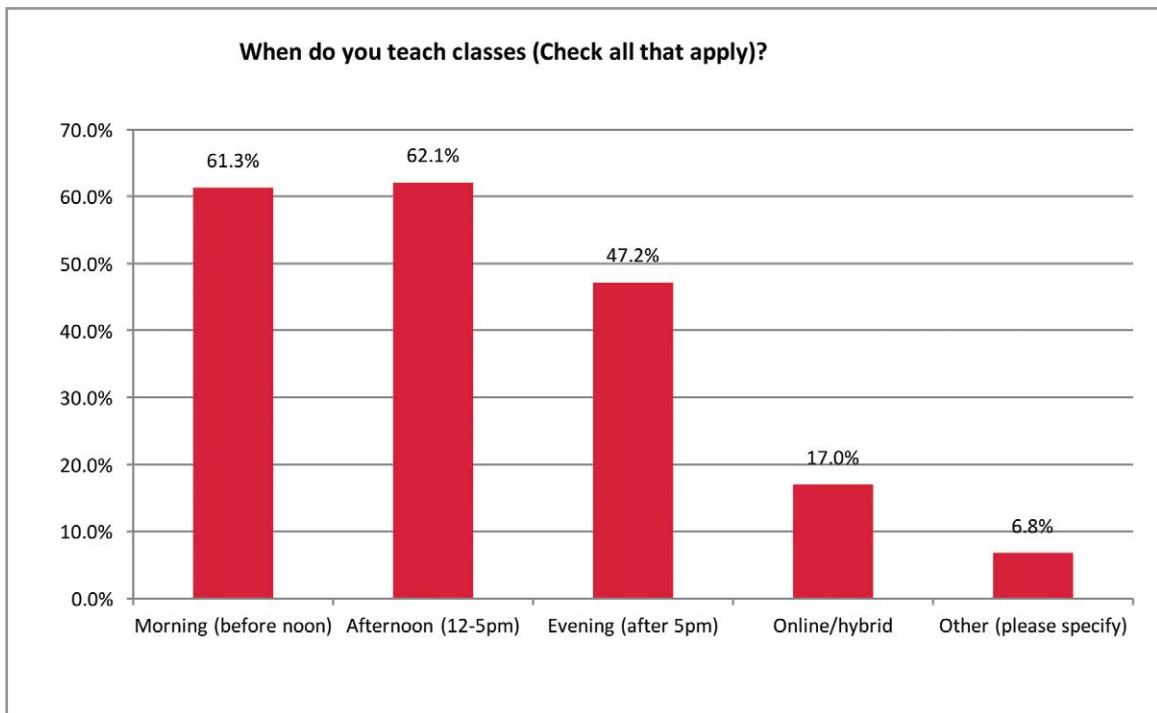
91.1% of the respondents worked at or attended the Palm Desert campus. The Indio campus had the second highest percentage with 28.7%.



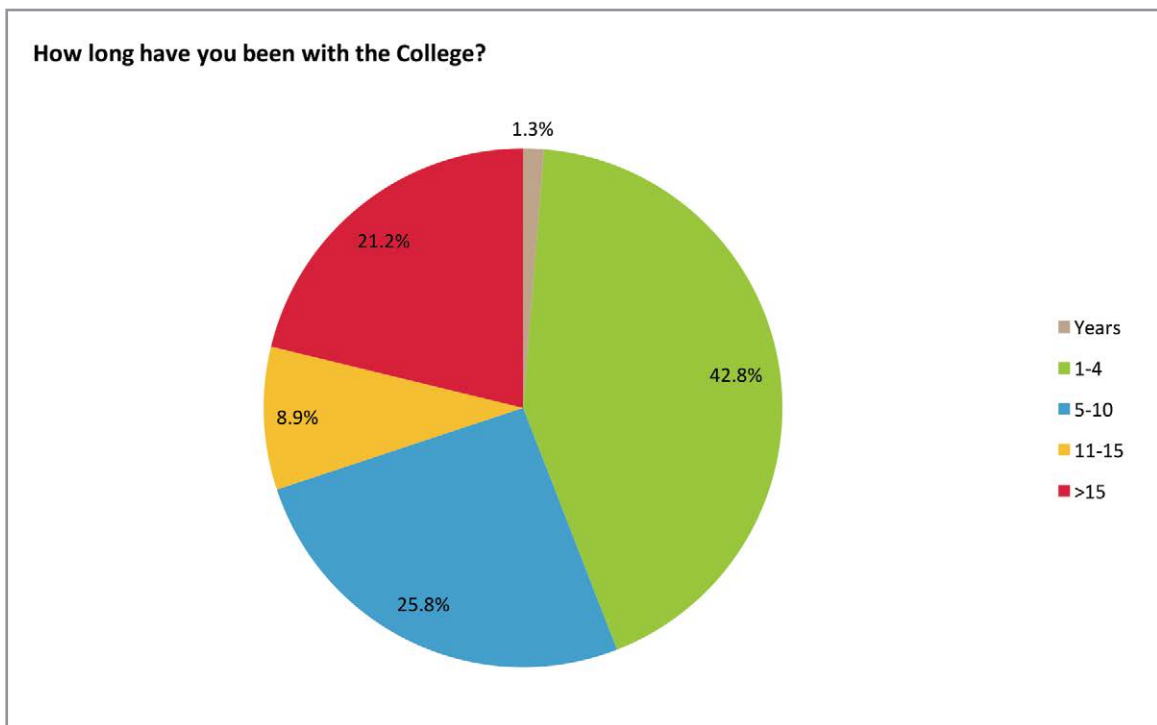
The respondents attended/instructed classes somewhat evenly across morning (61.7%), afternoon (56.3%) and evening (52.5%). Only 21.6% of the respondents attended or instructed online classes.



The majority of faculty respondents taught classes in the mornings (61.3%) and afternoons (62.1%). Almost half taught evening classes (47.2%)



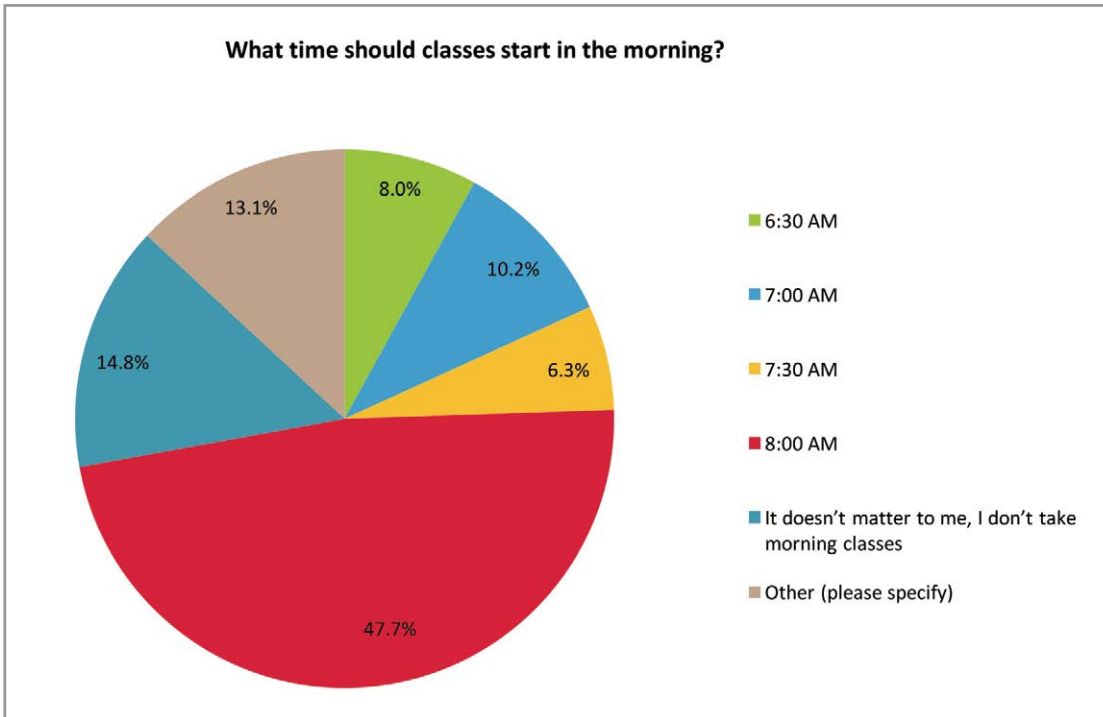
The following table represents non-student responses to length of employment at COD.



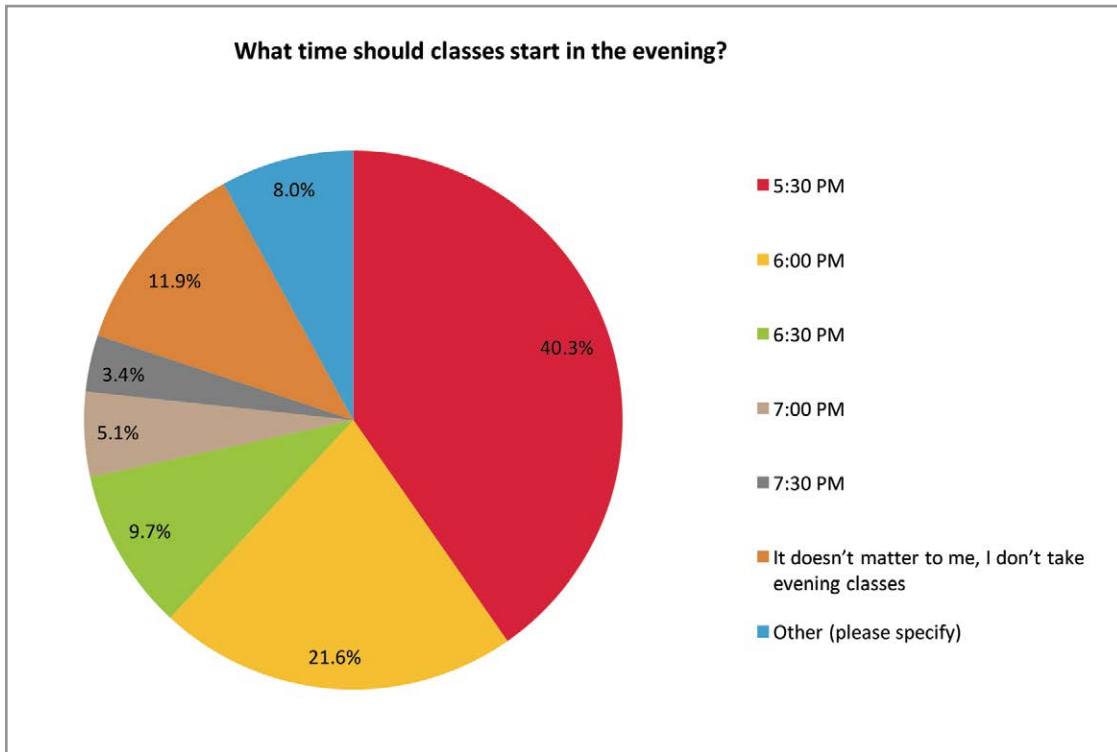
## STUDENT QUESTIONS

The Following set of survey items were answered by student respondents

Most students (47.7%) responding to the survey indicated that classes should start at 8:00am. A combined 24.5% indicated the classes should start before 8:00am.

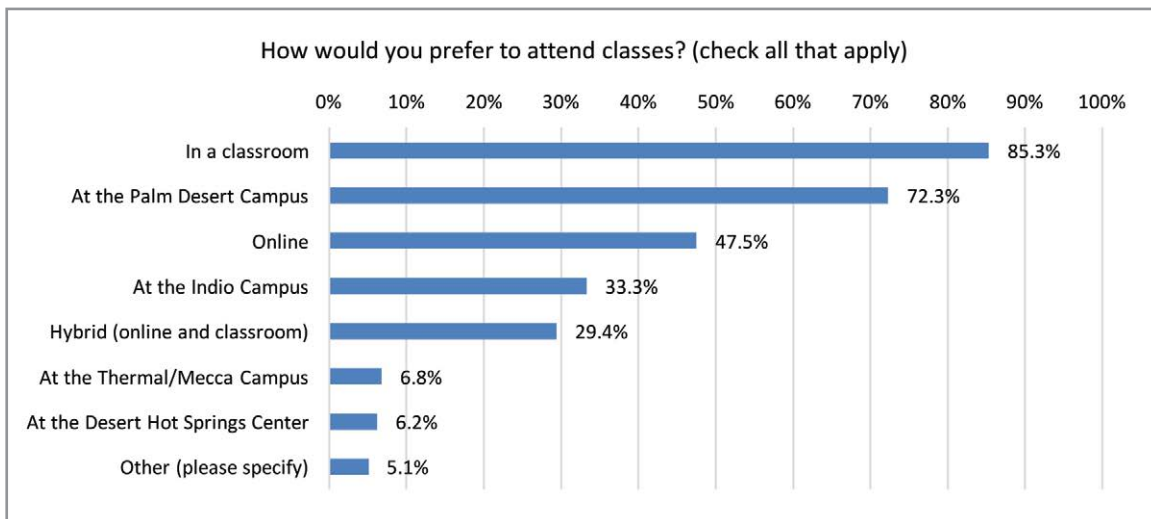


Students indicated that evening classes should begin at 5:30 (40.3%) or 6:00 PM (21.6%)

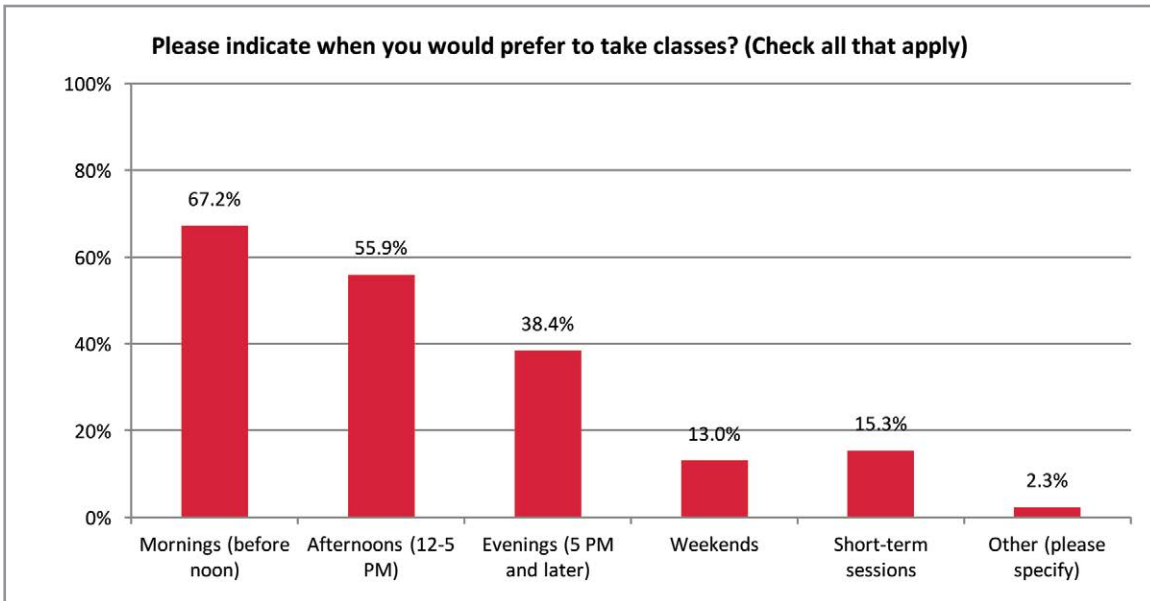


45.5% of student respondents had a part-time job and 18.2% were working full-time at the time of the survey.

The chart below represents the students' preferred instructional format and location. Most student respondents (85.3%) prefer taking courses in the classroom. Almost half (47.5) of respondents also indicated that online classes were a preference.

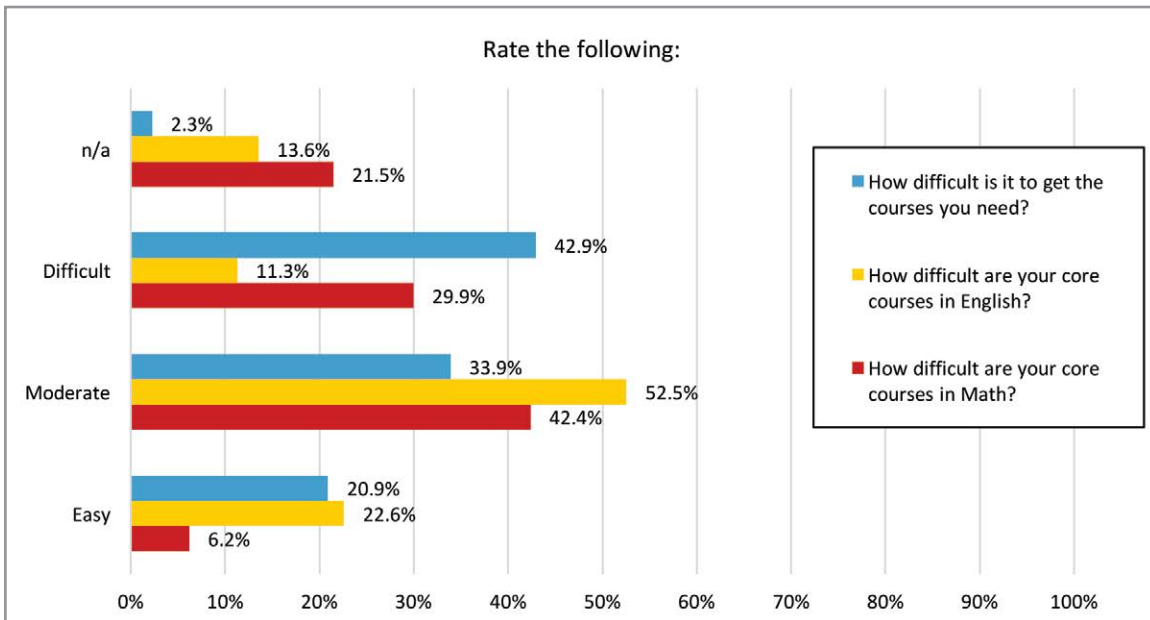


Morning (67.2%) and afternoon (55.9%) courses were the two most popular preferences for scheduling classes.

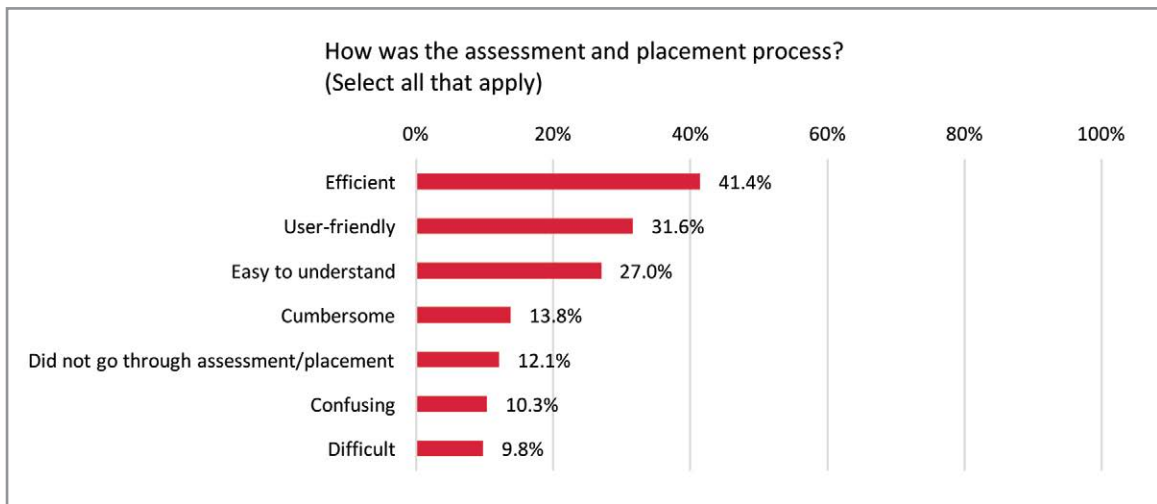


42.9% of students felt it was 'difficult' for them to get courses that they need. A majority (52.5%) of students felt their core English courses were 'moderate' and slightly less than the majority (42.4%) felt their core Math courses were 'moderate'.

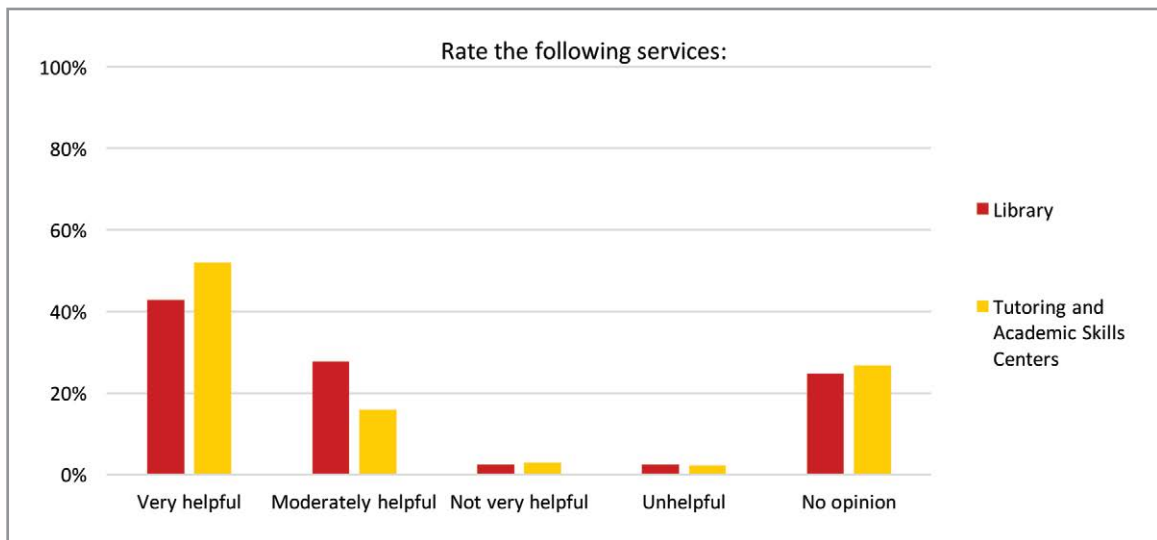
When asked to elaborate, almost one-quarter (23.5%) discussed "priority" in regards to getting the courses they need. Students explained that if they have a "low priority" then it is hard to get in to courses they need, "getting course with low priority is nearly impossible", while students with "priority" experience little to no difficulty in getting in to the courses they need, "I was fortunate to be in EOPS so that helped me get the classes I needed".

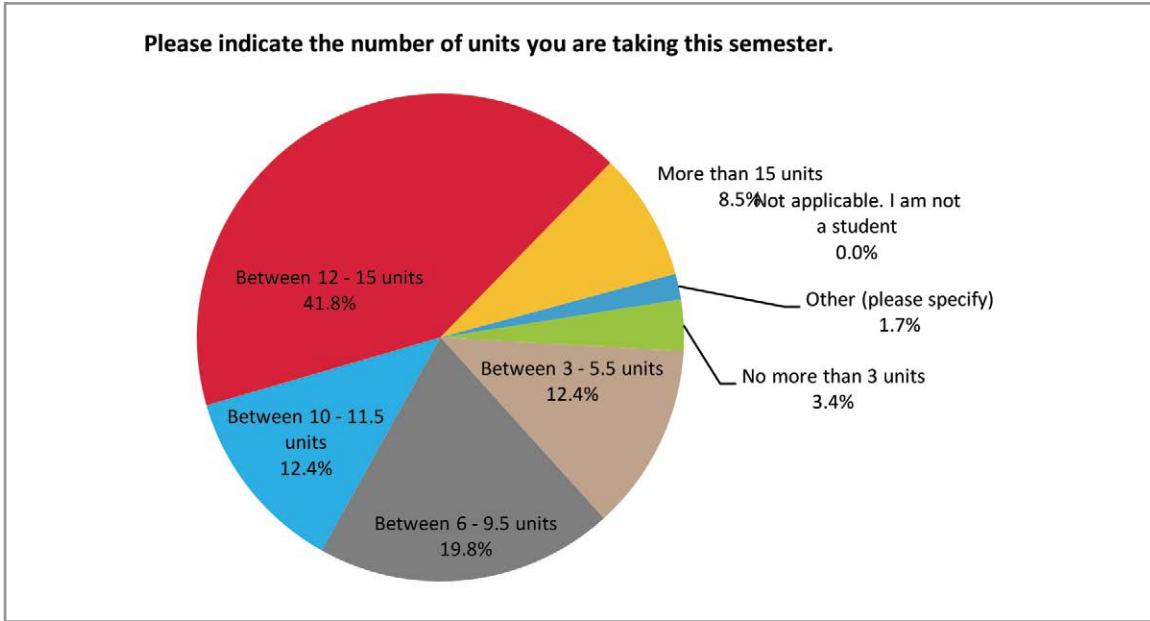


Few student respondents had negative attitudes toward COD assessment and placement process. 13.8% indicated the process was cumbersome. About 10% indicated that the process was confusing or difficult.

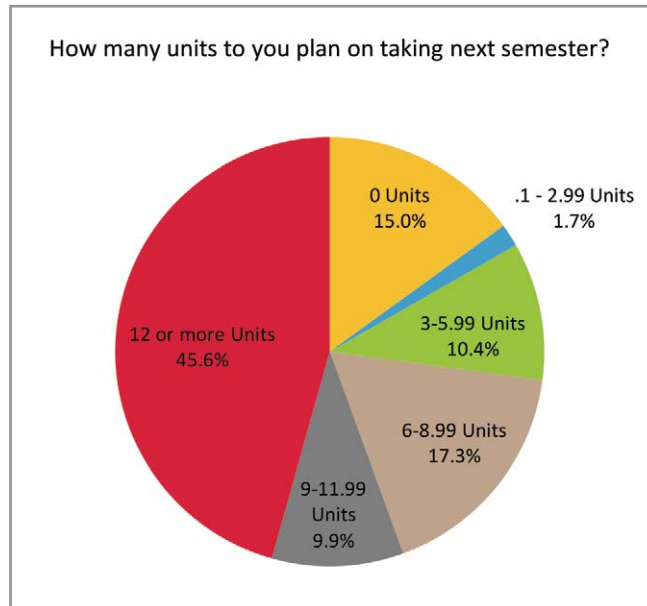


Students were then asked to rate the Library and the Tutoring and Academic Skills Centers. 'Very helpful' received the most votes for both Library (42.8%) and Tutoring and Academic Skills Centers (52.0%). When asked to elaborate, responses ranged from comments of, "sometimes they're too busy" to "this is a wonderful asset staffed by fantastic people" and suggestions of, "tutoring hours should start at 8 am" to open the "COD section of the library" during the weekend.





45.6% of respondents indicated that they intend to take a full-time course load next semester. Only 39.3% indicated that they would be taking a part-time course load. This sample does not represent typical COD proportions for student unit load, as full-time students seem to be over represented.

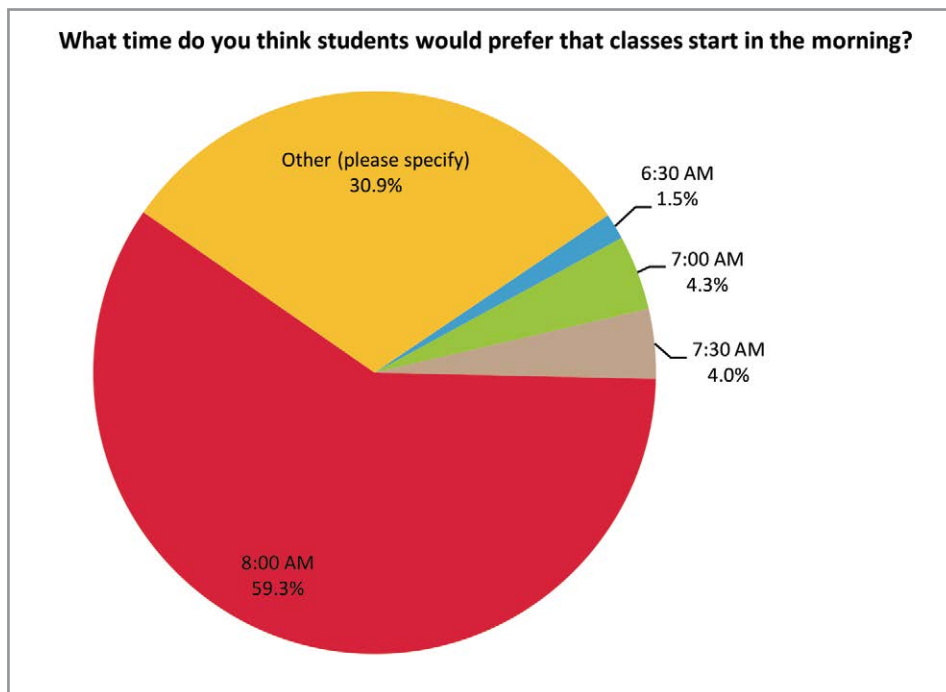
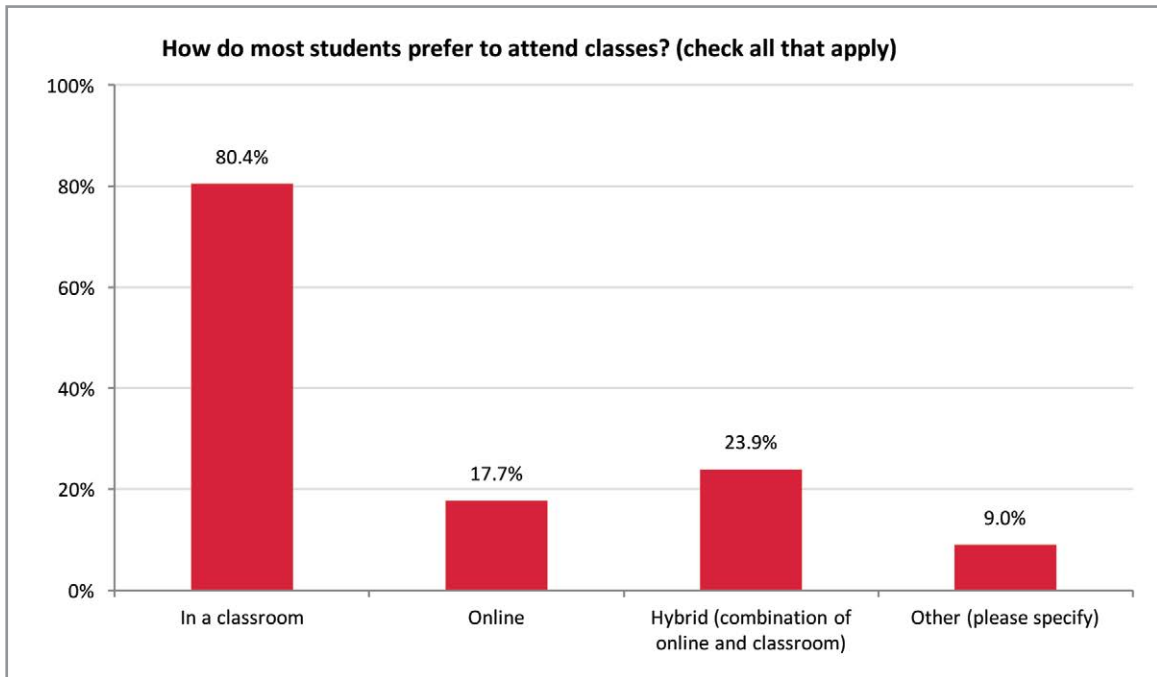


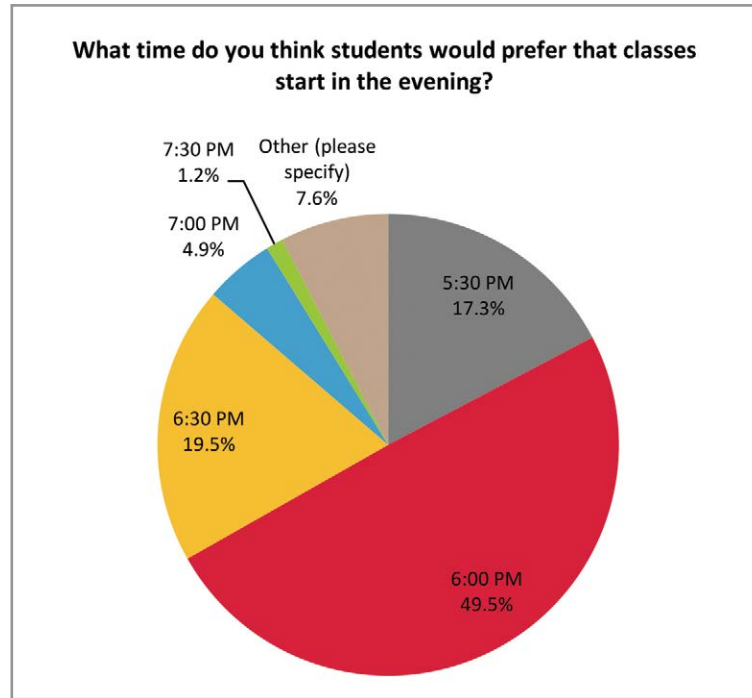


### NON-STUDENT QUESTIONS

The following set of survey items were answered by non-student respondents about student attitudes.

While the 'In classroom' percentage was similar to that of student respondents, only 17.7% of non-students thought students would prefer online classes compared to the student response rate of 47.5%.

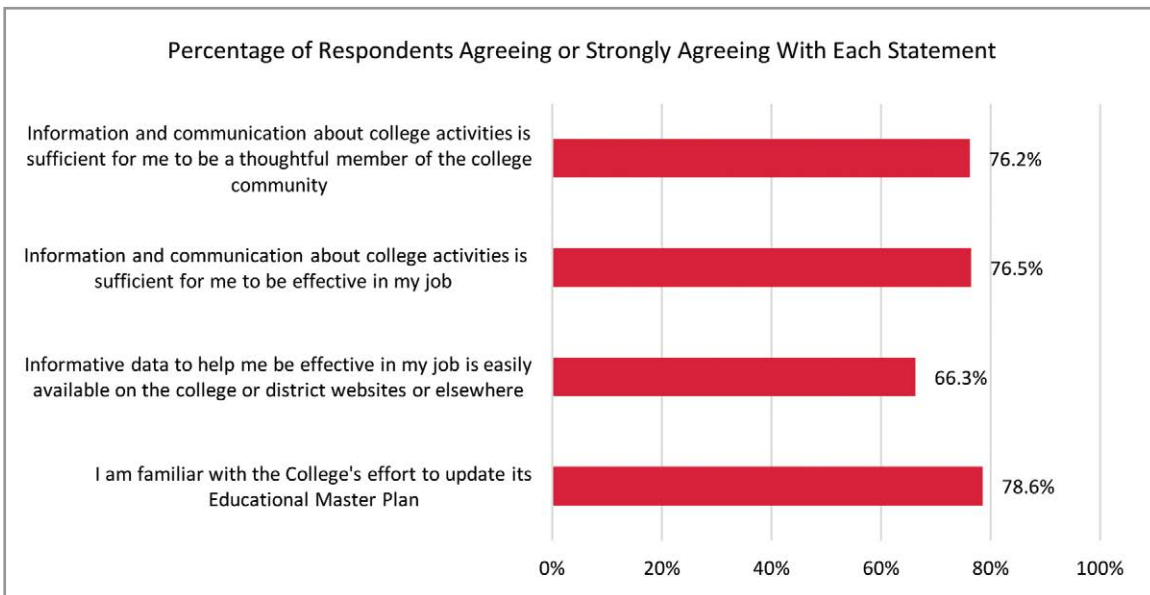




Non-Students responded to the following statements with the following options:

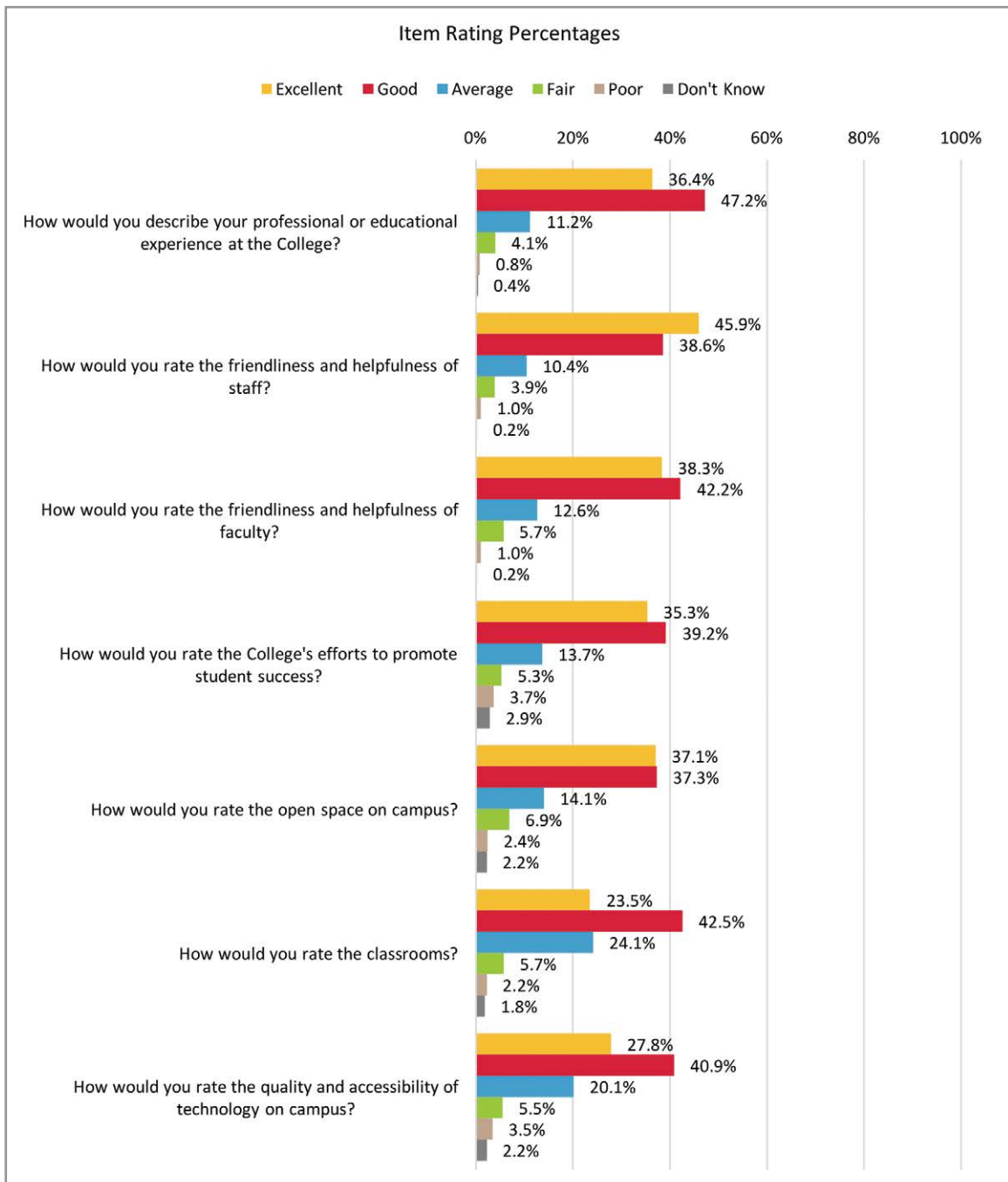
**'strongly agree', 'agree', 'disagree', 'Strongly disagree', 'no opinion'.**

The following table includes the percentage of respondents answering **'agree'** of **'strongly agree'**.



When asked to elaborate, responses varied from positive to neutral to negative. The negative responses discussed the College website and data. Comments on the website and data included, “the website for both faculty (the portal) and students and community is very difficult to navigate”, “data is hard to find and hard to analyze”, and “website is very out of date and lacking logical organization”.

The following statements were rated as ‘Excellent’, ‘Good’, ‘Average’, ‘Fair’, ‘Poor’ or ‘Don’t Know’ by survey respondents. ‘Professional or educational experience at COD’ and ‘friendliness and helpfulness of staff’ had the highest rating with 84% excellent or good rating. ‘Classrooms’ (66%) and ‘quality and accessibility of technology on campus’ (69%) received the lowest percentage of excellent or good ratings.

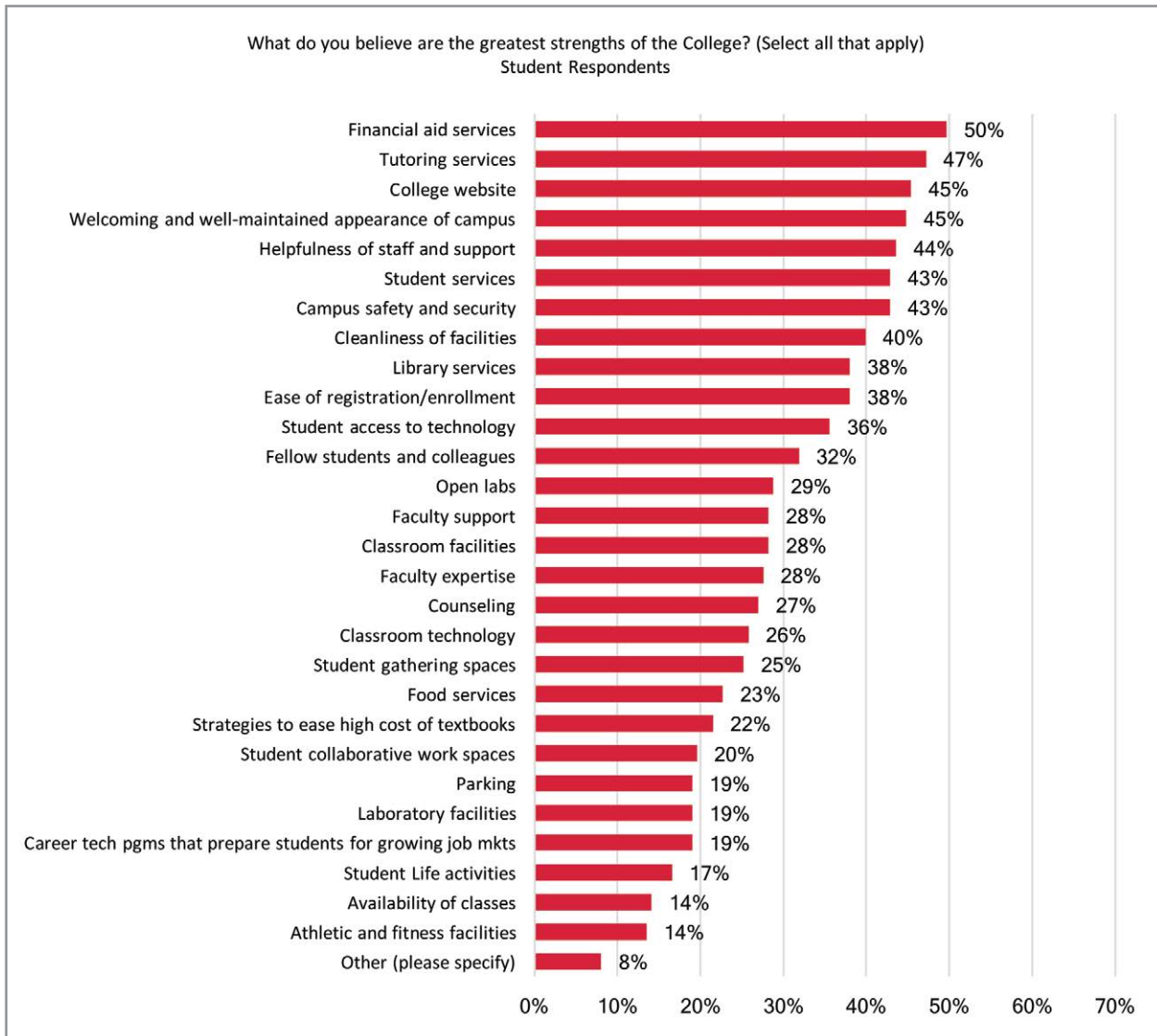


For the following two questions, results are shown separately for student and non-student respondents. Respondents could select as many responses as they wished.

### STRENGTHS OF THE COLLEGE

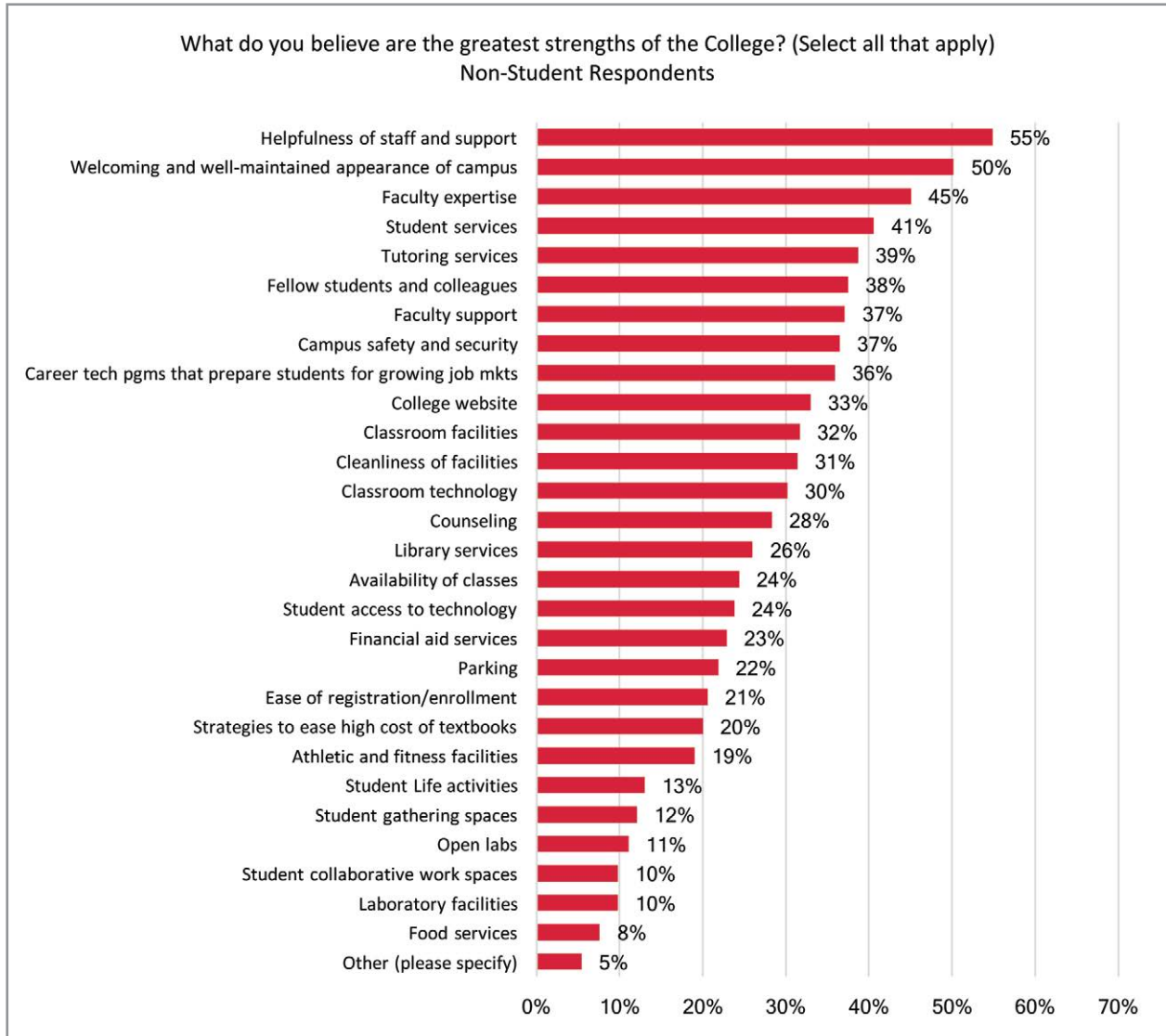
#### Students

The top five College strengths, according to students, were financial aid services, tutoring services, college website, welcoming and well-maintained appearance of campus and helpfulness of staff and support.



### Non Students

The top five responses for non-students were helpfulness of staff and support, welcoming and well-maintained appearance of campus, faculty expertise, student services and tutoring services.

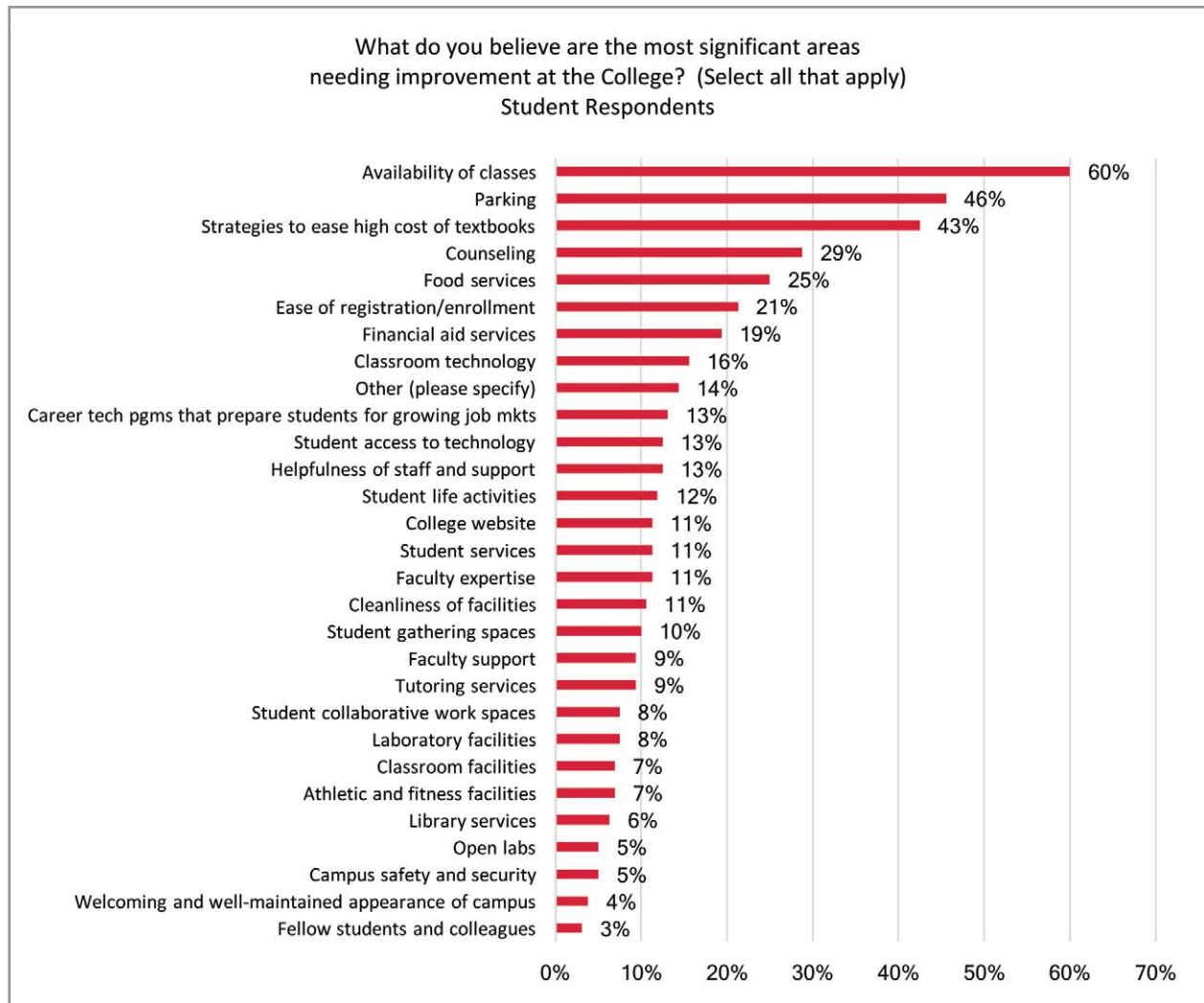


## AREAS NEEDING IMPROVEMENT AT THE COLLEGE

Survey respondents were asked to indicate areas they believe were in need of improvement at the college. They could select as many responses as they liked.

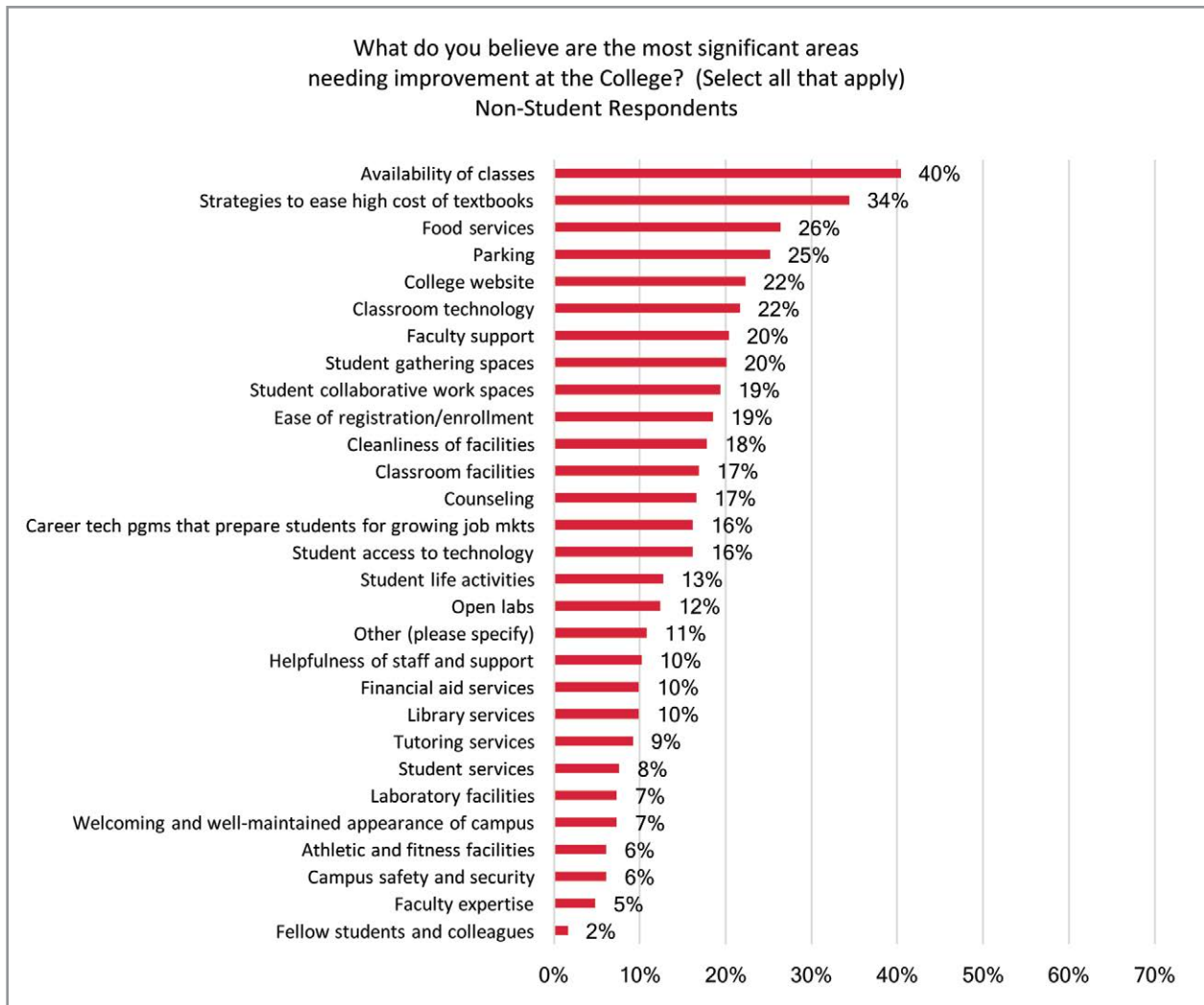
### Students

The top five areas needing improvement, according to students, were availability of classes, parking, strategies to ease the high cost of text books, counseling and food services.

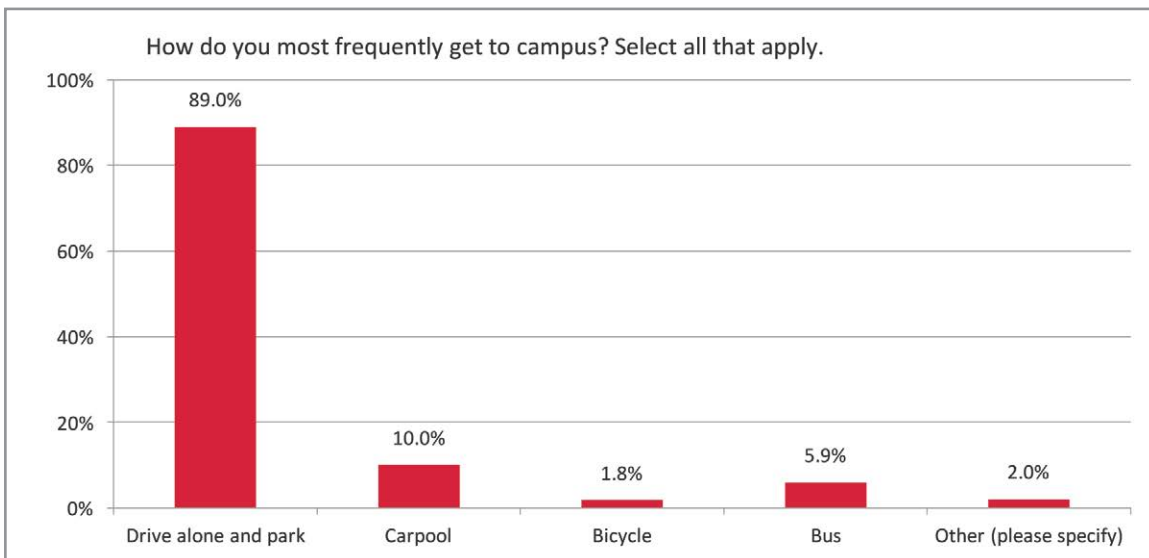
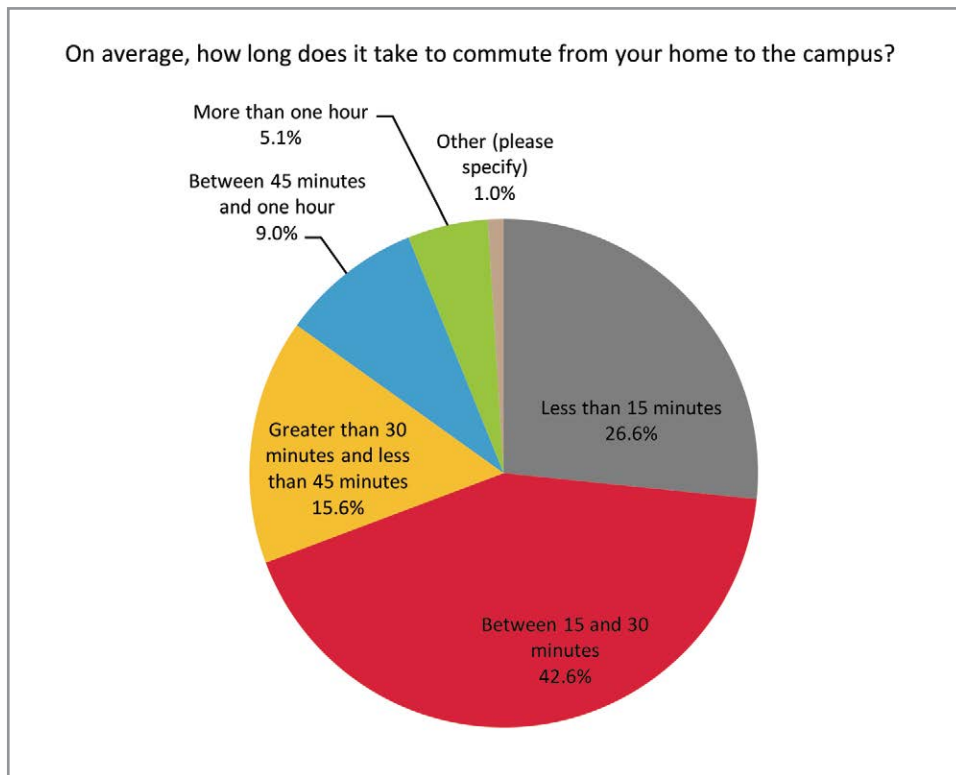


### Non-Students

Non-students' top five areas needing improvement at the College were availability of classes, strategies to ease the high cost of text books, food services, parking, and College website. It is interesting that four of these five were also among the top five cited by students.



A large majority of respondents (69.2%) take less than 30 minutes to commute to campus. Most (89.0%) of the respondents drove alone and parked on campus.





## Open Ended Items

There were 4 open ended items:

- 1. Please list any student services programs or resources that are not currently offered at the College that you would like to see added.**

When asked what student service programs and resources respondents would like to see added that College of the Desert did not already have, 8.5% of respondents mentioned more employment and/or internship assistance. 5.4% of respondents wished to see more computer labs and science labs while 3.9% of respondents would like to see more student-spaces made available.

- 2. Please list any student activities or programs that are not currently offered at the College that you would like to see added.**

Following this, respondents were then asked to list any student activities or programs they would like to see at COD. 20.7% of respondents would like to see more campus-wide events and activities, such as a Spirit Week or a Spring Concert and 18.5% stated they would like to see more Fitness programs and activities such as, a Dance Team, a Fitness Center for students, and Cheerleading.

- 3. What do you think is the single most critical consideration for the College Planning Committee as it plans for success of the College and its students for the next 5-10 years.**

Respondents were then asked what they thought was the single most critical consideration for the College Planning Committee when planning for college and student success for the next 5-10 years. Out of 286 responses, consideration varied greatly. 33.2% of respondents felt “courses” were the single most critical consideration for the College Planning Committee, such as, “dual enrollment courses” or just simply the “availability of sections for general education/transferable courses”. 16.8% of respondents felt “facilities” were the single most critical consideration. “Growth! We need more classrooms” and “expansion/update facilities” were just 2 of the several considerations in regards to facilities.

- 4. Were there any questions that were not asked that you would have liked to have seen in this survey? Please elaborate.**

Lastly, respondents were asked to provide any additional questions and/or comments that they were not asked on this survey. There was a great variety in additional questions from respondents. These additional questions and/or comments included, “learning environments”, “campus attitude”, “evaluation of teaching staff by students”, and “performance of college administration”.

## LABOR MARKET ANALYSIS

### OVERVIEW

Earnings increase dramatically for students who complete an associate degree at a California community college. According to the California Community Colleges, Chancellor's Office (SalarySurfer.cccco.edu), students who complete an associate degree more than double their annual pre-degree earnings after two years in the workforce. Their earnings triple after five years in the workforce. Nearly half (48%) of students who graduated with an associate degree earned \$56,000 or more annually five years after graduating.

Earnings also increase significantly for students who complete a certificate. California community college students who complete a certificate nearly double their pre-degree earnings after five years in the workforce. Statewide, 44% of students who graduated with a certificate earned \$56,000 or more annually five years after graduating.

### TARGET OCCUPATIONS

This section of the plan provides an analysis of the labor market in the College's region. The data was obtained from EMSI (<https://e.economicmodeling.com>) the leading labor market data provider. Note: The data provided by EMSI includes occupation data for self-employed people as well as those traditionally employed.

The goal of this analysis is to identify occupations in the College's geographical area that offer high-wages and require some training that the College can provide. Once the "target occupations" have been identified, the analysis will include a gap analysis between these occupations and educational completions. This analysis will help the College make decisions regarding adding new programs and expanding or retooling existing programs. The methodology used in this analysis is described below.

1. Define "target occupations" criteria
2. Extract a list of target occupations
3. Perform a crosswalk analysis to identify educational programs
4. Cross-reference this list with College completions
5. Identify programs for further analysis
  - a. For addition or expansion
  - b. For retooling or elimination

To identify the "target occupations" it is necessary to develop four critical criteria. These include:

- Region to be analyzed
- Typical entry level education
- Number of annual openings
- Median hourly earnings

The region to be analyzed should include the local area as well as surrounding areas where students would likely be willing to relocate, should they find a good job. In the case of College of the Desert, the region for analysis includes the Coachella Valley Region. There are a total of 786 occupations listed in the data for this region.

Next, a minimum value needs to be selected for the number of annual openings. The list should not contain occupations for which there are very few annual openings. For this analysis, the minimum number of annual openings was set at 10. This narrowed down the list down to 134 occupations.

The next criterion concerns median hourly earnings. The purpose is to identify high-wage jobs. Most occupations offer a lower wage for a worker who lacks much relevant work experience. Higher wages then follow with increased experience or education level. Therefore, for this analysis, the minimum value for “Median Hourly Earnings” has been set to \$11.25 per hour. This filters the list of occupations down to 107 occupations.

The final criterion is, “typical entry level education”. For this, the planning team used bachelor’s degree or less. This includes:

- Bachelor’s degree
- Associate’s degree
- Postsecondary nondegree award
- Some college, no degree
- High school diploma or equivalent
- No formal educational credential

Occupations that typically require a bachelor’s degree are included because community colleges can, for transfer students, provide the first two years of a bachelor’s degree pathway. When this criterion is applied, the list contains 98 occupations.

The list of these 98 target occupations follows.

Ed Level SOC	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings
<b>Bachelor’s Degree</b>					
11-1021	General and Operations Managers	2,352	2,534	100	\$42.42
11-2022	Sales Managers	466	480	15	\$42.57
11-3011	Administrative Services Managers	365	390	12	\$41.31
11-3031	Financial Managers	438	452	15	\$50.76
11-9151	Social and Community Service Managers	188	226	14	\$29.71
11-9199	Managers, All Other	875	945	34	\$25.29
11-9111	Medical and Health Services Managers	270	312	16	\$49.22
13-1051	Cost Estimators	281	298	12	\$28.72
13-1071	Human Resources Specialists	342	359	14	\$28.68
13-1111	Management Analysts	565	618	19	\$34.20
13-1161	Market Research Analysts and Marketing Specialists	346	383	12	\$25.41
13-2011	Accountants and Auditors	1,063	1,180	54	\$30.50
13-1199	Business Operations Specialists, All Other	659	702	17	\$31.39
21-1021	Child, Family, and School Social Workers	243	261	11	\$23.74
21-1023	Mental Health and Substance Abuse Social Workers	167	194	10	\$21.84
25-2021	Elementary School Teachers, Except Special Education	1,566	1,683	63	\$37.12
25-2022	Middle School Teachers, Except Special and Career/Technical Education	485	531	21	\$37.12
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	798	866	35	\$35.67
25-3098	Substitute Teachers	1,440	1,526	47	\$19.14
27-1024	Graphic Designers	342	348	10	\$20.08
27-2022	Coaches and Scouts	299	316	14	\$14.44
29-1141	Registered Nurses	2,834	3,238	154	\$45.86

Ed Level SOC	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings
<b>Associate's Degree</b>					
25-2011	Preschool Teachers, Except Special Education	388	396	15	\$13.36
<b>Postsecondary nondegree award</b>					
29-2041	Emergency Medical Technicians and Paramedics	245	292	14	\$15.39
29-2061	Licensed Practical and Licensed Vocational Nurses	853	965	49	\$22.39
31-1014	Nursing Assistants	1,080	1,314	75	\$13.53
31-9091	Dental Assistants	505	551	23	\$16.56
31-9092	Medical Assistants	930	1,070	49	\$13.19
33-2011	Firefighters	478	519	23	\$25.53
39-5012	Hairdressers, Hairstylists, and Cosmetologists	945	1,040	45	\$11.76
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	291	336	12	\$27.22
49-3023	Automotive Service Technicians and Mechanics	1,150	1,213	45	\$16.96
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	394	455	19	\$21.22
53-3032	Heavy and Tractor-Trailer Truck Drivers	1,516	1,693	64	\$21.36
<b>Some college, no degree</b>					
25-9041	Teacher Assistants	1,324	1,432	56	\$14.63
43-3031	Bookkeeping, Accounting, and Auditing Clerks	1,756	1,770	23	\$19.09
<b>High school diploma or equivalent</b>					
11-9013	Farmers, Ranchers, and Other Agricultural Managers	828	751	13	\$19.14
11-9051	Food Service Managers	786	845	29	\$19.04
11-9141	Property, Real Estate, and Community Association Managers	653	650	16	\$22.64
21-1093	Social and Human Service Assistants	366	470	30	\$17.80
29-2052	Pharmacy Technicians	408	463	15	\$18.15
33-3012	Correctional Officers and Jailers	648	671	23	\$36.98
33-3051	Police and Sheriff's Patrol Officers	852	925	44	\$43.65
35-1011	Chefs and Head Cooks	367	400	12	\$21.84
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	1,390	1,573	82	\$13.66
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	431	449	11	\$16.86
37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	682	689	16	\$18.05
37-2021	Pest Control Workers	306	324	12	\$12.22
37-3013	Tree Trimmers and Pruners	375	391	10	\$15.54
39-1021	First-Line Supervisors of Personal Service Workers	252	307	18	\$17.54
39-2021	Nonfarm Animal Caretakers	443	495	21	\$11.95
39-9031	Fitness Trainers and Aerobics Instructors	352	384	13	\$18.46
41-1011	First-Line Supervisors of Retail Sales Workers	2,192	2,321	84	\$17.08
41-3021	Insurance Sales Agents	421	464	20	\$24.80
41-3099	Sales Representatives, Services, All Other	990	1,065	38	\$21.12
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	710	752	25	\$26.71
41-9022	Real Estate Sales Agents	1,240	1,150	10	\$20.92
43-1011	First-Line Supervisors of Office and Administrative Support Workers	1,707	1,827	51	\$25.26
43-3021	Billing and Posting Clerks	520	584	25	\$16.99
43-3071	Tellers	389	337	14	\$14.12

Ed Level SOC	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings
43-4051	Customer Service Representatives	1,497	1,618	63	\$16.67
43-4081	Hotel, Motel, and Resort Desk Clerks	1,221	1,251	70	\$11.85
43-4171	Receptionists and Information Clerks	1,009	1,110	50	\$13.17
43-5032	Dispatchers, Except Police, Fire, and Ambulance	236	259	11	\$18.09
43-5071	Shipping, Receiving, and Traffic Clerks	598	608	16	\$14.23
43-6013	Medical Secretaries	665	756	26	\$14.49
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2,263	2,394	53	\$17.92
43-9061	Office Clerks, General	3,171	3,347	109	\$15.14
43-9199	Office and Administrative Support Workers, All Other	494	516	18	\$12.70
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	648	657	12	\$27.36
47-2031	Carpenters	2,155	2,188	35	\$19.05
47-2073	Operating Engineers and Other Construction Equipment Operators	375	398	12	\$28.09
47-2111	Electricians	604	665	22	\$23.53
47-2152	Plumbers, Pipefitters, and Steamfitters	570	647	24	\$22.21
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	475	510	17	\$32.54
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	327	369	15	\$20.48
49-3093	Tire Repairers and Changers	214	229	11	\$11.43
49-9071	Maintenance and Repair Workers, General	1,897	2,023	78	\$18.07
51-2092	Team Assemblers	301	315	11	\$12.81
51-9111	Packaging and Filling Machine Operators and Tenders	337	346	16	\$11.78
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	178	197	10	\$26.53
53-3022	Bus Drivers, School or Special Client	422	479	18	\$16.96
53-3031	Driver/Sales Workers	224	265	13	\$12.46
53-3033	Light Truck or Delivery Services Drivers	823	895	29	\$17.06
<b>No formal educational credential</b>					
31-1011	Home Health Aides	415	737	79	\$11.69
35-2012	Cooks, Institution and Cafeteria	316	366	20	\$13.39
35-2014	Cooks, Restaurant	2,770	3,107	147	\$11.75
35-2015	Cooks, Short Order	329	347	13	\$11.59
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	3,070	3,279	106	\$12.97
37-3011	Landscaping and Groundskeeping Workers	6,377	6,655	174	\$11.57
41-2021	Counter and Rental Clerks	1,022	1,104	43	\$12.58
41-2022	Parts Salespersons	269	290	11	\$16.37
43-5081	Stock Clerks and Order Fillers	2,739	2,942	134	\$11.42
47-2061	Construction Laborers	1,824	1,948	63	\$15.21
47-2141	Painters, Construction and Maintenance	705	704	12	\$16.23
51-3011	Bakers	319	372	18	\$12.28
53-7051	Industrial Truck and Tractor Operators	409	436	16	\$15.34
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	2,781	2,895	113	\$12.45

## GAP ANALYSIS

The gap analysis is to identify gaps between the high-wage, high-skill jobs in the region, and the programs offered at the College. The first section looks at the target occupations first, and compares them to the programs offered at the College. The second section starts with the programs offered at the college and identifies those that train students for jobs that are not on the target occupation list.

## OCCUPATION ANALYSIS

The following table shows the same 98 target occupations reorganized. The occupations are grouped by the type of degrees, certificates or courses that the college currently offers. For example, the first section shows the occupations for which the College offers degree and certificate options. Then, occupations for which the College offers only degree options.

Standard Occupation Code (SOC)	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings	Typical Entry Level Education
<b>Degree(s) and Certificate(s) offered at College of the Desert</b>						
11-9051	Food Service Managers	786	845	29	\$ 19.04	HS diploma or equivalent
13-2011	Accountants and Auditors	1,063	1,180	54	\$ 30.50	Bachelor's degree
25-9041	Teacher Assistants	1,324	1,432	56	\$ 14.63	Some college, no degree
27-1024	Graphic Designers	342	348	10	\$ 20.08	Bachelor's degree
33-3012	Correctional Officers and Jailers	648	671	23	\$ 36.98	HS diploma or equivalent
35-1011	Chefs and Head Cooks	367	400	12	\$ 21.84	HS diploma or equivalent
35-2014	Cooks, Restaurant	2,770	3,107	147	\$ 11.75	No formal ed. credential
35-2015	Cooks, Short Order	329	347	13	\$ 11.59	No formal ed. credential
37-3011	Landscaping and Groundskeeping Workers	6,377	6,655	174	\$ 11.57	No formal ed. credential
43-3031	Bookkeeping, Accounting, and Auditing Clerks	1,756	1,770	23	\$ 19.09	Some college, no degree
49-3023	Automotive Service Technicians and Mechanics	1,150	1,213	45	\$ 16.96	Postsec nondegree awd
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	327	369	15	\$ 20.48	HS diploma or equivalent
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	394	455	19	\$ 21.22	Postsec nondegree awd
<b>Degree(s) offered at College of the Desert</b>						
11-9199	Managers, All Other	875	945	34	\$ 25.29	Bachelor's degree
11-1021	General and Operations Managers	2,352	2,534	100	\$ 42.42	Bachelor's degree
29-1141	Registered Nurses	2,834	3,238	154	\$ 45.86	Bachelor's degree
29-2061	Licensed Practical and Licensed Vocational Nurses	853	965	49	\$ 22.39	Postsec nondegree awd
31-1014	Nursing Assistants	1,080	1,314	75	\$ 13.53	Postsec nondegree awd
33-2011	Firefighters	478	519	23	\$ 25.53	Postsec nondegree awd
<b>Certificate(s) offered at College of the Desert</b>						
11-3011	Administrative Services Managers	365	390	12	\$ 41.31	Bachelor's degree
11-9141	Property, Real Estate, and Community Association Managers	653	650	16	\$ 22.64	HS diploma or equivalent

Standard Occupation Code (SOC)	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings	Typical Entry Level Education
13-1071	Human Resources Specialists	342	359	14	\$ 28.68	Bachelor's degree
21-1023	Mental Health and Substance Abuse Social Workers	167	194	10	\$ 21.84	Bachelor's degree
25-2011	Preschool Teachers, Except Special Education	388	396	15	\$ 13.36	Associate's degree
29-2041	Emergency Medical Technicians and Paramedics	245	292	14	\$15.39	Postsec nondegree awd
31-1011	Home Health Aides	415	737	79	\$ 11.69	No formal ed. credential
33-3051	Police and Sheriff's Patrol Officers	852	925	44	\$ 43.65	HS diploma or equivalent
35-2012	Cooks, Institution and Cafeteria	316	366	20	\$ 13.39	No formal ed. credential
37-2021	Pest Control Workers	306	324	12	\$ 12.22	HS diploma or equivalent
39-9031	Fitness Trainers and Aerobics Instructors	352	384	13	\$ 18.46	HS diploma or equivalent
43-1011	First-Line Supervisors of Office and Administrative Support Workers	1,707	1,827	51	\$ 25.26	HS diploma or equivalent
43-4171	Receptionists and Information Clerks	1,009	1,110	50	\$ 13.17	HS diploma or equivalent
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2,263	2,394	53	\$ 17.92	HS diploma or equivalent
43-9061	Office Clerks, General	3,171	3,347	109	\$ 15.14	HS diploma or equivalent
43-9199	Office and Administrative Support Workers, All Other	494	516	18	\$ 12.70	HS diploma or equivalent
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	648	657	12	\$ 27.36	HS diploma or equivalent
47-2061	Construction Laborers	1,824	1,948	63	\$ 15.21	No formal ed. credential
<b>Course(s) offered at College of the Desert</b>						
13-1051	Cost Estimators	281	298	12	\$ 28.72	Bachelor's degree
13-1111	Management Analysts	565	618	19	\$ 34.20	Bachelor's degree
25-2021	Elementary School Teachers, Except Special Education	1,566	1,683	63	\$ 37.12	Bachelor's degree
25-2022	Middle School Teachers, Except Special and Career/Technical Education	485	531	21	\$ 37.12	Bachelor's degree
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	798	866	35	\$ 35.67	Bachelor's degree
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	1,390	1,573	82	\$ 13.66	HS diploma or equivalent
37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	682	689	16	\$ 18.05	HS diploma or equivalent
37-3013	Tree Trimmers and Pruners	375	391	10	\$ 15.54	HS diploma or equivalent
39-1021	First-Line Supervisors of Personal Service Workers	252	307	18	\$ 17.54	HS diploma or equivalent
41-1011	First-Line Supervisors of Retail Sales Workers	2,192	2,321	84	\$ 17.08	HS diploma or equivalent
41-3021	Insurance Sales Agents	421	464	20	\$ 24.80	HS diploma or equivalent
41-3099	Sales Representatives, Services, All Other	990	1,065	38	\$ 21.12	HS diploma or equivalent
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	710	752	25	\$ 26.71	HS diploma or equivalent
43-3021	Billing and Posting Clerks	520	584	25	\$ 16.99	HS diploma or equivalent

Standard Occupation Code (SOC)	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings	Typical Entry Level Education
43-4051	Customer Service Representatives	1,497	1,618	63	\$ 16.67	HS diploma or equivalent
43-4081	Hotel, Motel, and Resort Desk Clerks	1,221	1,251	70	\$ 11.85	HS diploma or equivalent
47-2073	Operating Engineers and Other Construction Equipment Operators	375	398	12	\$ 28.09	HS diploma or equivalent
47-2141	Painters, Construction and Maintenance	705	704	12	\$ 16.23	No formal ed. credential
49-3093	Tire Repairers and Changers	214	229	11	\$ 11.43	HS diploma or equivalent
51-3011	Bakers	319	372	18	\$ 12.28	No formal ed. credential
<b>No Courses offered at College of the Desert</b>						
11-2022	Sales Managers	466	480	15	\$ 42.57	Bachelor's degree
11-3031	Financial Managers	438	452	15	\$ 50.76	Bachelor's degree
11-9013	Farmers, Ranchers, and Other Agricultural Managers	828	751	13	\$ 19.14	HS diploma or equivalent
11-9111	Medical and Health Services Managers	270	312	16	\$ 49.22	Bachelor's degree
11-9151	Social and Community Service Managers	188	226	14	\$ 29.71	Bachelor's degree
13-1161	Market Research Analysts and Marketing Specialists	346	383	12	\$ 25.41	Bachelor's degree
13-1199	Business Operations Specialists, All Other	659	702	17	\$ 31.39	Bachelor's degree
21-1021	Child, Family, and School Social Workers	243	261	11	\$ 23.74	Bachelor's degree
21-1093	Social and Human Service Assistants	366	470	30	\$ 17.80	HS diploma or equivalent
25-3098	Substitute Teachers	1,440	1,526	47	\$ 19.14	Bachelor's degree
27-2022	Coaches and Scouts	299	316	14	\$ 14.44	Bachelor's degree
29-2052	Pharmacy Technicians	408	463	15	\$ 18.15	HS diploma or equivalent
31-9091	Dental Assistants	505	551	23	\$ 16.56	Postsec nondegree awd
31-9092	Medical Assistants	930	1,070	49	\$ 13.19	Postsec nondegree awd
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	431	449	11	\$ 16.86	HS diploma or equivalent
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	3,070	3,279	106	\$ 12.97	No formal ed. credential
39-2021	Nonfarm Animal Caretakers	443	495	21	\$ 11.95	HS diploma or equivalent
39-5012	Hairdressers, Hairstylists, and Cosmetologists	945	1,040	45	\$11.76	Postsec nondegree awd
41-2021	Counter and Rental Clerks	1,022	1,104	43	\$ 12.58	No formal ed. credential
41-2022	Parts Salespersons	269	290	11	\$ 16.37	No formal ed. credential
41-9022	Real Estate Sales Agents	1,240	1,150	10	\$ 20.92	HS diploma or equivalent
43-3071	Tellers	389	337	14	\$ 14.12	HS diploma or equivalent
43-5032	Dispatchers, Except Police, Fire, and Ambulance	236	259	11	\$ 18.09	HS diploma or equivalent
43-5071	Shipping, Receiving, and Traffic Clerks	598	608	16	\$ 14.23	HS diploma or equivalent
43-5081	Stock Clerks and Order Fillers	2,739	2,942	134	\$ 11.42	No formal ed. credential
43-6013	Medical Secretaries	665	756	26	\$ 14.49	HS diploma or equivalent
47-2031	Carpenters	2,155	2,188	35	\$ 19.05	HS diploma or equivalent



Standard Occupation Code (SOC)	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings	Typical Entry Level Education
47-2111	Electricians	604	665	22	\$ 23.53	HS diploma or equivalent
47-2152	Plumbers, Pipefitters, and Steamfitters	570	647	24	\$ 22.21	HS diploma or equivalent
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	475	510	17	\$ 32.54	HS diploma or equivalent
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	291	336	12	\$27.22	Postsec nondegree awd
49-9071	Maintenance and Repair Workers, General	1,897	2,023	78	\$ 18.07	HS diploma or equivalent
51-2092	Team Assemblers	301	315	11	\$ 12.81	HS diploma or equivalent
51-9111	Packaging and Filling Machine Operators and Tenders	337	346	16	\$ 11.78	HS diploma or equivalent
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	178	197	10	\$ 26.53	HS diploma or equivalent
53-3022	Bus Drivers, School or Special Client	422	479	18	\$ 16.96	HS diploma or equivalent
53-3031	Driver/Sales Workers	224	265	13	\$ 12.46	HS diploma or equivalent
53-3032	Heavy and Tractor-Trailer Truck Drivers	1,516	1,693	64	\$ 21.36	Postsec nondegree awd
53-3033	Light Truck or Delivery Services Drivers	823	895	29	\$ 17.06	HS diploma or equivalent
53-7051	Industrial Truck and Tractor Operators	409	436	16	\$ 15.34	No formal ed. credential
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	2,781	2,895	113	\$ 12.45	No formal ed. credential

## PROGRAM ANALYSIS

This table shows the degree and certificate programs at the College, and the relevant occupations. The final column shows if the occupation is on the Target Occupation list (above). If the occupation is not on the Target Occupation list, it means the occupation has fewer than 10 annual openings, a median hourly wage under \$11.25/hour, or, typically requires more than a bachelor's degree.

Control #	Program Title	Program Award	Programs Linked to Occupations				Description	Target Occupation?
			TOP Code	CIP Code	SOC Codes			
04343	<b>Plant Science</b>	AS	010300	01.0304	119013	Farmers, Ranchers, & Other Agricultural Managers	Yes	
					259021	Farm and Home Management Advisors		
					451011	First-Line Supervisors of Farming, Fishing, and Forestry Workers		
31079	<b>Arborist Technician</b>	Certificate	010900	01.0601	119013	Farmers, Ranchers, & Other Agricultural Managers	Yes	
					271023	Floral Designers		
					371012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers		Yes
					372021	Pest Control Workers		Yes
					373012	Pesticide Handlers, Sprayers, and Applicators, Vegetation		
32961	<b>Environmental Horticulture</b>	AS, Certificate	010900	01.0601	119013	Farmers, Ranchers, & Other Agricultural Managers	Yes	
					271023	Floral Designers		
					371012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers		Yes
					372021	Pest Control Workers		Yes
					373012	Pesticide Handlers, Sprayers, and Applicators, Vegetation		
31786	<b>Landscape and Irrigation Technician</b>	Certificate	010900	01.0601	119013	Farmers, Ranchers, & Other Agricultural Managers	Yes	
					271023	Floral Designers		
					371012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers		Yes
					372021	Pest Control Workers		Yes
					373012	Pesticide Handlers, Sprayers, and Applicators, Vegetation		
13485	<b>Pest Management Technician</b>	Certificate	010900	01.0601	119013	Farmers, Ranchers, & Other Agricultural Managers	Yes	
					271023	Floral Designers		
					371012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers		Yes
					372021	Pest Control Workers		Yes
					373012	Pesticide Handlers, Sprayers, and Applicators, Vegetation		

Programs Linked to Occupations												
Control #	Program Title	Program Award	TOP Code	CIP Code	SOC Codes	Description	Target Occupation?					
04341	<b>Turfgrass Management</b>	AS, Certificate	010940	01.0607	373013	Tree Trimmers and Pruners	Yes					
					371012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	Yes					
					372021	Pest Control Workers	Yes					
18685	<b>Turfgrass Management Technician</b>	Certificate	010940	01.0607	373012	Pesticide Handlers, Sprayers, and Applicators, Vegetation						
					371012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	Yes					
					372021	Pest Control Workers	Yes					
07908	<b>Desert Ecologist</b>	Certificate	011500	03.0101	373012	Pesticide Handlers, Sprayers, and Applicators, Vegetation						
					191031	Conservation Scientists						
					451011	First-Line Supervisors of Farming, Fishing, and Forestry Workers						
18684	<b>Natural Resources</b>	AS, Certificate	011500	03.0101	191031	Conservation Scientists						
					173031	Surveying and Mapping Technicians						
					194091	Environmental Science and Protection Technicians, Including Health						
					194093	Forest and Conservation Technicians						
					333031	Fish and Game Wardens						
					399032	Recreation Workers						
					451011	First-Line Supervisors of Farming, Fishing, and Forestry Workers						
					454011	Forest and Conservation Workers						
					21132	<b>Architectural Technology</b>	AS, Certificate	020100	04.0901	119041	Architectural and Engineering Managers	
										173011	Architectural and Civil Drafters	
					173012	Electrical and Electronic Drafters						
					173013	Mechanical Drafters						
					173019	Drafters, All Other						
31721	<b>General Business</b>	AA	050100	52.0101	111021	General and Operations Managers	Yes					
					112022	Sales Managers	Yes					
					113011	Administrative Services Managers	Yes					
					113051	Industrial Production Managers						
					131051	Cost Estimators	Yes					
21136	<b>Accounting</b>	AS, Certificate	050200	52.0302	131111	Management Analysts	Yes					
					132011	Accountants and Auditors	Yes					
					132082	Tax Preparers						
					433031	Bookkeeping, Accounting, and Auditing Clerks	Yes					
					433051	Payroll and Timekeeping Clerks						
					434011	Brokerage Clerks						
21128	<b>Human Resource Generalist</b>	Certificate	050630	52.0204	431011	First-Line Supervisors of Office and Administrative Support Workers	Yes					

Programs Linked to Occupations							
Control #	Program Title	Program Award	TOP Code	CIP Code	SOC Codes	Description	Target Occupation?
21135	<b>Retail Management</b>	Certificate	050650	52.0212	111021	General and Operations Managers	Yes
					411011	First-Line Supervisors of Retail Sales Workers	Yes
					251011	Business Teachers, Postsecondary	
07910	<b>Administrative Office Assistant</b>	Certificate	051400	52.0401	436011	Executive Secretaries and Executive Administrative Assistants	
					436014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	Yes
04346	<b>Administrative Office Professional</b>	Certificate	051400	52.0401	436011	Executive Secretaries and Executive Administrative Assistants	
					436014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	Yes
07906	<b>Journalism</b>	AA-T	060200	09.0401	273021	Broadcast News Analysts	
					273022	Reporters and Correspondents	
					273041	Editors	
					273043	Writers and Authors	
04352	<b>Digital Design &amp; Production</b>	AA, Certificate	061460	11.0803	271024	Graphic Designers	Yes
12021	<b>Computer Information Systems</b>	AS	070200	110103	151121	Computer Systems Analysts	
					151122	Information Security Analysts	
					151151	Computer User Support Specialists	
					151199	Computer Occupations, All Other	
19310	<b>Fitness Specialist</b>	Certificate	083520	31.0507	299091	Athletic Trainers	
					399031	Fitness Trainers and Aerobics Instructors	Yes
04385	<b>Recreation</b>	AA	083610	31.0101	251193	Recreation and Fitness Studies Teachers, Postsecondary	
					399032	Recreation Workers	
21134	<b>Air Conditioning and Refrigeration</b>	AS, Certificate	094600	15.0501	472231	Solar Photovoltaic Installers	
					474099	Construction and Related Workers, All Other	
					499021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Yes
	<b>Energy Systems Technology</b>	Certificate	094610	15.0503	112011.10	Green Marketers	
					119199.10	Wind Energy Project Managers	
					131199.01	Energy Auditors	
					131199.1	Sustainability Specialists	
					172199.1	Solar Energy Systems Engineers	
					414011.07	Solar Sales Representatives and Assessors	
					471011	Solar Energy Installation Managers	
472231	Solar Photovoltaic Installers						

Programs Linked to Occupations							
Control #	Program Title	Program Award	TOP Code	CIP Code	SOC Codes	Description	Target Occupation?
					474099.02	Solar Thermal Installers and Technicians	
					474099	Weatherization Installers and Technicians	
					491011	First-Line Supervisors of Mechanics, Installers, and Repairers	Yes
					499021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Yes
13487	<b>Automotive Air Conditioning</b>	Certificate	094800	47.0604	491011	First-Line Supervisors of Mechanics, Installers, and Repairers	Yes
					492093	Electrical and Electronics Installers and Repairers, Transportation Equipment	
					492096	Electronic Equipment Installers and Repairers, Motor Vehicles	
					493023	Automotive Service Technicians and Mechanics	Yes
					493051	Motorboat Mechanics and Service Technicians	
					493052	Motorcycle Mechanics	
					493053	Outdoor Power Equipment and Other Small Engine Mechanics	
					493092	Recreational Vehicle Service Technicians	
04384	<b>Automotive Electrical</b>	Certificate	094800	47.0604	491011	First-Line Supervisors of Mechanics, Installers, and Repairers	Yes
					492093	Electrical and Electronics Installers and Repairers, Transportation Equipment	
					492096	Electronic Equipment Installers and Repairers, Motor Vehicles	
					493023	Automotive Service Technicians and Mechanics	Yes
					493051	Motorboat Mechanics and Service Technicians	
					493052	Motorcycle Mechanics	
					493053	Outdoor Power Equipment and Other Small Engine Mechanics	
					493092	Recreational Vehicle Service Technicians	
04384	<b>Automotive Emissions</b>	Certificate	094800	47.0604	491011	First-Line Supervisors of Mechanics, Installers, and Repairers	Yes
					492093	Electrical and Electronics Installers and Repairers, Transportation Equipment	
					492096	Electronic Equipment Installers and Repairers, Motor Vehicles	
					493023	Automotive Service Technicians and Mechanics	Yes
					493051	Motorboat Mechanics and Service Technicians	
					493052	Motorcycle Mechanics	
					493053	Outdoor Power Equipment and Other Small Engine Mechanics	
					493092	Recreational Vehicle Service Technicians	

Programs Linked to Occupations							
Control #	Program Title	Program Award	TOP Code	CIP Code	SOC Codes	Description	Target Occupation?
07923	<b>Automotive Engine Management</b>	Certificate	094800	47.0604	491011	First-Line Supervisors of Mechanics, Installers, and Repairers	Yes
					492093	Electrical and Electronics Installers and Repairers, Transportation Equipment	
					492096	Electronic Equipment Installers and Repairers, Motor Vehicles	
					493023	Automotive Service Technicians and Mechanics	Yes
					493051	Motorboat Mechanics and Service Technicians	
					493052	Motorcycle Mechanics	
					493053	Outdoor Power Equipment and Other Small Engine Mechanics	
					493092	Recreational Vehicle Service Technicians	
07928	<b>Automotive Technology</b>	AS	094800	47.0604	491011	First-Line Supervisors of Mechanics, Installers, and Repairers	Yes
					492093	Electrical and Electronics Installers and Repairers, Transportation Equipment	
					492096	Electronic Equipment Installers and Repairers, Motor Vehicles	
					493023	Automotive Service Technicians and Mechanics	Yes
					493051	Motorboat Mechanics and Service Technicians	
					493052	Motorcycle Mechanics	
					493053	Outdoor Power Equipment and Other Small Engine Mechanics	
					493092	Recreational Vehicle Service Technicians	
32878	<b>Automotive Transmission &amp; Axle</b>	Certificate	094800	47.0604	491011	First-Line Supervisors of Mechanics, Installers, and Repairers	Yes
					492093	Electrical and Electronics Installers and Repairers, Transportation Equipment	
					492096	Electronic Equipment Installers and Repairers, Motor Vehicles	
					493023	Automotive Service Technicians and Mechanics	Yes
					493051	Motorboat Mechanics and Service Technicians	
					493052	Motorcycle Mechanics	
					493053	Outdoor Power Equipment and Other Small Engine Mechanics	
					493092	Recreational Vehicle Service Technicians	
33321	<b>General Automotive Service</b>	Certificate	094800	47.0604	491011	First-Line Supervisors of Mechanics, Installers, and Repairers	Yes
					492093	Electrical and Electronics Installers and Repairers, Transportation Equipment	
					492096	Electronic Equipment Installers and Repairers, Motor Vehicles	

Programs Linked to Occupations							
Control #	Program Title	Program Award	TOP Code	CIP Code	SOC Codes	Description	Target Occupation?
					493023	Automotive Service Technicians and Mechanics	Yes
					493051	Motorboat Mechanics and Service Technicians	
					493052	Motorcycle Mechanics	
					493053	Outdoor Power Equipment and Other Small Engine Mechanics	
					493092	Recreational Vehicle Service Technicians	
04357	<b>Steering, Suspension and Alignment</b>	Certificate	094800	47.0604	491011	First-Line Supervisors of Mechanics, Installers, and Repairers	Yes
					492093	Electrical and Electronics Installers and Repairers, Transportation Equipment	
					492096	Electronic Equipment Installers and Repairers, Motor Vehicles	
					493023	Automotive Service Technicians and Mechanics	Yes
					493051	Motorboat Mechanics and Service Technicians	
					493052	Motorcycle Mechanics	
					493053	Outdoor Power Equipment and Other Small Engine Mechanics	
					493092	Recreational Vehicle Service Technicians	
04354	<b>Advanced Transportation Technologies</b>	AS	094840	47.0614	491011	First-Line Supervisors of Mechanics, Installers, and Repairers	Yes
					492093	Electrical and Electronics Installers and Repairers, Transportation Equipment	
					492096	Electronic Equipment Installers and Repairers, Motor Vehicles	
					493023	Automotive Service Technicians and Mechanics	Yes
					493051	Motorboat Mechanics and Service Technicians	
					493052	Motorcycle Mechanics	
					493053	Outdoor Power Equipment and Other Small Engine Mechanics	
					493092	Recreational Vehicle Service Technicians	
33733	<b>Automotive Alternative Fuels</b>	Certificate	094840	47.0614	491011	First-Line Supervisors of Mechanics, Installers, and Repairers	Yes
					492093	Electrical and Electronics Installers and Repairers, Transportation Equipment	
					492096	Electronic Equipment Installers and Repairers, Motor Vehicles	
					493023	Automotive Service Technicians and Mechanics	Yes
					493051	Motorboat Mechanics and Service Technicians	
					493052	Motorcycle Mechanics	
					493053	Outdoor Power Equipment and Other Small Engine Mechanics	

Programs Linked to Occupations							
Control #	Program Title	Program Award	TOP Code	CIP Code	SOC Codes	Description	Target Occupation?
					493092	Recreational Vehicle Service Technicians	
04374	<b>General Drafting</b>	AA, Certificate	095300	15.1301	173011	Architectural and Civil Drafters	
					173012	Electrical and Electronic Drafters	
					173013	Mechanical Drafters	
					173019	Drafters, All Other	
21138	<b>Construction Management</b>	AS, Certificate	095700	46.0412	119021	Construction Managers	
					471011	First-Line Supervisors of Construction Trades and Extraction Workers	Yes
10225	<b>Real Estate Development</b>	Certificate	095700	46.0412	119021	Construction Managers	
					471011	First-Line Supervisors of Construction Trades and Extraction Workers	Yes
04376	<b>Building Inspection Technology</b>	AA, Certificate	095720	46.0403	471011	First-Line Supervisors of Construction Trades and Extraction Workers	Yes
					474011	Construction and Building Inspectors	
21140	<b>Registered Nursing</b>	AS	123010	51.3801	291141	Registered Nurses	Yes
31532	<b>Vocational Nursing</b>	AS, Certificate	123020	51.3901	292061	Licensed Practical and Licensed Vocational Nurses	Yes
04337	<b>Emergency Medical Care</b>	Certificate	125000	51.0904	292041	Emergency Medical Technicians and Paramedics	Yes
07926	<b>Early Childhood Education</b>	AS	130500	19.0709	252011	Preschool Teachers, Except Special Education	Yes
10195	<b>ECE: Master Teacher</b>	Certificate	130500	19.0709	399011	Childcare Workers	
21133	<b>ECE: Teacher</b>	Certificate	130500	19.0709	399011	Childcare Workers	
21130	<b>Early Childhood Education Site Supervisor</b>	Certificate	130580	19.0708	119031	Education Administrators, Preschool and Childcare Center/Program	
21137	<b>Basic Culinary Arts</b>	Certificate	130630	12.0500	351011	Chefs and Head Cooks	Yes
					352012	Cooks, Institution and Cafeteria	Yes
					352013	Cooks, Private Household	
					352014	Cooks, Restaurant	Yes
					352019	Cooks, All Other	
07911	<b>Culinary Management</b>	AA, Certificate	130630	12.0500	351011	Chefs and Head Cooks	Yes
					352012	Cooks, Institution and Cafeteria	Yes
					352013	Cooks, Private Household	
					352014	Cooks, Restaurant	Yes
					352019	Cooks, All Other	
04362	<b>Intermediate Culinary Arts</b>	Certificate	130630	12.0500	351011	Chefs and Head Cooks	Yes
					352012	Cooks, Institution and Cafeteria	Yes
					352013	Cooks, Private Household	
					352014	Cooks, Restaurant	Yes
					352019	Cooks, All Other	



Programs Linked to Occupations							
Control #	Program Title	Program Award	TOP Code	CIP Code	SOC Codes	Description	Target Occupation?
10226	<b>Hospitality Management</b>	AS, AA, Certificate	130700	52.0901	119051	Food Service Managers	Yes
					119081	Lodging Managers	
					131121	Meeting, Convention, and Event Planners	
21139	<b>Golf Management</b>	AA, Certificate	130730	52.0906	351012	First-Line Supervisors of Food Preparation and Serving Workers	Yes
					119071	Gaming Managers	
					119081	Lodging Managers	
32392	<b>Alcohol/Drug Studies</b>	AA, Certificate	210440	51.1501	211093	Social and Human Service Assistants	Yes
					211094	Community Health Workers	
					211099	Community and Social Service Specialists, All Other	
30534	<b>Administration of Justice</b>	AS, Certificate	210500	43.0107	331011	First-Line Supervisors of Correctional Officers	
					331012	First-Line Supervisors of Police and Detectives	
					333011	Bailiffs	
					333012	Correctional Officers and Jailers	Yes
					333021	Detectives and Criminal Investigators	
					333051	Police and Sheriff's Patrol Officers	Yes
					333052	Transit and Railroad Police	
07924	<b>Police Science</b>	AS	210550	43.0107	339021	Private Detectives and Investigators	
					339093	Transportation Security Screeners	
					333011	First-Line Supervisors of Correctional Officers	
19311	<b>Reserve Police Officer</b>	Certificate	210550	43.0107	333011	First-Line Supervisors of Correctional Officers	
					333021	Detectives and Criminal Investigators	
					333051	Police and Sheriff's Patrol Officers	Yes
					339021	Private Detectives and Investigators	
18834	<b>Fire Technology</b>	AS, Certificate	213300	43.0201	331021	First-Line Supervisors of Fire Fighting and Prevention Workers	
					332011	Firefighters	Yes
					332021	Fire Inspectors and Investigators	
19309	<b>Basic Fire Fighter</b>	Certificate	213350	43.0203	331021	First-Line Supervisors of Fire Fighting and Prevention Workers	
					332011	Firefighters	Yes
					332021	Fire Inspectors and Investigators	

## SKILLS BUILDER DATA

Definition (from <http://doingwhatmatters.cccco.edu>): “Skills-builder students are experienced workers who take a limited number of community college courses to maintain and add to skill-sets required for ongoing employment and career advancement. Although numerous research studies have shown that skills-builder students secure significant earnings gains, they are not currently included in state accountability metrics. Many practitioners are now calling for skills-builder outcomes to be factored into statewide measures and goals. For example, recognizing skills-builder outcomes was a recurring theme in regional meetings held in early 2015 to inform the Board of Governor’s Task Force on Workforce, Job Creation, and a Strong Economy.”

The following data is for College of the Desert, from the 2017 Scorecard Data. Overall, Skills Builder students benefited from a 21.8% increase in median earnings after taking courses at the College.

Median Earnings Change		
		<b>+21.8%</b>
		<b>N=402</b>
Disciplines with the highest enrollment	Median % Change	Total N
Other Health Occupations	33.3%	61
Child Development/Early Care and Education	19.5%	54
Computer Information Systems	24.4%	52
Accounting	18.2%	52
Business and Commerce, General	17.7%	39
Administration of Justice	27.8%	32
Automotive Technology	33.3%	31
Natural Resources	24.5%	22
Computer Graphics and Digital Imagery	30.1%	19
Fire Technology	12.1%	17

\*: Cohort fewer than 10 Students

This table shows the change in median earnings, disaggregated by various demographic groupings.

Demographics		
<b>Gender</b>		
	Median % Change	Total N
Female	18.4%	207
Male	27.2%	195
<b>Age</b>		
	Median % Change	Total N
Under 20	335.1%	30
20-24	61.4%	124
25-39	14.3%	171
40 or over	9.7%	77
<b>Ethnicity/Race</b>		
	Median % Change	Total N
African American	8.5%	10
American Indian/Alaska Native	0.0%	**
Asian	81.8%	*
Filipino	20.2%	*
Hispanic	20.2%	251
Pacific Islander	45.3%	*
White	14.3%	120

*N/A: Cohort has no students.*

*\*: Suppressed to protect student Privacy*

## KEY FINDINGS FROM THE DATA PORTFOLIO

Below are the key findings garnered from the internal and external environmental scans, including the analysis of labor market data.

- Great variation exists in demographics among Coachella Valley communities, in terms of income, ethnicity, education, and age.
- Large numbers of people live in poverty. Incomes have fallen in all Valley communities since 2011.
- The population is growing the most rapidly in the poorest communities.
- The Valley has lower educational attainment than the rest of the County and State and has a lower percentage of people enrolled in college.
- More than three-fourths of entering students are not yet at college level English and mathematics.
- The College is growing rapidly.
- Administrators are spread thin in terms of serving multiple satellite campuses.
- Female students outnumber male students. How can the College attract more male students?
- Latino students comprise a growing majority of the student population (over 70%) while faculty, administrative, and professional staff are less than 20% Latino.
- Most jobs in the Coachella Valley, that typically require an associate's degree or less, offer low wages. There are several occupations, offering living wages, for which the College currently trains students.
- Since so much of the Valley is below the poverty level even moderate pay is advantageous for residents.

- “Skill-Builders” are experienced workers who take a limited number of community college courses to maintain and add to skill-sets required for ongoing employment and career advancement. The 2017 Scorecard Data shows that these College of the Desert students benefited from a 21.8% increase in median earnings after taking courses at the College.

## KEY THEMES FROM EXTERNAL AND INTERNAL STAKEHOLDER INPUT

Extensive feedback from both internal and external stakeholders was gathered and compiled. Eighteen key themes emerged from this compilation as identified below. A more detailed list of areas identified within each key theme can be found in Appendix C.

- Expanded, New, and Innovative Educational Programming
- Curriculum Design and Repackaging
- Academic Breadth and Application
- Extended Campuses/Centers
- Career-Technical Education (CTE)
- Program Advisory Committees
- Academic Transfer/Non-CTE Program Issues
- Articulation Concerns (streamlined; access to bachelor’s degrees; partnerships)
- Research needs
- Delivery Modes
- Scheduling issues and options
- Assessment Testing needs
- Student services; support services for retention and persistence to certificate/degree completion; campus life
- High School collaboration
- Staffing issues
- Facilities Issues
- Communications and culture
- Administrative and other support services

## PLANNING ASSUMPTIONS

An analysis of the Data Profile and Key Themes that emerged from stakeholders was completed. The following Planning Assumptions were identified, and used to guide development of the Goals and Objectives for the five-year EMP.

- The Coachella Valley population in general, and the majority representation - Latino/Hispanic - continue to grow throughout both the East and West Valley areas.
- There is a bi-modal distribution of residents in the Coachella Valley in the under 20 and over 55 age range that is expected to continue for the near future.
- Projecting out through the 2020 Decade, the K-12 population is expected to experience a dip over the next five years, then an incline the next 5-7 years that follow.
- Most Coachella Valley communities have experienced declining median income levels, below that of the county and state, and with many families below poverty level.
- Poverty continues to be a barrier for prospective college students, requiring extensive and multiple financial aid programs for support.
- High school graduation rates are on the rise; however, the percentage of Valley residents with a college education is below that of the county and state.

- The increase in female-attending college students is outpacing male-attending students.
- There continues to be a gap in college readiness among entering college freshmen, with the mathematics gap more extensive than reading and composition.
- COD certificates and degrees awarded have increased; retention and success rates have experienced a slight decline, and there exists an achievement gap among African-American and Latino students compared to white and Asian students.
- COD students cite difficulty in getting needed coursework, and desire more flexibility in course and program acquisition – both in scheduling and delivery methods.
- In addition to getting needed coursework, students cite the high cost of textbooks, parking, food services, and counseling as other areas needing attention.
- COD's enrollment is continuing to grow faster than both the county and state; however, competition for college-going students from both CSUSB and private universities remains present and is projected to increase over the next decade.
- As more occupations require bachelors' degrees, increased emphasis on four-year university articulation is required.
- Economic drivers for the region include arts and entertainment, hospitality, healthcare, business and retail, construction and manufacturing, agriculture, and transportation and logistics; information technology, small business, and entrepreneurship are on the rise; employment opportunities are greatest in these areas, as well as the service occupations and education/teaching.
- Innovation, stronger use of employer-based advisory committees, and interdisciplinary approaches to educational programming will serve the Coachella Valley region well.
- With growth and expansion, data-informed decisions for long-range planning of facilities, technology, and staffing is needed; developing an evidence-based culture and further integration of planning processes will also be important.
- Resources are available from multiple sources: increased FTES, COD Foundation, strong community support, and external federal and private sector grant funding; COD also has funding for facility renovation, modernization, and expansion.

# CHAPTER 4

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## FUTURE GROWTH AND CAPABILITIES



# Chapter 4: Future Growth and Capacities

## COLLEGE GROWTH FORECAST

### OVERVIEW

The enrollment growth forecast for College of the Desert is based on research and analysis conducted as part of the educational master planning process. Long-range forecasting of enrollment is vitally important for a college, especially for planning facilities. Though the plan's time horizon is five years, a longer horizon is used for projecting enrollment growth and facilities space needs. In this plan, the time horizon for the growth forecast is ten years.

The Enrollment Growth Forecast is the basis for projecting the amount of assignable square feet (ASF) that the College is likely to need during the next decade, parking and transportation improvements; needs for open space; and infrastructure upgrades. This forecast is therefore a major link between the Educational Master Plan 2017 - 2022 (EMP) and the next update to the College's Facilities Master Plan.

In creating this forecast, several metrics were analyzed. These include student participation rates (number of students from a locale per 1,000 population), population age segmentation, historical enrollment trends, high school graduation rates, and the Chancellor's Office long-range growth forecast.

### POPULATION GROWTH

The 2015 population of the Coachella Valley is 409,740 and has been growing at an annual rate of 1.6%. This growth rate is higher than the projected growth rate for the State of California.

### POPULATION AGE PROFILE

The age segmentation of the population in the Coachella Valley is slightly older than that of the State of California. In the Valley, 26% of the population is under 20 years and 18% are between 20 and 34, versus 27% and 22% statewide.

Population Age: Coachella Valley Cities, 2015				
City/Area	<20	20-34	35-54	>55
Blythe	20%	26%	34%	20%
Cathedral City	29%	20%	26%	25%
Coachella	40%	25%	24%	11%
Desert Center	20%	15%	24%	41%
Desert Hot Springs	35%	20%	26%	19%
Indian Wells	3%	3%	12%	82%
Indio	31%	20%	25%	24%
La Quinta	25%	13%	23%	38%
Mecca	43%	23%	24%	10%
Mountain Center	64%	29%	0%	6%
North Palm Springs	7%	11%	33%	49%
Palm Desert	18%	15%	20%	47%
Palm Springs	15%	13%	26%	46%
Rancho Mirage	10%	5%	21%	64%
Thermal	31%	27%	30%	13%
Thousand Palms	25%	20%	19%	37%
Whitewater	26%	14%	32%	28%
<b>Coachella Valley</b>	<b>26%</b>	<b>18%</b>	<b>24%</b>	<b>31%</b>
<b>Statewide</b>	<b>27%</b>	<b>22%</b>	<b>27%</b>	<b>24%</b>

Source: American Community Survey, 2011 to 2015 - Table DP05

## **HISTORICAL ENROLLMENT TRENDS**

The College has experienced significant growth in enrollment over the past five years. From fall 2011 to 2015, the number of fall semester, fulltime equivalent student (FTES) rose from 3,802 to 4,234. This represents an annual increase in fall FTES, of 2.7%. Over the same time period, fall semester student headcount grew from 10,182 to 11,849. This represents an annual growth rate of 3.9%. Fall semester data is used for planning because at most colleges, it is the semester with the highest enrollment. The State Chancellor's Office uses fall semesters for facilities planning, for the same reason.

## **HIGH SCHOOL GRADUATION RATE**

The External Scan data show that all the high school graduation rates in the three Coachella Valley high school districts have increased from 2011 to 2015. As the population of the Coachella Valley continues to grow, this trend, and increasing overall numbers of high school graduates, are expected to continue.

## **STATE CHANCELLOR'S OFFICE LONG-RANGE GROWTH FORECAST**

The State Chancellor's Office long-range weekly student contact hours (WSCH) forecast is based on several variables including: maximum participation rate, highest WSCH to enrollment ratio and the adult population projection.

The State Chancellor's Office long-range enrollment forecast for College of the Desert is for FTES to grow at 3.2% annually, through 2021.

## **ENROLLMENT GROWTH FORECAST**

Considering these data, the College anticipates growth in FTES of 3.2% through 2021, and 2.4% thereafter. Note: all data in the following table are for fall semesters. The State Chancellor's Office uses fall semesters for facilities planning purposes. The numbers for 2013 through 2016 are actuals. The numbers for subsequent years are a forecast, based on the data just mentioned.



District Growth Forecast						
Fall Semester	Fall Semester Headcount*	Fall FTEF	Fall Lec WSCH	Fall Lab WSCH	Fall WSCH	Fall Semester FTES
2013	10,408	283	88,441	15,131	116,364	7,758
2014	10,782	292	91,393	15,636	120,248	8,017
2015	11,849	300	94,437	16,157	124,254	8,284
2016	12,258	315	97,585	16,696	128,395	8,560
2017	12,665	315	100,828	17,251	132,662	8,844
2018	13,086	315	104,176	17,823	137,067	9,138
2019	13,520	319	107,630	18,414	141,612	9,441
2020	13,967	319	111,192	19,024	146,299	9,753
2021	14,333	319	114,107	19,523	150,134	10,009
2022	14,664	326	115,819	20,890	153,592	10,239
2023	15,007	334	117,556	22,352	157,187	10,479
2024	15,364	342	119,319	23,917	160,926	10,728
2025	15,735	350	121,109	25,591	164,818	10,988
2026	16,122	359	122,926	27,382	168,871	11,258
2027	16,526	368	124,770	29,299	173,097	11,540
Annual Growth 2013-2021**	4.1%	1.5%	3.2%	3.2%	3.2%	3.2%
Annual Growth 2021-2027***	2.4%	2.4%	1.5%	7.0%	2.4%	2.4%

\* Headcount forecast was based on a constant ratio of WSCH/student (10.5 in 2016)

\*\* State Chancellor's Office Long Range Growth Forecast (through 2021)

\*\*\* Forecast developed as part of this Educational Master Plan

## SPACE NEEDS FORECAST

### OVERVIEW

The enrollment growth forecast shown in the previous table, the space standards enumerated in Title 5 of the Education Code, and several key assumptions (described below), were used to determine the future space needs of the College. These space needs are a best guess estimate of the amount of space (square footage) that will be needed in the future.

The space needs forecast projects the College's needs in five space categories. These are the five categories tracked (and sometimes funded) by the State Chancellor's Office.

- Classroom
- Laboratory
- Office
- Library
- Instructional media

Refer to the glossary at the end of this section for definitions of these space categories.

It is important to bear in mind, this forecast is not intended to predict with precision, the square footage needs in a

specified year. Rather, the forecast is predicated upon the College reaching a particular level of WSCH. The growth forecast projects that the College will reach 173,097 weekly student contact hours (WSCH) in the fall semester 2027. The College might reach this level earlier or later than fall semester of 2027.

This calculation of the College's future space needs is based on the following assumptions about student headcount and full-time equivalent faculty (FTEF) growth:

- Total WSCH and FTES will grow at 3.2% per year through 2021 and 2.4% per year thereafter.
- Laboratory WSCH will grow at a faster rate than Lecture WSCH.
- Student headcount will grow at the same rate as WSCH. This implies that the average student load will remain at the 2016 level of 10.5 WSCH per student. This is important, especially for forecasting library space needs, which are predicated on headcount.
- The State Chancellor's Office growth forecast has FTEF growing at a slower rate than WSCH (and FTES). This assumes an increase in WSCH/FTEF to 471. After 2021, FTEF is projected to grow at the same rate as WSCH (i.e., no further increase in WSCH/FTEF). This means that WSCH per faculty load (FTEF) will remain constant. This is important for forecasting office space, which is predicated on total FTEF.
- The mix of disciplines generating WSCH in laboratory classes will not change dramatically. Title 5 standards allow different amounts of space for laboratory classes depending on the discipline (TOP Code). For example, diesel mechanic laboratories qualify for 856 assignable square feet per 100 WSCH, while art laboratories qualify for 257 and mathematics laboratories qualify for 150.

Since the process of planning, funding, and building new facilities takes several years, these projections will be updated periodically, taking into account new environmental factors including demographic and economic trends, student attendance patterns and pedagogical changes.

## CURRENT SPACE INVENTORY

The College currently has 232,739 assignable square feet of space in the five key space categories as shown below. The second column shows the capacity-to-load ratio (see glossary for definition). The next column shows the amount of space needed based on Title 5 space standards. The final column shows the net need or surplus of the College's space in each category.

According to Title 5 space standards, the College shows a need for space in two categories (library and instructional media) and a surplus of space in three (classroom, laboratory and office).

Space Categories	Current Space Inventory (ASF)	Cap/Load Ratio	Title 5 Space Needs (ASF)	Current Space Need (ASF) (Surplus in parentheses)
Classroom	88,493	192%	46,090	(42,403)
Laboratory	64,083	140%	45,774	(18,309)
Office	61,325	139%	44,119	(17,206)
Library	18,282	63%	29,019	10,737
Instructional Media	556	5%	11,120	10,564
<b>Total</b>	<b>232,739</b>		<b>46,090</b>	<b>(42,403)</b>

*Note: All figures are in assignable square feet except percentages*

Source: Desert Community College District Five-Year Capital Construction Plan, California Education Code, Title 5 §57020, analysis by CBT

## FUTURE SPACE NEEDS

The following table compares the current space inventory and the space needs in 2027, or more accurately, the College's need for space when WSCH reaches 173,097 for a semester. The College shows a need for space in three categories (laboratory, library, and instructional media) and a surplus of classroom and office space.

*Note: At certain key times during the week, there is a shortage of classrooms, even though the data shows, according to State standards, the College has more classroom space than it needs. The problem is that the facilities are not being used during much of the week. Also, some rooms may be larger than necessary for the classes held in them. The challenge for the College, is to match room capacities with class sizes, and that rooms are used for more hours per week. College of the Desert should analyze their pattern of space utilization and redesign the schedule accordingly.*

Space Categories	Current ASF	2027 Title 5 Space Needs	2027 Net Space Needs (Surplus)
Classroom	88,493	59,016	(29,477)
Laboratory	64,083	80,325	16,242
Office	61,325	51,491	(9,834)
Library	18,282	39,122	20,840
Instructional Media	556	14,991	14,435
<b>Total</b>	<b>232,739</b>	<b>244,945</b>	<b>12,206</b>

*Note: All figures are in ASF*

Source: Desert Community College District Five-Year Capital Construction Plan, Space Inventory (Report 17), California Education Code, Title 5 §57020, analysis by CBT

Data in the following table assume completion of two projects in the College's Five-Year Capital Construction Plan over the next several years. The table adjusts the College's inventory of space and shows the remaining space needs after these projects are completed. The College will still require additional space of 13,629 ASF (assignable square feet) after the completion of the Liberal Arts Renovation and Administration Building Renovation projects. If the College opts to maintain all of its classroom and office space, the total space needs for 2027 are 49,662 ASF (16,086 + 20,840 + 12,735).

*Note: The net square footages of each space type in the future projects may change somewhat before actual construction. The numbers in the table show the net change in space for each project. Space types outside of the five key space categories are not included in this analysis.*

Space Type	Current Space	Liberal Arts #5 Renovation	Administration Building #1 Renovation	Cumulative Total	2027 Title 5 Space Needs	2027 Net Space Need (Surplus)
Classroom	88,493	(6,392)		82,101	59,016	(23,085)
Laboratory	64,083	156		64,239	80,325	16,086
Office	61,325	(356)	3,469	64,438	51,491	(12,947)
Library	18,282			18,282	39,122	20,840
Instructional Media	556	1,700		2,256	14,991	12,735
<b>Total</b>	<b>232,739</b>	<b>(4,892)</b>	<b>3,469</b>	<b>231,316</b>	<b>244,945</b>	<b>13,629</b>

*Note: All figures are in assignable square feet.*

Source: Desert Community College District Five-Year Capital Construction Plan, California Education Code, Title 5 §57020, analysis by CBT

## RECOMMENDATIONS/ACONCLUSIONS

The following considerations may contribute to the analysis and use of this space planning data.

1. It is not necessary to remove spaces that are shown to be in surplus. The only space categories at the College showing a surplus are classroom and office space. One option is to convert some of the classroom space to another space category.
2. Another important set of data to be considered by anyone planning future facilities for the College, is an analysis of space utilization. This will help to determine how to most efficiently use classroom and laboratory space to serve students.
3. It may be that remodeling and reconfiguration will create more efficient use of existing space. The sizes and resulting capacities of the rooms may be optimized for efficiency (e.g., to create large lecture halls; to balance the numbers of large and small classrooms; to repurpose underused laboratories, etc.).
4. Enrollment management policies and procedures are key factors in efficient space utilization, such as an examination of scheduling, room assignments, class sizes, etc.

## SPACE NEEDS ANALYSIS: GLOSSARY OF TERMS

**Assignable Square Footage (ASF)** – The area of spaces available for assignment to an occupant (excepting those spaces defined as circulation, custodial, mechanical and structural areas).

**Capacity to Load Ratio (Cap/Load)** – This is the ratio of space the College has divided by the space it needs (according to Title 5 space standards). A Cap/Load ratio above 100% means the College has a surplus of space in that category. A Cap/Load ratio below 100% indicates a need for more space. E.g., if the college has 120,000 ASF of classroom space and Title 5 Standards show that the College qualifies for 100,000 ASF, the Cap/Load ratio ( $\text{HAVE} \div \text{NEED}$ ) =  $120,000 \div 100,000 = 120\%$ .

**Classroom Space (also referred to as lecture space)** – Rooms used for classes that do not require special purpose equipment for student use.

**FTEF (Full-Time equivalent faculty)** – Total full-time equivalents for all adjunct and full-time faculty. E.g., six adjunct faculty members, each teaching one-quarter of a full teaching load, is equal to 1.5 FTEF.

**FTES (Full-Time equivalent students)** – Total hours attended by one or more students, divided by 525. One FTES is equal to one student taking a course load of 15 units for two semesters.

**Gross Square Footage (GSF)** – The total square footage of a building, measured at the exterior of the walls, including all interior spaces.

**Headcount** – the number of individual people in a class or enrolled at the College.

**Instructional Media Space (also referred to as AV/TV space)** - Rooms used for the production and distribution of audio/visual, radio and TV materials.

**Laboratory Space** – Rooms used primarily by regularly scheduled classes that require special-purpose equipment for

student participation, experimentation, observation or practice in a field of study.

**Library Space** – Rooms used by individuals to study books or audio/visual materials. Rooms used to provide shelving for library or audio/visual materials. Rooms that support these uses such as book processing rooms, circulation desk, etc.

**Office Space** – includes faculty, staff and administrator offices as well as all student services spaces (e.g., A&R, Financial Aid, etc.).

**TOP Codes (Taxonomy of Programs)** – A system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes.

**WSCH (Weekly Student Contact Hours)** – The number of class contact hours a class is scheduled to meet times the number of students. E.g., if a class meets three hours per week, and has 30 students enrolled, that would generate 90 weekly student contact hours.

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## EXTENDED CAMPUS SITES - SIGNATURE PROGRAMS

### OVERVIEW

As College of the Desert has expanded, the District has worked to establish course offerings, and later program offerings in communities further away from the Palm Desert Campus. Over the last decade, the District has partnered with local high schools to offer college courses on their campuses. Those opportunities have built the foundations for students' paths to the Palm Desert Campus, but they also paved the way to the development of additional campus sites. College of the Desert has committed to offering ranges of courses and offerings at these extended campus sites that serve community and student need with a focus on specialization and an effort to reduce unnecessary redundancy of offerings.

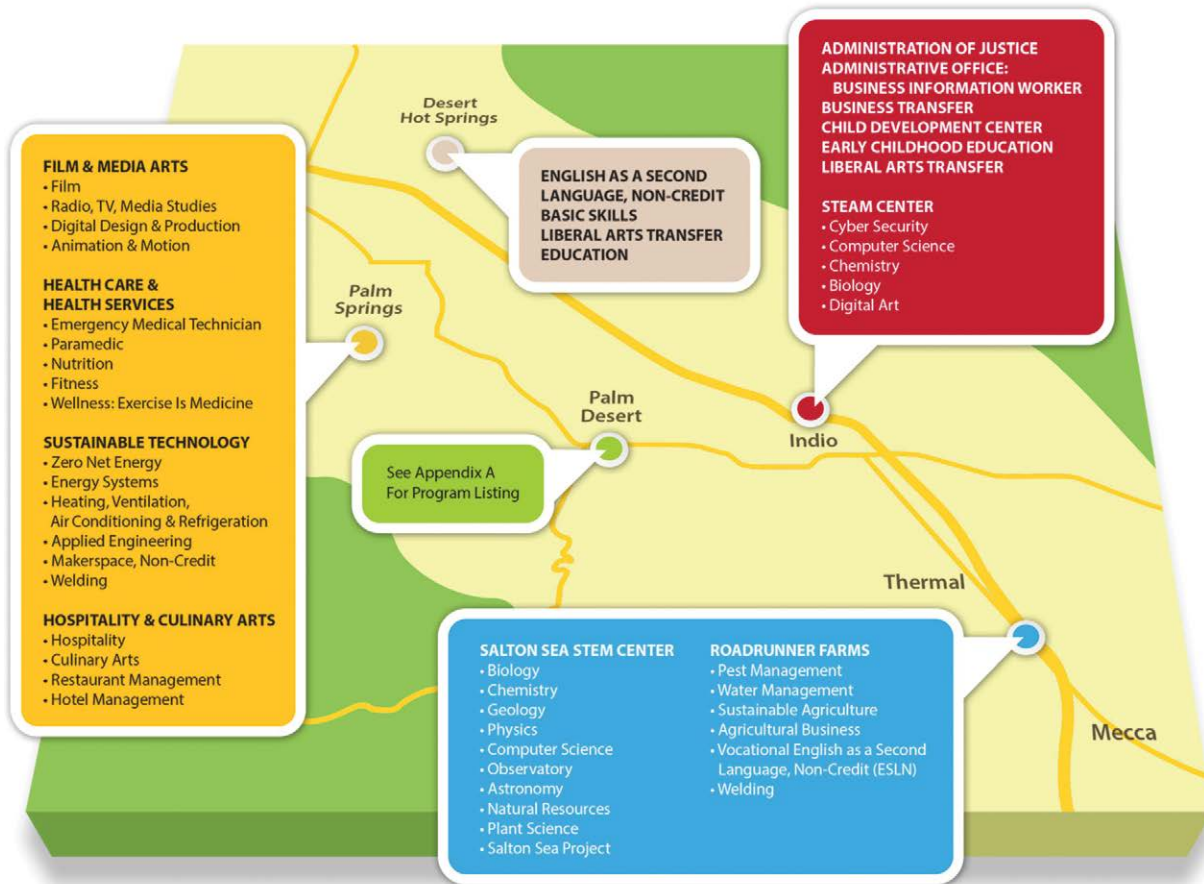
Each extended campus site has a focus. Mecca/Thermal, located in the midst of nearly 100 acres of farm land, is focused on agriculture and supporting science opportunities with sufficient general educational offerings and adult basic education to support goal attainment. Indio, located in the downtown center, provides programming focused on business development, public service and education. With the recent addition of Desert Hot Springs, the District has worked to offer courses to support college readiness, education degrees and the basis for the liberal arts transfer degree. The coming campus site in Palm Springs will provide programming in hospitality and culinary arts, film and media arts, healthcare and services, and sustainable technologies.

Programming decisions are derived from analysis of demographic data, labor market information, and other relevant data, as well as academic program planning and review. Additionally, Palm Springs master planning for the Environmental Impact Report established the “pillars” of that site in 2015-2016 as the District sought to move forward to meet the needs of the communities in the West Valley.

### EXTENDED CAMPUS SITES WITH SIGNATURE PROGRAMS

As the College continues its expansion throughout the Coachella Valley to serve the growing population of students, each extended campus site will focus on signature programs that align with the needs of that area of the District. The chart below shows the signature programs targeted for Palm Desert and each extended campus site.

## College of the Desert Campus Locations

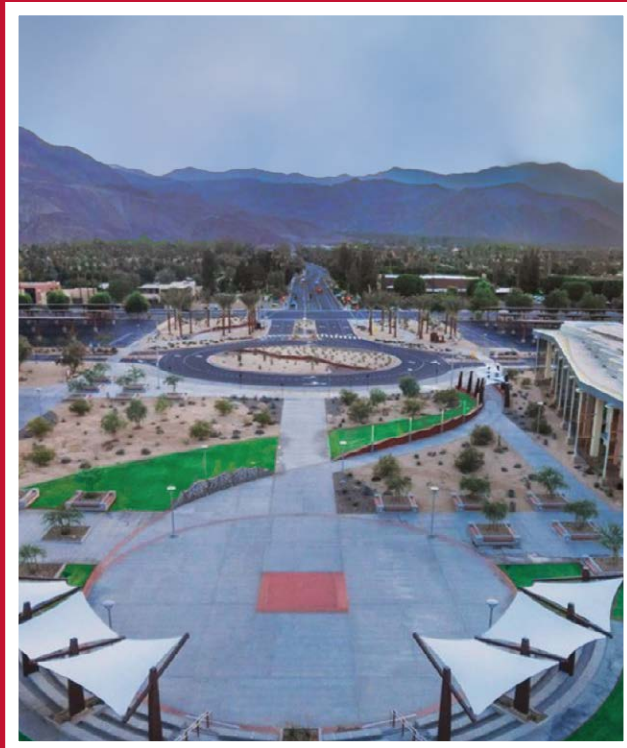


Source: ESRI

# CHAPTER 5

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## GOALS AND OBJECTIVES



# Chapter 5: Goals and Objectives



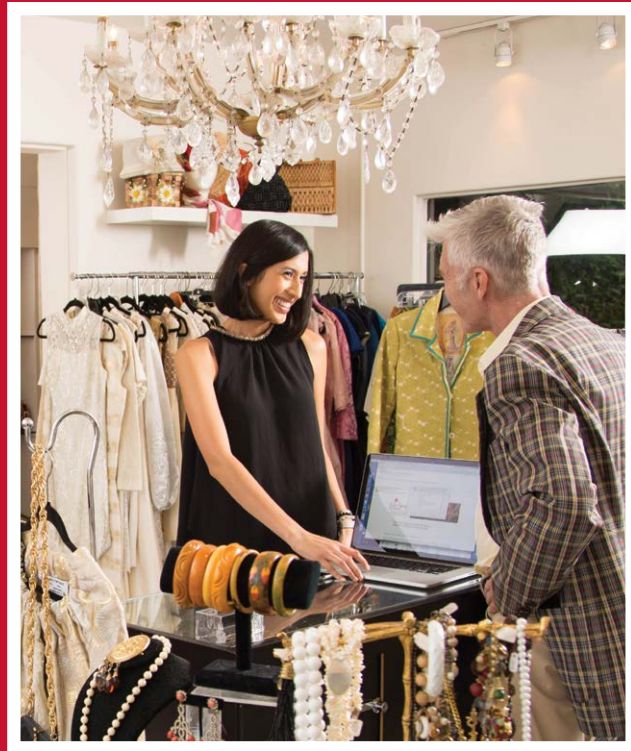
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## OVERVIEW

Based on all the quantitative and qualitative results from the Discovery Phase, and with a focus on Key Findings and Planning Assumptions, the EMP Task Force developed a set of Goals and Objectives that frame the Educational Master Plan 2017 - 2022 (EMP). As outlined below, six overall goals were identified, with 31 Objectives to guide the College's work over the next five years. Several important areas under some of the objectives are also noted (with arrows). These will be carried into the EMP Implementation Plan as it is developed, beginning fall 2017.



# INSTRUCTIONAL DESIGN AND DELIVERY



## 1. GOAL: INSTRUCTIONAL DESIGN AND DELIVERY

**Provide innovative and alternative methods of instructional design, delivery, and scheduling, in collaboration with external partners, that broaden and diversify students' opportunities for access, success and completion.**

### OBJECTIVES

- 1.1. \* Expand online and technology-based offerings (courses and programs)
- 1.2. \* Build foundations and expand high school and adult education collaboration on CTE and literacy pathways and support services
- 1.3. Strengthen and expand articulation agreements for high school concurrent and dual enrollment (see also Goal #2)
- 1.4. Support internships, externships, and on-the-job training
  - Feasibility of ECE/CDC planning at campus sites
- 1.5. \* Develop comprehensive scheduling plan for both traditional students and non-traditional working adult students
  - Support working adult students with non-traditional scheduling of days and terms (evening, weekend, short courses, modules, etc.)
  - Redesign semester schedule for effective, efficient course schedules for a 16 week semester academic calendar
  - Identify “signature programs” by campus site
  - Coordinate with expansion plan for scheduling across college campus sites
  - Coordinate night schedule for timely certificate and degree completion
  - Mix of face-to-face, online, and hybrid courses
  - Student Education Plans and predictive analytics to drive scheduling
  - Following the above, determine need for more English, math, and science sections
- 1.6. Provide educational opportunities to non-traditional, new, and emerging populations
  - Seniors, Native American tribes, current and formerly incarcerated adults, etc.



# INSTRUCTIONAL PROGRAM CONTENT



## 2. GOAL: INSTRUCTIONAL PROGRAM CONTENT

**Innovate relevant academic programs through effective program development, design, and review, embracing the unique opportunities of the College's campus sites.**

### OBJECTIVES

2.1. \* Develop and refine effective procedures to support program innovation and development in non-credit, Basic Skills, Career-Technical, and Transfer Preparation; and for program redesign / discontinuation for those that are no longer viable

- Create Administrative Procedure (AP) for new program development
- Revise / refine Program Review and Planning process
- Develop innovative interdisciplinary and emerging programs
- Link emerging programs to other colleges through distance education to develop programs and grow enrollments
- Engage in joint efforts with regional planning and economic development groups

2.2. Leverage industry and market data to better connect students completing CTE programs to jobs and careers

2.3. Clarify and streamline career and transfer pathways, leveraging K-12, 4-year, and industry partnerships (see also Goal #1 and Goal #4)

- Increase the number of articulated courses with high schools and universities
- Develop more certificate opportunities and stacked credentials

2.4. Develop Career-Technical contextualized learning in English, math, and ESL

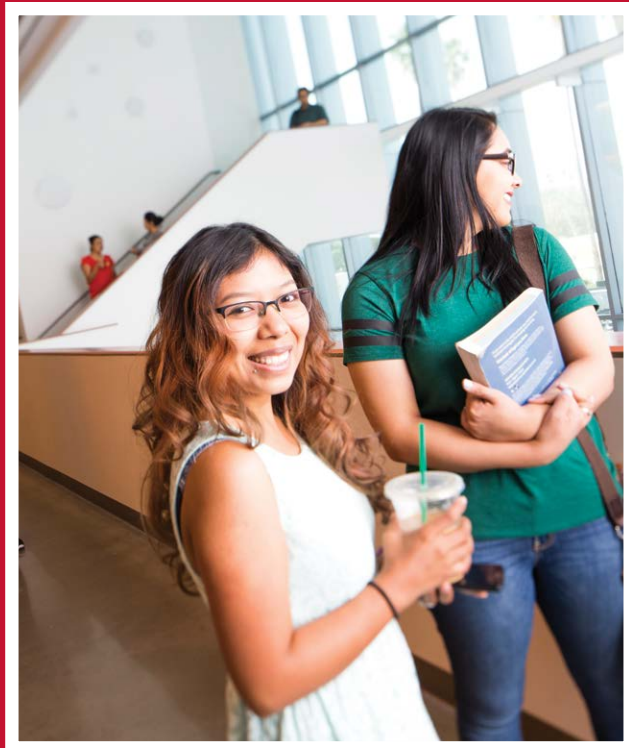
2.5. Determine non-credit programming within and beyond adult basic education

2.6. Develop comprehensive, continuous improvement cycle for student learning outcomes at all levels, including non-credit programming, tied to the program review and planning process

- Complete development of Student and Program Learning Outcomes (SLOs and PLOs) for all courses, including non-credit
- Review Institution Level Outcomes (ILOs); refine as needed for technological/societal advances; Integrate computer literacy and emerging technologies into the curriculum
- Conduct cyclical review of content, assessment, and continuous improvement processes for ILOs, PLOs, and SLOs across the college



# STUDENT AND SUPPORT SERVICES



### 3. GOAL: STUDENT AND SUPPORT SERVICES

Align planning and resources in student and support services to meet the needs and interests of students.

#### OBJECTIVES

3.1. \* Assess student needs on a regular basis and change accordingly

- Follow-up survey on areas of concern (e.g. Counseling, math, and access to general education coursework)
- Continue to develop financial support for students living in poverty (Pledge program, cost of textbooks, etc.)
- Seek feedback from workforce as to what is missing to support working students



3.2. “Scale up” effective student success strategies as determined via data analysis

- Continue to pursue alternative placement strategies
- Pre-assessment test prep for all new students
- Create more targeted support systems to promote student equity for groups with disparate retention and success (Latino, African American,)

3.3. Provide effective, individualized, counseling services

- Identify and implement best practices to increase accessibility, availability, and consistent counseling services
- Enhance CTE counseling

3.4. Provide comprehensive student services at all campus sites

- Reduce student trips to campus by providing "one-stop" enrollment services
- For students at extension sites, reduce trips to the main campus for faculty advising/conferencing, library, and student services as much as possible
- Faculty work and conferencing space at campus sites

3.5. Create a comfortable, accessible, culturally welcoming campus environment

- Indoor and outdoor campus life; food services; student activities and facilities; online opportunities; group study/communication areas
- Feasibility of Child Development Center services at campus sites
- Library services on all campuses

3.6. Strengthen outreach to students via social media and multilingual outreach to the community

- Engage English Language Learner families and community groups

COMMUNITY  
PARTNERSHIPS



#### 4. GOAL: COMMUNITY PARTNERSHIPS

**Create partnerships and advisory committees that use the expertise of the Desert community to support innovative, contemporary, responsive, and relevant educational programming and services to serve the community.**

##### OBJECTIVES

4.1. Strengthen the diversity and effectiveness of advisory committees to better inform planning for CTE, non-CTE, and transfer programs

- Recruit a representative, broad range of constituents including business and industry, education, government, and community partners
- Implement best practices for effective program advisory committees

4.2. Work with community partners to develop more internships and externships in the Coachella Valley

4.3. Collaborate with K-12 and University partners to coordinate and streamline student advancement from high school to COD to 4-year institutions

- Joint district marketing strategies aligned with career pathways
- Course and program articulation (see also Goal #2)
- Develop more certificate opportunities and stacked credentials (see also Goal #2)
- Maximize use of COD, UCR and CSU advisory groups on 2+2 modeling
- Assess feasibility of University Center offering additional degrees

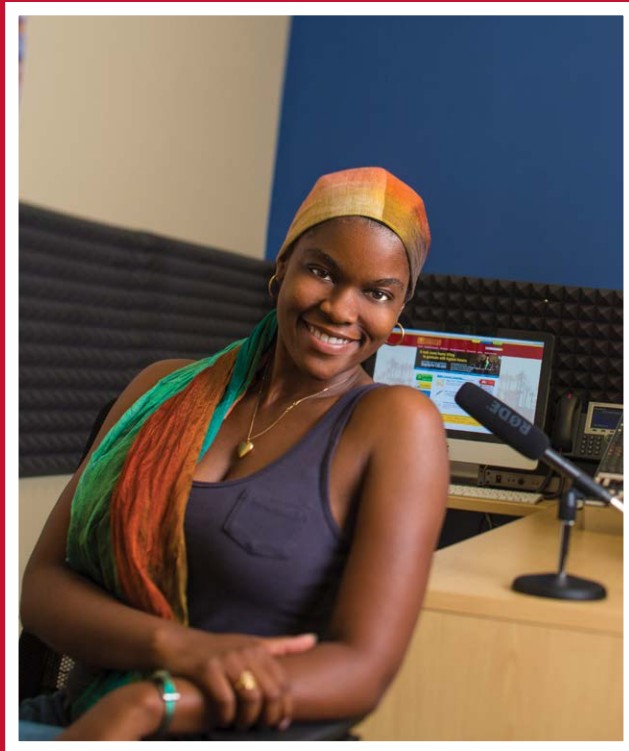
4.4. Partner with the COD Foundation and philanthropic organizations for support of educational programming

- Access external grants aligned with new program development





# INFORMATION AND COMMUNICATIONS



## 5. GOAL: INFORMATION AND COMMUNICATION

**Innovate communication and data platforms to allow internal and external users to communicate and to access, manage, and use information with ease.**

### OBJECTIVES

5.1. Employ strategies and user-friendly approaches that encourage effective engagement of students, faculty, and staff in COD initiatives and activities

- Maintain easily accessed master calendar for internal constituents and minimize all-staff emails

5.2. Deploy modern platforms for communication and user access of data and information for analysis and decision making in a customized manner

5.3. Reduce manual processes; provide interactive technology platforms (e.g. digital program review, workload and staffing, scheduling, etc.)

5.4. Strengthen multilingual communications and the use of social media



# INTEGRATION



## 6. GOAL: INTEGRATED PLANNING; PROFESSIONAL DEVELOPMENT; AND ALIGNMENT OF STAFFING, FACILITIES, AND TECHNOLOGY PLANS WITH THE EMP

**Integrate the EMP with other planning efforts; support professional development; and provide comprehensive input for the development of long-range staffing, facilities, and technology plans that support the Educational Master Plan 2017-2022.**

### OBJECTIVES

6.1. \* Increase faculty and staff professional development and create mentor relationships for new and prospective full-time faculty (in addition to the new faculty orientation)

- Create mentor programs for current adjunct faculty and students interested in teaching college
- Provide staff development for emerging technologies

6.2. Identify strategies to develop a comprehensive, long-range staffing plan to meet diverse student needs at all campus sites

- Staffing plan to accompany campus expansion plan (programs/facilities)
- Recruit, mentor, develop, and diversify professional and support staff
- Increase ethnic diversity among full-time professional instructional and administrative staff; increase Latino representation via targeted recruitment strategies
- Diversify targeted job recruitment through professional organizations
- Develop comprehensive professional and staff development program to support large turnover in employee base and the COD legacy



6.3. Utilize faculty and staff expertise to assess program and student services facilities' needs for the development of a comprehensive facilities master plan that results in efficient, modern, well-designed, user-friendly facilities

6.4. Engage in facility and technology planning to support innovation, entrepreneurship, and future educational programming

6.5. Ensure alignment of other college planning efforts with the EMP for fully-integrated planning and continuous improvement

- Refine alignment and processes for strategic master planning for the next five-year cycle
- Align staffing, facilities, and technology plans with the EMP
- Refine Integrated Planning Model as needed; align budget processes accordingly

*\* Identified as high priority by EMP Task Force (April 6, 2017)*

## ALIGNMENT OF THE EMP WITH THE COLLEGE OF THE DESERT STRATEGIC MASTER PLAN 2016 – 20121

Mindful of the need for integration of the College's various planning efforts, the EMP objectives were mapped against the Strategic Master Plan. The EMP Objectives mapped to 32 of the 32 (or 100%) of the Strategic Master Plan objectives adopted by the Board of Trustees. The chart below shows the alignment of the College's EMP Objectives with the Desert Community College District Strategic Master Plan Goals and Objectives. (Note: EMP Objectives marked with a pound sign [#] are mapped to more than one Strategic Master Plan Objective.)

Strategic Master Plan: Strategic Goals and Objectives	Educational Master Plan: Objectives
<b>1. Student Success</b>	
1.1 Support the development and implementation of a comprehensive student success plan	3.1# Assess student needs on a regular basis and change accordingly 3.2# "Scale up" effective student success strategies as determined via data analysis 3.3 Provide effective individualized counseling services 3.4# Provide comprehensive student services at all campus sites
1.2.A. Prioritize resources to insure the institutional success of Student Success Plan	3.2# "Scale up" effective student success strategies as determined via data analysis
1.2.C. Prioritize resources to insure the institutional success of course programs and support services leading to associate's degree, Career Technical certificate attainment and transfer readiness	2.3 Clarify and streamline career and transfer pathways, leveraging K-12, four-year, and industry partnerships 2.4 Develop Career-Technical contextualized learning in English, math, and ESL
1.3 Advance meeting the needs of the underprepared student by, among other leadership activities, providing sufficient basic skills and support services as transitions to successful transfer and/or entry into the labor market	2.1# Develop and refine effective procedures to support program innovation and development in non-credit, Basic Skills, Career-Technical, and Transfer Preparation; and for program redesign/discontinuation for those that are no longer viable 2.5 Determine non-credit programming within and beyond Adult Basic Education
1.4 Support the review of career technical programs and develop a plan or strategies to identify and strengthen viable career pathways for students	2.1# Develop and refine effective procedures to support program innovation and development in non-credit, Basic Skills, Career-Technical, and Transfer Preparation; and for program redesign/discontinuation for those that are no longer viable
1.5 Develop and implement a "program" of strategies and activities that encourage and recognize faculty, staff, and management innovation with a focus on increasing student success and completion	6.1# Increase faculty and staff professional development and create mentor relationships for new and prospective full-time faculty (in addition to the new faculty orientation)
1.6 Support the continuing development and implementation for outcomes assessment, focusing on use of data to improve student learning and achievement and organizational efficiency and effectiveness	2.6 Develop comprehensive, continuous improvement cycle for student learning outcomes at all levels, including non-credit programming, tied to the program review and planning process
<b>2. Planning &amp; Governance</b>	
2.1 Advance the implementation of the College's Enrollment Plan strategies	1.1# Expand online and technology-based offerings (courses and programs) 1.5# Develop comprehensive scheduling plan for both traditional students and non-traditional working adult students
2.2. Through the Enrollment Management Plan, maintain student access as well as increase enrollment levels at or above base caps	1.5# Provide educational opportunities to non-traditional, new, and emerging populations 3.5# Create a comfortable, accessible, culturally welcoming campus environment 3.6# Strengthen outreach to students via social media and multilingual outreach to the community

Strategic Master Plan: Strategic Goals and Objectives	Educational Master Plan: Objectives
2.3 Strengthen the integration between college planning, review, and decision reaching processes and evaluate how resource allocations lead to improved institutional effectiveness	2.1# Develop and refine effective procedures to support program innovation and development in non-credit, Basic Skills, Career-Technical, and Transfer Preparation; and for program redesign/discontinuation for those that are no longer viable
2.4 Continued support of a planning and decision reaching system that is open, communication based, and supported, to the degree possible, by consensus	6.3 Utilize faculty and staff expertise to assess program and student services facilities' needs for the development of a comprehensive facilities master plan that results in efficient, modern, well-designed, user-friendly facilities
2.5 Provide for the continued development and refinement of the college's planning process and further integrating it into the decision reaching process	6.2# Identify strategies to develop a comprehensive, long-range staffing plan to meet diverse student needs at all campus sites
	6.4# Engage in facility and technology planning to support innovation, entrepreneurship, and future educational programming
2.6 Develop and implement a plan with timelines to address the recommendation from the ACCJC on COD Self-Study and accreditation visiting team report	6.5 Ensure alignment of other college planning efforts with the EMP for fully-integrated planning and continuous improvement
<b>3. Fiscal Stability &amp; Infrastructure</b>	
3.1 Provide support for maintaining the college's fiscal strength through the development of the annual budget, monitoring expenditures and leveraging resources with an emphasis on compliance with articulate priorities, elimination of waste and efficiency of operations	3.1# Assess student needs on a regular basis and change accordingly
3.2 Improve the college's fiscal strength so that appropriate responses may be planned for growth, changing technology, and changing economic conditions	5.3 # Reduce manual processes; provide interactive technology platforms (e.g. digital program review, workload and staffing, scheduling, etc.)
3.3 Continue the exploration of potential grants, partnerships, and gifts, which will benefit the college	6.4# Engage in facility and technology planning to support innovation, entrepreneurship, and future educational programming
3.4 Continue to establish and maintain collaborative partnerships with business, industry, educational entities, and governmental agencies	4.2# Work with community partners to develop more internships and externships in the Coachella Valley
	4.4# Partner with the COD Foundation and philanthropic organizations for support of educational programming
3.5 Build the college's capacity for attracting alternative sources of revenue through the coordination of efforts related to grant development, economic program development, fee based courses and programs, partnership for cost sharing, and fees for services provided	2.2# Leverage industry and market data to better connect students completing CTE programs to jobs and careers
3.6 Identify and develop resources needed to accommodate future growth	4.1# Strengthen the diversity and effectiveness of advisory committees to better inform planning for CTE, non-CTE, and transfer programs
3.7 Support realigning college's educational/instructional units with a particular emphasis on equitable workloads, staffing patterns, responsibility scope, and operational viability (effectiveness) relative to its responsiveness and adjustability to changes in college goals, institutional and state level priorities	4.2# Work with community partners to develop more internships and externships in the Coachella Valley
	4.4# Partner with the COD Foundation and philanthropic organizations for support of educational programming
	1.5# Develop comprehensive scheduling plan for both traditional students and non-traditional working adult students
	4.4# Partner with the COD Foundation and philanthropic organizations for support of educational programming
	1.1# Expand online and technology-based offerings (courses and programs)
	6.2# Identify strategies to develop a comprehensive, long-range staffing plan to meet diverse student needs at all campus sites

Strategic Master Plan: Strategic Goals and Objectives	Educational Master Plan: Objectives
3.8 Provide for continued improvement of the college's infrastructure and physical learning environment	3.5# Create a comfortable, accessible, culturally welcoming campus environment  6.3# Utilize faculty and staff expertise to assess program and student services facilities' needs for the development of a comprehensive facilities master plan that results in efficient, modern, well-designed, user-friendly facilities
3.9 Continue to plan for long range capital needs, with particular attention to changing technology and preventive maintenance	6.3# Utilize faculty and staff expertise to assess program and student services facilities' needs for the development of a comprehensive facilities master plan that results in efficient, modern, well-designed, user-friendly facilities  6.4# Engage in facility and technology planning to support innovation, entrepreneurship, and future educational programming
3.10 Continue with the further development of the college's outreach centers	3.4# Provide comprehensive student services at all campus sites  6.2# Identify strategies to develop a comprehensive, long-range staffing plan to meet diverse student needs at all campus sites
<b>4. Teamwork, Organizational Development</b>	
4.1 Model and emphasize team management as a basic management tenet at the college	6.3# Utilize faculty and staff expertise to assess program and student services facilities' needs for the development of a comprehensive facilities master plan that results in efficient, modern, well-designed, user-friendly facilities
4.2 Continue to develop and enhance institutional management strategies which are responsive to shared decision making for the efficient and effective delivery of the college's resources to the public	5.3# Reduce manual processes; provide interactive technology platforms (e.g. digital program review, workload and staffing, scheduling, etc.)
4.3 Continue to foster participatory team management orientation that is supportive of and enhances collaboration, consultation, and the governance processes	5.2 Deploy modern platforms for communication and user access of data and information for analysis and decision making in a customized manner
4.4 Continue to encourage, nurture and support a college environment that fosters unity as well as recognizes and respects the creative potential and dignity of each individual in the college community	5.1 Employ strategies and user-friendly approaches that encourage effective engagement of students, faculty, and staff in COD initiatives and activities
4.5 Initiate, sponsor, and participate in "informal" meetings and groups for the purpose of enhancing communication, relationships, and "community" building	6.1# Increase faculty and staff professional development and create mentor relationships for new and prospective full-time faculty (in addition to the new faculty orientation)
<b>5. Economic, Workforce Development &amp; Community Outreach</b>	
5.1 Integrate regional economic development initiatives, federal economic stimulus funds and industry driven innovation with COD career, technical programs	4.2# Work with community partners to develop more internships and externships in the Coachella Valley
5.2 Leverage COD's economic and workforce development initiatives/ programs to increase the job training and opportunities for local students	1.4 Support internships, externships, and on-the-job training  2.2# Leverage industry and market data to better connect students completing CTE programs to jobs and careers  4.1# Strengthen the diversity and effectiveness of advisory committees to better inform planning for CTE, non-CTE, and transfer programs

Strategic Master Plan: Strategic Goals and Objectives	Educational Master Plan: Objectives
5.3 Continue to establish and maintain collaborative partnerships with business, industry, educational entities and government agencies	1.2 Build foundations and expand high school and adult education collaboration on CTE and literacy pathways and support services  1.3 Strengthen and expand articulation agreements for high school concurrent and dual enrollment  4.3 Collaborate with K-12 and University partners to coordinate and streamline student advancement from high school to COD to 4-year institutions
5.4 Through efficient and effective marketing, public relations and community outreach practices, continue to communicate the advantages of pursuing education at COD, the benefits the college provides the region and the success of its alumni	5.4# Strengthen multilingual communications and the use of social media
5.5 Create a greater sense of community and continue community outreach efforts	4.4# Partner with the COD Foundation and philanthropic organizations for support of educational programming  5.4# Strengthen multilingual communications and the use of social media



# CHAPTER 6

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## NEXT STEPS IN PLANNING AND EVALUATION



# Chapter 6: Next Steps in Planning and Evaluation

## EMP IMPLEMENTATION PROCESS

Upon approval of the Educational Master Plan 2017 - 2022 (EMP), the College will begin its implementation process for the plan. Development of the Implementation Plan will begin Fall 2017, with an expected completion date of April 2018. Some Objectives of the Plan will begin concurrently with this planning process. The following steps will be taken to develop the EMP Implementation Plan:

1. An accountable administrator will be assigned to each of the six goals.
2. An accountable manager will be assigned to each of the 31 EMP objectives to work with faculty and staff in operationalizing that objective.
3. A timeline will be developed to plan and implement each objective, mindful of sequencing that will be appropriate and reasonable based on content, process, and workload requirements.
4. Measurable outcomes will be established, with targets identified where appropriate.
5. An action plan will be developed for each objective and action planning teams assembled as needed.
6. Any additional resources required for accomplishing the objective will also be identified.
7. Facility, technology, staffing, marketing, and operational resource needs will be identified and these respective planning efforts will reflect EMP priorities as they are developed each year.

It is understood that not all objectives will commence the first year of the Plan, and that the EMP is a dynamic document. Changes in resources, the student population, and other internal and external environmental factors may impact the Plan. Transparency, communication, and a spirit of collegiality — focused on students — will be imperative for the EMP to be successful.

## EVALUATION MEASURES AND PROCESS

The purpose of evaluation is twofold: (1) to determine the degree to which planning has accomplished the desirable outcome, and (2) to gather evaluative results for the purpose of continuous improvement. In evaluating the progress made on achieving the goals and objectives of the EMP, the College will keep in mind District Administrative Procedure 3250 on Institutional Planning, which states,

“Applying the criteria of accreditation standards I and III, the planning process will be guided by adopted vision, mission, and core values statements and will develop specific goals, objectives, and strategies,



which have measurable outcomes and specific accountability. Action plans will be reviewed and revised annually and approved by the College Planning Council.”



At the beginning of each academic year of the EMP, the College Planning Council (CPC) will establish targets for the measurable outcomes the College wishes to achieve that year in keeping with EMP goals and objectives. Executive staff will assign managers accountable for each area and identify for the CPC timelines for accomplishing objectives for that year. The Assessment of Planning and Outcomes (APO) subcommittee of the CPC will evaluate, based on evidence, the degree to which objectives have been met and targets achieved. In cases where targets have not been met in full the CPC will create a plan for the following year to either meet the existing measurable outcome targets or revise them as appropriate.

This process will continue each year of the EMP. Concurrently the College Planning Council will assess the EMP to see if the goals and objectives themselves need revision, and, if so, recommend those revisions to the President.

# CHAPTER 7

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## SUMMARY



## Chapter 7: Summary

In summary, the College of the Desert Educational Master Plan 2017–2022 (EMP) provides a blueprint for instructional programming and support services needed for the next five years and beyond. The EMP Goals and Objectives are the centerpiece of this document, and were derived from an extensive discovery process that included internal and external environmental scans (and labor market information), and input from internal and external stakeholders. The EMP Task Force led the development of the EMP and its Goals and Objectives. Once adopted, the Plan will be operationalized beginning Fall 2017 with timelines, accountabilities, action plans, and measurable outcomes. Key challenges and opportunities, as well as recommendations moving forward, are summarized below.

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### CHALLENGES AND OPPORTUNITIES

The following key challenges and opportunities for College of the Desert have been summarized from the previous chapters:

- Serving a wide continuum of students in age, socioeconomic status, educational preparation, and educational goals.
- Working with K-12 districts to strengthen partnerships, dual enrollment, articulation, and the academic preparation (especially math) of entering high school graduates.
- Providing diverse scheduling, packaging, and delivery modes to meet the needs of working adult students, advance completion rates, and shorten time to degree.
- Continuing to grow initiatives for affordability to support a large number of disadvantaged, impoverished students.
- Increasing the emphasis on four-year university articulation, as more occupations require bachelors' degrees.
- Increasing retention and success rates among all students; closing the achievement gap among African-American and Latino students compared to white and Asian students.
- Increasing the participation and persistence of male students, whose enrollment has been declining.
- Expanding and creating innovative and interdisciplinary approaches to educational programming to meet future employment needs in the Coachella Valley, with an emphasis on target occupations and growing family-wage jobs.
- Planning comprehensively for College growth as the Coachella Valley, and the student population, continues to grow at a rapid pace.
- Addressing growth and expansion with data-informed decisions for long-range planning of facilities, technology, and staffing; developing an evidence-based culture and further integrating planning processes.
- Advancing the educational centers, which have great opportunities, but also face many challenges--in scheduling (including long-term scheduling), enrollment management, distribution of FTES allocation and resources, and appropriate administrative oversight.

- Strengthening job acquisition and placement for students and graduates across a region where high-paying jobs are sparse.
- Supporting identified economic drivers for the region (arts and entertainment, hospitality, health care, business and retail, construction and manufacturing, agriculture, and transportation and logistics); identifying and supporting areas on the rise (e.g. information technology, small business, entrepreneurship and employment opportunities in the service occupations and education/teaching).
- Engaging in innovation and entrepreneurship; exploring interdisciplinary approaches to educational programming; and strengthening employer-based advisory committee in both career-technical and arts and sciences programs.
- Strengthening the program review and planning process to use data more effectively for planning and continuous improvement of programs and student success.
- Utilizing the significant resources of the community, including financial and intellectual, to strengthen the College and its educational programs.

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## RECOMMENDATIONS

During development of the EMP the additional items below were identified and are recommended as the EMP is operationalized beginning Fall 2017.

- Complete Program Review and Planning revisions and move forward with a transition plan to a digital, interactive platform.
- Identify accountabilities, timelines, and an evaluation process for EMP Goals and Objectives.
- Stabilize administrative and management leadership in Student Learning and Student Success units; build stronger connections between the two units; provide both team and professional development.
- Refine integrated planning to make advancements between this and the next five year planning cycles.
- Move from an approach of mapping to one of integration of the college's various planning efforts.
- Refine integrated planning timelines, processes and committee roles.

# APPENDICES



# Appendices

## APPENDIX A: COLLEGE OF THE DESERT DEGREE AND CERTIFICATE PROGRAMS

Program Title	Program Award	Units (Min)	Units (Max)
Academic English Certificate of Completion	Certificate of Completion	noncredit	
Accounting	Certificate of Achievement	30	30
Accounting	A.S. Degree	62	62
Administration of Justice	A.S. Degree	60	60
Administration of Justice	Certificate of Achievement	27	27
Administration of Justice	A.S.-T Degree	60	60
Administrative Office Assistant	Certificate of Achievement	18	20
Administrative Office Professional	Certificate of Achievement	29	30
Advanced Transportation Technologies	A.S. Degree	62.5	62.5
Agriculture Plant Science	A.S.-T Degree	60	60
Air Conditioning and Refrigeration	A.S. Degree	60	60
Air Conditioning and Refrigeration	Certificate of Achievement	27	27
Alcohol and Drug Studies	A.S. Degree	62	62
Alcohol and Drug Studies	Certificate of Achievement	36	36
Alcohol/Drug Studies	A.A. Degree	62	62
Alcohol/Drug Studies	Certificate of Achievement	36	36
Anthropology	A.A.-T Degree	60	60
Arborist Technician	Certificate of Achievement	18	18
Architectural Technology	A.S. Degree	61	61
Architectural Technology	A.S. Degree	67	69
Architectural Technology	Certificate of Achievement	37	37
Art History	A.A.-T Degree	60	60
Automotive Air Conditioning	Certificate of Achievement	18	18
Automotive Alternative Fuels	Certificate of Achievement	22.5	22.5
Automotive Electrical	Certificate of Achievement	20	20
Automotive Emissions	Certificate of Achievement	19	19
Automotive Engine Management	Certificate of Achievement	21	21
Automotive Technology	A.S. Degree	63	63
Automotive Transmission & Axle	Certificate of Achievement	18	18
Basic Culinary Arts	Certificate of Achievement	20	20
Basic Fire Fighter	Certificate of Achievement	18.5	18.5
Biology	A.S.-T Degree	60	60
Biology, pre-professional	A.S. Degree	60	60
Building Inspection Technology	Certificate of Achievement	26	26
Business Administration	A.S.-T Degree	60	60



Program Title	Program Award	Units (Min)	Units (Max)
Chemistry	A.S. Degree	66	66
Chemistry	A.S.-T Degree	60	60
Child and Adolescent Development	A.A.-T Degree	60	60
Communication Studies	A.A.-T Degree	60	60
Computer Information Systems	A.S. Degree	62	63
Computer Information Systems	Certificate of Achievement	31	32
Computer Science	A.S. Degree	60	61
Construction Management	A.S. Degree	60	60
Construction Management	A.S. Degree	67	69
Construction Management	Certificate of Achievement	28	28
Culinary Management	A.A. Degree	65	65
Culinary Management	A.S. Degree	65	65
Culinary Management	Certificate of Achievement	45	45
Desert Ecologist	Certificate of Achievement	21	21
Digital Design & Production	A.A. Degree	62	62
Digital Design & Production	Certificate of Achievement	24	24
Early Childhood Education	A.S.-T Degree	60	60
Early Childhood Education	A.S. Degree	60	60
Early Childhood Education Site Supervisor	Certificate of Achievement	52	52
ECE: Master Teacher	Certificate of Achievement	51	51
ECE: Teacher	Certificate of Achievement	43	43
Economics	A.A.-T Degree	60	60
Elementary Teacher Education	A.A.-T Degree	60	60
Emergency Medical Care	Certificate of Achievement	23	25
Energy Systems Technology	Certificate of Achievement	24	25
Engineering	A.S. Degree	67	82
English	A.A.-T Degree	60	60
English Proficiency: Life & Work Skills	Certificate of Completion	noncredit	
Environmental Horticulture	A.S. Degree	61	61
Environmental Horticulture	A.S. Degree	60	60
Environmental Horticulture	Certificate of Achievement	38	38
Environmental Sciences	A.S. Degree	60	63
Field Ranger	Certificate of Achievement	24	24
Film, Television, and Electronic Media	A.S.-T Degree	60	60
Fire Technology	A.S. Degree	60	60
Fire Technology	Certificate of Achievement	22	22
Fire Technology	A.S. Degree	60	62
Fitness Specialist	Certificate of Achievement	22	22
French	A.A. Degree	61	64
General Automotive Service	Certificate of Achievement	26	26

Program Title	Program Award	Units (Min)	Units (Max)
General Business	A.A. Degree	61	61
General Business	A.S. Degree	61	61
General Drafting	A.A. Degree	60	60
General Drafting	Certificate of Achievement	34	34
Geography	A.A.-T Degree	60	60
Geology	A.S. Degree	60	60
Geology	A.S.-T Degree	60	60
Global Studies	A.A.-T Degree	60	60
Golf Management	A.A. Degree	62	62
Golf Management	Certificate of Achievement	27	27
Health Science	A.S. Degree	63	65
History	A.A.-T Degree	60	60
Hospitality Management	A.S. Degree	64	66
Hospitality Management	A.A. Degree	64	66
Hospitality Management	Certificate of Achievement	18	21
Hospitality Management	A.S. Degree	60	65
Human Resource Generalist	Certificate of Achievement	29	31
Interdepartmental Environmental Studies	A.S. Degree	60	61
Intermediate Culinary Arts	Certificate of Achievement	35	35
Journalism	A.A.-T Degree	60	60
Kinesiology	A.A.-T Degree	60	60
Landscape and Irrigation Technician	Certificate of Achievement	18	18
Liberal Arts: Arts, Humanities & Communications	A.A. Degree	0	0
Liberal Arts: Business and Technology	A.A. Degree	0	0
Liberal Arts: Health Education and Nutrition	A.A. Degree	0	0
Liberal Arts: Math and Science	A.A. Degree	0	0
Liberal Arts: Recreation & Leisure and Sports Management	A.A. Degree	0	0
Liberal Arts: Social and Behavioral Sciences	A.A. Degree	0	0
Mathematics	A.S. Degree	60	60
Mathematics	A.S.-T Degree	60	60
Music	A.A. Degree	61	63
Music	A.A.-T Degree	60	60
Music Technology	Certificate of Achievement	18	18
Musical Theatre	Certificate of Achievement	18	18
Natural Resources	A.S. Degree	60	60
Natural Resources	A.S. Degree	60	60
Natural Resources	A.S. Degree	60	60
Natural Resources	A.S. Degree	60	60

Program Title	Program Award	Units (Min)	Units (Max)
Pest Management Technician	Certificate of Achievement	18	18
Philosophy	A.A. Degree	60	62
Philosophy	A.A.-T Degree	60	60
Physics	A.S.-T Degree	60	60
Plant Science	A.S. Degree	61	61
Police Science	A.S. Degree	62	62
Political Science	A.A.-T Degree	60	60
Psychology	A.A. Degree	63	66
Psychology	A.A.-T Degree	60	60
Real Estate Development	Certificate of Achievement	24	24
Recreation	A.S. Degree	60	60
Registered Nursing	A.S. Degree	72	72
Reserve Police Officer	Certificate of Achievement	19	19
Retail Management	Certificate of Achievement	25	25
Social Science	A.A. Degree	60	62
Sociology	A.A.-T Degree	60	60
Sports Medicine	A.S. Degree	63	65
Steering, Suspension and Alignment	Certificate of Achievement	18	18
Studio Arts	A.A.-T Degree	60	60
Theatre Arts	A.A.-T Degree	60	60
Turfgrass Management	A.S. Degree	61	61
Turfgrass Management	Certificate of Achievement	38	38
Turfgrass Management Technician	Certificate of Achievement	18	18
Vocational Nursing	A.S. Degree	71	71
Vocational Nursing	Certificate of Achievement	51	51

## APPENDIX B: PROGRAM REVIEW AND PLANNING

The process for improving the College's approach to Program Review followed the same sequence as the development of the EMP: Pre-Planning, Discovery, Plan Development, and Document Production Review and Finalization. In the Pre-Planning phase there was an understanding that the existing Program Review methodology needed improvement in order to be less cumbersome and more user-friendly and relevant.

During the Discovery phase the Outcomes and Assessment Committee (OAC) of the Academic Senate conducted a survey of users of the academic Program Review Process. The results of the survey identified a number of desires of the college community, including:

- Streamline the process to make it less arduous and repetitive
- Place more emphasis on forward-thinking program planning
- Tie the process more closely to Student Learning Outcomes (SLOs) and the new EMP

- Redesign the template to be more user-friendly, common across programs, and yet able to access discipline-specific information and add customized features for Career-Technical programs, and those under external accreditation bodies
- Include standardized, pre-populated, easy to interpret data and visuals indicating program viability and trends
- Move to an online, digitized model with customized drop-down menus for faculty and staff to establish long-term goals for program direction/redirection in support of student success
- Provide opportunities for faculty, deans, and vice presidents to work more collaboratively on program enhancement and long-term planning via the new templates and processes

During the Plan Development phase, the OAC met frequently to find a more useful and user-friendly methodology, to identify the data needed, and to create templates to make the process more clear, transparent and user friendly. The OAC noted that program planning (looking ahead) should be as important as program review (looking back) and came up with new terminology to reflect this. A comprehensive review and plan of a program, completed once every five years, would be called a Program Enhancement Plan (PEP). An annual review and plan, which closely references the PEP, would be called the Program Enhancement Plan Update (PEP-Up). In this approach, there would be not only a careful review and assessment of data related program learning outcomes but also a development of a plan, based on these assessments, which would provide a blueprint for improvements and developments for the future. This bifurcated approach would be used for both PEP and PEP-Up. In addition, each program would need to show how its plan reflects and is in concert with the College's Strategic Plan and EMP.

OAC then looked at developing forms that would reflect this approach. The committee recognized that the ideal format would be completely digital, so that all of the various data could be easily displayed and analyzed, with drop-down menus and pre-populated data.. They also determined that until an entirely digital format could be established through the College's I.T. Department, a format combining paper documents and digital input would be used. OAC then spent considerable time determining which data would be involved in PEP and PEP-Up. Among the data needed were enrollment, retention, success, persistence, and program learning outcomes. OAC also noted that PEP and PEP-Up templates and processes would need customized features for Career/Technical Education programs, including specialized data (such as labor market information and projections, number of degrees and certificates awarded, and job placement after graduation).

The OAC emphasized that the purpose of program review and planning was not filling out forms but going through the process of careful analysis of data to determine how well the program has been doing, how healthy and viable it is, and how the program could improve and develop to increase student success and better serve the needs of students and the community in the future. Program review and planning would lead to evidence-based requests for resources, to be submitted within the College's budgetary resource allocation process. OAC continues to work on revising the PEP and PEP-up templates, process, and timelines concurrently with the EMP development, and is projecting a Fall 2017 adoption.

Meanwhile, senior administration has been reflecting upon best practices to utilize the reviews and plans from the individual programs. The first step is to have the dean take responsibility for reminding each program within his or her responsibility of the guidelines and timelines for the process. Once each PEP and PEP-Up is completed, it would be the responsibility of the dean to write and sign a review, to be forwarded to the Vice President of Student Learning.

With this two-fold dean responsibility in mind (at the beginning and end of each PEP and PEP-UP), it is hoped that the faculty within the program will consult and work with the dean during the review and planning processes.

In the overall program review and planning process the dean has one more important responsibility: to synthesize all of the programs within the School he or she oversees and present suggestions for the future of the School, including, among other things, recommending which programs need to be improved, developed, and/or expanded as well as suggesting potential new programs the College might pursue, based on such data as enrollment trends, patterns of success, and the needs of the local and regional businesses and the community as a whole. The Vice President of Student Learning could then review the syntheses of all the Schools in recommending future educational directions for the College.

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## APPENDIX C: DISCOVERY PHASE: KEY THEMES FROM INTERNAL AND EXTERNAL STAKEHOLDERS

- Expanded, New, and Innovative Educational Programming
  - > Hospitality; food and beverage; culinary arts (Palm Springs?)
  - > Teacher aide, and teacher education (2+2)
  - > Salton Sea Education and Research Center / observatory
  - > Customer Service training
  - > Human resources; office assistants/marketing/web design/billing
  - > Health care: paramedic, phlebotomy, rad tech, dental assistant, respiratory therapy, pharmacy assistant, medical assisting, medical coding, medical lab tech, health & fitness, physician's assistant, veterinary tech, rad tech, mental health
  - > Services for geriatrics and disabled: speech; mobility; adaptive & MIMS (sensory) technologies; OT & PT aides
  - > Roadrunner Farms; Roadrunner Motors
  - > Ag: agri-business; farm to table; sustainability, food innovation hub, etc.
  - > Battery storage technology; transformers
  - > Comp Sci. / IT; digital technologies; cyber security; data farm
  - > Entrepreneurism / "Maker's Space"
  - > Global Studies Associate Degree for Transfer
  - > Film Studies and Photography
  - > Radio (KCOD); RTV/Film at Palm Springs; performing arts
  - > Effective use of outstanding community resource people (Forum Series, etc.)
  - > Athletics – expansion into sand volleyball; water sports via partnership with community

- Curriculum Design and Repackaging
  - > More curriculum redesign to stacked credentials
  - > CTE / Applied math & English
  - > Coordinate with CSUSB satellite campus expansion plan
  - > More coordination & communication of noncredit and credit programs/courses
  - > Interdisciplinary courses and programs, especially ones that with innovative and contextual pedagogies
  - > Revise the Administration of Justice program & rename Crime and Social Justice
  - > Eliminate non-viable programs
  - > Develop new programs as feasible; expand existing based on labor market needs
- Academic Breadth and Application
  - > More application of Institution Level Outcomes (ILOs) in all programs
  - > Innovation and automation across the curriculum, into all programs
  - > Equip all students with the technological skills needed to succeed in 2022
  - > Broaden the geographical and cultural horizons of students, esp. those who have spent their whole lives only in and around the Coachella Valley
  - > Workforce-ready training for all students
  - > College success course needed for all new students
- Extended Campuses/Centers
  - > Curriculum-driven growth plan, esp. for extension campuses
  - > Identify flagship/signature programs at each campus; align with high schools
  - > ECE and CDC services needed at extension campuses
  - > More courses needed at Desert Hot Springs and Indio (esp at night)
  - > More student services needed at extension campuses
  - > Facilities issues, including student study areas and faculty office pods
  - > Certificated and classified staffing to support expansion at centers
- Career-Technical Education (CTE)
  - > Align programs with external scan labor market data / Coachella Valley jobs
  - > CTE signature programs placed at COD campuses aligned with high schools
  - > CTE / Applied math & English
  - > Collaborate with CVEP for economic development & training for new business and industry partners in the Valley
  - > More internship courses for live work experience

- > CTE programs to match jobs
- > CTE program viability - some are showing a clear trend of declining enrollment
- > Just-in-time courses to meet industry training needs
- > More stacked certificates
- > Increased BA/BS articulation (see section on Articulation)
- > New programming (see section on Educational Programming)
- Program Advisory Committees
  - > Improve effectiveness of Program Advisory Committees (PACs)
  - > Consider advisory committees for non-CTE programs (e.g. in the visual and performing arts)
  - > Use expertise of PACs for curriculum revisions, SLOs & PLOs, facilities planning, equipment choices, etc.
  - > Strengthen PACs to ensure all meet frequently and have broad employer representation, community member chairs, strong attendance, and a productive annual work plan that uses data and provides advice to College program(s)
  - > Use more contemporary vehicles (more technology) to increase meeting frequency and quality of input by members for advising the program
  - > Suggest both seasoned employees and recent graduate voice on PACs
- Academic Transfer/Non-CTE Program Issues
  - > Some non-CTE programs could benefit from Advisory Committees (e.g. Visual and Performing Arts, Radio, etc.)
  - > Teacher prep – articulated agreement for BA and teaching credential
  - > Special education classes needed
  - > Examine entry-level English & math coursework; collaborate with K-12 districts
  - > Increased BA/BS articulation (see section on Articulation)
  - > New programming (see section on Educational Programming)
- Articulation Concerns (streamlined; access to Bachelors degrees; partnerships)
  - > More articulation agreements, esp. with CSUSB and its expansion plan
  - > Marketing materials for high school students and parents showing 2+2+2 of all three educational partners on one sheet
  - > ADN to BSN articulation: more local options
  - > ADN to BSN articulation: smoother transition (bridge class; critical thinking)
  - > Targeted agreements in CSUSB program areas

- > Possible bachelor's degrees from COD
- > Active participation in Coachella Valley Compact
- > Active participation in Coachella Valley Economic Partnership
- Research needs
  - > Improve templates and process for program reviews
  - > Disaggregated data; research on retention & success barriers
  - > Strategies to improve College readiness in English and esp. math; adopt what's working in cohort models and Edge and scale up
  - > More info on high school capture rate (what should it be? Where are they going?)
  - > More info from CCSSE and plan actions on results
  - > More research needed on what students mean by "availability of classes" – listed as the "most significant area needing improvement at the college" (possibly add targeted questions to Spring CCSSE survey)
  - > Examine results of CCSSE vs. CCSSFE and take action on results
  - > Many program ideas expressed but not all match the job market; research/feasibility study may be needed for a few that may be potentially viable
- Delivery Modes
  - > More complete programs fully online
  - > More online courses (48% students said they want on-line; only 18% non-students think students want on-line)
  - > More hybrid courses
  - > Non-traditional scheduling (evenings, summer, 8 wk short-term, week-ends)
  - > Scheduling delivery options to meet the needs of working adults
  - > More cohort approaches
- Scheduling issues and options
  - > Facilities utilization study results need to inform schedule redesign process
  - > Schedule redesign needed to match a 16 week semester academic calendar
  - > Schedule redesign so students can get full-time schedule & complete in 2 yrs.
  - > Many comments about poor scheduling: schedule classes when students need them, not when teachers want to teach; schedule should be student-centered, not faculty-centered; schedule should be designed so students can attend full-time without multiple scheduling conflicts among required courses
  - > Many comments about more sections of English, math and science needed; determine if this is still true following schedule redesign; consider predictive analytics to assist



- > Students cited that too many people have priority registration, so no one is a priority, and those without it can't complete their degree in two years
- > More evening courses in Indio; note student bus travel time
- > More classes in Desert Hot Springs
- > Non-traditional schedule options for incumbent workers/working adults
- > Start evening classes between 5:30 - 6 pm
- > Start early morning classes earlier
- > Short-term classes: two back-to-back 8 week courses over the 16 week semester; some late start classes
- > Week-end, evening, and summer offerings
- > Schedule coordination with high schools for more concurrent enrollment classes
- > Break into smaller units (e.g. one unit modules); stacked credential approach
- > Use more cohort scheduling including high school cohorts
- Assessment Testing needs
  - > Pre-assessment test prep (like EDGE approach) for all students
  - > More frequent Accuplacer testing on-site at high schools
  - > Better use of multiple measures
- Student services; support services for retention and persistence to certificate/degree completion; campus life
  - > Student Educational Plan (SEP) for every student so they take the right classes and complete their degree in less time
  - > Better and more accurate counseling needed, esp. for transfer
  - > Student welcome center / first stop center
  - > Continued Financial aid and scholarship support
  - > More developed First Year Experience and required college success course/workshop
  - > Student services open at night (e.g. bookstore; tutoring; counseling)
  - > Extended hours for Library/study/computer areas (nights & week-ends)
  - > Library increased data bases and RFID checkout system
  - > Ease the burden of students' textbook costs; provide digital and free technology such as Open Education Resource
  - > More student worker positions (jobs)
  - > More support and use of Career and Workforce Solutions Center services; employment assistance
  - > Student services at extension campuses
  - > More on-line student services

- > Develop Academic Honors program
- > Financial literacy training
- > Food / nutritional support; EBT in Beeps Café
- > More healthy food choices & vegan
- > Child care
- > Faculty mentoring; Peer Student mentoring
- > ASCOD at extension campuses
- > More clubs; access to physical fitness and the arts
- High School collaboration
  - > More dual and concurrent enrollment classes
  - > Better curricular alignment to decrease time to degree
  - > Connection to K-12 Health Care Academies
  - > Faculty-to-faculty collaboration between K-12 and COD
  - > More assessment testing and COD counselors on-site at high schools
  - > Support for high school students in the COD enrollment process (application, FAFSA, Edge/Pledge, testing, registration, etc.)
  - > Guided Pathways; better sequencing K-12 to COD CTE coursework
  - > Articulated courses (at least one each) in each K-12 Career pathway
  - > Focused effort on improving math college readiness
  - > Discussion/collaboration for services to Adult Ed and Special Ed students
  - > More “field trips” from K-12 to COD campus
  - > More COD outreach of COD reps on-site at high schools
  - > More COD sessions for high school students’ parents on site at HS
  - > Increase number of High School instructors approved to teach COD courses
  - > More COD professors teaching courses on site at high schools
  - > Joint marketing materials (curriculum guides) for HS students and their parents showing K-12 to COD pathways to degree
- Staffing issues
  - > Staffing Master Plan is important to support the Educational Master Plan and Facilities Master Plan (faculty, administration, and support staff)
  - > More full-time faculty, not just adjuncts with FTE growth
  - > Administrative and student services staff in addition to faculty with college expansion efforts
  - > Continuity of administrators at COD

- > More Latino tenured faculty and administrators to mirror student population
- > With increased student headcount, and planned center expansion, examine increasing student services staff loads
- > More student real work experience, internships, and student jobs
- > Respect and integration of adjunct faculty with full-time faculty
- > Mentoring for new full-time and adjunct faculty
- > More security staff (not just for parking lots)
- > More maintenance staff, esp. with more facilities
- > Address negative comments about math faculty – teaching approach and treatment of students
- Facilities Issues
  - > House science wet labs in one building; dry in another; put all chemistry offerings in one building
  - > Dedicated writing lab needed
  - > Redesign faculty office space into “pods” for better facility use and dialogue; conference rooms for private meetings with students; extension sites: faculty office pod at each campus to house visiting full-time and part-time faculty
  - > Medium-sized meeting space (20-60 people) needed for committees, dialogue sessions, professional development sessions, etc.
  - > More student study areas and computer labs needed
  - > Campus life for students – need more “gathering places” in each building and outside
  - > Outdoor study areas with plug-ins; more shade trees
  - > Lecture classrooms need to hold 50-60 students (not 30); labs need to be larger also, depending on curriculum, but not 15
  - > Rethink assigned area for DSPPS; improved 508 accessibility (technology)
  - > Permanent Palm Springs campus location
  - > Facilities Plan aligned with each site’s flagship programs
  - > Technology Plan (for both instructional classrooms and administrative support) to be developed in conjunction with Facilities Master Plan
  - > Don’t outrun demand; use facilities monies “smartly” - avoid later redesign
  - > High schools should not have better facilities than college
  - > Better security in new Facilities Plan
  - > More lighting on campus at night; address ADA concerns
  - > Better signage needed
  - > Better maintenance, esp. classrooms and restrooms
  - > Current and future technologies in facilities for programs

- > Facilities utilization study results to inform development of Facilities Management Plan
- > Coordinate with CSUSB satellite campus expansion
- > Parking, parking, parking; consider a parking structure
- > More electric vehicle chargers; more focus on a “green” campus with sustainability, serious recycling, etc.
- > Consider becoming a non-smoking campus
- > Physical fitness center, clubs, facilities for student activities in new Student Union
- Communications and culture
  - > Web site needs work to be more user-friendly for students and public
  - > Use the College’s graphic arts program and students within it to help design communication graphics that appeal to fellow students
  - > Web site needs to have easy access to short version of important info for staff with link to more in-depth if needed
  - > Too many emails; replace all the emails regarding events with a college events calendar and stop people sending email ads for them
  - > More communication with and mentoring for new faculty/staff (e.g. data about students, faculty advising info, retention strategies, etc.)
  - > Determine effective communication processes across and among various campuses of COD
  - > Better communication for recruitment of: home-schooled, more high school students, homeless, military service families, veterans, and incumbent workers (especially those in minimum wage, retail, child care, and hospitality industry jobs)
  - > Provide “State of the College” report to the community annually
  - > Strengthened communications with CSUSB are needed, esp. with planned campus expansion of both entities
  - > Need strategies to develop the new internal “COD culture” with all the new employees
- Administrative and other support services
  - > Vision statement - include providing highly skilled/highly trained workforce?
  - > Align foundation and grants with EMP
  - > More processes moved to electronic formats

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