Comprehensive Program Review
2010-2015 (5 years)

Agriculture Program Objectives (2010-11)
1. Replace the vacant faculty member position.
2. Renovation of facilities.
3. Increase Adjunct Pool.
4. Improve community awareness and participation.
5. Add on-line curriculum in plant science.
6. Offer the examination for the ‘Qualified Pesticide Applicators’ certificate.
7. Expand offerings in the GIS area.

Architecture and Environmental Design Program Objectives (2010-11)
1.1 Revise the current Building Inspection Technology certificate curriculum to align with the changes and requirements of the California Building Codes that include the addition of two new sections (Green Building Standards Code (CALGreen), and the California Residential Code).
1.1 Revise General Drafting certificate to reflect the current technological changes in industry.
1.4 Use marketing and outreach strategy to increase enrollments.
1.6 All faculty will attend more events and more frequently
1.3 Begin and complete assessment cycle for all courses
1.7 Review the current prerequisite for all courses in the program and determine modifications as needed.
2.1 Request improvements to existing classrooms or request to be relocated to a new location.
3.2 Request funding for equipment or search for external aid.

Culinary Arts Program Objectives (2010-11) NONE

Fire Technology Program Objectives (2010-11)
• We need to focus on meeting state accreditation requirements.
• Continue to focus on the accreditation process
• Focus on evaluating and making appropriate changes to curriculum as needed.
• Continue to offer enough courses to allow students to complete their degrees in 2 years
• Continue working with to students to improve on their success rate
• Continue recruiting qualified & certified adjunct faculty to expand the program
• To monitor and continue improvements as needed
• Continue to focus on meeting needed requirements
• To recruit and hire a full time program manager and clerical support staff
• Continue to provide proper facilities maintenance
• To continue to acquire needed equipment and provide proper maintenance
• Continue to provide needed services

**Hospitality Management Program Objectives (2010-11)**

1-1.1 A certificate program will be developed that will place more potential hospitality workers into the workplace than is currently the case.

1-2.8 An improved basic technology competency component needs to be added to the curriculum.

1-2.11 The students’ exposure to the Hospitality work environment needs to be increased.

2-1.5 We need to update the articulation agreement with Cal Poly Pomona and develop an articulation with CSU San Diego.

2-2.1 Once the College’s Hospitality Program has been revamped, it needs to be more aggressively marketed until a positive word-of-mouth campaign can kick in.

2-2.5 There is a need to increase the Hospitality Operations course to twice a year from its current status of once a year.

3-1.1 Full-time faculty member needs externships, sabbatical or release time to quicken/deepen Hospitality operations knowledge.

3-1.7 We will, within two years, need more than a 1/5th full time and a 1/3rd adjunct faculty to appropriately build up Hospitality Program.

3-2.2 Current list of SLO’s will be reviewed, modified as appropriate, and coordinated with Culinary and Golf Management and then assessed.

3-2.9 A topical assessment of the curriculum for all three areas [Culinary, Hospitality Management, and Golf Management will be conducted within the semester and then changes as necessary will be presented to the Curriculum Committee.

3-3.3 There is a need to increase the Hospitality Operations course to twice a year from its current status of once a year.

3-3.10 Current list of SLO’s will be reviewed, modified as appropriate, and coordinated with Culinary and Golf Management and then assessed.

4-1.3 Current list of SLO’s will be reviewed, modified as appropriate, and coordinated with Culinary and Golf Management and then assessed.
An industry search for basic texts/sources will be conducted by the end of the Spring 2011 semester.

Nighttime instructors will make a list of their student’s service needs and see what accommodation can be made.

**Multimedia Studies (Journalism, Mass Communication, RTV-Film) Program Objectives (2010-11)**

1. The temporary Program Development committee will explore the feasibility of hiring a full-time faculty member with a broad background in digital multimedia production.
2. The Program Development Committee’s responsibilities should be expanded to include writing a course in Radio Production, to be approved by the Curriculum Committee for appropriate implementation no later than Fall 2012.
3. The Program Development Committee will draw up a list of proposed members for a Program Advisory Committee to be submitted by the end of Spring 2011, with recommendations for how the Advisory Committee should be established and maintained.
4. The Program Development Committee, working with administration and the Foundation, should explore every way of financing an endowed professorship or directorship for the Multimedia Studies program.
5. A policy should be established, on the administrative level, that until a full-time faculty member with a broad background in digital multimedia production is hired, an ongoing year-round Program Development Committee will meet the various needs of the Multimedia Studies program that normally would be taken care of by a full-time faculty member.
6. The Program Development Committee should explore establishing certificate programs geared toward preparing students to move directly into the multimedia workforce.
7. The Program Development Committee should explore alternatives to State of California funding, including models such as fee-based workshops and training programs that could be financially self-sustaining.
8. By the end of Spring 2011 the Program Development Committee will provide a Five-Year Plan for the growth of the program.
9. The current temporary Program Development Committee, scheduled to be terminated at the end of the Spring 2011 semester, should be extended to become an ongoing, year-round Program Development Committee to provide for the needs outlined above until a full-time program faculty member or director can be hired.
10. Cycle 1 will be completed successfully by Spring 2012.
11. In the absence of full-time faculty to take responsibility for maintaining and updating program courses and Outcomes and Assessments, an administrative policy should be adopted that these responsibilities will be taken over by a year-round Program Development Committee, until such time as full-time faculty is hired.
12. A Radio Production course should be written for submission to the Curriculum Committee, with a target date for adding it to the curriculum in Spring 2012.
13. Create a policy, on the administrative level, that until a full-time faculty is hired, development of courses to expand the Multimedia Studies program will be provided by a year-round Program Development Committee.

14. The current Program Development Committee should explore the addition of new UC/CSU transferable courses:
   - A course in New Media
   - A course in Digital Video Editing
   - A course in Advertising

15. The Program Development committee will explore the feasibility of hiring a full-time faculty with a broad background in Multimedia Studies.

16. Extend the grant-supported Program Development Committee to monitor and insure the health of the program through Spring 2012, or until a full-time faculty member with a broad background in digital mass media production is hired.

17. Create a policy, on the administrative level, that until a full-time faculty is hired a year-round Program Development committee will support the program, oversee the OAR process and maintain the schedule.

18. Create a policy, on the administrative level, that until a full-time faculty is hired, compliance requirements of the program will be provided by a year-round Program Development committee.

19. Explore the creation of a pilot program Adjunct Lead Faculty position to begin in Spring 2012.

20. Beginning Fall 2011, the Academic Skills Center will offer four Windows 7 computers with Windows Movie Maker for use by Motion Picture Production students for video editing.

21. ASC will offer two Windows 7 computers with more advanced Avid Studio video editing software for use by Advanced Motion Picture Production students.

22. ASC will train and make available an experienced Motion Picture Production student to serve as Tutor for basic and advanced video editing in Fall 2011, as well as a second student to serve as a backup Tutor who will continue in Spring 2012.

23. The IT Department should consider upgrading the projector and computer in the Pollack Theater, and designing a more resilient, professor-proof system of controlling projection and sound.

24. Provide a camera, tripod and a way to play back videos recorded in the classroom for the Broadcast Announcing class.

25. Program Development Committee will create a list of recommendations for equipment for KCOD.

26. Academic Skills Center will bring four Windows 7 computers online for use by all video production students with Windows 7 Movie Maker.

27. ASC will bring two Windows 7 computers online for use by Advanced Video Production students with Avid Studio editing software.

28. ASC will train and make available an experienced student to serve as tutor for basic and advanced video editing.

29. The Program Development Committee will make recommendations to Student Services for an adjustment to the career advisor policy to allow, on a temporary basis, career counseling
by a qualified adjunct faculty member until a full-time faculty member with broad multimedia experience is hired.

Mathematics Program Objectives (2010-11) NONE

Nutrition and Diet Program Objectives (2010-11)

- We want to phase Chaffey out, as soon as possible, long term-goal, as the counselors report students are interested but quickly are put off by the idea of having to commute to Chaffey. But with the budget issues we can’t provide the courses needed at this time. Our present challenge is to minimize the hardship placed on students by offering courses online, perhaps, and by placing students in internships in local facilities. Chaffey has agreed to this in the past but it was not understood by the counselors so they in turn could not pass on to the students. The communication breakdown needs to be addressed.

- The best of course is to have a viable program long-term, certificates along with transfer degrees for our students who want to pursue a career in the nutrition profession. As it stands now students who are interested in majoring in nutrition really do not have a feasible option on our campus. This is sad, as Coachella valley has one of the highest rates of childhood obesity in the state. We need more trained nutrition professional out there working in the many different areas to really make a difference in our community.

- Use marketing strategy to increase enrollments.

- The best of course is to have a viable program long-term, certificates along with transfer degrees for our students who want to pursue a career in the nutrition profession. As it stands now students who are interested in majoring in nutrition really do not have a feasible option on our campus. This is sad, as Coachella valley has one of the highest rates of childhood obesity in the state. We need more trained nutrition professional out there working in the many different areas to really make a difference in our community.

- The course exposes the student to a wide range of principles, perspectives, and knowledge of the discipline.

- The course is a whole unto itself and not primarily part of a sequence of courses. A student does not need courses that precede or follow this one to gain a general education experience

- The course prepares students to make comparative and critical evaluations of the principles, perspectives, and knowledge within the discipline.

- The course provides a broad base of knowledge or technique from which the student can continue learning in the discipline

- Form an advisory board

- Actively pursue ways to capture funding to redesign our program

- The lack of a full time faculty has caused the program to not meet the needs of the community for trained entry-level nutrition professionals. It has been ineffective at best demonstrated by the poor completion rates (1 student) in the past 2 years up from zero for a number of years.
• We anticipate there will be a need for a supervisory position for our emerging nutrition certificate students who will be applying to take the certification DMA or WIC exams and who will then transfer into approved curriculum programs at the university level.
• Let’s Get Better!

**Performing Arts Program Objectives (2010-11)**
1. Strengthen Dance and Technical Theatre with new/updated curriculum, FT faculty and a FT Theatre Technician.
2. Strengthen all disciplines within the program by improving facilities and equipment with much-needed repair and renovation.
3. Continue to strengthen jazz program with new curriculum (MUS-050A & MUS-050B – Jazz Guitar).
4. Strengthen Dance and Technical Theatre programs with new, updated curriculum and a fulltime faculty member in each area.
5. Strengthen all Performing Arts disciplines programs by a) restoring Theatre Technician to a 12-month dedicated position and b) improving facilities and equipment with much-needed repair and renovation.
6. Strengthen Dance and Theatre programs with one fulltime tenure track faculty in each area.
7. Hire a minimum of two FT tenure-track positions for 2011-2012:
   - Theatre Arts
   - Dance

• Restore Theatre Technician position to a 12-month position dedicated to Performing Arts.
• Work with CSEA to consolidate accompanist positions and restore ISA position.
• Plan for and identify permanent, appropriate instructional, rehearsal and performance spaces.
• Regular assessment of classroom and performance spaces for updating and repair.
• Restore Theatre Technician position to its original 12-month assignment and duties.
• Acquire portable trailers to serve as dressing rooms and costume storage.
• Restore Theatre Technician position to its original 12-month assignment and duties.
• Restock and repair equipment inventory.
• Better communication of program requirements, outcomes and objectives with counselors

**Social Sciences Program Objectives (2010-11)**
- Continue to support District mission
- Continue to provide high quality instruction in transferable courses.
  - 2.5 Continue to focus on critical thinking as a core curriculum competency.
• Ensure sufficient number of full-time faculty to meet student needs.
  - Replace History and Sociology retirees’
  - Replace Political Science faculty at retirement.
  - Develop FT position for Philosophy instructor
  - Develop FT position for Geography instructor
• Continue assessments for all Social Sciences courses.
- Maintain the integrity and quality of Social Sciences disciplines, degrees and Program.
- Maintain integrity of high quality instruction and course assessment.
- Replace retired faculty in Sociology, History and Political Science.
- Hire additional faculty in Philosophy and Geography faculty.
- Upgrade media equipment in Soc 10. Professor Hardy would like to upgrade her class lectures from Soc. 10 to one of the more technologically equipped rooms. She does however appreciate her current class location and the storage cabinets in same room with collections she uses on a regular basis. Is there any chance of upgrading Soc 10?

• What do we need to better serve our students?
  - All disciplines express need to upgrade their equipment particularly their media collections.
  - Students in Philosophy 12: World Religions would benefit by viewing brand new instructional videos presenting the major world religions. The few titles in the collection are over twenty years old, and in the obsolete VHS tape format. The same is said for Anthropology; topics and media formats are outdated.
  - Use technology to expand student opportunities for student learning College goal IC.
  - Need to upgrade laptop computers for those in need
  - Need to ensure laptops for all FT faculty
  - College Goal II 2010-2011: foster an organizational culture that puts learning first.
  - Offer Geography courses at other COD sites
  - Offer online Cultural Anthropology each semester.

Administration of Justice Program Objectives (2011-12)

1.1 & 1.2: Increase the number of students that complete the Administration of Justice-Certificate of Completion in AJ; 2) AS Degree in AJ for employment preparations; or, 3) AS Degree in AJ for transfer to a four year college/ university.

2.5: When funding is available, add one additional section of AJ-001 on Wednesday 1PM to 5:15PM in PSA-13, COD Campus, in the 12 week format to accommodate working students entering the AJ program.

1.2: Establish a new Adjunct Faculty Pool for the AJ Courses (AJ-001 through AJ-030) Instructors.

2.10: Each semester the textbook will be reviewed.

3.3: Faculty will be trained in the need to provide student direction in obtaining their Certificate of Completion or Association Degree in AJ. Coordinating will continue with the Counseling Services provided by Student Affairs.
4.1: The two AJ-001 instructors will provide each student with a brief description of the Certificate of Completion and Associate of Science Degree information in the AJ Program. Each Student will be guided into establishing an academic goal.

1.2: Establish the Adjunct Faculty Pool no later than December 31, 2011.

2.1: Continue to emphasis the growth if the AJ Program using current strategies.

3.1 As funding becomes available, continue to up-date the DVD’s utilized in the AJ Classrooms.

**Computer Information Systems Program Objectives (2011-12)**

- Our primary objective is to complete and offer the last course required for the new program. This course was originally planned as a four unit lecture/lab course in Business Presentations. During development, we discovered that much of the planned content is already included in a Business course BUMA 94 so we decided to look at combining the two courses with BUMA 94 as a full three unit course and cis 16 Business Presentations a one or two unit Word and PowerPoint companion lab. These discussions were postponed until development of the new Business 1440 degree.
- A second objective is to create an Office Professional certificate that packages existing CIS courses and Business courses into an eighteen unit certificate.
- A third objective is to continue evaluating the CIS program to be sure it meets current technology needs.
- We are also watching the development of the 1440 CIS transfer degree and are participating as readers in the C-ID program.
- Review with our advisory committee to be sure we are meeting the needs of the community.
- Staying current with technology is a major challenge for CIS/CS faculty but most courses are lower division and therefore not qualified for Professional Advancement credit. We recommend providing credit for courses that are appropriate to professional growth AND providing a stipend to adjunct for course development.
- To meet the changing needs of our students, in 2012/2013 we will be offering hybrid sections of cis 10 where students attend the lecture in the classroom but are allowed to complete the lab assignments in either the cis classroom labs or online.
- As the CIS program evolves and becomes closer to business, it might be advisable to consider it an area of emphasis under the business degree rather than a separate program.
- Courses should also be realigned into an Office Professional Certificate.
Advising, advising, advising.
Work with the Senate and Student Services to improve advising.
Establish a new Advisory Committee
Given the current budget situation, we will continue working with the resources we have to keep the CIS program viable
More Perkins involvement to justify receiving funds for the second classroom.
Let’s Get Better!

Early Childhood Education Program Objectives (2011-12)

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

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

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

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

II-C. Expand Program Offerings for Elementary Teachers: The name of the School has changed to Health Science and Education. We have proposed to offer a Special Needs ECE Certificate and an Elementary Teacher Assistant Certificate. Faculty release time to develop these program is necessary. We need to remain competitive in the Valley and across the state to provide the best education to our students.
III.A. Sustain and Expand a Diverse and Content- Strong ECE Faculty: Expand course offerings to sustain a vibrant ECE adjunct faculty pool and seek continued faculty cross fertilization and training activities.

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

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

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

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

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

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

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

III.I. Enhance Developmentally Appropriate Practices Among All ECE Faculty: Conversations among faculty about pedagogy and shared assignment rubrics may also bring a greater understanding to the reduction in course completion rates.
Complete Statistical Analysis of ECE 10 Prerequisite. Student success and completion rates in ECE 10 have declined since 2010 when the prerequisite of English 51 was eliminated. The statistical analysis should be presented to the Curriculum Committee to support a motion to return the English 51 prerequisite to ECE 10.

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

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

Expand ECE Course Offerings

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

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

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

English Program Objectives (2011-12)

- Our objective is to continue to meet student demand as much as possible. Through our student survey we know we are offering courses at times students need and in the formats (i.e., online) that they desire.
- We will continue to work on implementation of alternative delivery strategies so that we can streamline our offerings as a way to get students the core skills they need while shortening the path/number of courses they need to take.
- We will continue to advocate for our students, whose voices are often lost here.
- Faculty will continue to provide the best instruction possible given the increasing need of our writing courses and given our shortage of full time faculty in this program.
- We will continue to try to improve interactions with adjunct faculty in an effort to ensure that student materials are more consistent and clear in conveying student learning outcomes and other expectations.
- Beginning in fall 2011, an accelerated English course was piloted, condensing two semesters of basic skills English into one. The course is being taught again in spring 2012.
• We have also created two new courses that will serve as a writing/reading combination course; these will be taught beginning in the fall of 2012.
• The preliminary findings from the English pilot (and a connected Reading course being piloted), is that while the success of students was a little lower than average, more students persisted to the next level, thus stopping the “leakage” that often occurs. We hope to see this trend continue as more sections of these new courses are taught.
• We also expect as the content of the course is refined and expand into a four unit course beginning in fall 2012 that student success will actually improve.
• Beginning in fall 2012, a new Outcomes and Assessment Committee will be in place and working under the auspices of the Academic Senate. With this committee in place, English, like other areas, will have guidance for refining our assessment process and in time all courses will be regularly assessed.
• Through the Curriculum Committee, we expect a policy to be drafted that guides our prerequisite validation process. With a standard in place across campus, we hope to be able to effectively validate prerequisites and also assist cross-disciplinary colleagues in determining whether courses in our program should be prerequisites for their courses.
• Integrate full time faculty into teaching more evening and off campus sections of our program’s offerings.

English as a Second Language (credit) Program Objectives (2011-12)

• Our objective is to continue to meet student demand as much as possible. We will continue to streamline core competencies by partnering with other disciplines like Reading and Library and Information Studies.
• Continue to meet community needs as best as possible.
• ESL faculty would like to see an increase in communication and collaboration between ESL credit, ESL non-credit, ESL fee-based, and Intensive English Academy since all three of those areas articulate with credit ESL.
• ESL hopes to utilize the new college hour to meet with faculty in other disciplines to discuss advisory pre-requisites.
• Based on an informal survey of grammar students in fall 2011, there may be demand for offering grammar in a lab setting or even potentially a hybrid of online/traditional classes. We will be revising our grammar sequence in the next year.
• ESL is currently revising and updating program outcomes.
• We are researching alternative delivery methods for our Grammar courses: possibly decreasing units, or changing to hybrid courses that would provide more personalized online practice.
• By the end of spring 2012, ESL will have all SLO assessments complete.
• Through the Curriculum Committee, we expect a policy to be drafted that guides our prerequisite validation process. With a standard in place across campus, we hope to be able to effectively validate prerequisites and also assist cross-disciplinary colleagues in determining whether courses in our program should be prerequisites for their courses. Communicate the message across campus that ESL is an integral part of student success at COD required under title V and HSI grant.
• ESL would like to have a pool of qualified Adjunct instructors to fill sections as they become available.
• ESL hopes to have designated classroom space once the new communication Building is complete.
• Access necessary equipment that will better enhance students’ learning.
• There is a great need for ESL classes in East Coachella Valley, and we would like to be able to offer sections in Indio and Mecca.

English as a Second Language (non-credit) Program Objectives (2011-12)

2.1 And 2.2 We need to strengthen the reading and writing areas of the ESLN curriculum and, budget permitting, re-introduce the tutor program and writing clinics for students.
• We would like to be able to continue to grow, especially in the Eastern Valley, in order to meet the needs of the area. Ideally, we would like to offer higher levels of the ESLN program at EVC in the morning and evening.
• We would like to provide further opportunity for faculty development and hope to be able to continue these workshops to strengthen the pedagogical and methodological skills of the ESLN instructors.
• There is a need to continue to work on the course outlines and SLOs to make sure they correspond to students’ needs. The areas of reading and writing especially need to be strengthened.
• We will re-evaluate the course materials for all levels.
• We will continue to provide study skills in addition to language acquisition to ensure the success of our students. Different teaching materials, which will help the students better acquire necessary language skills, are needed.
• Some of the SLOs need to be modified.
• We need to continue improving the administering of CASAS to secure as many funds as possible.
• When the budgetary situation improves, more full-time classified staff would be especially welcome.
• It would be more conducive to language learning if we could use bigger classrooms on Palm Desert Campus. Once the budget improves and we can offer more sections again, we would like to have more classrooms at EVC in the morning and evening.
• Blinds on the HILB classroom windows need to be installed. They are necessary since an effective use of the LCD and overhead projectors at certain times of the day is almost impossible due to the glare of the sun
• As the budget improves, we would like to be able to expand the evening services at all locations.

Department of Kinesiology Program Objectives (2011-12)

1. Increase transfer rates of Kinesiology students by implementing the TMC A.A. degree.

2. Research certificate programs in the following areas: a. Recreation Sport Management b. Athletic Training/Physical Therapy Assistant

3. Develop an advisory position for certificate students.

1. Increase transfer rates of students with an interest in PE/Kinesiology and Health related fields.

2. Promote kinesiology through the education of students about kinesiology as a career choice.

3. Promote Health related fields such as, Wellness, Recreation and Leisure Studies, Sports Management, and Physical Therapy.

4. Increase the number of students pursuing TMC and/or certificates for employment.

5. Continue to reassess and adapt to new changes.

6. Articulate to CSU and UC by attending external meetings and maintaining contact with Kinesiology department chairs.

7. Develop new certificated programs.

1. Hire more full time faculty.

2. Identify facility and learning space issues

3. Construct timeline for upgrades and repairs of equipment.

4. Continue to move all courses thru the SLO Assessment cycle.

5. Continue to implement changes as a result of SLO assessments.

6. Student advising is a priority in order for us to increase transfer rates.

1. Reevaluate and update course outline with SLOs as needed.

2. Validate prerequisites.

3. Appoint a person or establish a committee to oversee and direct prerequisite decisions for courses.
1. Continue to pursue and gain approval for certificates within the program

2. Continue to promote the field of Kinesiology, prospective careers and the opportunity to complete the program within two years.

3. Actively pursue ways to capture funding to increase our course offerings to support our certificates and TMC A.A. degree.

1. Increase awareness of Kinesiology program.

2. Increase number of students transferring with a degree in Kinesiology.

3. Make improvements in the mentoring and goal setting of students declaring a degree in Kinesiology for better transfer success and career opportunities. Need to create a position to coordinate the appropriate academic preparation, advisement, and supervision for our Kinesiology and Health Education students to compete for admission to four year institutions.

4. Actively pursue ways to capture funding to increase our course offerings to support our certificates and TMC A.A. degree. 45% of our students surveyed were negatively affected by the reduction in course offerings (see attached survey).

5. Increase our student knowledge and interest (2.4% of our students surveyed reported an interest in Kinesiology as a major) in pursuing Kinesiology and related fields as a major. This can be accomplished by faculty promoting and educating our 2200 students (per semester) in the over 40 different Health and Kinesiology based classes we offer.

1. Continue to move all course thru the SLO Assessment cycle.

2. Implement changes as a result of SLO assessments.

1. To comply with state accreditation requirements and strive toward the statewide goals outlined by the Chancellor’s Office for California Community Colleges.

1. Develop a position to assist with a) academic advising of our PE/Kinesiology majors, b) direct student athletic trainers in the Athletic Training room, c) to serve as a Certified Athletic Trainer for the Athletic Department, and d) assist with the preparation of the Fitness professional as well as in Athletic Training room.

2. Keep and expand course offerings including the east and west ends of the valley.

3. Continue to improve curriculum. Keep faculty current in fitness trends, principles, and educational leadership.

1. Identify facility and learning space issues.

2. Construct timeline for upgrades and repairs of equipment.

3. Expand instruction, facilities, and classes in east and west end of the valley.
1. Construct timeline for upgrades and repairs of equipment.

2. Stay actively involved in bond issues in order to negotiate how equipment needs for new facilities will be addressed.

1. Recruit more Kinesiology departmental personnel and faculty to assist our students.

2. Work with counseling center to better assist Kinesiology students.

3. Promote counseling and advising services.

4. Develop Kinesiology web page.

5. Work with maintenance department to negotiate sufficient custodial services to meet our facilities needs.

1. Increase class offerings to meet diverse student need on Palm Desert campus as well as east and west campuses.

2. Increase number of students transferring with A.A. in Kinesiology.

3. Make improvements in the mentoring and goal setting of students declaring a degree in Kinesiology for better transfer success and career opportunities.

4. Develop a relationship with community fitness and athletic centers, hotels and other recreational institutions to increase employment of fitness specialist certified students.

5. Encourage students to develop a Kinesiology Student Association (KSA) utilizing the new college hour to help them network, collaborate, and transfer.

**Nurse Assistant-HS-064 Home Health Aide-HS-006 Program Objectives (2011-12)**

1. The primary objective is to continue to meet the employment needs of the skilled nursing, long-term, and assisted living facilities in the Coachella Valley.

2. A secondary objective is to provide an opportunity for health care employment after a relatively short preparation time.

3. Consistently offer quality education for the expanding need for trained CNAs.

4. Reinstate the home health aide course which has not been offered since 2005.

5. Increase section offerings per semester to more adequately fill the community need.

6. Find clinical sites for HHA and update course to meet community need.

7. Find new/additional sources of funding for the program.

8. Recruit and retain qualified and dedicated instructors to ensure the continuation of this program.

9. Maintain currency and adhere to all regulatory requirements for continued certification of program, its instructors, and graduates.

10. To allow increased numbers of better prepared students into the program.

11. To consistently make available CNA certification to qualified applicants for employment in health care environments.
12. Maintain approval of HHA and reinstate this offering in the near future.
13. Maintain regulatory currency at state level.
14. Provide well prepared certificated graduates of the program for work in local community agencies.
15. Increase the number of students completing the course, taking the exam and getting certification.
16. Incorporate a variety of teaching methods to achieve SLOs.
17. Recruit and provide accountable, prepared faculty sufficient to assist with student numbers and needs, and as a backup for consistent course offering.
18. Identify and pursue additional clinical facilities.
19. Work closely with other programs in the valley to facilitate clinical scheduling of clinical days and times.
20. Budget appropriately and locate further resources for updating/replacing equipment.
21. Utilize available funding to purchase and maintain clinical equipment used in training.
22. Provide adequate and consistent services for students and potential students to support their career choices.
23. Provide well trained resourceful graduates to community facilities for employment.

**Economics Program Objectives (2011-12)**

**NONE**

**Accounting Program Objectives (2012-13)**

1.5. Explore opportunities to expand our involvement with the Riverside County VITA program so students can experience the reward of community service while at the same time gaining valuable professional tax accounting experience.

1.5. Further prepare students for professional licensing or certification in specified areas of accounting. For example, faculty will be exploring opportunities broaden our tax accounting program to provide students with the required curriculum in order to prepare them for eligibility to take the Internal Revenue Service Enrolled Agents Exam and the California Registered Tax Preparers exam. In addition, we will be exploring the requirements for QuickBooks Certification and the possibility of aligning our curriculum to meet those requirements.

1.9. Monitor student success and retention rates with the goal of increasing both. Faculty is committed to developing a learning environment that gives students the best opportunity for a successful educational experience.

1.1 Work with our advisory committee to insure we are meeting the needs of the accounting community.
1.4 Develop career and employment outreach programs to market the COD accounting program to perspective students.

1.5 Work with local high school accounting instructors to form articulation agreements in order to provide high school students a direct connection with COD.

1.6 Remain current with ever the ever changing accounting rules and procedures particularly as they relate to on-going changes in the tax law and the convergence of American Accounting Standards to International Accounting Standards.

1.6 Stay current of new standards with computerized accounting systems and technological development.

2.10 Develop more online course offerings.

Automotive/ Advanced Transportation Technology Program Objectives (2012-13)

1. One of the objectives, as the Programs continue, will be to improve how the quality of the competencies and missions are taught so as to improve the knowledge and skills of the students participating in the Programs. This will make the student more hirable and help to improve the students’ career success. This will be done by revisions to lab activity sheets, revisions of text book choice and the development of an AUTOMOTIVE FAST TRACK program.

2. The Programs will seek to provide new education and training opportunities for professional development for those currently employed in the transportation industry. These new opportunities will be made available through Adult Education and PACE. In addition to serving the community by providing the education and training, it will benefit the College by supplementing, in a small way, the income of the College.

3. Improve community relations with service centers so that the College is the first place they call when they need to hire. Heighten the involvement of the advisory board so they are more participatory with all aspects of the Programs.

4. To have 90% of our adjunct with an AS Degree. Bring our FTF/FTEF and FTES/FTE ratios to district average.

5. Develop and/or align courses for Automotive Fast Track Program.

6. Develop 3-5 new automotive courses from the following list: Automotive History (online), Light-duty Diesel Service, Advanced Automotive Quick Service, Introduction to Performance Tuning, Advanced Hybrid/Electric Vehicles, two CTE Math Courses.

7. To start an Automotive Fast Track Program.

8. To become one of the top Automotive/Alternative Transportation Programs in the state.

9. Double the number of certificates earned, number of AS Degrees awarded and number of students hired.

10. Increase completion rate to just above College average.

11. Complete one SLO evaluation cycle for each course.

12. Revise SLOs to meet the new 2012 NATEF standards for our recertification in 2014.

13. Improve the effectiveness of our advisory committee.
14. The focus is on continuous process improvement and striving for excellence. The goal is to be one of the top Programs in the state. This will make the education and training provided more valuable to the students because they will possess more of what local employers are looking for in a new hire.
15. Maintain the facility, equipment and tools so they are in top condition and to maximize their life span. Stay up-to-date with industry standard tools and equipment.
16. Add built-in lab workstations and new storage system for tool room.
17. There is a need for lab vehicles, especially for CNG and hybrid courses. Our fleet has never been adequate and is not aging and not representative of what student will see in the local service facilities.
18. There is a need for state of the art computer diagnostic equipment (a class set), and some specialty tools.
19. Improve student interaction with academic counselors in areas of: major, SEP, financial aid assistance, scholarships, self-assessments and job fairs.
20. Triple the number or concurrent enrolled students in the Programs.

**Biology Program Objectives (2012-13)**

- Develop more biology courses that fulfill the transfer requirements for science major and general education transfer students.
- Start a student group focused on students planning careers in health professional fields.
- An ongoing problem with models and equipment is that they continually need to be replaced due to wear and tear from student use or it needs to be upgraded to keep them current with the course.
- To enhance teaching and create a better environment for learning, microscopes with cameras (3, one for each biology lab) would enable us to project what the students should be seeing in their scopes through equipment already in place.
- To keep our courses current and relevant, new equipment such as a PCR machine and additional equipment such as BIOPAC’s (2) would enable us to reach more students and better prepare them for their respective majors.
- In a one semester course it is impossible to observe evolution or ecology, so computer software would make it easier to teach such concepts.
- Retain current full-time faculty and part-time faculty members. Current faculty members are trained well for their classes and require little technical oversight.
- Develop a larger pool of qualified, available part-time faculty.
- Biology faculty will be encouraged to continue to participate in development activities, often with the help of Faculty Development funding. The goal will be to attend a mix of conferences that focus primarily on science and conferences that focus on teaching methodology and student success.
- We will continue to do assessment reports and fine tune our SLOs. Course outlines will be updated accordingly.
- We will continue to work with enrollment services to ensure that the automatic prerequisite verification processes works as it should.
• The Biology Program will continue to evaluate and refine Student Learning Outcomes.
• When budgets allow, increase general education and pre-health professional course offerings
• Design new courses that satisfy general education and science major transfer requirements.
• Currently, we offer two sections of BI 05 in the fall and two sections of BI 06 in the spring. An extra section of each would allow students to move through COD more efficiently
• Develop a strategy to improve retention in the introductory Biology courses.
• Improve upon the completion rate of assessments. With three full-time faculty now in the department, it is the goal that all Biology courses will be assessed at least once a year.
• To insure that all biology course outlines remain up to date and that prerequisites continue to meet State and District standards and are in line with other California community colleges. To be vigilant in enforcing prerequisite courses so that students are better prepared to pass courses the first time taking them, giving them a better chance of enrolling in nursing school.
• Retain current full-time faculty and part-time faculty members. Current faculty members are trained well for their classes and require little technical oversight.
• Develop a larger pool of qualified, available part-time faculty
• Be able to more easily hire more qualified student workers.
• As the budget allows, we would like to offer more courses to fill the available class rooms and lab spaces in the Science and MSTC Buildings.
• Continue to maintain current model collection, including some replacements due to ongoing wear.
• Continue to add to the collection of models that are available for student use in an effort to decrease the student to model ratio, which is currently about 10 to 1.
• Replace the laptops that are used with the BIOPAC systems.
• Acquire software for Biology laboratory exercises for Biology majors’ courses.
• Provide faculty with sufficient supplies and services for the classroom.
• It would be beneficial to the students as well as the faculty and counselors if we had a counselor assigned to biology students. This individual would have a working knowledge of the courses we offer and what students would need to take in order to get through COD and transfer or enroll in another school (nursing) as efficiently as possible.

Economics Program Objectives (2012-13) NONE

Human Services: Alcohol and Drug Program Objectives (2012-13)

• A primary objective is to network with our advisory committee and treatment facilities to diversify and expand our student internship opportunities.
• Continuation of the program is recommended in order to continue to meet the needs of the treatment facilities in the Coachella Valley and surrounding areas. We will continue to check with our advisory committee to make sure we are meeting the needs of the community, remaining current in our course content and preparing our students to enter their internships with knowledge, skills and abilities to succeed.
• Continue working with adjunct faculty members to discuss program, curriculum and student needs.
• Continue to attend conferences and participate in faculty, both as learner and presenters.
• Update course outlines as required. Maintain syllabi consistency within program.
• Increase the success of our Biomedical Pharmacology students by making arrangements with the Academic Skills Center to provide a specialized tutor. Early Advantage is a pilot program that COD will implement to identify and assist at risk students early in the semester. We will investigate the possibility of HSAD 001 participating in the pilot program.
• Analyze data for the course that have collected data. Complete rubrics for data collected. Continue the SLO assessment process.
• Faculty will continue to attend CAADAC and CAADE Annual Meetings to remain current on standards. Advisory committee meetings will continue to be held on a regular basis.
• Professor Jones-Cage and Emerson will attend a meeting in May 2013 to participate in dialogue about the development of a 1440 certificate or transfer degree.
• Continue collegial collaboration to develop and strengthen our HSAD program.
• Ensure that computer and media equipment in SOC 14 are up to date and in good working order. Ensure that faculty office equipment and computers are up to district standards.
• It would be helpful to have a closer relationship with Student Services or perhaps a dedicated Student Services Counselor to advise HSAD students.

Reading Program Objectives (2012-13)

1. Continue to strive to find ways to motivate and assist students in achieving college level competencies in reading. Through research, on site visitation at other colleges, develop more of a modularized approach whereby students only work on areas assessed as needing remediation – as opposed to sitting through a whole class – much of which a student may not need. This may involve multiple entry points and or multiple short-term sections.
2. Hire a third FT faculty member to replace a retiree.
3. Establish an open-entry or multiple points entry system whereby students are remediated ONLY in the areas which are indicated by the assessment test. This would be a variation on the acceleration theme. The challenge is figuring out
instructor compensation and/or load as well as how to keep instruction live and dynamic as opposed to all CAI.

4. To continue to find ways to promote success through research, study and application of strategies learned at student success conferences.

5. Examine adjunct syllabi yearly as well as work with adjunct to maintain program standards.

6. Find ways to increase social, cultural and historical knowledge.

7. The challenge: increase students’ social, cultural and historical knowledge which should increase their ability to comprehend and think critically about that which they read.

8. All reading classes need to be assessed this semester

9. Hire another FT faculty

10. Establish a Reading computer lab which is connected with a modularized approach.

11. See section 2. – “Facilities.”

12. Let’s Get Better!

2013-2014: No Academic Program Reviews posted in Portal for this academic year

Foreign Languages Program Objectives (2014-15)

• Students take our courses to satisfy the language requirement for transfer, their major or graduation at the university level. While at College of the Desert, their declared major appears to be Liberal Arts. They do not identify a foreign language as their major discipline yet. When they transfer, they do so. We have no data to reveal how many of our students end up majoring in a foreign language, as there have been no follow-up studies conducted by our college. Therefore, we need to market our program more effectively to allow students to declare their major while they study with us and to implement a follow-up system to gather such data.

• In addition, we have a COD French Scholarship, which can also be granted to students of Spanish, Italian and other languages to encourage them to pursue further studies at College of the Desert. Through campus advertising, we should be able to increase the number of foreign language majors.

1. To increase enrollments in Intermediate Spanish I and II.

2. To offer courses for different professions such as: Spanish for Business, Spanish for Medical Personnel, Spanish for Educators and other such courses.

3. To Hire full time Spanish instructor

4. To continue the Italian and French program on a full-time faculty basis;

5. to continue to grow as the college grows

6. to meet the needs of our students
7. to establish a computerized Spanish placement assessment so that each student will be placed in the appropriate Spanish course according to his or her knowledge of the language;

24. to create parallel sections in Spanish 01 to accommodate students with prior Spanish knowledge.

25. to create higher-level Spanish courses, beyond Spanish 1, for native speakers.

26. to hire a full-time teacher in ASL, in order to accommodate the major in this language within a reasonable time period of two-three years.

- In the past, we have had two full-time and eight adjunct Spanish teachers to meet the demands for the language in this predominantly Spanish-speaking community. We need to reestablish our leadership in the valley as the educational institution where Spanish can be learned by, once again, scheduling a sufficient number of sections to meet, rather than to limit, the needs of our residents. Therefore, I propose hiring a new, additional full-time Spanish Instructor.

- I also propose hiring new full-time Italian/Spanish and French/Spanish Instructors to replace the retired professors whose assignments included both languages.

- In addition, we must begin to consider hiring a full-time instructor in ASL.

- Course offerings should be increased to meet student needs at the introductory levels. Our student population has become more aware of the benefits of language study for their prospective careers and lifestyles.

- We need to create a course in Conversation, Spanish for Heritage Speakers, Spanish for Medical Personnel and Spanish for diverse professions.

- We should establish a computerized Spanish Placement Exam to accommodate the students according to their knowledge of Spanish.

- We should replace Spanish/French and Italian/Spanish retired professors, so we can continue offering a full range of French and Italian language courses at all levels of proficiency.

- We must create diverse courses in Spanish to motivate our heritage and native speakers to take advance courses in Spanish.

- We need to offer French, Italian or any foreign language courses in the evening at the West Valley and at the PD campuses.

- We need to offer Spanish at the EVC in the day and evening.

- We need to improve our persistence rate. We plan to include not only the content of our discipline in our teaching, but, also, expose students to effective and efficient study skills. We will show them how to study for our courses, organize their class notes, make charts. We can educate them on tutoring practices, time management, the importance of attendance and time on task.

- Improve success rate in German 1

- Continue working on the SLOs Assessment cycles.

- We need to increase our full-time faculty in Spanish to satisfy and to meet the needs of our Heritage learners, as well as our professionals in the medical, legal, and teaching fields.

- We need a Foreign Languages Coordinator.
We need to identify and pay a stipend or release time of 20% for one faculty to accomplish the administration of SLOs, among other duties dealing with Accreditation and Matriculation.

With regards to the Language Lab, it is the primary goal of the Department of Foreign Languages to ensure that the lab continues to be a source of supplemental instruction and learning for language students. To this end, the Department of Foreign Language will continue to support the Language Lab to increase student success and retention in all the languages. The Language Lab, in turn, should continue to provide:

(a) A high standard of service to students
(b) A dedicated area for oral language practice
(c) An environment conducive to studying
(d) Relevant language-learning software (e.g., Rosetta Stone, Auralog, etc.) to practice, study, and master the languages being studied
(e) Useful online sites related to the four skills, plus grammar and culture
(f) Tutors for each of the languages offered
(g) Reference materials, such as bilingual and monolingual dictionaries, verb conjugation books, copies of textbooks and SAMs for the languages taught, etc.
(h) An adequate schedule for its hours of operation, such that morning, afternoon, and evening students in a language class have access to the resources before and/or after class

The department should buy a computerized Placement Exam for SPANISH.

**Registered Nursing/Vocational Nursing Program Objectives (2014-15)**

- Increase collaboration with other nursing educational units in the Coachella Valley.
- To prepare graduates of the Nursing programs for entry-level positions, able to provide safe and effective care to select client populations.
- Collaborate with colleges and/or universities that offer the Bachelor of Science degree in Nursing to facilitate a seamless transition and expeditious earning of the BSN.
- Work with colleges and universities that offer the Bachelor of Science degree in Nursing to facilitate a seamless transition and expeditious earning of the BSN.
- Continue to meet community employment needs for both registered and vocational nurses.
- Hire qualified full time faculty to maintain approved BRN model of faculty to course numbers.
- Hire qualified full time faculty for LVN program.
- Immediately implement plans for potential retirements in spring 2015.
- Begin to train new VN adjuncts for anticipated retirement of current adjunct faculty.
- Merge N003B content into N001 increasing units by ½ unit and eliminating some duplicity of content.
- RN Curriculum revision by Fall 2017
- VN Curriculum revision by Fall 2016
- Continue the emphasis on acquiring innovative learning resources to support the teaching-learning paradigm.
- Complete the curriculum revision in the RN program by Fall 17
- Complete the curriculum revision in the VN program by Fall 16
- Cross-train all faculty to meet state nursing approvals as curriculum revisions are implemented.
- Standardize department processes and policies for consistency and uniformity with both incoming and seasoned faculty.
- Revert back to twice a year admissions.
- Revert back to previous recency standards for science classes.
- Standardize VN and RN program student handbooks amongst similar policies/procedure.
- Obtain consistent NCLEX-RN pass rates >85% for first time test takers.
- Obtain consistent NCLEX-PN pass rates >80% for first time test takers.
- RN curriculum revision to be implemented in Fall 17.
- VN curriculum revision to be implemented in Fall 16.
- Continue evaluation of multi-criteria admission screening process.
- Achieve enrollment number stabilization to avoid fluctuations in faculty teaching courses.
- To continue updating course and program outcomes to achieve the highest level of both regulatory and institutional compliance possible.
- Increase effectiveness of assessment processes to emphasize what areas would directly impact student success.
- Continue collaboration with community facilities for on-boarding meetings.
- Continue collaboration with community facilities for advisory committee meetings.
- Gain BRN approval for the RN program in the BRN site visit expected in Fall 2018.
- Determine merits for or against application for ACEN accreditation.
- Continue to streamline the on-boarding process for our students.
- Utilize facilities and faculty in an efficient, cost effective manner, to support the learning objectives of the program, within the parameters of guidelines set by regulatory agencies.
- Obtain further grant funds or permanent funds to secure our staff members.
- Secure a Dean for our area, collaborate and introduce the dean to our program, policies and procedures.
- Hire qualified full time faculty to maintain approved BRN model of faculty to course numbers.
- Hire qualified full time faculty for LVN program.
- Immediately implement plans for potential retirements in spring 2015.
- Begin to train new VN adjuncts for anticipated retirement of current adjunct faculty.
- Finding enough local facilities-acute, Psych, and outpatient- to accommodate clinical rotations that support learning objectives for enrolled students.
• Develop a long-term commitment with the LTC facilities to use on a regular basis, expand communication with acute care sites for needs of the vocational nursing students.
• Installation of monitoring system for skills lab security.
• Update and maintain all technology equipment currently in use and essential to student learning.

Business/Retail Management/ Human Resources Generalist Program Objectives (2014-15)
NONE

General Counseling Program Objectives (2014-15)
1. Increase collaboration among all departments of the college particularly among Student Services
2. Develop comprehensive student survey to assess the effectiveness of Counseling Services including Orientations, Workshops to meet the Student Success Task Force recommendations
3. Develop an online probation workshop component
4. Develop distance learning counseling classes that mirror the live counseling classes
5. Continue to improve the online orientation to mirror the live orientation
6. Explore the development of other on-line counseling workshops to mirror the live ones, such as scholarship workshops
7. Consider moving responsibility for articulation to another area to free up 50 percent of a counselor
8. Continue significant collaborative efforts with A & R and Financial Aid to improve customer service by workshops, special meetings and daily contact between the dean, director and lead faculty
9. Hire New Tenure Track Counselors
10. Develop a Training Handbook for New Counselors
11. Develop a Training Handbook for New Counselors
12. Acquire a dedicated space for the electronic Student Educational Planning Workshops
13. Strengthen the integration of general counseling, transfer, and career center services
14. Increase the number of Counseling courses offered online
15. Implement the use of the New Online Orientation for fall 2015 students
16. Seek assistance from the research office to evaluate the effectiveness of the New Online Orientation
17. Maintain currency and increase counselor knowledge and skills by offering professional development opportunities

Journalism, Mass Communication, Film/ Radio/ TV Program Objectives (2015-16)
• Implement the Associate of Science Degree for Transfer in Film, Television and Electronic Media.
• Hire three full-time faculty members in each of the multimedia fields: one in Journalism, one in Motion Pictures and Television, and one in Radio (Electronic Media).
• Establish a temporary faculty Program Development Committee to create a five-year plan for multimedia studies at COD to be completed by Fall 2016.
• Explore the possible relocation of Journalism, Film and Television, Mass Communication, and Radio (Electronic Media) to the new West Valley Campus. This could be included in the report of the Program Development Committee.
• Expand multimedia curriculum, adding courses in Video Editing, New Media, Multimedia Reporting, History of Film, and History of Television.
• Expand the RTV-007, adding multiple sections similar to the Newspaper Production course.
• Explore adding certificate programs in Film Production, Radio Production and/or Electronic Media.
• Explore establishing an Institute for Independent Digital Filmmaking at College of the Desert, modeled on the Sedona Film School, which is affiliated with Yavapai College in Sedona, Arizona.
• Establish a Multimedia Program Advisory Group to reflect the needs and suggestions of local businesses and community members. Recommendations for how to do this could be included in the report of the Program Development Committee.
• Hire three full-time faculty members in each of the multimedia fields: one in Journalism, one in Motion Pictures and Television, and one in Radio (Electronic Media).
• Establish a temporary faculty Program Development Committee to create a five-year plan for multimedia studies at COD to be completed by Fall 2016.
• Explore creating certificate programs geared toward preparing students to move directly into the multimedia workforce.
• Investigate alternatives to State of California funding, including models such as fee-based workshops and training programs that could be financially self-sustaining.
• By the end of Fall 2016 the temporary Program Development Committee will provide a Five-Year Plan for the growth of the program.
• Hire three full-time faculty members in each of the multimedia fields: one in Journalism, one in Motion Pictures and Television, and one in Radio (Electronic Media).
• Establish a temporary faculty Program Development Committee to create a five-year plan for multimedia studies at COD to be completed by Fall 2016. In the absence of full-time faculty to take responsibility for maintaining and updating program courses and insuring timely Assessments, an administrative policy should be adopted that these responsibilities will be taken over by a year-round Program Development Committee, until such time as full-time faculty is hired.
• Hire three full-time faculty members in each of the multimedia fields: one in Journalism, one in Motion Pictures and Television, and one in Radio (Electronic Media).
• Establish a temporary faculty Program Development Committee to create a five-year plan for multimedia studies at COD to be completed by Fall 2016. The Committee should explore the addition of new UC/CSU transferable courses in:
• Create an administrative policy that until a full-time faculty is hired, development of courses to expand the multimedia studies program will be provided by a temporary Program Development Committee.
• Hire three full-time faculty members in each of the multimedia fields: one in Journalism, one in Motion Pictures and Television, and one in Radio (Electronic Media).
• Establish a temporary faculty Program Development Committee to create a five-year plan for multimedia studies at COD to be completed by Fall 2016. This plan will include recommendations for new courses.
• Create a policy, on the administrative level, that until a full-time faculty is hired a year-round Program Development committee will support the program, oversee the OAR process and maintain the Assessments schedule.
• Establish a Multimedia Program Advisory Group to reflect the needs and suggestions of local businesses and community members. Recommendations for how to do this could be included in the report of the Program Development Committee.
• Create a policy, on the administrative level, that until a full-time faculty is hired, compliance requirements of the program will be provided by an ongoing Program Development Committee.
• Explore the creation of a pilot program Adjunct Lead Faculty position to begin in Spring 2017.
• Build an audio editing and recording facility for RTV students.
• Designate and outfit a large classroom exclusively for motion picture production classes. The learning space will be double the size of a regular classroom and be modeled on the Berger Faculty Innovation Center, and will provide tablet and desktop computers, storage for production equipment and supplies, creative meeting areas for student group interaction, and flexible workspace for students to write, discuss, shoot, edit and screen their films.
• Create a digital video-editing lab with at least 27 iMac workstations and professional video-editing software available for students.
• In Fall 2016 TASC will offer two Windows 10 computers with Avid Studio video editing software, and one iMac computer with iMovie and Final Cut Pro editing software for use by RTV students.
• TASC will train and make available an experienced Motion Picture Production student to serve as Tutor for basic and advanced video editing in Fall 2011, as well as a second student to serve as a backup Tutor who will continue in Spring 2012.
• The IT Department will place a top priority on assessing and updating the technology in classrooms where Mass Media classes are taught.
• The temporary Program Development Committee will create a list of equipment recommendations for KCODCoachellaFM.
• The Tutoring and Academic Skills Center will bring four Windows computers online with Windows Movie Maker for use by all video production students.
• TASC will provide two Windows computers with Avid Studio editing software and one iMac computer with professional level video editing software for use by RTV-11A students.
• TASC will train and make available an experienced Motion Picture Production student to serve as tutor for basic and advanced video editing.
• The temporary Program Development Committee will make recommendations to Student Services for an adjustment to the career advisor policy to allow, on a temporary basis, career counseling by a qualified adjunct faculty member until full-time faculty members with broad multimedia experience are hired.

Performing Arts Program Objectives (2015-16)
• Strengthen Dance and Technical Theatre with new/updated curriculum and FT faculty.
• Strengthen all disciplines within the program by improving facilities and equipment with much-needed repair and renovation.
• Strengthen Dance and Technical Theatre programs with one fulltime tenure track faculty in each area.
• When available, continue align all courses with CID descriptors.
• Complete assessment cycle in all courses by the end of Spring 2016
• FT tenure track positions in Technical Theatre, Commercial Music and Dance.
• Plan for and identify permanent, appropriate instructional, rehearsal and performance spaces.
• Regular assessment of classroom and performance spaces for updating and repair.
• Hire a lab technician for digital audio instructional spaces.
• Continue to acquire needed equipment