COLLEGE OF THE DESERT
Strategic Education Master Plan, 2010

Roadmap to becoming a premier educational institution: a center of collaborations and innovations for educational enrichment, economic development and quality of life in the Coachella Valley and surrounding communities.

FINAL DRAFT
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TO BE PROVIDED BY THE DISTRICT
LETTER FROM THE PRESIDENT

TO BE PROVIDED BY THE DISTRICT
INTRODUCTION
INTRODUCTION

PROCESS

Then academic planning process at College of the Desert began with the original Strategic Education Master Plan completed in 2008 (Voorhees). The 2008 plan provided in-depth external and internal scans and began to look at long range priorities such as educational centers in the Eastern and Western Valley. Additionally, the 2008 plan considered a broad range of academic programs and recommendations for the College to consider. These recommendations were based on the outcome of the internal and external scans and input from the College. In 2009, the College began to consider the recommendations and moved forward to select the academic programs and recommendations for implementation and allow the College to move forward with additional planning processes. It was determined that the next phase in the educational planning process would be called the Education Master Plan Implementation Plan. Thus, the goal was to create a roadmap for the academic future of College of the Desert and its associated centers. In creating this implementation plan the College relied heavily on the scans and recommendations previously developed in the 2008 plan and brought those directly to the College constituency for review and input.

The review and input process by the College included a large survey which generated significant College participation. This participation allowed priorities to quickly surface and drive the recommendations for the College and centers. With input and review this 2010 Education Master Plan Implementation Plan was crafted to serve the College and Board of Trustees in continuing to implement its academic future.

Methodology

The development of the 2010 Education Master Plan Implementation Plan (EMPIP) includes several interrelated phases: a complete review and assessment of the prior document, internal and external scans, a comprehensive campus-wide examination of programs and subject areas as well as several surveys of faculty, staff and students. Then EMPIP did not create all new internal and external scans as that work had previously been completed. This plan does, however, update any data that is important to the decision making process. The result is a 2010 EMPIP that has the following planning elements:

- District Mission, Vision, Values and Goals
- Challenges and Opportunities linked to the District Mission, Vision, Values and Goals
- Analysis of the District Service Area
- Update of some External Environment Elements
- Update of some Internal Environment Elements
  - Analysis of Programs and Subjects
  - Analysis of Student Services
- Survey Results
- Recommendations and Opportunities for Implementation
PURPOSE OF THE PLAN

The EMPIP provides a blueprint for the academic future of the Desert Community College District. It will ultimately serve as the foundation of subsequent planning efforts. Though the exercise of planning in the difficult economic environment may seem overly optimistic, these conditions provide a wonderful opportunity for the District to determine its destiny. Through 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 by stating its priorities. Currently, the District faces fundamental questions: who the students are (given our mission), which instructional/support services do we provide to our students/community, and how to support growing populations in the East and West regions of the Coachella Valley.

Through the EMPIP process, the District has identified existing academic programs to strengthen, new programs to initiate, and determined program locations in an effort to best serve each service area. This has been an important outcome of this work as it allows the District to assure there is community need, corresponding business community support and no unnecessary replication of Palm Desert campus courses and programs. Also, as a part of this process, the District has a very clear notion of who the students are and how to serve them. Through this exercise the District has taken responsibility to articulate its plans, and understand and serve the community.

Through the efforts of a robust Bond construction program the District is almost caught up with building and infrastructure projects on the Palm Desert campus. There are several other high profile projects that must now begin the design phase. Some of these include; Eastern Valley (Indio) center, Western Valley (Palm Springs) center, Library, PE and Athletics area, and Communications. In the absence of an Education Master Plan Implementation Plan, the District cannot effectively begin the planning process for these very important projects. It is the intent of the District that the Education Master Plan Implementation Plan will drive all facilities planning. Once the EMPIP is completed, the Facilities Master Plan Update will follow.
<table>
<thead>
<tr>
<th><strong>2010-2011 College Goals and Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal I:</strong></td>
</tr>
<tr>
<td><strong>Achieve student success by placing the needs of learners first.</strong></td>
</tr>
<tr>
<td>A. Ensure that the student’s earliest experiences with the College are positive, nurturing, and focused on student learning and academic success</td>
</tr>
<tr>
<td>B. Engage students as responsible partners in the lifelong learning process</td>
</tr>
<tr>
<td>C. Use technology to expand opportunities for student learning and student services</td>
</tr>
<tr>
<td>D. Ensure a safe environment and improve security at all campuses</td>
</tr>
<tr>
<td>E. Create/implement a plan to increase the success rates of students in basic skills, career technology education and general education courses</td>
</tr>
<tr>
<td>F. Maintain a quiet, easily accessible, appropriately equipped and convenient venue for all courses/programs during Measure B facilities construction</td>
</tr>
<tr>
<td><strong>Goal II:</strong></td>
</tr>
<tr>
<td><strong>Foster an organizational culture that puts learning first.</strong></td>
</tr>
<tr>
<td>A. Throughout the organization, hire, develop, support, and empower employees who take an active role in student learning and success</td>
</tr>
<tr>
<td>B. Promote a culture of inclusiveness, participation, collaboration, and mutual respect that recognizes and celebrates the value of employee contributions</td>
</tr>
<tr>
<td>C. Provide and support professional development programs and opportunities to enhance staff and faculty effectiveness as facilitators of teaching and learning</td>
</tr>
<tr>
<td>D. Use cross-functional and interdisciplinary teams to shape the learning culture of the College in line with the College’s vision and mission</td>
</tr>
<tr>
<td><strong>Goal III:</strong></td>
</tr>
<tr>
<td><strong>Encourage economic vitality of the community through partnerships, coalitions, and collaborations.</strong></td>
</tr>
<tr>
<td>A. Encourage community/business partnerships in the learning process</td>
</tr>
<tr>
<td>B. Improve and expand linkages with educational partners and community agencies for mutual benefit</td>
</tr>
<tr>
<td>C. Encourage faculty and staff to take leadership roles in community initiatives</td>
</tr>
</tbody>
</table>
Goal IV: Plan and coordinate student enrollment, programs, services, and facilities to meet community needs.

A. Achieve targeted growth through an integrated enrollment management process
B. Enhance student diversity
C. Assess the community's lower division needs for transfer, career, and technical education, basic skills and workforce preparation; assess the degree to which the College is meeting these needs
D. Ensure an equitable delivery of quality programs and services at all campus/centers and that sufficient number of full-time faculty is maintained
E. Improve the utilization of human, physical, technological, and fiscal resources; maintain fiscal stability at all times
F. Plan and complete all bond projects on time and within budget
G. Assure appropriate input from faculty and all users when planning and designing facilities, ensure facilities master plan supports the educational master plan; ensure all campus/center facilities meet student's needs.

Goal V: Increase public and private funds for scholarships, educational programs, capital projects, and general operations.

A. Increase the coordination with the COD Foundation to enhance resource availability
B. Enhance student opportunities through increased scholarships and endowments
C. Promote responsible stewardship of resources and public trust
D. Encourage an innovative and entrepreneurial spirit
E. Collaborate with business and educational entities to lobby for appropriate levels of state and county support.
F. Communicate the value and benefit of the College to the community

Goal VI: Improve learning outcomes, College programs, processes, and services through planning, action, assessment, and improvement.

A. Integrate the College's annual planning with budgeting and resource allocation
B. Fully implement the strategic planning process; involve individuals at the grassroots level
C. Continue to develop and improve the system of defining and assessing student learning outcomes
D. Continue refinement of program review processes and integration into the planning process
E. Develop a culture of evidence through enhancement of the Office of Institutional Research
F. Continue dialog and development of general education philosophy, requirements and standards
G. Increase campus wide understanding of matriculation mandates and components and their impact on student achievement
H. Increase the understanding of and support for the institutional effectiveness process
I. Create and formalize processes for disseminating information, fostering informed discussion, and providing input into the college decision-making from students, the Academic Senate and all staff
J. Continue enhancement/improvement of the decision-making process through collegial consultation
THE DISTRICT
THE DISTRICT

The Desert Community College District is located in the heart of the Coachella Valley of Riverside County, California. The District is one of 110 community colleges in California; a vital part of the world's largest system of higher education. The governing body of College of the Desert is the Desert Community College District, which has five elected members on its Board of Trustees.

The college was founded in 1958 and opened its doors for the first time in September 1962.

As a two-year college, College of the Desert (COD) offers transfer students an affordable option for starting college and transferring to a four-year institution. College of the Desert is the number one source of transfer students to California State University at San Bernardino. COD also offers a number of popular Career and Technical Education programs, including Nursing and Health Sciences, Digital Design and Production, Turf Grass Management & Ornamental Horticulture, Advanced Transportation Technologies, Culinary Arts, and a full range of Administration of Justice Courses at the new Public Safety Academy training facility.

HISTORY

In 1958, voters approved formation of a college district in the Coachella Valley in a landslide vote that created a local two-year college. College of the Desert was founded that year, when the initial five-member Board of Trustees was seated and the new District began to function. COD got its name from a Palm Springs teenager, Douglas Crocker, who won a contest sponsored by the district and local newspapers.

After three years of study and planning, contracts were let in 1961 for the construction of nine buildings on 160 acres at Monterey Avenue and Avenue 44 (now Fred Waring Drive) in Palm Desert. The buildings had been funded in 1959 by a bond issue of $3.5 million.

COD's first students arrived in the fall of 1962.

COD received its first accreditation on Oct. 14, 1963. In 1964, voters in the Coachella Valley approved a new $2 million bond issue to complete the first new phase of COD construction. Within four years, construction was completed on the library (now the Hilb Student Center), the Gymnasium, and the Agricultural Science, Agricultural Technology, Nursing and Engineering buildings.
In 1966, residents of the high desert voted to join the District and the Copper Mountain Campus got its start. Copper Mountain would become a separate district in 1999.

Other significant years in COD’s history include:

1973: Dr. Fern Stout succeeded Dr. Roy McCall and became the second Superintendent/President of the community college district.

1984: COD’s agreement permitting the McCallum Theatre to build on the college campus on the corner of Monterey Avenue and Fred Waring Drive came to fruition when the showcase civic theater opened. The long-range agreement provided the College with use of the facility for campus musical productions and events such as commencement exercises.

1986: COD began to offer programs related to golf course management and maintenance. The Coachella Valley Campus of California State University, San Bernardino, opened on the COD campus, allowing students to complete upper division courses in the Coachella Valley. The district appointed its third Superintendent/President, Dr. David George.

1988: The Board of Trustees changed the name of the Coachella Valley Community College District to Desert Community College District. At Indio High School, the college began offering classes as part of a planned Eastern Valley Center.

1991: The Child Development Resource and Training Center opened, offering affordable child care to students, staff, faculty and the public, and training in child care careers. In 2002, it was renamed the McCarthy Family Child Development and Training Center.

1994: Construction began on a new library, a unique city-county-college facility in which the new building would house Palm Desert City and Riverside County public libraries as well as the College library.

1996: The Multi-Agency Library opened. The Dining Hall was renovated. Dr. William R. Kroonen became COD’s fourth Superintendent/President.

1998: The former college library was remodeled as a student center and renamed the Hilb Center in honor of its benefactors, Jeane and Justin Hilb. The original Lecture Hall was renovated and renamed the Carol L. Meier Lecture Hall. The Faculty Resource Center opened.

1999: Theater One, the campus theater, was rededicated in honor of Bob and wife “Mike” Pollock. The Pollock Theater’s first performance was an original play by the Hollywood screenwriting couple. Groundbreaking ceremonies were held to begin construction of Math and Social Sciences buildings on the Palm Desert campus.
2001: Trustees selected Dr. Maria Sheehan to be COD’s fifth Superintendent/President. Dedication ceremonies were held for the new Math and Social Sciences buildings, the first new classrooms in three decades. The satellite Eastern Valley Center opened in Indio with some 1,800 students.

2003: The Marks Center for the Arts opened with galleries named for its benefactors, Don and Peggy Cravens, Bob and Barbara Leberman, and the COD Alumni Association. The old foundry, closed for a decade, was rebuilt with private donations. A new academic calendar went into effect shortening semesters from 18 to 16 weeks while class times were expanded.

2004: In March, voters in the Desert Community College District voted overwhelmingly to authorize the sale of bonds, enabling the college to renovate its 40-year-old campus and expand for future growth. The bond issue totaled $346.5 million.

2006: Artist’s renderings were released show two proposed new buildings, Nursing and Health Sciences and the Public Safety Academy. Planning continued on other projects, a Multi-Purpose Classroom Building, an Alumni Center, and the Learning Commons. All three will be built concurrently, with groundbreakings tentatively scheduled during 2008.

2007: Jerry R. Patton was named the sixth president of College of the Desert. In the fall, ground was broken on new construction projects including the Coeta and Donald Barker Foundation Nursing Complex and the Public Safety Academy at Palm Desert.

2008: Construction began on another in a series of buildings funded by Measure B when a groundbreaking in April launched the future Peggy and Donald Cravens Student Services Center.
FALL 2009 DISTRICT SNAPSHOT

In fall 2009, the District had a total of 12,213 unduplicated headcount. Hispanic students make up 55 percent of the student population whereas white students make up 29 percent. Other reported ethnicity included Asian/Pacific Islander (four percent), African American (three percent), Filipino (two percent), American Indian (one percent) and Other (six percent). Over one-half of the student population is between the ages of 18 and 24. The majority of students attends school part time and attends either in the day only or both day and evening courses. The male to female student body ratio is approximately 43:57.

**Enrollment, Fall 2009**

- **Fall 2009 Headcount**: 12,213
- **Fall 2009 Enrollment**: 35,031

**Other, Fall 2009**

- **Gender**
  - Male: 43.20%
  - Female: 56.80%

- **Full-Time/Part-Time Status**
  - Full Time: 32.30%
  - Part Time: 52.40%
  - Non-Credit: 15.30%
  - Evening Only: 18.50%
  - Both: 37.80%

- **Time of Day Attended**
  - Day Only: 43.70%
  - Evening Only: 18.50%

**Ethnicity, Fall 2009**

- Hispanic: 55%
- White: 29%
- African American: 3%
- American Indian: 1%
- Asian/Pacific Islander: 4%
- Filipino: 2%
- Other: 6%

**Age, Fall 2009**

- Ages 18-21: 41%
- Ages 22-24: 13%
- Ages 25-29: 13%
- Ages 30-39: 13%
- Ages 40-49: 9%
- Ages 50-69: 5%
- Over 69: 0%
- Unknown: 0%
- Under 18: 4%

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1. Source: College of the Desert Institutional Research
DISTRICT SERVICE AREA

MAIN CAMPUS

Desert Community College District serves a sizable portion of the populated regions of Riverside County, primarily in the Coachella Valley. The main campus (College of the Desert) is located in the city of Palm Desert.
The cities in the service area include, in part or in whole, Indian Wells, Palm Desert, Cathedral City, Desert Hot Springs, La Quinta, Rancho Mirage and Thousand Palms. Below are the zip codes of the immediate service area of College of the Desert.

<table>
<thead>
<tr>
<th>Desert College Service Area</th>
<th>Zip Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian Wells</td>
<td>92210</td>
</tr>
<tr>
<td>Palm Desert</td>
<td>92211</td>
</tr>
<tr>
<td>Cathedral City</td>
<td>92234</td>
</tr>
<tr>
<td>Desert Hot Springs</td>
<td>92241</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Desert College Service Area</th>
<th>Zip Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Quinta</td>
<td>92253</td>
</tr>
<tr>
<td>Palm Desert</td>
<td>92260</td>
</tr>
<tr>
<td>Rancho Mirage</td>
<td>92270</td>
</tr>
<tr>
<td>Thousand Palms</td>
<td>92276</td>
</tr>
</tbody>
</table>

**Outreach Center Locations**

In addition to providing full academic instruction at the main campus, the District operates a number of off-site outreach centers including their Western Valley and Eastern Valley (Indio & Mecca/Thermal) sites. Additionally, the District is currently planning to expand outreach operations in the Western and Eastern Valley areas with new District-owned outreach centers in Indio (expected in 2013) and Palm Springs (expected 2013).

**Western Valley**

In an effort to better serve its community, the District is working closely with the city of Palm Springs to create an educational center in the City. The new center will be part of an overall specific planning area. The center itself will be designed as a model of sustainability in the desert.

The Western Valley center in Palm Springs is expected to have an unduplicated headcount enrollment of 636 students and 167 FTES during it first Fall term of operation in the year 2013.

<table>
<thead>
<tr>
<th>Western Valley Service Area</th>
<th>Zip Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desert Hot Springs</td>
<td>92240</td>
</tr>
<tr>
<td>North Palm Springs</td>
<td>92258</td>
</tr>
<tr>
<td>Palm Springs</td>
<td>92262</td>
</tr>
<tr>
<td>Palm Springs</td>
<td>92264</td>
</tr>
</tbody>
</table>
EASTERN VALLEY (INDIO & MECCA/ THERMAL)

The two main outreach centers in the Eastern Valley are the Mecca-Thermal campus and the Indio campus. The Mecca-Thermal campus is District-owned and opened in 2009. The Indio outreach center currently operates in County-owned facilities. Approximately one year ago the County of Riverside informed the District that it would not renew its lease and the District would need to relocate the outreach center. At that time, the District embarked on an effort to find permanent space for an outreach center in the City of Indio.

Working with the City of Indio the District was able to locate a site for a new center in the downtown area. This new location is currently in the preliminary programming stages and is scheduled to open fall 2013 with approximately 40,000 square feet. When the new center opens, it is anticipated that the combined locations (Mecca-Thermal and Indio) will have an estimated fall enrollment of 2,690 students (588 Full Time Equivalent Students).

The District is in the process of seeking center status for this operation and has completed submittals to the State for this purpose. The Eastern Valley Center will be located in the eastern portion of the DCCD service area. The eastern portion of the District has long been recognized as an underserved region with limited facilities within appropriate commuting distance of local residents.
EXTERNAL SCAN

POPULATION CHARACTERISTICS

Located in the southeastern portion of California, Riverside County stretches from the eastern border of Orange County to the border of Arizona. To the north lies San Bernardino County. The California Department of Finance estimated the 2000 population of the County to be 1,559,220. By 2009, the population had risen to 2,127,612, an increase of 36.5 percent over nine years. Relative to its neighboring Southern California Counties, Riverside was one of the fastest growing areas prior to the recent changes in the regional economy.

Population Estimates by County & State

<table>
<thead>
<tr>
<th>County</th>
<th>July 1, 2000</th>
<th>July 1, 2001</th>
<th>July 1, 2002</th>
<th>July 1, 2003</th>
<th>July 1, 2004</th>
<th>July 1, 2005</th>
<th>July 1, 2006</th>
<th>July 1, 2007</th>
<th>July 1, 2008</th>
<th>July 1, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperial</td>
<td>143,529</td>
<td>146,083</td>
<td>149,549</td>
<td>154,153</td>
<td>158,715</td>
<td>163,026</td>
<td>168,627</td>
<td>173,615</td>
<td>177,826</td>
<td>181,772</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>9,576,124</td>
<td>9,735,898</td>
<td>9,892,467</td>
<td>10,021,781</td>
<td>10,120,317</td>
<td>10,185,761</td>
<td>10,216,702</td>
<td>10,252,245</td>
<td>10,341,410</td>
<td>10,409,035</td>
</tr>
<tr>
<td>Orange</td>
<td>2,863,597</td>
<td>2,917,008</td>
<td>2,959,691</td>
<td>3,000,092</td>
<td>3,031,583</td>
<td>3,055,314</td>
<td>3,067,286</td>
<td>3,089,756</td>
<td>3,124,206</td>
<td>3,155,393</td>
</tr>
<tr>
<td>Riverside</td>
<td>1,559,220</td>
<td>1,621,396</td>
<td>1,684,684</td>
<td>1,764,571</td>
<td>1,844,095</td>
<td>1,923,652</td>
<td>2,001,347</td>
<td>2,060,277</td>
<td>2,097,437</td>
<td>2,127,612</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>1,722,050</td>
<td>1,771,896</td>
<td>1,814,342</td>
<td>1,867,206</td>
<td>1,920,665</td>
<td>1,971,932</td>
<td>2,008,800</td>
<td>2,036,360</td>
<td>2,054,423</td>
<td>2,064,375</td>
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<tr>
<td>San Diego</td>
<td>2,836,284</td>
<td>2,892,535</td>
<td>2,948,541</td>
<td>2,994,300</td>
<td>3,025,524</td>
<td>3,053,111</td>
<td>3,077,313</td>
<td>3,117,943</td>
<td>3,169,490</td>
<td>3,208,466</td>
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<tr>
<td>California</td>
<td>34,095,209</td>
<td>34,766,730</td>
<td>35,361,187</td>
<td>35,944,213</td>
<td>36,454,471</td>
<td>36,899,392</td>
<td>37,274,618</td>
<td>37,674,415</td>
<td>38,134,496</td>
<td>38,487,889</td>
</tr>
</tbody>
</table>

Riverside County's population growth rate exceeded its neighboring counties including Orange, San Bernardino and San Diego as well as the State of California population growth.

Riverside County and the State of California population are expected to continue to grow, however at lower growth rates.

Source: California Department of Finance
In 2007 and 2008, Riverside County experienced a drop in growth of over one percent; from four percent growth to approximately three percent from 2006 to 2007 and another drop to below two percent one year later. This decrease was larger than that of its neighboring counties.

In 2007 the Riverside County had a population of 2,060,277. Of this population, 43.6% of the population was white. Hispanics constituted 42.1% of the population. African Americans made up 5.8%, Asian/Pacific Islander made up 5.2%, American Indian made up 0.5% and approximately 2.8% was of other ethnicity.

Source: 2007 American Community Survey, U.S. Census Bureau
**Coachella Valley**

Coachella Valley is a large valley landform in Riverside County approximately 45 miles southeast from the San Bernardino Mountains. It consists of nine cities including Cathedral City, Coachella, Desert Hot Springs, Indian Wells, Indio, La Quinta, Palm Desert, Palm Springs, Rancho Mirage and some unincorporated areas of Riverside County. According to the Coachella Valley Economic Partnership, Coachella Valley is one of the fastest-growing areas in the country, due in part to its location in Riverside County, California and to real estate booms in the 1990s.

In 1990, the Coachella Valley population was estimated to be 230,865. This area population grew 34.1 percent to 309,530 in ten years. Since 2000, the Coachella Valley population has increased steadily at approximately four percent annually, with the exception of a decrease of two percent from 2006 to 2007. Total population growth from 2000 to 2009 increased nearly 34.9 percent.

The population growth of Coachella Valley exceeds that of Riverside County for all years except between 2006-07. The average annual growth rate from 1990 to 2009 was approximately three percent.
The Coachella Valley Communities include Cathedral City, Coachella, Desert Hot Springs, Indian Wells, Indio, La Quinta, Palm Desert, Palm Springs, and Rancho Mirage. In 2009, the city of Indio had the largest population of 82,230. The city of Indian Wells had the smallest population at 5,093 in 2009.

In 2007, the Coachella Valley population was approximately 46% white. Hispanics constituted 45 percent of the population. African Americans made up 2 percent, Asian/Pacific Islander made up 2 percent, American Indian made up 0.4 percent and approximately 5 percent was of Other ethnicity. Non-Hispanic whites and Hispanics made up approximately 91 percent of the population in the Coachella Valley.
The Inland Empire is a metropolitan region centered around the cities of Riverside and San Bernardino. With its proximity to the Coachella Valley, it is important to provide some comparative data for perspective.

In 2007, the Coachella Valley population consisted of 47 percent aged under 34 years old. Notably, 12.8 percent are aged between 10 to 19 years old and 29.3 percent are over 55 years old.

During this same year, the Inland Empire population had slightly more people in the 0 to 34 years old at 55.7 percent. The population aged ten to 19 was 16.6 percent while 17.5 percent are over 55 years old.

Source: 2007 American Community Survey & U.S. Census Bureau

## HOUSING

### COACHELLA VALLEY

In September 2009, the California Desert Association of Realtors reported that locally, median home prices fell by 20.0 percent and sales rose slightly: 1.2 percent from one year ago. Statewide, median home prices fell 7.3 percent and home sales rose by 2.1 percent compared to the same time one year ago.

<table>
<thead>
<tr>
<th>Cost of Living Index</th>
<th>Cost of Living Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cathedral City</td>
<td>San Diego, CA</td>
</tr>
<tr>
<td>Coachella</td>
<td>Orange, CA</td>
</tr>
<tr>
<td>Desert Hot Springs</td>
<td>Los Angeles, CA</td>
</tr>
<tr>
<td>Indian Wells</td>
<td>San Jose, CA</td>
</tr>
<tr>
<td>Indio</td>
<td>San Francisco, CA</td>
</tr>
<tr>
<td>La Quinta</td>
<td>California</td>
</tr>
<tr>
<td>Palm Desert</td>
<td>National Average</td>
</tr>
<tr>
<td>Palm Springs</td>
<td></td>
</tr>
<tr>
<td>Rancho Mirage</td>
<td></td>
</tr>
<tr>
<td>Coachella Valley</td>
<td></td>
</tr>
</tbody>
</table>

Cost of living in the Coachella Valley is high, especially for housing. According to Coachella Valley Profile from City-Data, the mean price for all housing units in Coachella Valley in 2008 was $328,341 with detached homes at $362,873. Additionally, Coachella Valley renters spend among the highest percentage of their monthly incomes on rent compared to benchmark areas.

The cost of living index for Coachella Valley averaged 128 which is higher than the National Average, but lower than California overall.
Riverside County's housing market experienced tremendous growth, peaking in 2004-2005. During these two years, a total of 67,819 housing permits were issued. Starting in 2006 the county experienced a decline in the housing market and the number of permits issued took a significant drop, 29 percent the first year, and over 50 percent the next two years. From the housing market peak in 2005 to 2008, the number of permits issued dropped a staggering 83 percent.

Source: California Employment Development Department
Educational attainment is important to the economy as an indicator of future earnings for full-time salary and employment status. In 2008, 19.8 percent of California’s adult population (25 years and over) had less than a high school education. In Riverside County, this demographic is higher at 21.4 percent.

In the High School Graduate and Some College, No Degree demographic, California is also lower than Riverside County at 43.2 percent versus 51.4 percent respectively.

California exceeds Riverside County in the areas of Associate’s Degree, Bachelor’s Degree and Graduate or Professional Degree. Combined these three categories make up 37 percent of California’s adult population and 27.1 percent of Riverside County’s adult population.

Source: U.S. Census Bureau
There is a strong correlation between median earnings and educational attainment. In 2008, the adult population in California and Riverside County who had some college or an associate’s degree had a median earning averaging over $38,000 compared to the high school graduate of approximately $30,000.

Nationally, the statistics remain the same. Persons with a higher level of education are more likely to be employed as well as earn a higher salary than persons with less education. A person with a Bachelor’s degree is likely to generate $1,012 in median weekly earnings with an unemployment rate of three percent whereas a person with no high school diploma is projected to generate $453 in median weekly earnings with an unemployment rate of nine percent. This statistic is noteworthy because as the economic base changes in the region, employability will be more dependent on education, both general and vocational.

Source: U.S. Census Bureau

In 2007, the U.S. Census Bureau’s American Community Survey found that 23.3% of the Coachella Valley adult population had a Bachelor’s degree or higher. This is higher relative to the population of both Riverside County (19.6%) and San Bernardino County (17.2%).

However, relative to other surrounding populations, the percentage of the adult population with an educational attainment of high school or less in Coachella Valley is high at 48.7%.

The graduation rate in 2007-08 for Coachella Valley Unified and Desert Sands Unified was 90.0 percent and 81.9 percent respectively. This is higher than the Riverside County graduation rate at 77.8 percent.

Of the high school graduates in the K-12 Districts in the service area, 26.8 percent (1,012 individual out of 3,778 total graduates) met the UC/CSU requirements. This is lower than the state total of 33.9 percent. The County of San Bernardino produced only 19.9 percent graduates who met the UC/CSU requirements.

---

### Graduation Rate Comparison (2007-08)

<table>
<thead>
<tr>
<th>District</th>
<th>Grade 12 Enrollment</th>
<th>Graduates</th>
<th>Graduation Rate</th>
<th>Grads with UC/CSU Required Courses²</th>
<th>Grads with UC/CSU Required Courses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coachella Valley Unified</td>
<td>920</td>
<td>828</td>
<td>90.00%</td>
<td>154</td>
<td>18.60%</td>
</tr>
<tr>
<td>Desert Sands Unified</td>
<td>2,135</td>
<td>1,748</td>
<td>81.87%</td>
<td>527</td>
<td>30.15%</td>
</tr>
<tr>
<td>Palm Springs Unified</td>
<td>1,841</td>
<td>1,202</td>
<td>65.29%</td>
<td>331</td>
<td>27.54%</td>
</tr>
<tr>
<td>Riverside County</td>
<td>30,377</td>
<td>23,629</td>
<td>77.79%</td>
<td>6,915</td>
<td>29.26%</td>
</tr>
<tr>
<td>San Bernardino County</td>
<td>30,783</td>
<td>23,835</td>
<td>77.43%</td>
<td>4,747</td>
<td>19.92%</td>
</tr>
<tr>
<td>San Diego County</td>
<td>40,948</td>
<td>31,298</td>
<td>76.43%</td>
<td>13,652</td>
<td>43.62%</td>
</tr>
<tr>
<td>Los Angeles County</td>
<td>114,653</td>
<td>92,240</td>
<td>80.45%</td>
<td>30,090</td>
<td>32.62%</td>
</tr>
<tr>
<td>State Total</td>
<td>468,281</td>
<td>376,393</td>
<td>80.38%</td>
<td>127,594</td>
<td>33.90%</td>
</tr>
</tbody>
</table>

Source: California Department of Education

² Data includes 12th grade graduates completing all courses required for UC and/or CSU entrance – Does not indicate actual enrollment into UC/CSU institutions
## College of the Desert Transfers

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>California State University, San Bernardino</td>
<td>62 mi</td>
<td>152</td>
<td>155</td>
<td>178</td>
<td>201</td>
<td>211</td>
</tr>
<tr>
<td>University of California, Riverside</td>
<td>57 mi</td>
<td>24</td>
<td>20</td>
<td>19</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>California State Polytechnic University, Pomona</td>
<td>85 mi</td>
<td>8</td>
<td>13</td>
<td>26</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>California State University, Fullerton</td>
<td>87 mi</td>
<td>12</td>
<td>18</td>
<td>10</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>California State University, Long Beach</td>
<td>100 mi</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>California State University, Northridge</td>
<td>128 mi</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>78 mi</td>
<td>11</td>
<td>21</td>
<td>27</td>
<td>34</td>
<td>11</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>120 mi</td>
<td>13</td>
<td>7</td>
<td>9</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>California State University, Los Angeles</td>
<td>105 mi</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>University of California, Irvine</td>
<td>85 mi</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>University of California, San Diego</td>
<td>77 mi</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>CSU Total</td>
<td></td>
<td>249</td>
<td>258</td>
<td>306</td>
<td>335</td>
<td>308</td>
</tr>
<tr>
<td>UC Total</td>
<td></td>
<td>56</td>
<td>42</td>
<td>49</td>
<td>66</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>305</td>
<td>300</td>
<td>355</td>
<td>401</td>
<td>364</td>
</tr>
</tbody>
</table>

In the 2008-09 academic year, the California Postsecondary Education Commission (CPEC) reported 56 transfers from College of the Desert to University of California (UC) and 308 transfers to California State University (CSU) totaling 364. This number was in decline from the 2007-08 year (401 transfers, -9%).

CSU San Bernardino has been the number one transfer pathway for COD students with close to 60 percent of transfer students enrolling.

Of the top transfer institutions, CSU Northridge is the furthest away from COD at approximately 128 miles.

Source: California Postsecondary Education Commission
This chart provides college-going rates in California from 1985 to 2008. College-going rates were calculated by dividing the number of entering freshmen aged 19 and younger from high schools by the total number of graduates from high schools.

Riverside County has had an increase in community college going rate from 17.01% in 2005-06 to 29.5% in 2008-09, an increase of 12.49%.

The annual average of community college going rate from 1985 to 2009 is estimated to be 22.44%.

The college going rates for Riverside County compared well to the statewide total.

Contrastingly, Riverside County’s neighbor, San Bernardino County had an unusually low community college going rate at only 13.2%.

Source: California Postsecondary Education Commission
**ECONOMIC AND LABOR MARKET OUTLOOK**

The Economic and Labor Market Outlook contains information specific to the job market and its relationship to College programs.

In 2007, the average household income in Coachella Valley exceeded that of the Inland Empire by $3,753. The per capita income of Coachella Valley also exceeds that of Inland Empire by $6,988.

The median income which reports the mid-range (50% make more and 50% make less) of the Coachella Valley is lower than that of the Inland Empire by $6,505.

The 2007 median income of the communities within Coachella Valley varied substantially, with a gap of $80,921 between Indian Wells ($116,718) and Coachella ($35,797).

Palm Desert and Palm Springs generated the highest total income in the Coachella Valley at approximately $3,095 million in 2007.

Source: 2007 American Community Survey
Based on information from the U.S. Census’ American Community Survey, approximately 10.8% of families in Coachella Valley were below the poverty level in 2007. Poverty for a family for four, defined by the U.S. Department of Health and Human Services, is a combined family income of $20,650 in 2007 and $22,050 in 2009.

Coachella and Desert Hot Springs had the highest percentage of families living below poverty levels. The median incomes of these two cities were also the lowest relative to other communities in the Coachella Valley.
EMPLOYMENT

The Coachella Valley Economic Partnership has noted that Coachella Valley has reached a critical juncture in its history.\textsuperscript{3} Traditionally, this region has been a seasonal destination. However, as the burden of the economic crisis endures, it is imperative that this region become a year-round destination with a year-round economy. Coachella Valley employment\textsuperscript{4} has experienced significant growth in the past two decades, nearly doubling from 1991 to 2006. There has been a slight decline from 2007 to 2008 where employment dropped by 4,974 (3.5%).

\begin{center}
\textbf{Coachella Valley Employment}
\end{center}

\begin{center}
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline
\hline
\hline
\end{tabular}
\end{center}

\textsuperscript{3} Coachella Valley Fall 2009 Economic Report.
\textsuperscript{4} Employment indicates number of persons, aged 16 and older, currently employed and does not indicate workforce or civilian labor force.
Relative to the Inland Empire, the Coachella Valley employment growth rate displays similar trends and patterns.

The Coachella Valley rate of increase does exceed Inland Empire between 1994 and 2000 as well as between 2002 and 2004.

Based on the 2000 U.S. Census there has historically been a high rate of exchange in commuters between Riverside County and San Bernardino where Coachella Valley and the Inland Empire are respectively.

**UNEMPLOYMENT**

As the Employment Growth Rate declines, the unemployment rate locally and regional have risen drastically.

Riverside County’s unemployment rate increased from approximately 5 percent in 2006 to over 12 percent in 2009. This increase outpaced the National as well as Statewide unemployment rate for the same timeframe. San Bernardino County experienced similar trends as Riverside County.

Among the cities in Coachella Valley, Coachella, Indio and Cathedral Cities had the highest rate of unemployment. Palm Desert and La Quinta had relative low unemployment rates compared to the County and State.
Unemployment Rates

Source: Bureau of Labor Statistics
Since 2000, the employment distribution in Coachella Valley has been relatively stable. The largest employment sector remains Retail at 23 percent in 2008, up 1 percent since 2000. Hotel/Amusement also increased from 15 percent in 2000 to 16 percent in 2008. Small Sectors and Agriculture combined to make up 22 percent of the employment distribution in 2000. By 2008, these two sectors had decreased to 19 percent of the Coachella Valley Distribution.
INDUSTRY SECTOR PROJECTIONS IN RIVERSIDE-SAN BERNARDINO-ONTARIO MSA, 2006-2016

The major industry sectors identified for development by the Coachella Valley Economic Partnership in the 2009 Economic Report are Clean Technology and Energy, Creative Arts and Design, Healthcare and Life Sciences and Supply Chain Management and Logistics. These sectors are considered key to economic diversity in the Coachella Valley and should enhance the traditional industries such as tourism, leisure and hospitality, agriculture and retail.

The California Economic Development Department projected in that in the ten year span between 2006 and 2016, the annual average employment for industries would continue to grow. Despite the economic downturn in the past few years, it is imperative that College of the Desert aligns program decisions informed by latest economic and labor market data to respond to changing industry needs.

<table>
<thead>
<tr>
<th>NAICS Code</th>
<th>Industry Title</th>
<th>Annual Average Employment 2006</th>
<th>Annual Average Employment 2016</th>
<th>Employment Change</th>
<th>Employment Change Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1133, 21</td>
<td>Natural Resources and Mining</td>
<td>1,400</td>
<td>1,600</td>
<td>200</td>
<td>14.3</td>
</tr>
<tr>
<td>23</td>
<td>Construction</td>
<td>127,500</td>
<td>144,200</td>
<td>16,700</td>
<td>13.1</td>
</tr>
<tr>
<td>31-33</td>
<td>Manufacturing</td>
<td>123,400</td>
<td>129,500</td>
<td>6,100</td>
<td>4.9</td>
</tr>
<tr>
<td>42</td>
<td>Wholesale Trade</td>
<td>54,200</td>
<td>65,800</td>
<td>11,600</td>
<td>21.4</td>
</tr>
<tr>
<td>44-45</td>
<td>Retail Trade</td>
<td>173,200</td>
<td>192,700</td>
<td>19,500</td>
<td>11.3</td>
</tr>
<tr>
<td>22</td>
<td>Utilities</td>
<td>5,600</td>
<td>6,400</td>
<td>800</td>
<td>14.3</td>
</tr>
<tr>
<td>48-49</td>
<td>Transportation and Warehousing</td>
<td>58,100</td>
<td>67,700</td>
<td>9,600</td>
<td>16.5</td>
</tr>
<tr>
<td>51</td>
<td>Information</td>
<td>15,300</td>
<td>17,300</td>
<td>2,000</td>
<td>14.4</td>
</tr>
<tr>
<td>52-53</td>
<td>Financial Activities</td>
<td>31,600</td>
<td>38,100</td>
<td>6,500</td>
<td>20.5</td>
</tr>
<tr>
<td>53</td>
<td>Real Estate and Rental and Leasing</td>
<td>19,900</td>
<td>22,400</td>
<td>2,500</td>
<td>12.6</td>
</tr>
<tr>
<td>54-56</td>
<td>Professional and Business Services</td>
<td>142,300</td>
<td>173,100</td>
<td>30,800</td>
<td>21.6</td>
</tr>
<tr>
<td>54</td>
<td>Professional, Scientific, and Technical Services</td>
<td>39,900</td>
<td>49,800</td>
<td>9,900</td>
<td>24.8</td>
</tr>
<tr>
<td>55</td>
<td>Management of Companies and Enterprises</td>
<td>10,800</td>
<td>11,300</td>
<td>500</td>
<td>4.6</td>
</tr>
<tr>
<td>56</td>
<td>Administrative and Support and Waste Management and Remediation Services</td>
<td>91,700</td>
<td>112,000</td>
<td>20,300</td>
<td>22.1</td>
</tr>
<tr>
<td>61-62</td>
<td>Education Services, Health Care and Social Assistance</td>
<td>122,100</td>
<td>149,800</td>
<td>27,700</td>
<td>22.7</td>
</tr>
<tr>
<td>61</td>
<td>Educational Services (Private)</td>
<td>14,100</td>
<td>17,500</td>
<td>3,400</td>
<td>24.1</td>
</tr>
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<td>62</td>
<td>Health Care and Social Assistance</td>
<td>108,000</td>
<td>132,300</td>
<td>24,300</td>
<td>22.5</td>
</tr>
<tr>
<td>71-72</td>
<td>Leisure and Hospitality</td>
<td>128,100</td>
<td>159,600</td>
<td>31,500</td>
<td>24.6</td>
</tr>
<tr>
<td>71</td>
<td>Arts, Entertainment, and Recreation</td>
<td>16,000</td>
<td>20,100</td>
<td>4,100</td>
<td>25.6</td>
</tr>
<tr>
<td>72</td>
<td>Accommodation and Food Services</td>
<td>112,100</td>
<td>139,500</td>
<td>27,400</td>
<td>24.4</td>
</tr>
<tr>
<td>81</td>
<td>Other Services (excludes 814-Private Household Workers)</td>
<td>42,500</td>
<td>51,200</td>
<td>8,700</td>
<td>20.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>19,300</td>
<td>21,500</td>
<td>2,200</td>
<td>11.4</td>
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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27,400</td>
<td>31,800</td>
<td>4,400</td>
<td>16.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>175,700</td>
<td>210,900</td>
<td>35,200</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Source: California Economic Development Department
**FASTEST GROWING OCCUPATION IN RIVERSIDE-SAN BERNARDINO-ONTARIO MSA, 2006-2016**

The fastest growing occupations are jobs with the highest percent change in annual average employment for the ten year period from 2006 to 2016.

Among the fastest growing occupations in the Riverside – San Bernardino – Ontario MSA are a number of positions in the Information Technology, Leisure and Hospitality, Health Care and Education Industries.

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupational Title</th>
<th>Annual Average Employment</th>
<th>Employment Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-1081</td>
<td>Network Systems and Data Communications Analysts</td>
<td>920</td>
<td>500</td>
</tr>
<tr>
<td>39-5094</td>
<td>Skin Care Specialists</td>
<td>330</td>
<td>160</td>
</tr>
<tr>
<td>15-1031</td>
<td>Computer Software Engineers, Applications</td>
<td>2,100</td>
<td>1,010</td>
</tr>
<tr>
<td>39-4000</td>
<td>Funeral Service Workers</td>
<td>170</td>
<td>80</td>
</tr>
<tr>
<td>19-2043</td>
<td>Hydrologists</td>
<td>130</td>
<td>60</td>
</tr>
<tr>
<td>15-2099</td>
<td>Mathematical Science Occupations, All Other</td>
<td>110</td>
<td>50</td>
</tr>
<tr>
<td>29-2052</td>
<td>Pharmacy Technicians</td>
<td>2,380</td>
<td>970</td>
</tr>
<tr>
<td>29-2056</td>
<td>Veterinary Technologists and Technicians</td>
<td>590</td>
<td>220</td>
</tr>
<tr>
<td>17-2112</td>
<td>Industrial Engineers</td>
<td>810</td>
<td>300</td>
</tr>
<tr>
<td>25-9031</td>
<td>Instructional Coordinators</td>
<td>950</td>
<td>350</td>
</tr>
<tr>
<td>49-9062</td>
<td>Medical Equipment Repairers</td>
<td>410</td>
<td>150</td>
</tr>
<tr>
<td>25-2044</td>
<td>Special Education Teachers, Preschool, Kindergarten, and Elementary School</td>
<td>1,450</td>
<td>530</td>
</tr>
<tr>
<td>25-1112</td>
<td>Law Teachers, Postsecondary</td>
<td>140</td>
<td>50</td>
</tr>
<tr>
<td>25-2042</td>
<td>Special Education Teachers, Middle School</td>
<td>560</td>
<td>200</td>
</tr>
<tr>
<td>25-1052</td>
<td>Chemistry Teachers, Postsecondary</td>
<td>170</td>
<td>60</td>
</tr>
<tr>
<td>19-4092</td>
<td>Forensic Science Technicians</td>
<td>170</td>
<td>60</td>
</tr>
<tr>
<td>29-1131</td>
<td>Veterinarians</td>
<td>510</td>
<td>170</td>
</tr>
<tr>
<td>25-1126</td>
<td>Philosophy and Religion Teachers, Postsecondary</td>
<td>120</td>
<td>40</td>
</tr>
<tr>
<td>29-1124</td>
<td>Radiation Therapists</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td>25-2012</td>
<td>Kindergarten Teachers, Except Special Education</td>
<td>3,100</td>
<td>1,030</td>
</tr>
<tr>
<td>39-5092</td>
<td>Manicurists and Pedicurists</td>
<td>1,000</td>
<td>330</td>
</tr>
<tr>
<td>25-1191</td>
<td>Graduate Teaching Assistants</td>
<td>1,910</td>
<td>630</td>
</tr>
<tr>
<td>13-2051</td>
<td>Financial Analysts</td>
<td>550</td>
<td>180</td>
</tr>
<tr>
<td>15-1061</td>
<td>Database Administrators</td>
<td>460</td>
<td>150</td>
</tr>
<tr>
<td>25-1032</td>
<td>Engineering Teachers, Postsecondary</td>
<td>370</td>
<td>120</td>
</tr>
<tr>
<td>31-2021</td>
<td>Physical Therapist Assistants</td>
<td>370</td>
<td>120</td>
</tr>
<tr>
<td>25-1042</td>
<td>Biological Science Teachers, Postsecondary</td>
<td>280</td>
<td>90</td>
</tr>
<tr>
<td>25-1199</td>
<td>Postsecondary Teachers, All Other</td>
<td>3,400</td>
<td>1,090</td>
</tr>
<tr>
<td>25-1081</td>
<td>Education Teachers, Postsecondary</td>
<td>250</td>
<td>80</td>
</tr>
<tr>
<td>17-3026</td>
<td>Industrial Engineering Technicians</td>
<td>250</td>
<td>80</td>
</tr>
<tr>
<td>21-1011</td>
<td>Substance Abuse and Behavioral Disorder Counselors</td>
<td>1,220</td>
<td>390</td>
</tr>
<tr>
<td>Code</td>
<td>Occupation</td>
<td>2022</td>
<td>2023</td>
</tr>
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<td>---------</td>
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<td>--------</td>
</tr>
<tr>
<td>25-1123</td>
<td>English Language and Literature Teachers, Postsecondary</td>
<td>440</td>
<td>580</td>
</tr>
<tr>
<td>31-9092</td>
<td>Medical Assistants</td>
<td>6,890</td>
<td>9,080</td>
</tr>
<tr>
<td>15-1071</td>
<td>Network and Computer Systems Administrators</td>
<td>1,480</td>
<td>1,950</td>
</tr>
<tr>
<td>25-1000</td>
<td>Postsecondary Teachers</td>
<td>11,280</td>
<td>14,860</td>
</tr>
<tr>
<td>35-3021</td>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>25,450</td>
<td>33,500</td>
</tr>
<tr>
<td>25-1071</td>
<td>Health Specialties Teachers, Postsecondary</td>
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<td>500</td>
</tr>
<tr>
<td>25-1011</td>
<td>Business Teachers, Postsecondary</td>
<td>350</td>
<td>460</td>
</tr>
<tr>
<td>25-1122</td>
<td>Communications Teachers, Postsecondary</td>
<td>160</td>
<td>210</td>
</tr>
<tr>
<td>25-1021</td>
<td>Computer Science Teachers, Postsecondary</td>
<td>160</td>
<td>210</td>
</tr>
<tr>
<td>25-1022</td>
<td>Mathematical Science Teachers, Postsecondary</td>
<td>320</td>
<td>420</td>
</tr>
<tr>
<td>25-1072</td>
<td>Nursing Instructors and Teachers, Postsecondary</td>
<td>160</td>
<td>210</td>
</tr>
<tr>
<td>27-4032</td>
<td>Film and Video Editors</td>
<td>160</td>
<td>210</td>
</tr>
<tr>
<td>31-1011</td>
<td>Home Health Aides</td>
<td>4,000</td>
<td>5,240</td>
</tr>
<tr>
<td>31-2000</td>
<td>Occupational and Physical Therapist Assistants and Aides</td>
<td>1,070</td>
<td>1,400</td>
</tr>
<tr>
<td>25-1125</td>
<td>History Teachers, Postsecondary</td>
<td>130</td>
<td>170</td>
</tr>
<tr>
<td>31-2022</td>
<td>Physical Therapist Aides</td>
<td>520</td>
<td>680</td>
</tr>
<tr>
<td>25-2021</td>
<td>Elementary School Teachers, Except Special Education</td>
<td>21,790</td>
<td>28,480</td>
</tr>
<tr>
<td>21-1013</td>
<td>Marriage and Family Therapists</td>
<td>360</td>
<td>470</td>
</tr>
<tr>
<td>29-2021</td>
<td>Dental Hygienists</td>
<td>1,020</td>
<td>1,330</td>
</tr>
</tbody>
</table>

Source: California Economic Development Department
High demand occupations are occupations with the most number of job openings in 2006 to 2016. Job openings include new jobs and net replacement jobs. Net replacement positions are an estimate of the number of job openings expected because people have permanently left an occupation. The education and training levels are reported by the California Economic Development Department based on classifications developed by the Bureau of Labor Statistics.

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupational Title</th>
<th>Job Openings</th>
<th>Median Hourly</th>
<th>Median Annual</th>
<th>Education and Training Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>41-2031</td>
<td>Retail Salespersons</td>
<td>24,360</td>
<td>$9.85</td>
<td>$20,503</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>41-2011</td>
<td>Cashiers</td>
<td>20,170</td>
<td>$8.97</td>
<td>$18,650</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>35-3031</td>
<td>Waiters and Waitresses</td>
<td>15,340</td>
<td>$8.43</td>
<td>$17,543</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>53-7062</td>
<td>Laborers and Freight, Stock, and Material Movers, Hand</td>
<td>13,460</td>
<td>$10.19</td>
<td>$21,198</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>35-3021</td>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>12,880</td>
<td>$8.27</td>
<td>$17,205</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>25-2021</td>
<td>Elementary School Teachers, Except Special Education</td>
<td>11,450</td>
<td>$12.24</td>
<td>$25,454</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>43-9061</td>
<td>Office Clerks, General</td>
<td>11,190</td>
<td>$12.24</td>
<td>$25,454</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>39-9021</td>
<td>Personal and Home Care Aides</td>
<td>9,710</td>
<td>$9.59</td>
<td>$19,940</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>43-4051</td>
<td>Customer Service Representatives</td>
<td>8,890</td>
<td>$14.71</td>
<td>$30,604</td>
<td>Moderate-Term On-the-Job Training</td>
</tr>
<tr>
<td>29-1111</td>
<td>Registered Nurses</td>
<td>8,380</td>
<td>$33.31</td>
<td>$73,444</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>53-3032</td>
<td>Truck Drivers, Heavy and Tractor-Trailer</td>
<td>8,370</td>
<td>$20.24</td>
<td>$42,088</td>
<td>Moderate-Term On-the-Job Training</td>
</tr>
<tr>
<td>47-2031</td>
<td>Carpenters</td>
<td>7,440</td>
<td>$22.71</td>
<td>$47,231</td>
<td>Long-Term On-the-Job Training</td>
</tr>
<tr>
<td>35-3022</td>
<td>Counter Attendants, Cafeteria, Food Concession, and Coffee Shop</td>
<td>6,470</td>
<td>$8.76</td>
<td>$18,219</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>47-2061</td>
<td>Construction Laborers</td>
<td>6,230</td>
<td>$14.82</td>
<td>$30,830</td>
<td>Moderate-Term On-the-Job Training</td>
</tr>
<tr>
<td>41-1011</td>
<td>First-Line Supervisors/Managers of Retail Sales Workers</td>
<td>6,230</td>
<td>$16.87</td>
<td>$35,093</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>37-3011</td>
<td>Landscaping and Groundskeeping Workers</td>
<td>6,110</td>
<td>$10.22</td>
<td>$21,252</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>37-2011</td>
<td>Janitors and Cleaners, Except Maids and Housekeeping Cleaners</td>
<td>5,960</td>
<td>$11.79</td>
<td>$24,531</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>25-2031</td>
<td>Secondary School Teachers, Except Special and Vocational Education</td>
<td>5,880</td>
<td>$61,723</td>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td>43-5081</td>
<td>Stock Clerks and Order Fillers</td>
<td>5,730</td>
<td>$10.45</td>
<td>$21,744</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>11-1021</td>
<td>General and Operations Managers</td>
<td>5,010</td>
<td>$45.55</td>
<td>$94,724</td>
<td>Bachelor’s Degree or Higher and Some Work Experience</td>
</tr>
<tr>
<td>25-9041</td>
<td>Teacher Assistants</td>
<td>4,920</td>
<td>N/A</td>
<td>$28,149</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>43-3031</td>
<td>Bookkeeping, Accounting, and Auditing Clerks</td>
<td>4,880</td>
<td>$16.40</td>
<td>$34,108</td>
<td>Moderate-Term On-the-Job Training</td>
</tr>
<tr>
<td>51-2092</td>
<td>Team Assemblers</td>
<td>4,860</td>
<td>$10.97</td>
<td>$22,822</td>
<td>Moderate-Term On-the-Job Training</td>
</tr>
<tr>
<td>35-2021</td>
<td>Food Preparation Workers</td>
<td>4,750</td>
<td>$9.24</td>
<td>$19,219</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>43-6011</td>
<td>Executive Secretaries and Administrative Assistants</td>
<td>4,660</td>
<td>$18.91</td>
<td>$39,340</td>
<td>Moderate-Term On-the-Job Training</td>
</tr>
<tr>
<td>35-2014</td>
<td>Cooks, Restaurant</td>
<td>4,500</td>
<td>$11.19</td>
<td>$23,271</td>
<td>Long-Term On-the-Job Training</td>
</tr>
<tr>
<td>41-4012</td>
<td>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products</td>
<td>4,390</td>
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<td>$56,447</td>
<td>Moderate-Term On-the-Job Training</td>
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<tr>
<td>NAICS Code</td>
<td>Occupation</td>
<td>Employment</td>
<td>Mean Annual wage</td>
<td>Median Annual wage</td>
<td>Training Duration</td>
</tr>
<tr>
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<td>------------------</td>
<td>--------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>43-1011</td>
<td>First-Line Supervisors/Managers of Office and Administrative Support Workers</td>
<td>4,270</td>
<td>$22.26</td>
<td>$46,278</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>39-9011</td>
<td>Child Care Workers</td>
<td>4,190</td>
<td>$9.74</td>
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</tr>
<tr>
<td>43-4171</td>
<td>Receptionists and Information Clerks</td>
<td>3,950</td>
<td>$11.44</td>
<td>$23,798</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>35-9031</td>
<td>Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop</td>
<td>3,890</td>
<td>$8.62</td>
<td>$17,922</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>33-9032</td>
<td>Security Guards</td>
<td>3,580</td>
<td>$10.43</td>
<td>$21,693</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>53-7051</td>
<td>Industrial Truck and Tractor Operators</td>
<td>3,560</td>
<td>$13.94</td>
<td>$29,004</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>53-3033</td>
<td>Truck Drivers, Light or Delivery Services</td>
<td>3,470</td>
<td>$13.88</td>
<td>$28,871</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>43-5071</td>
<td>Shipping, Receiving, and Traffic Clerks</td>
<td>3,430</td>
<td>$13.08</td>
<td>$27,201</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>49-3023</td>
<td>Automotive Service Technicians and Mechanics</td>
<td>3,320</td>
<td>$17.43</td>
<td>$36,223</td>
<td>Post-Secondary Vocational Education</td>
</tr>
<tr>
<td>35-9021</td>
<td>Dishwashers</td>
<td>3,250</td>
<td>$8.50</td>
<td>$17,696</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>25-2022</td>
<td>Middle School Teachers, Except Special and Vocational Education</td>
<td>3,240</td>
<td>$58.77</td>
<td>$57,772</td>
<td>Bachelor's Degree</td>
</tr>
<tr>
<td>35-9011</td>
<td>Dining Room and Cafeteria Attendants and Bartender Helpers</td>
<td>3,170</td>
<td>$8.36</td>
<td>$17,389</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>37-2012</td>
<td>Maids and Housekeeping Cleaners</td>
<td>3,170</td>
<td>$9.01</td>
<td>$18,731</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>43-3071</td>
<td>Tellers</td>
<td>3,140</td>
<td>$12.29</td>
<td>$25,556</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>31-9092</td>
<td>Medical Assistants</td>
<td>3,040</td>
<td>$12.38</td>
<td>$25,730</td>
<td>Moderate-Term On-the-Job Training</td>
</tr>
<tr>
<td>41-2021</td>
<td>Counter and Rental Clerks</td>
<td>2,960</td>
<td>$9.77</td>
<td>$20,311</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>47-1011</td>
<td>First-Line Supervisors/Managers of Construction Trades and Extraction Workers</td>
<td>2,920</td>
<td>$11.03</td>
<td>$64,529</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>13-2011</td>
<td>Accountants and Auditors</td>
<td>2,840</td>
<td>$27.77</td>
<td>$57,722</td>
<td>Bachelor's Degree</td>
</tr>
<tr>
<td>53-7061</td>
<td>Cleaners of Vehicles and Equipment</td>
<td>2,780</td>
<td>$8.99</td>
<td>$18,712</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>31-1012</td>
<td>Nursing Aides, Orderlies, and Attendants</td>
<td>2,720</td>
<td>$11.65</td>
<td>$24,244</td>
<td>Short-Term On-the-Job Training</td>
</tr>
<tr>
<td>47-2141</td>
<td>Painters, Construction and Maintenance</td>
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<td>$15.35</td>
<td>$31,934</td>
<td>Moderate-Term On-the-Job Training</td>
</tr>
<tr>
<td>35-1012</td>
<td>First-Line Supervisors/Managers of Food Preparation and Serving Workers</td>
<td>2,650</td>
<td>$11.91</td>
<td>$24,757</td>
<td>Work Experience in a Related Occupation</td>
</tr>
</tbody>
</table>

Source: California Economic Development Department
SELECT TOP OCCUPATIONS IN RIVERSIDE-SAN BERNARDINO-ONTARIO MSA AND WAGES

The following select top occupations have been identified as having the most average annual job openings requiring an associate's degree, post-secondary vocational education or work experience in a related occupation. These occupations are of interest due to the level of education and/or training specific to the position. Average annual total jobs include new jobs and net replacement jobs. Net replacement positions are an estimate of the number of job openings expected because people have permanently left an occupation. The education and training levels are reported by California Economic Development Department based on classifications developed by the Bureau of Labor Statistics.

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupational Title</th>
<th>Average Annual Total Jobs</th>
<th>Median Hourly</th>
<th>Median Annual</th>
<th>Education and Training Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-1111</td>
<td>Registered Nurses</td>
<td>838</td>
<td>$35.31</td>
<td>$73,444</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>41-1011</td>
<td>First-Line Supervisors/Managers of Retail Sales Workers</td>
<td>623</td>
<td>$16.87</td>
<td>$35,093</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>43-1011</td>
<td>First-Line Supervisors/Managers of Office and Administrative Support Workers</td>
<td>427</td>
<td>$22.26</td>
<td>$46,278</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>49-3023</td>
<td>Automotive Service Technicians and Mechanics</td>
<td>332</td>
<td>$17.43</td>
<td>$36,253</td>
<td>Post-Secondary Vocational Education</td>
</tr>
<tr>
<td>47-1011</td>
<td>First-Line Supervisors/Managers of Construction Trades and Extraction Workers</td>
<td>292</td>
<td>$31.03</td>
<td>$64,529</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>35-1012</td>
<td>First-Line Supervisors/Managers of Food Preparation and Serving Workers</td>
<td>265</td>
<td>$11.91</td>
<td>$24,757</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>29-2061</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>231</td>
<td>$20.01</td>
<td>$41,603</td>
<td>Post-Secondary Vocational Education</td>
</tr>
<tr>
<td>11-9051</td>
<td>Food Service Managers</td>
<td>190</td>
<td>$22.18</td>
<td>$46,141</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>49-1011</td>
<td>First-Line Supervisors/Managers of Mechanics, Installers, and Repairers</td>
<td>184</td>
<td>$28.11</td>
<td>$58,484</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>43-6013</td>
<td>Medical Secretaries</td>
<td>180</td>
<td>$12.80</td>
<td>$26,639</td>
<td>Post-Secondary Vocational Education</td>
</tr>
<tr>
<td>15-1041</td>
<td>Computer Support Specialists</td>
<td>160</td>
<td>$21.72</td>
<td>$45,182</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>51-1011</td>
<td>First-Line Supervisors/Managers of Production and Operating Workers</td>
<td>159</td>
<td>$22.49</td>
<td>$46,776</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>39-5012</td>
<td>Hairdressers, Hairstylists, and Cosmetologists</td>
<td>154</td>
<td>$9.20</td>
<td>$19,151</td>
<td>Post-Secondary Vocational Education</td>
</tr>
<tr>
<td>51-4121</td>
<td>Welders, Cutters, Solderers, and Brazers</td>
<td>152</td>
<td>$15.31</td>
<td>$31,833</td>
<td>Post-Secondary Vocational Education</td>
</tr>
<tr>
<td>11-9199</td>
<td>Managers, All Other</td>
<td>151</td>
<td>$40.88</td>
<td>$85,022</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>49-3031</td>
<td>Bus and Truck Mechanics and Diesel Engine Specialists</td>
<td>144</td>
<td>$18.86</td>
<td>$41,306</td>
<td>Post-Secondary Vocational Education</td>
</tr>
<tr>
<td>25-2011</td>
<td>Preschool Teachers, Except Special Education</td>
<td>114</td>
<td>$11.09</td>
<td>$23,063</td>
<td>Post-Secondary Vocational Education</td>
</tr>
<tr>
<td>53-1021</td>
<td>First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand</td>
<td>113</td>
<td>$21.40</td>
<td>$44,513</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>41-3021</td>
<td>Insurance Sales Agents</td>
<td>103</td>
<td>$23.23</td>
<td>$48,306</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>53-1031</td>
<td>First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators</td>
<td>88</td>
<td>$25.30</td>
<td>$52,616</td>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>31-9011</td>
<td>Massage Therapists</td>
<td>84</td>
<td>$23.23</td>
<td>$48,304</td>
<td>Post-Secondary Vocational Education</td>
</tr>
<tr>
<td>39-9031</td>
<td>Fitness Trainers and Aerobics Instructors</td>
<td>82</td>
<td>$13.10</td>
<td>$27,226</td>
<td>Post-Secondary Vocational Education</td>
</tr>
<tr>
<td>39-1021</td>
<td>First-Line Supervisors/Managers of Personal Service Workers</td>
<td>81</td>
<td>$15.21</td>
<td>$31,632</td>
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<td>Construction and Building Inspectors</td>
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<td>First-Line Supervisors/Managers of Landscaping, Lawn Service, and Grounds-keeping Workers</td>
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<tr>
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<td>$13.72</td>
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<tr>
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<td>Detectives and Criminal Investigators</td>
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<tr>
<td>33-9021</td>
<td>Private Detectives and Investigators</td>
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<td>$27.85</td>
<td>$57,939</td>
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<tr>
<td>49-2094</td>
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<tr>
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<td>17-3023</td>
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<td>$28.69</td>
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<tr>
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<td>43-6012</td>
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<td>$18.08</td>
<td>$37,603</td>
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<td>29-2055</td>
<td>Surgical Technologists</td>
<td>35</td>
<td>$19.16</td>
<td>$39,850</td>
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</tr>
</tbody>
</table>

Source: California Economic Development Department
INTERNAL SCAN

This internal scan of College of the Desert is an opportunity to assess the historical enrollment patterns as well as demographics and characteristics of the students over the recent academic years. This data is used to discern patterns and trends and review institutional plans to best serve students.

ENROLLMENT HISTORY

Since 1991, COD enrollment has exhibited an upward growth trend. From 1991 to 2009, the average annual fall enrollment growth experienced by the College was 2.9 percent. Most of the growth occurred during the past ten years where average annual growth was 4.0 percent. Since 2007, there was an annual average increase of 5.9 percent.

COD Full Time Equivalent Students (FTES) experienced growth similar to that of enrollment, averaging 4.9 percent during the ten year period from 1999 to 2009. Since fall 2007, the College had a 7.2 percent average annual increase in FTES.
ENROLLMENT PROJECTIONS

By 2020, College of the Desert’s Fall FTES is projected to be 6,146. The average annual growth, based on participation rates, is expected to be 2.64 percent.

A scan of the external conditions of the College community anticipates that in the next ten years the population in the Coachella Valley will continue to grow. Based on these population increases, it is anticipated that enrollment within the District would also increase. The historical participation rate and population projections of the adult population (aged 16-65) of the community were utilized to develop enrollment projections.
STUDENT DEMOGRAPHICS

STUDENT GENDER

Over the past nine years, the proportion of male to female students remains relatively constant. Males accounted for approximately 41 percent of enrollment and females accounted for approximately 59 percent.

STUDENT ETHNICITY

It was noted in the 2008 Strategic Education Master Plan that COD has become a “minority majority” institution in the past decade.

Hispanic students continue to constitute the largest share of the enrollments with 55.6 percent in fall 2009. White (Non Hispanic) followed, making up 28.7 percent of the student enrollments.

The trend at COD has been shifting over the past nine years. As the share of Hispanic students rises, we see a drop in a share of the white student population.
**STUDENT AGE**

In the 2008 Strategic Education Master Plan, data revealed that from fall 1997 to fall 2006, the students attending COD were trending toward a younger population. During these years, the students 24 years old and younger made up approximately 45 percent of the student population in 1997. By 2006, this number has risen to approximately 55 percent.

Students 24 years old and younger made up 58 percent of the population in fall 2009.

Contrastingly, students age 30 and over have slowly declined. In 2006, these students made up 31.4 percent of the fall enrollment. By 2009, the percentage declined to 28.7 percent.

<table>
<thead>
<tr>
<th>STUDENT AGE (%)</th>
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<thead>
<tr>
<th></th>
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<td>Fall 2000</td>
<td>8,602</td>
<td>2.7%</td>
<td>33.9%</td>
<td>12.2%</td>
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<td>18.7%</td>
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<td>Fall 2001</td>
<td>9,396</td>
<td>2.2%</td>
<td>34.9%</td>
<td>13.0%</td>
<td>12.8%</td>
<td>18.0%</td>
<td>11.5%</td>
<td>6.5%</td>
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<tr>
<td>Fall 2002</td>
<td>9,799</td>
<td>2.9%</td>
<td>35.2%</td>
<td>12.8%</td>
<td>12.8%</td>
<td>17.4%</td>
<td>11.3%</td>
<td>6.9%</td>
<td>0.8%</td>
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<tr>
<td>Fall 2003</td>
<td>9,807</td>
<td>3.1%</td>
<td>37.0%</td>
<td>13.6%</td>
<td>12.1%</td>
<td>16.4%</td>
<td>10.8%</td>
<td>4.5%</td>
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<tr>
<td>Fall 2004</td>
<td>9,626</td>
<td>3.2%</td>
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<td>12.4%</td>
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<tr>
<td>Fall 2005</td>
<td>10,005</td>
<td>3.4%</td>
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<td>13.0%</td>
<td>14.9%</td>
<td>9.6%</td>
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<tr>
<td>Fall 2006</td>
<td>10,279</td>
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<td>13.5%</td>
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<td>9.7%</td>
<td>5.7%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>10,789</td>
<td>3.6%</td>
<td>39.3%</td>
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<td>13.3%</td>
<td>15.0%</td>
<td>9.3%</td>
<td>5.4%</td>
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<tr>
<td>Fall 2008</td>
<td>11,468</td>
<td>3.9%</td>
<td>40.1%</td>
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<td>13.4%</td>
<td>14.4%</td>
<td>8.4%</td>
<td>5.4%</td>
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<td>Fall 2009</td>
<td>12,213</td>
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<td>13.1%</td>
<td>14.4%</td>
<td>8.8%</td>
<td>5.2%</td>
<td>0.4%</td>
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</tbody>
</table>
**Course Load**

Current data reveal a shift in the course load taken by COD Students. In Fall 2000, 58.1 percent of students were full time students and 26.9 percent were part time students. By Fall 2009, the percentage of students enrolled as full time students dropped to 52.4 percent. Meanwhile, the percentage of students enrolling as part time students have increased to 32.3 percent.

The percentage of students taking non-credit courses have remained relatively stable. The number fluctuated between a low of 13.9 percent in Fall 2005 to a high of 17.4 percent in Fall of 2007. However there is no sustained trend. Non-credit students made up an average 15.6 percent of Fall enrollments between 2000 and 2009.

**Units Enrolled**

Since fall 2000, the percentage of students enrolled in 12 or more units have increased from 25.6 percent to over 32 percent in fall 2009. This shift is important to note so the College can properly prepare to meet student demand and respond to student goals made apparent by this trend.
**Time of Day Attending**

The number of evening only students declined from fall 2000 (29.2 percent) to Fall 2009 (18.5 percent).

The percentage of students enrolled in day only courses rose slightly from 40.9 to 43.7 in a nine year span and day & evening enrollment rose from 29.8 percent to nearly 38 percent. This is consistent with the upward trend of full time students (12 units or more).

**Citizenship**

The percentage of U.S. Citizens enrolled has remained consistent, averaging 71.1 percent of fall enrollments from 2000 to 2009.

The number of Non U.S. Citizen enrollments has decreased from fall 2000 to fall 2009. However, starting in fall 2003, the number of enrollment with unknown citizenship status was recorded and averages 13.7 percent of fall enrollments. One theory is Non U.S. Citizens are being captured by the unknown category.
**ACADEMIC PROGRAMS**

This section outlines all of the individual programs and their current outlook as it pertains to the College internal and external data as well as economic factors of the service area. The first area reviews the current situation of academic divisions and subject areas by evaluating the data provided in the Program Review Updates (PRU’s). This data provides the College with the ability to examine instructional programs in a quantitative manner. It allows the College to measure strategies employed against general key performance indicators. From this, program opportunities are ascertained and strategies are developed to meet program goals and challenges.

**DEFINITION OF TERMS**

**Full Time Equivalent Student (FTES)**
A full time equivalent student is one student taking 15 hours of instruction per week for two semesters of 17.5 weeks. While most students do not necessarily enroll in 15 hours of instruction per week, we calculate aggregated student attendance in this manner for both funding purposes as well as a measure for the college of how many full time equivalent students are participating in any given class or program, or are enrolled at the college.

**Weekly Student Contact Hours (WSCH)**
This is a measure of the number of students enrolled in a course multiplied by the number of hours the course meets per week. If a class meets for three hours a week and has 30 students enrolled, the WSCH is 90.

**WSCH per FTEF**
This calculation, sometimes called ‘productivity,’ is the number of weekly student contact hours (WSCH) per Full Time Equivalent Faculty (FTEF). Some colleges establish a target number to reach to ensure fiscal viability. The college community is made up of departments and programs with a wide variety of needs. Some disciplines have mandates from external sources which keep class size low. A college supports this diversity of discipline needs and strives for general support and cooperation to best serve students in meeting their educational needs while understanding the fiscal pressures.

**Success Rate**
The percentage of students who earned a grade of A, B, C, or Cr in the class.

**Retention Rate**
The percentage of students who remain in the course after the census date until the end of the term.
Applied Science & Business Division

SUBJECT: AIR CONDITIONING/HVACR

Program Description

The Air Conditioning/HVACR program is a well established curriculum and has long served the desert community by providing highly trained individuals to work in various businesses throughout the Coachella Valley. The program offers a Certificate and Associate of Science degree for employment preparation that is designed to provide a wide range of courses in order to best serve student needs. In addition, required courses listed in the program are derived from the collaboration and dedicated efforts of members of a Technical Advisory Committee and other individuals' experiences in the specific occupational areas.

Learning Outcomes

Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities

- Develop strategies to address recent decrease in course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
Applied Science & Business Division

SUBJECT: AGRI-BUSINESS

Program Description

Learning Outcomes
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities
- Maintain high levels of course retention rates.
- Maintain high levels of course success rates.
- Develop strategies to increase course productivity rates.

<table>
<thead>
<tr>
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<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
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<tr>
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</table>
Applied Science & Business Division

SUBJECT: ENVIRONMENTAL HORTICULTURE & TURFGRASS MANAGEMENT

Program Description
The programs in Agriculture at College of the Desert include Environmental Horticulture, Turfgrass Management, General Agriculture, Agri-business, and Plant Science. These programs are designed to serve both the occupational and transfer students. Many courses primarily serve students who wish to enter an occupation after graduation in the industry of Horticulture and Turf Management. Courses are designed to provide practical experience as well as academic background. Students who wish to transfer to a four-year college will find the necessary required transfer courses and related subjects available to them, but also departmental courses related to their majors.

Learning Outcomes
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities
- Develop strategies to increase course success rates.
- Maintain high levels of course retention rates.
- Develop strategies to increase course productivity rates.
Applied Science & Business Division

SUBJECT: PLANT SCIENCE

Program Description

Learning Outcomes

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

1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities

- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.

<table>
<thead>
<tr>
<th></th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
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<td>82.9%</td>
<td>97.9%</td>
<td>97.2%</td>
<td>95.8%</td>
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<tr>
<td>FTES</td>
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<td></td>
</tr>
<tr>
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<td>62.2%</td>
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<td>85.0%</td>
<td>86.1%</td>
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<tr>
<td>FTES</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27.00</td>
<td>22.29</td>
<td>34.71</td>
<td>29.95</td>
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<tr>
<td>Sections Offered</td>
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<td>12</td>
<td>13</td>
</tr>
<tr>
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<tr>
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<td>PT Faculty Headcount</td>
<td>1</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>FTEF/WSCH</td>
<td>506.25</td>
<td>716.41</td>
<td>300.36</td>
<td>204.20</td>
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</table>
Program Description
Students desiring careers in administration of justice may elect a program of study designed for upper division transfer, or one which is oriented toward job entry with employment at a local, State, or Federal Law Enforcement Agency.

Students intending to transfer to a four-year college should consult that college for specific requirements. Students planning to pursue a career in administration of justice after graduation should include more specialization and emphasis in these courses. There are certain minimum physical and good moral character requirements for peace officers. Students may obtain more specific information about those requirements from the department staff. Students who are transferring to College of the Desert from another college must take at least six units of administration of justice courses at College of the Desert, in addition to regular required courses to be eligible for graduation.

Certification and approval of the administration of justice curriculum has been received from the California State Commission on Peace Officer Standards and Training (POST).

Learning Outcomes
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities
- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
Applied Science & Business Division

SUBJECT: ARCHITECTURE

Program Description
The Architecture and Environmental Design Program offers various curricula with emphasis in transfer and employment preparation in Architecture, Building Inspection Technology, Construction Management and Drafting/CAD. The courses in each curriculum endeavor to provide students with technical background, a set of social values, and a range of skills which result in creative expression. Consequently, students are prepared to understand issues and provide solutions for the betterment of the human physical environment.

Learning Outcomes
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities

<table>
<thead>
<tr>
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</table>
Subject: Automotive Technology

Program Description

Automotive Technology is the study of automotive systems as they relate to the current generation of computer controlled vehicles. Career paths in this discipline include automotive service technicians, automotive service consultants, automotive parts salespeople, vehicles modifers in the alternate fuels and fuel cells. Even students who choose not to major in automotive technology find that course work in the field can improve their ability to solve complex problems, improve diagnostic skills and research complex problems. Students earning the certificates of achievement in the various specialty areas may choose to continue towards an associate's degree or go directly to entry-level jobs in that aspect of the automotive service industry. Past recipients of COD automotive certificates have obtained positions as service technicians, service advisors, heavy-duty technicians, alternate fuels technicians and alternate fuel system up fitters.

Advanced Transportation Technologies

The Advanced Transportation Technologies degree program offers students the opportunity to learn the academic and occupational skills needed by future entry-level technicians in the transportation industry. The curriculum was developed with industry guidance and prepares students with foundation courses, and then focuses on the new electronic technologies used in light, medium and heavy-duty vehicles. The program has special emphasis on the hybrid and alternate fuel vehicles being introduced by the major manufacturers. The degree program's emphasis is on engine performance and emission systems, vehicle computer systems, electronic controls and vehicle system diagnostics that are used in both conventional and alternate fueled vehicles. In addition to the degree option, the advanced transportation technology certificate programs are designed to be as flexible as possible in offering students and working technicians the opportunity to gain the needed knowledge and skills with a short term commitment.

As the students progress through the program, they will be exposed to other aspects of the transportation industry that include personal planning, development of individual and team working skills, development of advanced technical knowledge, health and safety, and environmental issues.

Learning Outcomes

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

1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities

- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.
Applied Science & Business Division

SUBJECT: BUILDING INSPECTION TECHNOLOGY

Program Description

Learning Outcomes

Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities

- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

<table>
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<tr>
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<th>2008-09</th>
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<th>08-09</th>
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</table>
Applied Science & Business Division

SUBJECT: ACCOUNTING

Program Description

Accounting is the study of the process of analyzing, recording, summarizing, and reporting financial information to managers, owners, customers, investors, and other decision makers inside and outside a business organization. Career paths chosen by students pursuing undergraduate studies in accounting commonly include financial accounting, management accounting, tax accounting, auditing, governmental and not-for-profit accounting. Careers in the discipline that generally require graduate-level degrees include management consulting services and education. Even students who choose not to major in accounting find that coursework in the field can improve their ability to understand the role of accounting as a part of the overall business management team, as well as their ability to comprehend financial information as it pertains to their personal wealth management.

College of the Desert's accounting curriculum includes course offerings that provide a general overview of the discipline, as well as specialized focus on tax accounting, hospitality accounting, cost accounting, construction accounting, and computer accounting. The college offers a Certificate of Achievement in Accounting, as well as courses leading to transfer. The certificate is designed to provide students with skills necessary for employment or advancement in the profession. Students earning the certificate may also choose to continue their study toward an associate, baccalaureate, or advanced degree in the field. Past recipients of the COD Certificate of Achievement in Accounting have obtained positions as bookkeepers, para-accountants, accountants, and controllers. Students may choose to continue their study toward a bachelor's degree with an eye toward becoming a Certified Public Accountant. COD has transfer agreements with most four-year universities in this program. However, transfer requirements at four-year colleges and universities vary from institution to institution. Students should consult with a counselor for specific information regarding the transfer requirements of their preferred college or university.

Learning Outcomes

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

1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities

- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

<table>
<thead>
<tr>
<th></th>
<th>05-06</th>
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<th>08-09</th>
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</tr>
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<td>267.90</td>
<td>266.64</td>
<td>274.87</td>
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</table>
Applied Science & Business Division

SUBJECT: FINANCE

Program Description

Learning Outcomes

Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities

- Develop strategies to increase course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
Hospitality management is the study of different aspects of management and leadership as they relate to the hospitality industry. Included in the hospitality industry are such sectors as hotels, restaurant, travel services, gaming and entertainment, recreation, managed services, and special events. The AA degree in Hospitality Management will enable students to transfer to universities, including California State Polytechnic University Pomona where a transfer agreement is in place. Transfer requirements at other 4-year institutions may vary so students should consult with a counselor for specific information regarding the transfer requirements for their preferred college or university.

More immediate employment opportunities are also available through this degree without additional higher education preparation. These would include many entry-level and sometimes mid-level management positions in any number of the hospitality sectors. Careers and discipline that generally (but not always) require higher level degrees include general managers, club managers, chefs, and directors of various operational areas in the hospitality sector such as human resource, finances, and operations. Even students who choose not to major in hospitality management find that course work in the field can improve their ability to think critically and solve complex problems, be more aware of their personal abilities/skills, and simply manage in general more effectively.

COD hospitality management curriculum includes course offerings that provide a general overview of the hospitality sector as well as course offering in hospitality operations, cooking, finance and law.

College level skill in English is prerequisite for many of these hospitality management courses.

**Learning Outcomes**

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

1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

**Program Challenges**

**Program Opportunities**

- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
**Applied Science & Business Division**

**SUBJECT: BUSINESS ADMINISTRATION**

**Program Description**

Business administration is the study of basic principles and techniques to effectively manage and lead organizations. This curriculum is designed for students planning to transfer to a four-year college and major in general business or a more specialized field of business such as finance, accounting, international business, marketing, or management. COD has transfer agreements with many of the California State Universities and University of California systems in this discipline/program. However, transfer requirements at four-year colleges and universities tend to vary from institution to institution; students should consult with a counselor for specific information regarding the transfer requirements of their preferred college or university. Even students who choose not to major in business administration find that coursework in the field can improve their ability to think critically, problem-solve, manage their lives, and understand the economic issues that engage our world, our country, and our communities.

**Learning Outcomes**

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

1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication

**Program Challenges**

**Program Opportunities**

- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

<table>
<thead>
<tr>
<th></th>
<th>05-06</th>
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<th>08-09</th>
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</table>
Applied Science & Business Division

SUBJECT: CULINARY ARTS

Program Description
The Culinary arts program at College of the Desert provides training for careers in the food service and lodging industries, one of the fastest growing sectors in today’s job market. The program includes training at three levels: entry, intermediate and advanced.

This program is designed to prepare future working cooks and chef apprentices, provide courses for the student desiring personal enrichment, and enhance the skills and professional qualifications of cooks and chefs employed in the local industry.

Learning Outcomes
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities
- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

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<td>2007-08</td>
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<td>2</td>
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FTES

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<td>2007-08</td>
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Student Success Rates
- FTES
- Retention Rate

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<th>Year</th>
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<td>2007-08</td>
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<td>2008-09</td>
<td>53.76</td>
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<td>2008-09</td>
<td>69.4%</td>
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</table>
SBUJECT: COMPUTER INFORMATION SYSTEMS

Program Description

Computer information systems (CIS) is the study of the tools and techniques used to effectively and efficiently transform raw data into useful information.

Career paths chosen by students pursuing undergraduate studies in CIS commonly include office administration, general business, web design, software installation and maintenance, software quality control, database management, electronic bookkeeping, network administration and customer support.

Careers in the discipline that generally require higher level degrees include programming, system analysis, database design, network design and administration, and security management.

Even students who choose not to major in CIS find that coursework in the field can improve their ability to think analytically, solve problems, organize thoughts and information, and utilize new technology more efficiently and effectively. Our discussions with industry representatives indicate that in today's world employers expect and demand a certain minimum of computer skills as a given, much as they expect an employee to be able to read, write, and use basic math. College of the Desert's CIS curriculum includes course offerings that provide a general overview of the discipline, as well as courses dealing with more advanced software concepts, and tools used in the business environment.

The College offers appropriate certificates and degrees in computer information systems. In addition to the immediate employment benefits of certificates and associate degrees, coursework at College of the Desert prepares the way for further study at the Baccalaureate level within the California State Universities and University of California systems, and other colleges nationwide.

Learning Outcomes

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

1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

- Review variance in course retention rates and seek to increase.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

Program Opportunities

- Review variance in course retention rates and seek to increase.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
Applied Science & Business Division

SUBJECT: CONSTRUCTION MANAGEMENT

Program Description

Learning Outcomes
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities
- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

---

![Bar chart for FTES]

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<td>6.78</td>
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![Line chart for Student Success Rates and Retention Rate]

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<th>FT Faculty Headcount</th>
<th>PT Faculty Headcount</th>
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<tr>
<td>2008-09</td>
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<td>2</td>
<td>0.33</td>
<td>0</td>
<td>2</td>
<td>193.07</td>
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</tbody>
</table>
**Applied Science & Business Division**

**SUBJECT: COMPUTER SCIENCE**

**Program Description**

Computer science (CS) is that branch of computer technology pertaining to the study of software languages and the development of computer programming skills.

Career paths chosen by students pursuing undergraduate studies in CS commonly include entry level programming positions in all branches of business, technical customer support, software quality assurance, and web server administration and support.

Careers in the discipline that generally require graduate level degrees include lead programming positions, systems analysis, web server design, and general programming for any company requiring non-traditional software solutions.

Even students who choose not to major in CS find that coursework in this field can significantly improve their ability to think critically, reason logically, and solve complex problems.

College of the Desert’s CS curriculum includes course offerings that provide a general overview of the discipline, as well as allowing the student to develop the programming skills required for success in technical careers and/or transfer to a four-year college or university.

The College offers an associate’s degree in CS, designed to prepare its graduates for entry-level positions as described above, or for transfer to a four-year institution to continue their study in the discipline toward a bachelor’s or graduate degree. COD has transfer agreements with various CSU and UC systems in this discipline, notably CSU San Bernardino, our closest four-year institution. However, transfer requirements at four-year colleges and universities tend to vary between institutions, so students should consult with a counselor as soon as possible for specific information regarding the transfer requirements of their preferred college or university.

**Learning Outcomes**

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

1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

**Program Challenges**

**Program Opportunities**

- Review variance in course retention rates and seek to increase.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
SUBJECT: DIGITAL DESIGN AND PRODUCTION

Program Description
Digital design and production (DDP) is the study of computer graphic design for print, as well as design and animation for the web and mobile devices. Career paths chosen by students pursuing undergraduate studies in DDP commonly include graphic design, web design, animation and video production. Careers in the discipline that generally require graduate-level degrees include college teacher, creative director and art director. Even students who choose not to major in DDP find that coursework in the field can improve their ability to think critically, solve complex problems, improve their skills on the computer, and develop research and analysis for design projects.

College of the Desert's DDP curriculum includes course offerings that provide a general overview of the discipline, as well as specific courses in Photoshop, Illustrator, InDesign, Flash (including basic animation, basic web content, and basic ActionScript), and Applied Digital Photography.

The College offers a Certificate of Achievement in DDP, an Associate of Arts degree, as well as courses leading to transfer. The certificate of achievement is designed to provide students with skills necessary for employment or advancement as graphic designers. Students earning the certificate may also choose to continue their study toward an associate, baccalaureate or advanced degree in the field. Past recipients of the COD Certificate of Achievement in DDP have obtained positions as graphic designers, art directors, and creative directors. Students earning an associate's degree in DDP may pursue (entry-level) positions as graphic designers or may choose to continue their study in the discipline toward a bachelor's or graduate degree. COD has transfer agreements with California State Universities in this discipline/program. However, transfer requirements at four-year colleges and universities vary from institution to institution; students should consult with a counselor for specific information regarding the transfer requirements of their preferred college or university.

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

1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities
- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
Applied Science & Business Division

SUBJECT: DRAFTING & CAD

Program Description

Learning Outcomes
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities
- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.
SUBJECT: ECONOMICS

Program Description

The purpose of the economics program is to provide as many students as possible with an opportunity to:

- acquire a basic knowledge of economics
- become aware of the role and place of economics in their personal and public life
- get exposure to the critical thinking approach especially in the context of addressing economic issues
- achieve their academic and career objectives as well as their personal development goals

Presently we offer two principle courses in economics on a regular basis - Principles of Macroeconomics and Principles of Microeconomics. These courses are offered in a variety of instructional forms – conventional, online, and hybrid – to reach out to and serve as wide a range of students as possible. We offer our economic courses at different times with different instructors to provide students with plenty of choices.

The two principle economic courses are transferable to California State Universities and University of California systems as general education courses as well as core courses for economics and business degree programs. Students may acquire an AA degree in economics or use the courses for transfer credit to universities. The economics program and courses prepare students for more advanced degrees in a variety of disciplines including economics, social sciences, business, and law. The program also provides a basic understanding of the economic and business environment for those interested in owning and operating a business or those who seek a career in private or government establishments.

Learning Outcomes

Students completing courses in this category will demonstrate an ability to:

1. Identify and analyze key concepts and theories about human and/or societal development.
2. Critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study.
3. Understand and think critically about different cultures (including topics such as race, gender and class) and their influence on human development or society.
4. Examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective.
5. Develop individual responsibility, personal integrity, and respect for diverse people and culture.

Program Challenges

Program Opportunities

- Review variance in course retention rates and seek to increase.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

The table below provides the data for the years 2005-06 to 2008-09:

<table>
<thead>
<tr>
<th></th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
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</table>
Applied Science & Business Division

SUBJECT: FIRE TECHNOLOGY

Program Description
Fire technology is the study of the organization and function of fire prevention and suppression techniques; fire behavior, combustible materials, extinguishing agents, hazardous and toxic material; fire protection techniques and systems; fire command and fire management (supervision).

Career paths chosen by students pursuing undergraduate and/or baccalaureate degrees in fire technology or fire service commonly include firefighter, fire engineer, paramedic, forest service worker, health and safety officer, fire prevention specialist, fire inspector, and hazardous materials specialist.

College of the Desert's fire technology curriculum includes course offerings that provide a general overview of the discipline, as well as specific courses in design and operation of fire detection and alarm systems; fire protection features in building design and construction; wildland fire behavior and fireline techniques; trench rescue, confined space awareness and automobile extraction.

The College offers a Certificate of Achievement in Fire Technology and an Associate of Science degree. The certificate of achievement is designed to provide students with skills necessary for employment or advancement as an entry level firefighter. Students earning the certificate may also choose to continue their study toward an associate or baccalaureate degree in the field. Past recipients of the COD Certificate of Achievement in Fire Technology have obtained positions as firefighter, firefighter/EMT and paramedic. Students earning an associate's degree in Fire Technology may pursue positions as a firefighter, paramedic or firefighter/EMT or may choose to continue their study in fire technology or fire service toward a bachelor's degree.

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

1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities

- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.
**Program Description**
Golf management is the study of all aspects pertaining to the operation and the responsibilities of the golf professional in managing a public or private golf facility. Career paths chosen by students pursuing undergraduate studies in golf management commonly include marketing and management as part of their work load.

Even students who choose not to major in golf management find that coursework in the field can improve their ability to clearly articulate relating to problem solving.

College of the Desert's golf management curriculum includes course offerings that provide a general overview of the discipline, as well as hands-on training that can be measured for industry needs and standards.

The College offers a Certificate of Achievement in Golf Management, an Associate of Arts degree, as well as courses leading to transfer. The certificate of achievement is designed to provide students with skills necessary for employment or advancement as entry level golf course employees. Students earning the certificate may also choose to continue their study toward an associate, baccalaureate or advanced degree in the field. Past recipients of the COD Certificate of Achievement in Golf Management have obtained positions as directors of golf at golf facilities nationwide. Students earning an associate's degree in golf management may pursue entry-level positions as apprentice PGA golf professionals or may choose to continue their study in the discipline toward a bachelor's or graduate degree.

**Learning Outcomes**
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

**Program Challenges**
- Maintain high levels of course retention rates.
- Maintain high levels of course success rates.
- Develop strategies to increase course productivity rates.

**Program Opportunities**
- Maintain high levels of course retention rates.
- Maintain high levels of course success rates.
- Develop strategies to increase course productivity rates.
**Applied Science & Business Division**

**SUBJECT: NATURAL RESOURCES**

**Program Description**
The Natural Resources (NR) program at College of the Desert is a gateway to many different environmentally focused careers in such fields as: wildlife management, ecosystem management, wildlife ecology, landscape ecology, parks and recreation planning, environmental consulting, GIS (Geographic Information Systems), natural resources law enforcement, forensic entomology, urban planning, alternative energy, and many more. Transfer students who wish to prepare for four-year colleges will find not only the coursework but also the practical experience required for their majors and fields of interest.

NR programs also serve students who wish to enter directly an environmentally-related occupation (e.g., park ranger, zookeeper) upon completion of the two-year associate's degree.

Short term certificates (Desert Naturalist, Field Ranger) provide a well-rounded introduction to the desert environment. These certificates are of special interest to nature enthusiasts including: docents, volunteers, and paid employees who work at museums, libraries, schools, zoos, botanical gardens, parks and other local, state, and federal agencies. In addition, teachers will be able to add many natural science activities to their current curriculum. Either certificate can be easily completed over two semesters and will provide students with academic training and skills necessary for job advancement or employment at any of the natural resource-related agencies in and around the Coachella Valley. These certificates are locally approved and are NOT notated on the student’s academic transcript in accordance with State regulations.

**Learning Outcomes**
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

**Program Challenges**

**Program Opportunities**
- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
Applied Science & Business Division

SUBJECT: WORK EXPERIENCE: GENERAL

Program Description

Cooperative Work Experience Education is an important component of the education and training that students receive at College of the Desert. The program is a hands-on learning tool that links academics to their current real world work environment. Work Experience provides an opportunity for students to create and accomplish their own measurable learning outcomes that are new or expanded responsibilities. The goal is for students to become better employees, work on new projects that add to their resume, and enhance their job skills. Work Experience is a course designed for students who are cross training at their current worksite or intern site for upward mobility or possible career changes as well as those looking for entry-level occupational training through work-based learning experiences. College of the Desert recognizes job experience as a valuable learning resource. It has the uniqueness of turning community business, industry, and public agencies into an extended educational training.

Learning Outcomes

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

1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities

- Review variance in course retention rates and seek to increase.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.
Communication Division

SUBJECT: AMERICAN SIGN LANGUAGE

Program Description

Learning Outcomes

Students completing courses in this category will demonstrate an ability to:
1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

Program Challenges

Program Opportunities

- Review variance in course retention rates and seek to increase.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.

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<thead>
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<th></th>
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<td>274.35</td>
<td>246.55</td>
<td>249.24</td>
<td>268.67</td>
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</table>
Communication Division

SUBJECT: ENGLISH

Program Description
College of the Desert’s English program offers a wide range of courses meant to help students develop writing, research, problem solving, and critical thinking skills that are applicable across disciplines and the varied career paths that our diverse student body will pursue. General writing courses prepare students to write effective essays, conduct in-depth research on myriad topics, and use problem solving and critical thinking strategies in synthesizing and relaying information to specific audiences. These skills translate into use then within all disciplines and career paths that students will pursue.

The English program also offers an AA degree in composition or literature as well as courses leading to transfer to a four-year college. Students earning an AA degree in composition or literature are well prepared for myriad career fields in the liberal arts. These programs also provide an excellent preparation for the competitive admission to such professional schools as law and medicine. Students may also choose to continue their study in the discipline toward a bachelor’s degree. Transfer requirements at four-year colleges and universities tend to vary from institution to institution; students should consult with a counselor for specific information regarding the transfer requirements of their preferred college or university.

Learning Outcomes
Students completing courses in this category will demonstrate an ability to:

(c3) 1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

(c4) 1. Communicate in many different situations, involving diverse people and viewpoints.
2. Listen and analyze the substance of others’ comments.
3. Summarize and analyze fiction and nonfiction.
4. Conduct research, synthesize and evaluate information, develop arguments and organize evidence into oral and written presentations, using proper research methods and documentation.
5. Recognize public presentation of oral and written work as a process subject to brainstorming, organizing, drafting, and revising.

(c5) 1. Understand and appreciate diverse local, national, and world context.
2. Connect knowledge of self and society to larger cultural contexts.
3. Articulate the differences and similarities between and within cultures.
4. Identify cultural themes of immigrant and native groups within the United States of America.
5. Value the contributions to American culture of each group studied.

Program Challenges

Program Opportunities
- Develop strategies to increase course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
Communication Division

SUBJECT: ESL CREDIT

Program Description
The Credit ESL program is for non-native speakers of English and for those who speak English as a second language. The credit ESL program offers multi-level courses in writing, reading and speaking to prepare students for the demands of higher education or a Career and Technical Education certificate.

Students whose first language is not English wishing to increase English skills in reading, writing, grammar and/or pronunciation for successful entrance into mainstream college programs or for vocational or professional development purposes include: International students, resident immigrants, and DSPS students.

Learning Outcomes
Students completing courses in this category will demonstrate an ability to:

1. Write essays organized around a central idea with developed paragraphs, including introduction and conclusion.
2. Apply reading skills to multiple texts and summarize reading with an understanding of theme, purpose and tone.
3. Exhibit fluency in reading complex passages.
4. Understand the mechanics of the English language and use appropriate grammar.
5. Define, manipulate and solve nonlinear and linear functions and relations.
6. Apply logical reasoning.

* Note: Not all students will access all the ESL credit courses, nor do they need to. The courses they take will depend on their specific needs and English abilities.

Content courses are encouraged as soon as possible and language support is given as long as necessary.

Program Challenges
The ESL non-credit and ESL credit departments/programs were both part of the Communication Division working as one large unit. However, in the Fall of 2009, these two programs were separated. ESL credit is part of Communication and ESL Non-credit is part of Non-credit programming. There was some concerns expressed that the division of these two programs would isolate the ESL non-credit students and prevent articulation between the two programs regarding student transfer from non-credit into credit. There was also some concern that faculty input was not considered before the decision to separate the two programs was made.

Finding qualified adjunct to teach ESL credit is an ongoing area of concern. The recent budget cuts have also exasperated this issue.

Program Opportunities
- Review variance in course retention rates and seek to increase.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.

### Table: ESL Credit Program Comparison

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<td>2008-09</td>
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### Table: Student Success Rates and Retention Rate

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<tr>
<th>Year</th>
<th>Retention Rate</th>
<th>Student Success Rates</th>
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<tbody>
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<td>75.6%</td>
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<td>2008-09</td>
<td>75.3%</td>
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### Table: Section and Faculty Headcount Comparison

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<th>Year</th>
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<td>226.28</td>
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</tbody>
</table>
Communication Division

SUBJECT: ESL NON-CREDIT

Program Description
The Noncredit ESL program is an intensive series of multi-skill courses which meet the needs of students not fluent in English. Persons from the literacy level to advanced level of English proficiency acquire the skills required for their daily lives and prepare themselves to enter high school completion, academic or Career and Technical Education programs.

Classes are open-entry, thereby allowing students to register at any time during the school year. Classes are held day and evening at Palm Desert, Eastern Valley Center and other off-campus locations. All persons 18 years of age and older regardless of their educational background are welcome to enroll in this program.

The Noncredit ESL program also offers two noncredit certificate options to students. The English Proficiency Certificate focuses on the essential English language skills needed in day-to-day living and working situations. The Academic English Certificate is for students who are planning on pursuing a college degree or Career and Technical Education certificate. Please refer to the sequence of noncredit ESL courses required for these certificates.

Learning Outcomes
Students completing courses in this category will demonstrate an ability to:
1. Write essays organized around a central idea with developed paragraphs, including introduction and conclusion.
2. Apply reading skills to multiple texts and summarize reading with an understanding of theme, purpose and tone.
3. Exhibit fluency in reading complex passages.
4. Understand the mechanics of the English language and use appropriate grammar.
5. Define, manipulate and solve nonlinear and linear functions and relations.
6. Apply logical reasoning.

Program Challenges

Program Opportunities
- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

<table>
<thead>
<tr>
<th>Year</th>
<th>FTES</th>
<th>FTEF</th>
<th>FT Faculty Headcount</th>
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<td>50.27</td>
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<td>56</td>
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</table>

Student Success Rates

Retention Rate
- 100.0%
- 100.0%
- 100.0%

FTES
- 51.4%
- 44.0%
- 47.1%
Communication Division

SUBJECT: FRENCH

Program Description

Learning Outcomes

Students completing courses in this category will demonstrate an ability to:
1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

Program Challenges

Program Opportunities

- Review variance in course retention rates and seek to increase.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.
Communication Division

SUBJECT: GERMAN

Program Description

Learning Outcomes
Students completing courses in this category will demonstrate an ability to:
1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

Program Challenges

Program Opportunities
- Review variance in course retention rates and seek to increase.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.

<table>
<thead>
<tr>
<th>Year</th>
<th>FTES</th>
<th>FTES</th>
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<tr>
<td>2008-09</td>
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</table>

Student Success Rates
- Retention Rate
  - 2005-06: 51.7%
  - 2006-07: 69.7%
  - 2007-08: 63.6%
  - 2008-09: 55.2%

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<th>Year</th>
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<th>FTES</th>
<th>FTES</th>
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<td>2008-09</td>
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<table>
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Communication Division

**SUBJECT: ITALIAN**

**Program Description**

**Learning Outcomes**

Students completing courses in this category will demonstrate an ability to:

1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

**Program Challenges**

**Program Opportunities**

- Review variance in course retention rates and seek to increase.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

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Communication Division

SUBJECT: JOURNALISM

Program Description

Learning Outcomes
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities
- Review variance in course retention rates and seek to increase.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.

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Communication Division

SUBJECT: JAPANESE

Program Description

Learning Outcomes

*Students completing courses in this category will demonstrate an ability to:*

1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

Program Challenges

Program Opportunities

Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

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Communication Division

SUBJECT: MASS COMMUNICATION

Program Description
College of the Desert’s Mass Communication program offers an Associate of Arts degree in communication, Journalism, and Mass Communication. Students earning an associate’s degree in one of these disciplines are well prepared for career fields in radio broadcasting, journalism, and motion picture, television, and video production. Students may also choose to continue their study in the discipline toward a bachelor’s or graduate degree. Transfer requirements at four-year colleges and universities tend to vary from institution to institution; students should consult with a counselor for specific information regarding the transfer requirements of their preferred college or university.

Learning Outcomes
Students completing courses in this category will demonstrate an ability to:
1. Identify and analyze key concepts and theories about human and/or societal development.
2. Critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study.
3. Understand and think critically about different cultures (including topics such as race, gender and class) and their influence on human development or society.
4. Examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective.
5. Develop individual responsibility, personal integrity, and respect for diverse people and culture.
6. Understand and appreciate diverse local, national, and world context.
7. Connect knowledge of self and society to larger cultural contexts.
8. Articulate the differences and similarities between and within cultures.

Program Challenges

Program Opportunities
- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.
**Communication Division**

**SUBJECT: READING**

**Program Description**

The Reading program at College of the Desert exists to provide for the training and advancement of students' general reading ability. The goal of this training is to prepare the student to successfully read, comprehend and respond to college level expository writing. There are two levels in the program: Reading 50 and Reading 51.

Reading 50 takes students from a currently bottomless entry to successfully reading and comprehending eighth grade expository material. Note: This may not be accomplished in one semester. A secondary goal of Reading 50 is to increase student awareness of the life-long importance of reading for information and the enjoyment of reading in general. Reading 50 is not degree applicable.

Reading 51 takes students from reading at an approximate eighth grade level to at least an 11th - 12th grade level. Reading 51 trains students in reading and study techniques such as annotating text, taking notes, and summarizing expository material. Reading 51 also trains students in techniques of predicting and composing test questions about expository material. Reading 51 is a requirement for graduation from College of the Desert unless a student scores out of it on the placement test. However, it is still an entrance requirement for some programs, for example, Nursing and Golf Turf Management. It is not a transferable class.

**Learning Outcomes**

Students completing courses in this category will demonstrate an ability to:

1. Write essays organized around a central idea with developed paragraphs, including introduction and conclusion.
2. Apply reading skills to multiple texts and summarize reading with an understanding of theme, purpose and tone.
3. Exhibit fluency in reading complex passages.
4. Understand the mechanics of the English language and use appropriate grammar.
5. Define, manipulate and solve nonlinear and linear functions and relations.
6. Apply logical reasoning.

**Program Challenges**

- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

**Program Opportunities**

- Maintain high levels of course retention rates.

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Communication Division

SUBJECT: READING ESL: CREDIT

Program Description

Learning Outcomes

*Students completing courses in this category will demonstrate an ability to:*

1. Write essays organized around a central idea with developed paragraphs, including introduction and conclusion.
2. Apply reading skills to multiple texts and summarize reading with an understanding of theme, purpose and tone.
3. Exhibit fluency in reading complex passages.
4. Understand the mechanics of the English language and use appropriate grammar.
5. Define, manipulate and solve nonlinear and linear functions and relations.
6. Apply logical reasoning.

Program Challenges

Program Opportunities

- Review variance in course retention rates and seek to increase.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.

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Communication Division

SUBJECT: RADIO-TELEVISION

Program Description

Learning Outcomes

Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities

- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.
Communication Division

SUBJECT: SPEECH

Program Description
The Speech program at College of the Desert offers an Associate of Arts degree in Speech as well as courses leading to transfer to a four-year college. The degree program is designed for students interested in all fields stressing human interaction. Students may also choose to continue their study in the discipline toward a bachelor's or graduate degree. Transfer requirements at four-year colleges and universities tend to vary from institution to institution; students should consult with a counselor for specific information regarding the transfer requirements of their preferred college or university.

Learning Outcomes

Students completing courses in this category will demonstrate an ability to:
(c4)1. Communicate in many different situations, involving diverse people and viewpoints.
2. Listen and analyze the substance of others' comments.
3. Summarize and analyze fiction and nonfiction.
4. Conduct research, synthesize and evaluate information, develop arguments and organize evidence into oral and written presentations, using proper research methods and documentation.
5. Recognize public presentation of oral and written work as a process subject to brainstorming, organizing, drafting, and revising.

(c5)1. Understand and appreciate diverse local, national, and world context.
2. Connect knowledge of self and society to larger cultural contexts.
3. Articulate the differences and similarities between and within cultures.
4. Identify cultural themes of immigrant and native groups within the United States of America.
5. Value the contributions to American culture of each group studied.

Program Challenges

Program Opportunities

- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

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Communication Division

SUBJECT: SPANISH

Program Description

Learning Outcomes

*Students completing courses in this category will demonstrate an ability to:*

1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

Program Challenges

Program Opportunities

- Review variance in course retention rates and seek to increase.
- Develop strategies to increase course retention rates.
- Develop strategies to increase course productivity rates.

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Training & Development Division

SUBJECT: ADULT BASIC ED & GED

Program Description
Recognizing the role of the community college in the area of developmental education, College of the Desert makes available courses not for college credit (noncredit) for development of necessary skills and knowledge in Adult Basic Education (reading, writing and math), Completion in Secondary Education, and preparation for the General Education Development Test (GED). No enrollment fees are charged to students taking adult education courses.

Many courses are offered on an open-entry, open-exit basis. Admission of students occurs on a daily basis and no prior educational background is required. In addition to regular class offerings, emphasis is placed on self paced, independent, student-centered learning.

Learning Outcomes
Students completing courses in this category will demonstrate an ability to:
1. Write essays organized around a central idea with developed paragraphs, including introduction and conclusion.
2. Apply reading skills to multiple texts and summarize reading with an understanding of theme, purpose and tone.
3. Exhibit fluency in reading complex passages.
4. Understand the mechanics of the English language and use appropriate grammar.
5. Define, manipulate and solve nonlinear and linear functions and relations.
6. Apply logical reasoning.

Program Challenges

Program Opportunities
- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.

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**Subject: Early Childhood Education**

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

Careers in the discipline that generally require graduate-level degrees include teachers and administrators of government funded programs like Head Start and state preschools. College of the Desert's ECE curriculum includes course offerings that provide a general overview of the discipline, as well as teaching strategies that are developmentally appropriate for young children. Students earning ECE certificates may also choose to continue their study toward an associate, baccalaureate or advanced degree in the field. Students earning an associate's degree in ECE may pursue entry-level positions as preschool teachers or may choose to continue their study in the discipline toward a bachelor's or graduate degree. COD has transfer agreements with CSUSB, in this discipline/program.

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

**Program Challenges**
Facilities; This is our primary and most serious challenge; The Child Development Center needs a workroom for staff to develop classroom materials and the Center's meeting room needs to be smart classroom.

- The Child Development Center is already in the self-study process of national NAEYC accreditation and the ECE program would like to apply to the self-study for the national two-year associate degree program of NAEYC and National Council for Accreditation of Teacher Education (NCATE) partnership.
- The absence of staff development funds have prevented full-time and adjunct faculty from participating in staff development activities away from campus without using their own resources; everyone cannot afford to do that; in a field where emerging brain development is radically changing the field at a rapid pace, this has put teaching staff out of current practice unless they are personally enrolled in graduate programs.
- Technology is an opportunity and a challenge for ECE faculty; Full-time faculty fully use the Blackboard LMS for both on-line courses and web-enhanced courses however the classroom in Diesel Mechanics is abysmal in computer offering for teaching. Not all faculty maximize the technology opportunities. Students have inconsistent use of technology in their classrooms.
- Asking adjuncts to complete Student Learning Outcomes assessments without any additional paid time is challenging. It places an increased workload on the full time faculty then as well.

**Program Opportunities**
- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.
Health Sciences/Early Childhood Education Division

SUBJECT: EMERGENCY MEDICAL TECHNOLOGY

Program Description
The EMT Program is designed to meet the requirements of the Department of Transportation, Highway Safety, State of California State EMS Authority, Riverside County Emergency Medical Service, Inland Counties Emergency Medical Agency, and the National Registry of Emergency medical Technicians.

EMT 084 prepares students for EMT-I Certification, an entry level position in emergency medicine. Students study and practice the fundamental principles and skills required to provide care to patients experiencing trauma and emergency medical conditions. This course is approved by Riverside County EMS and meets all Title 22 regulations. The course includes theory instruction, skills practice, and supervised field and clinical time in selected pre-hospital sites.

EMT 085 is a refresher course for EMT-I personnel, available to those whose EMT certification has not expired for more than one year. The course contains information on new EMT techniques and procedures. It provides a refresher for cardiopulmonary resuscitation and a review of current local protocols.

Learning Outcomes
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry- level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities
- Review variance in course retention rates and seek to increase.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.

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</table>
Health Sciences/Early Childhood Education Division

SUBJECT: NUTRITION AND DIET

Program Description
The dietetic technician program prepares students to take the ADA Registration Examination for Dietetic Technicians administered by that agency. Students complete articulated classes at COD and complete the degree at Chaffey College, whose program is approved by the Commission on Accreditation for Dietetics Education of the American Dietetic Association (ADA, 120 S. Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 800/877-1600).

Dietetic technicians are employed as managers in a designated unit or department in health care, community care, school food service, county health, and community directed programs of nutrition services for elderly, infants, or children.

Learning Outcomes
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities
- Review variance in course retention rates and seek to increase.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.

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FTES

Student Success Rates
- 2005-06: 68.4%
- 2006-07: 65.6%
- 2007-08: 60.2%
- 2008-09: 53.6%

Retention Rate
- 2005-06: 82.9%
- 2006-07: 84.4%
- 2007-08: 80.7%
- 2008-09: 77.9%
Health Sciences/Early Childhood Education Division

**SUBJECT: HEALTH SCIENCE**

**Program Description**

**Learning Outcomes**

Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

**Program Challenges**

**Program Opportunities**

- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

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Health Sciences/Early Childhood Education Division

SUBJECT: REGISTERED NURSING/VOCATIONAL NURSING

Program Description
The Career and Technical Education and Associate Degree Registered Nursing Programs prepare graduates to care for individuals in hospitals, long term care facilities, doctors’ offices and clinics in a beginning staff nurse position. The curricula consist of courses in general education and science in addition to prescribed nursing courses. Once accepted to the Career and Technical Education Nursing program, the student will complete one summer session and two semesters of nursing courses. Upon program completion, students are awarded a Career and Technical Education certificate and become eligible to apply to the California Bureau of Vocational Nurses and Psychiatric Technicians (BVNPT) to take the licensure examination. Students may also earn a non-transfer Associate of Science degree in Vocational Nursing, if desired. Once accepted to the Associate Degree Registered Nursing Program, the student will complete four semesters of nursing courses. The Vocational Nursing Program is approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

The Associate Degree Registered Nursing Program is approved by the California Board of Registered Nursing (BRN) and is accredited by the National League for Nursing Accrediting Commission (NLNAC). College of the Desert is designated as a continuing education provider by the Board of Registered Nursing. The provider number is 00284.

Learning Outcomes
The Registered Nursing Program terminal Students Learning Outcomes are as follows:
Upon successful completion of this course, the student will be able to:
- Demonstrate attributes required for safe and effective entry level nursing practice, which include:
  - application of knowledge to practice
  - critical thinking
  - ethical and moral behavior
  - competence in performance of clinical skills
  - effective communication
- Provide holistic, caring, evidence based nursing care for all clients with acute alterations in health.

Program Challenges
Challenges that the Nursing Programs have been discussing and reviewing include the following concerns and issues.
1. Changing budget concerns that impact staffing, student learning, and accessibility of resources.
2. Loss of grant funding impacting student success.
3. Completing curriculum revisions for implementation Fall 2010.
4. Changes in department leadership and management roles impacting continuity.
5. Need for standardization of policies, procedures, and communication processes concerning orientation of new students and faculty.
6. Need for updated and accessible learning resources for student success.
7. Differences between RN and LVN success rates that may be the result of less financial resources available to the LVN program.

Program Opportunities
- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
Math & Science Division

SUBJECT: ASTRONOMY

Program Description

Learning Outcomes

*Students completing courses in this category will demonstrate an ability to:*

1. Explain concepts and theories related to physical, chemical, and biological natural phenomena.
2. Demonstrate an understanding of the scientific process and its use and limitations in the solution of problems.
3. Draw a connection between natural sciences and their own lives.
4. Make critical judgments about the validity of scientific evidence and the applicability of scientific theories.
5. Demonstrate knowledge of the use of technology in scientific investigation and human endeavors, and the advantages and disadvantage of that technology.
6. Use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

Program Challenges

Program Opportunities

- Review variance in course retention rates and seek to increase.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.

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Retention Rate

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Subject: Biology

Program Description
Biology is the study of living organisms, and includes plants, animals, bacteria and fungi. Biology studies their molecular and cellular structures as well as the whole organism and also includes structure – function relationships and organism behavior.

Career paths chosen by students pursuing undergraduate studies in biology commonly include pharmaceutical sales, biomedical research, biomedical engineering, fish and wildlife biology, animal handler/trainer, zoo/aquarium biologist, forestry service, national parks service, environmentalist, biology teacher.

Careers in the discipline that generally require graduate-level degrees include medicine, pharmacy, veterinary, optometry and dentistry, bioinformatics (biology & computer science), medical research, and scientific research. Even students who choose not to major in biology find that coursework in the field can improve their ability to think critically, solve complex problems, improve their skills at writing, research and analysis, understand modern scientific, medical and environmental issues as well as their own health issues.

College of the Desert’s biology curriculum includes course offerings that provide a general overview of the discipline, as well as coursework in mathematics, physics and chemistry.

The College offers an Associate of Science degree, as well as courses leading to transfer to a university. Students earning an associate’s degree in biology may pursue entry-level positions as laboratory assistants or may choose to continue their study in the discipline toward a bachelor’s or graduate degree. COD has transfer agreements with the California State Universities and University of California systems in this discipline/program. However, transfer requirements at four-year colleges and universities vary from institution to institution; students should consult with a counselor for specific information regarding the transfer requirements of their preferred college or university.

Learning Outcomes
Students completing courses in this category will demonstrate an ability to:
1. Explain concepts and theories related to physical, chemical, and biological natural phenomena.
2. Demonstrate an understanding of the scientific process and its use and limitations in the solution of problems.
3. Draw a connection between natural sciences and their own lives.
4. Make critical judgments about the validity of scientific evidence and the applicability of scientific theories.
5. Demonstrate knowledge of the use of technology in scientific investigation and human endeavors, and the advantages and disadvantages of that technology.
6. Use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

Program Challenges

Program Opportunities
- Review variance in course retention rates and seek to increase.
- Review variance in course success rates and seek to increase.

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FTES

Student Success Rates

Retention Rate
Math & Science Division

SUBJECT: CHEMISTRY

Program Description

Learning Outcomes
Students completing courses in this category will demonstrate an ability to:
1. Explain concepts and theories related to physical, chemical, and biological natural phenomena.
2. Demonstrate an understanding of the scientific process and its use and limitations in the solution of problems.
3. Draw a connection between natural sciences and their own lives.
4. Make critical judgments about the validity of scientific evidence and the applicability of scientific theories.
5. Demonstrate knowledge of the use of technology in scientific investigation and human endeavors, and the advantages and disadvantage of that technology.
6. Use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

Program Challenges

Program Opportunities
- Develop strategies to increase course retention rates.
- Develop strategies to increase course success rates.
Math & Science Division

SUBJECT: GEOLOGY

Program Description

Learning Outcomes
Students completing courses in this category will demonstrate an ability to:
1. Explain concepts and theories related to physical, chemical, and biological natural phenomena.
2. Demonstrate an understanding of the scientific process and its use and limitations in the solution of problems.
3. Draw a connection between natural sciences and their own lives.
4. Make critical judgments about the validity of scientific evidence and the applicability of scientific theories.
5. Demonstrate knowledge of the use of technology in scientific investigation and human endeavors, and the advantages and disadvantage of that technology.
6. Use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

Program Challenges

Program Opportunities
- Review variance in course retention rates and seek to increase.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.

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Math & Science Division

**SUBJECT: MATHEMATICS**

**Program Description**
Mathematics is the study of quantity, structure, space and change. It is developed through the use of abstraction and logical reasoning, from counting, calculation, measurement, and the study of the shapes and motions of physical objects. Mathematics is also used to refer to the insight gained by mathematicians by doing mathematics, also known as the body of mathematical knowledge. This latter meaning of mathematics includes the mathematics used to do calculations and is an indispensable tool in the natural sciences and engineering.

Career paths chosen by students pursuing undergraduate studies in mathematics commonly include teaching, actuary, computer science, statistics, physics and engineering. Careers in the discipline that generally require graduate-level degrees include mathematics, engineering and the natural sciences. Even students who choose not to major in mathematics find that coursework in the field can improve their ability to think critically, solve complex problems, research and analysis and improve their writing skills.

College of the Desert’s mathematics curriculum includes course offerings that provide a general overview of the discipline, as well as specific mathematical topics that can be applied to other areas like physics, chemistry, biology, computer science and engineering. The College offers an Associate of Science degree, as well as courses leading to transfer. Students earning an associate’s degree in mathematics may pursue (entry-level) positions as teacher’s aide or may choose to continue their study in the discipline toward a bachelor’s or graduate degree. COD has transfer agreements with California State Universities and University of California systems in this discipline/program. However, transfer requirements at four-year colleges and universities vary from institution to institution; students should consult with a counselor for specific information regarding the transfer requirements of their preferred college or university. In addition, the Mathematics Department offers an extensive remedial Mathematics curriculum to assist the large portion of students that enter the College and are not prepared for college level mathematics.

**Learning Outcomes**
Students completing courses in this category will demonstrate an ability to:
1. Raise questions and problems, formulating them clearly and precisely.
2. Gather, assess, and interpret relevant information.
3. Compare and contrast ideas from conclusions and solutions based on relevant criteria and standards
4. Recognize and assess assumptions, implications, and practical consequences of alternative systems of thought.
5. Express solutions to complex problems using language and logic.
6. Apply logical and critical thinking to solve problems; explain conclusions; and evaluate, support, or critique the thinking of others.

**Program Challenges**

**Program Opportunities**
- Develop strategies to increase course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
Math & Science Division

SUBJECT: PHYSICS

Program Description

Learning Outcomes
Students completing courses in this category will demonstrate an ability to:
1. Explain concepts and theories related to physical, chemical, and biological natural phenomena.
2. Demonstrate an understanding of the scientific process and its use and limitations in the solution of problems.
3. Draw a connection between natural sciences and their own lives.
4. Make critical judgments about the validity of scientific evidence and the applicability of scientific theories.
5. Demonstrate knowledge of the use of technology in scientific investigation and human endeavors, and the advantages and disadvantage of that technology.
6. Use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

Program Challenges

Program Opportunities
- Review variance in course retention rates and seek to maintain high levels.
- Review variance in course success rates and seek to maintain high levels.
- Develop strategies to increase course productivity rates.

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<th>05-06</th>
<th>06-07</th>
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Student Success Rates
- Retention Rate
  - 2005-06: 91.8%
  - 2006-07: 89.6%
  - 2007-08: 87.7%
  - 2008-09: 85.1%

Retention Rate
- 2005-06: 91.8%
- 2006-07: 89.6%
- 2007-08: 87.7%
- 2008-09: 85.1%
Physical Education & Athletics Division

**SUBJECT: HEALTH EDUCATION**

**Program Description**

**Learning Outcomes**

Upon successful completion of the Health, Physical Education program, students will:
1. Apply kinesiological and human movement principles to fitness and sports.
2. Apply complex health concepts for optimal fitness and disease prevention.
3. Demonstrate nutritional strategies and weight management techniques needed to maintain a healthy body weight and composition.
4. Interpret current research in the field of physical education, recreation and fitness that will enhance their ability to design and implement a personal wellness/fitness program.
4. Explain how the study of movement, health science and behavior modification can improve one’s ability to think critically and contribute to overall wellness.

**Program Challenges**

**Program Opportunities**

- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.

<table>
<thead>
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<th>Sections Offered</th>
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<th>07-08</th>
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Physical Education & Athletics Division

SUBJECT: PHYSICAL EDUCATION

Program Description
Physical education is the study of health, fitness, recreation and lifetime wellness. Career paths chosen by students pursuing undergraduate studies in physical education commonly include: public school instruction, athletic coaching, recreation management/leisure studies, fitness professional, and corporate wellness programs. Careers in the discipline that generally require graduate-level degrees include: K-12 teacher, physical therapist, athletic trainer, sports/athletic coach, club/corporate wellness director.

Even students who choose not to major in physical education find that coursework in the field can improve their ability to: think critically, apply kinesiology/human movement principles for optimum fitness, apply complex health concepts in the improvement of personal health, fitness and disease prevention, and integrate research in the field to contribute to personal and community well-being.

College of the Desert’s physical education curriculum includes course offerings that provide a general overview of the discipline, as well as specialized instruction in athletic coaching, recreation management, sports officiating, and dance.

Students earning an associate’s degree in physical education may pursue (entry-level) positions such as fitness trainer, community recreation and youth sports coordinator, or may choose to continue their study in the discipline toward a bachelor’s or graduate degree. COD has transfer agreements with the California State Universities and University of California systems in this discipline/program. However, transfer requirements at four-year colleges and universities vary from institution to institution; students should consult with a counselor for specific information regarding the transfer requirements of their preferred college or university.

Learning Outcomes
Upon successful completion of the Health, Physical Education program, students will:

1. Apply kinesiological and human movement principles to fitness and sports.
2. Apply complex health concepts for optimal fitness and disease prevention.
3. Demonstrate nutritional strategies and weight management techniques needed to maintain a healthy body weight and composition.
4. Interpret current research in the field of physical education, recreation and fitness that will enhance their ability to design and implement a personal wellness/fitness program.
5. Explain how the study of movement, health science and behavior modification can improve one's ability to think critically and contribute to overall wellness.

Program Challenges

Program Opportunities
- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
Physical Education & Athletics Division

SUBJECT: RECREATION

Program Description

Learning Outcomes
Upon successful completion of the Health, Physical Education program, students will:
1. Apply kinesiological and human movement principles to fitness and sports.
2. Apply complex health concepts for optimal fitness and disease prevention.
3. Demonstrate nutritional strategies and weight management techniques needed to maintain a healthy body weight and composition.
Interpret current research in the field of physical education, recreation and fitness that will enhance their ability to design and implement a personal wellness/fitness program.
4. Explain how the study of movement, health science and behavior modification can improve one’s ability to think critically and contribute to overall wellness.

Program Challenges

Program Opportunities
- Maintain high levels of course retention rates.
- Maintain high levels of course success rates.
Physical Education & Athletics Division

**SUBJECT: VARSITY SPORTS: MEN**

**Program Description**

**Learning Outcomes**

Upon successful completion of the Health, Physical Education program, students will:

1. Apply kinesiological and human movement principles to fitness and sports.
2. Apply complex health concepts for optimal fitness and disease prevention.
3. Demonstrate nutritional strategies and weight management techniques needed to maintain a healthy body weight and composition.
4. Interpret current research in the field of physical education, recreation and fitness that will enhance their ability to design and implement a personal wellness/fitness program.

**Program Challenges**

**Program Opportunities**

- Maintain high levels of course retention rates.
- Maintain high levels of course success rates.
- Develop strategies to increase course productivity rates.
Physical Education & Athletics Division

SUBJECT: VARSITY SPORTS: WOMEN

Program Description

Learning Outcomes
Upon successful completion of the Health, Physical Education program, students will:
1. Apply kinesiological and human movement principles to fitness and sports.
2. Apply complex health concepts for optimal fitness and disease prevention.
3. Demonstrate nutritional strategies and weight management techniques needed to maintain a healthy body weight and composition.
Interpret current research in the field of physical education, recreation and fitness that will enhance their ability to design and implement a personal wellness/fitness program.
4. Explain how the study of movement, health science and behavior modification can improve one’s ability to think critically and contribute to overall wellness.

Program Challenges

Program Opportunities
- Review variance in course retention rates and seek to maintain high levels.
- Review variance in course success rates and seek to maintain high levels.
- Develop strategies to increase course productivity rates.

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</table>
Social Sciences & Arts Division

SUBJECT: ANTHROPOLOGY

Program Description

Learning Outcomes

Students completing courses in this category will demonstrate an ability to:

1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

(C5) 1. Understand and appreciate diverse local, national, and world context.
2. Connect knowledge of self and society to larger cultural contexts.
3. Articulate the differences and similarities between and within cultures.
4. Identify cultural themes of immigrant and native groups within the United States of America.
5. Value the contributions to American culture of each group studied.

Program Challenges

Program Opportunities

- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.
Social Sciences & Arts Division

SUBJECT: ART

Program Description

Art is the study of communicating concepts and ideas visually. Career paths chosen by students pursuing undergraduate studies in art commonly include but are not limited to studio artist, art educator, art consultant, art therapist, conservator, museum curator, art historian, photographer, designer, illustrator, animator or gallery manager. Careers in the discipline that generally require graduate level degrees include art historian, conservator, museum curator and art educator. Even students who choose not to major in art find that coursework in the field can improve their ability in complex and creative problem solving, critical analysis, research skills, understanding the intuitive process and in their ability to visualize.

College of the Desert’s art curriculum includes course offerings that provide a general overview of the discipline, as well as an emphasis in art history, ceramics, drawing, graphic design, painting, photography, printmaking, three-dimensional design and two-dimensional design.

The College offers an Associate of Arts degree in Art, as well as courses leading to transfer. Students earning an associate degree in art may pursue entry level positions as designers, illustrators, art consultants or gallery assistants or may choose to continue their study in the discipline toward a bachelor's or graduate degree. COD has transfer agreements with twenty different California State Universities and University of California systems in this discipline/program. California State University at Long Beach, Chico, Los Angeles, Fullerton and San Bernardino as well as University of California at Berkley, Los Angeles, Riverside and San Diego are some examples of these schools.

Learning Outcomes

Students completing courses in this category will demonstrate an ability to:
(C2) 1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.
(C5) 1. Understand and appreciate diverse local, national, and world context.
2. Connect knowledge of self and society to larger cultural contexts.
3. Articulate the differences and similarities between and within cultures.
4. Identify cultural themes of immigrant and native groups within the United States of America.
5. Value the contributions to American culture of each group studied.

Program Challenges

Program Opportunities

- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
Social Sciences & Arts Division

SUBJECT: DANCE

Program Description

Learning Outcomes
Students completing courses in this category will demonstrate an ability to:
1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

Program Challenges

Program Opportunities

<table>
<thead>
<tr>
<th>Section Offered</th>
<th>FTES</th>
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</table>
Social Sciences & Arts Division

SUBJECT: GEOGRAPHY

Program Description

Learning Outcomes

Students completing courses in this category will demonstrate an ability to:

(C2) 1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

(C5) 1. Understand and appreciate diverse local, national, and world context.
2. Connect knowledge of self and society to larger cultural contexts.
3. Articulate the differences and similarities between and within cultures.
4. Identify cultural themes of immigrant and native groups within the United States of America.
5. Value the contributions to American culture of each group studied.

Program Challenges

Program Opportunities

- Develop strategies to address recent decrease in course retention rates.
- Develop strategies to address recent decrease in course success rates.
- Develop strategies to increase course productivity rates.

<table>
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</table>
Social Sciences & Arts Division

SUBJECT:  HISTORY

Program Description

Learning Outcomes

Students completing courses in this category will demonstrate an ability to:

(C2) 1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

(C5) 1. Understand and appreciate diverse local, national, and world context.
2. Connect knowledge of self and society to larger cultural contexts.
3. Articulate the differences and similarities between and within cultures.
4. Identify cultural themes of immigrant and native groups within the United States of America.
5. Value the contributions to American culture of each group studied.

Program Challenges

Program Opportunities

- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
- Develop strategies to increase course productivity rates.
Social Sciences & Arts Division

SUBJECT: ALCOHOL & DRUG STUDIES

Program Description
The Alcohol and drug studies program is the study of chemical addiction and treatment.

Career paths chosen by students pursuing undergraduate studies in alcohol and drug studies commonly include supervised alcohol and drug counseling. Even students who choose not to major in alcohol and drug studies find that coursework in the field can improve their ability to understand the issues surrounding chemical dependency and treatment.

The College offers a Certificate of Achievement in Alcohol and Drug Studies and a non-transferable Associate of Arts degree in Alcohol and Drug Studies. The Certificate of Achievement is designed to provide students with skills necessary for employment as supervised chemical dependency counselors, as well as advancement toward the California Association of Alcoholism and Drug Abuse Counselors (CAADAC) certification. Students earning the certificate may also choose to continue their study toward a non-transferable Associate of Arts degree in the field. Past recipients of the COD Certificate of Achievement in Alcohol and Drug Studies have obtained positions as supervised chemical dependency counselors, locally and throughout California. Students earning an associate’s degree in Alcohol and Drug Studies may pursue entry-level positions as supervised chemical dependency counselors or may choose to continue their study in the discipline toward a bachelor’s or graduate degree in counseling psychology. Transfer requirements at four-year colleges and universities vary from institution to institution; students should consult with an academic advisor for specific information regarding the transfer requirements of their preferred college or university.

Learning Outcomes
Upon completing a certificate or associates degree, students in the CTE PROGRAM will be able to:
1. Transfer to a higher level learning institution.
2. Fulfill the requirements for an entry-level position in their field.
3. Apply critical thinking skills to execute daily duties in their area of employment.
4. Apply critical thinking skills to research, evaluate, analyze and synthesize information.
5. Demonstrate the skills and aptitude necessary to pass certification exams in their field.
6. Exhibit effective written, oral communication and interpersonal skills.

Program Challenges

Program Opportunities
- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.
Social Sciences & Arts Division

SUBJECT: MUSIC

Program Description
The music program offers a full range of courses in music fundamentals, musicianship, harmony, appreciation and history, as well as classes in piano, voice, percussion and guitar. Private lessons are available on most instruments, including voice, through the applied music program. Instrumental and vocal ensembles provide public performance opportunities to majors and non-majors alike. It is the goal of the music program to:

- Help students develop their musical and intellectual potential to the highest possible level.
- Provide a broad foundation of knowledge in the theory, history, literature and practice of performing arts for students wishing to pursue degree, certificate, transfer and Career and Technical Education agendas.
- Promote community awareness of the relationship between music and the history of human values, cultural diversity and the liberal arts tradition.
- Promote the development of discipline-specific skills appropriate to the training of those who wish to teach, those who will pursue advanced studies or professional employment, and those who will use their artistic training in community settings and other cultural service areas.
- Enable all students to benefit from the cultural richness of our heritage through both traditional and experimental performance practices.

Careers in music include performer, educator, conductor, composer, arranger, accompanist, recording engineer, radio/television audio engineer, music minister, music therapist, private instructor. Degrees and Certificates offered include Music Associate of Arts Degree, Music Theory Certificate, and Music Technology Certificate.

Learning Outcomes
Students completing courses in this category will demonstrate an ability to:

(C3) 1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

(C5) 1. Understand and appreciate diverse local, national, and world context.
2. Connect knowledge of self and society to larger cultural contexts.
3. Articulate the differences and similarities between and within cultures.
4. Identify cultural themes of immigrant and native groups within the United States of America.
5. Value the contributions to American culture of each group studied.

Program Challenges

Program Opportunities
Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.
Social Sciences & Arts Division

**SUBJECT: PHILOSOPHY**

**Program Description**

**Learning Outcomes**

*Students completing courses in this category will demonstrate an ability to:*

(C3) 1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

(C5) 1. Understand and appreciate diverse local, national, and world context.
2. Connect knowledge of self and society to larger cultural contexts.
3. Articulate the differences and similarities between and within cultures.
4. Identify cultural themes of immigrant and native groups within the United States of America.
5. Value the contributions to American culture of each group studied.

**Program Challenges**

**Program Opportunities**

- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
Social Sciences & Arts Division

SUBJECT:  POLITICAL SCIENCE

Program Description

Learning Outcomes

_Students completing courses in this category will demonstrate an ability to:_

(C2) 1. Identify and analyze key concepts and theories about human and/or societal development.
2. Critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study.
3. Understand and think critically about different cultures (including topics such as race, gender and class) and their influence on human development or society.
4. Examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective.
5. Develop individual responsibility, personal integrity, and respect for diverse people and culture.

(C3) 1. Understand and appreciate diverse local, national, and world context.
2. Connect knowledge of self and society to larger cultural contexts.
3. Articulate the differences and similarities between and within cultures.
4. Identify cultural themes of immigrant and native groups within the United States of America.
5. Value the contributions to American culture of each group studied.

Program Challenges

Program Opportunities

- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to maintain high levels.
Social Sciences & Arts Division

**SUBJECT: PSYCHOLOGY**

**Program Description**

**Learning Outcomes**

*Students completing courses in this category will demonstrate an ability to:*

(C2) 1. Identify and analyze key concepts and theories about human and/or societal development.
2. Critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study.
3. Understand and think critically about different cultures (including topics such as race, gender and class) and their influence on human development or society.
4. Examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective.
5. Develop individual responsibility, personal integrity, and respect for diverse people and culture.

(C5) 1. Understand and appreciate diverse local, national, and world context.
2. Connect knowledge of self and society to larger cultural contexts.
3. Articulate the differences and similarities between and within cultures.
4. Identify cultural themes of immigrant and native groups within the United States of America.
5. Value the contributions to American culture of each group studied.

**Program Challenges**

**Program Opportunities**

- Maintain high levels of course retention rates.
- Develop strategies to increase course success rates.
Social Sciences & Arts Division

Subject: Sociology

Program Description

Learning Outcomes

Students completing courses in this category will demonstrate an ability to:

(C2) 1. Identify and analyze key concepts and theories about human and/or societal development.
2. Critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study.
3. Understand and think critically about different cultures (including topics such as race, gender and class) and their influence on human development or society.
4. Examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective.
5. Develop individual responsibility, personal integrity, and respect for diverse people and culture.

(C5) 1. Understand and appreciate diverse local, national, and world context.
2. Connect knowledge of self and society to larger cultural contexts.
3. Articulate the differences and similarities between and within cultures.
4. Identify cultural themes of immigrant and native groups within the United States of America.
5. Value the contributions to American culture of each group studied.

Program Challenges

Program Opportunities

- Maintain high levels of course retention rates.
- Review variance in course success rates and seek to increase.
- Develop strategies to increase course productivity rates.

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</table>
Social Sciences & Arts Division

**SUBJECT: THEATRE**

**Program Description**
Theatre arts is the study of the creative, historical, technical, and cultural aspects of performance. Career paths chosen by students pursuing undergraduate studies in theatre arts commonly include performance, education, design, and communication. Careers in the discipline that generally require graduate-level degrees include dramatic criticism and education. Even students who choose not to major in theatre arts find that coursework in the field can improve their ability to communicate, problem solve, speak publicly, build self confidence, and work successfully both collaboratively and independently.

College of the Desert’s theatre arts curriculum includes course offerings that provide a general overview of the discipline, as well as training in acting, dance, musical theatre, makeup, design, and technical production. The College offers an Associate of Arts degree, as well as courses leading to transfer. Students earning an associate’s degree in theatre arts may pursue entry-level positions as performers and technicians or may choose to continue their study in the discipline toward a bachelor’s or graduate degree. COD has transfer agreements with California State Universities, the University of California systems and independent colleges and universities in this discipline/program. However, transfer requirements at four-year colleges and universities tend to vary from institution to institution; students should consult with a counselor for specific information regarding the transfer requirements of their preferred college or university.

**Learning Outcomes**
Students completing courses in this category will demonstrate an ability to:
1. Communicate effectively in many different situations involving diverse people and viewpoints.
2. Demonstrate knowledge of the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
3. Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication;
4. Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

**Program Challenges**

**Program Opportunities**
- Maintain high levels of course retention rates.
- Develop strategies to address recent decrease in course success rates.
- Develop strategies to increase course productivity rates.

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## College Performance Indicators – Course Success Rates

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<tr>
<td>Early Childhood Education</td>
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<tr>
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<tr>
<td>Alcohol &amp; Drug Studies</td>
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<td>Mass Communication</td>
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<td>Construction Management</td>
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<td>Drafting &amp; CAD</td>
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<td>English</td>
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<td>Reading ESL: Credit</td>
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<td>Chemistry</td>
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<td>Work Experience: General</td>
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## College Performance Indicators – Course Retention Rates

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<td>Varsity Sports: Men</td>
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<tr>
<td>Registered Nursing/Vocational Nursing</td>
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<tr>
<td>Varsity Sports: Women</td>
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<tr>
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STUDENT SERVICES PROGRAMS

This section outlines all of the individual student services programs and their current outlook as it pertains to the College internal data. The first area covers a description of the programs and it is followed by identified learning outcomes, program opportunities and benefits. This section was completed using the data provided in the Program Review Updates (PRU’s). These data provide the College with the ability to examine student services programs.
**STUDENT SERVICES**

**ACADEMIC COUNSELING AND EDUCATIONAL SERVICES (ACES)**

**Program Description**

Academic Counseling and Educational Services (ACES) is a Student Support Services Program that has been federally funded by the U.S. Department of Education to provide services to 175 low-income, first generation and students with disabilities. ACES is designed to assist the participants to meet the challenges of graduating from COD and or transferring to a four-year university and therefore; provides academic, personal and career counseling support to eligible participants to help them meet their goals.

**Learning Outcomes**

1. ACES students will become self-advocates.
   - 80% of the ACES students received counseling to understand how to prepare and rearrange classes each semester on their SEP (if necessary).
   - 80% of ACES participants will know how to use at least 2 of the following: Assist.Org, CSU mentor, uctransfer.universityofcalifornia.edu, IGETC and CSU guide sheets, COD major requirements, College catalogs/College websites by the end of Fall 2009.

**Program Opportunities**

- ACES will continue to improve the ACES email communication and delivery to students, especially for the ACES Students E-Newsletter, to increase the return rate of the ACES students Progress Report, to increase the Completion/Updates of the Student Educational Plan and to increase the RSVP responses to attend the ACES workshops, meetings, Academic Recognitions and College Visits that are offered every semester.
- The ACES Program will provide workshops to ensure that ACES students are encouraged to use and are familiarized with the Student Email system and its’ usage and policy.

**Program Benefits**

- One-on-One Counselor (ACES ratio of 1:100 vs. 1:1,000 for general counseling).
- Priority One Registration.
- University/College Transfer Assistance.
- Student Educational Plan.
- “Free” In-House and On-Campus Tutoring in all subjects (as required).
- Workshops: Financial Aid/Scholarships, Study Skills, Career/Major Admissions Applications and Web Advisor/Email.
- ACES grant in aid awards (pending available funding and meeting grant in aid criteria).
- In-House Computer Lab.
- Laptop and Scientific Calculator Loan Program.
- College Visits and Cultural Events.
- Study Abroad Opportunity (for successful nominated applicants).

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**2008-09 Students Served:** 187

**Staffing:**
- 2 Full-Time Employees
- 2 Part-Time Employees
STUDENT SERVICES

ADMISSIONS & RECORDS

Program Description
Admissions and Records (A&R) provides assistance and support to students, staff and the institution for the application, registration, evaluation and transcript processes. A&R is responsible for data integrity of the student information system, as well as keeping accurate student and course records. The Office of A&R works closely with Information Systems (IS) to maintain and facilitate the use of WebAdvisor and Datatel by students, faculty, staff, administration and the public.

Learning Outcomes
1. Students will demonstrate knowledge and understanding of Admissions and Records role in the Matriculation process.
2. Faculty will demonstrate knowledge and understanding of Admissions and Records role in the Matriculation process.

Program Opportunities
- Complete and implement the prerequisite registration validation process.
- Modify A & R Mission Statement to align with the current college mission and vision statements.
- Complete and implement the Positive Attendance quality assurance process.
- Take steps to ensure that all currently enrolled COD students activate their college e-mail accounts by Fall 2010.
- Develop and implement specific notices pertinent to integrity flags and enrollment status in CCCApply.
- Further development of district portal and “Ask for Roadrunner” for use by faculty and/or staff for information dissemination.

Program Benefits
- Gain the knowledge of submitting an online application.
- Register for classes via the web or telephone.
- Assistance with web and telephone payments.
- Learn to be responsible for their class schedule.
- Receive transcript evaluations for graduation, certificates and transfer upon request.
- Access to submit request of records online 24/7.
- Access to submit request to change e-mail and mailing address online 24/7.
- Access to registration forms online 24/7.
- Access to class availability information online 24/7.
- Access to final grades within 10 days after semester ends via WebAdvisor (online).
- Centralization of all student enrollment records.
- One-on-one individual service/assistance in person or via telephone.

2008-09 Students Served
- Fall 4,991 (Total Enrollment: 11,468 unduplicated headcount)
- Spring: 4,015

Staffing:
- 8 Full Time Employees
- 2 Part-Time Employees (one Unfilled)
STUDENT SERVICES

ACADEMIC SKILLS CENTER (ASC)

Program Description
The ASC consists of three instructional labs at PDC (open 60.5 hrs/wk), EVC (open 55 hrs/wk), and Mecca/Thermal (open 12 hrs/wk in Spring, 20 hrs/wk summer). The ASC supports lab requirements for all foreign language courses, all ESL Non-Credit courses, and all sections of English 050, 051, ESL 050B, ESL 051, and Reading 050. ASC labs also support the Intensive English Academy (a service of the International Students Program) and writing across the curriculum by providing general access to the Writing Lab through ASC 100, Supervised Tutoring. Finally, the ASC supports two supplemental labs, ASC 097 and 098. These courses support writing across the curriculum and are run exclusively through the ASC. The ASC also houses Tutoring Services and Assessment Services, but those areas have separate annual reports. The data below do not include these areas.

Learning Outcomes
The ASC has completed no program SLOs or SSOs this year. Efforts have focused around developing new curriculum and SLOACs for ASC 097 and 098. These have been completed, but since the new curriculum for these courses does not go into effect until fall 2009, no assessments were completed in 2008-09.

Program Opportunities
- Implement revised ASC 097 098 curriculum and do SLOAC for these courses and for FL 097 098;
- Form ASC Task Force to develop plans for the future of the ASC;
- Work with Deans and faculty to assure that TBA labs meet Title 5 requirements;
- Make Writing Clinics a settled part of our services and extend them to EVC;
- Develop systems to improve communication among ASC and Tutoring service areas and with faculty whose students use these services;
- Provide additional support for math students at both EVC centers;
- Work with COD Accreditation Self Study.

Program Benefits
- Computer assisted instruction, video and audio tape instruction, and tutorial services that supplement classroom instruction.
- Software programs for English, ESL, and reading students provide diagnostic assessment and remediation customized to the needs of individual students.
- Faculty can customize lab instruction for course sections, small groups, or individual students.
- A friendly, well-training staff is available to assist with services and answer questions on a variety of COD services.

2008-09 Students Served: 6,191

Staffing:
- 1 Full-Time Faculty
- 4 Adjunct Faculty
- 3 Full-Time Classified
- 4 Part-Time Classified
STUDENT SERVICES

ASSESSMENT CENTER

Program Description
Testing services (including assessment and limited proctored testing) are provided within the Academic Skills Center (ASC). Testing is offered by appointment year round. During the Spring semester each year, outreach testing is provided at the local high schools for the senior class. The tests provide placement recommendations based on an assessment of the students’ knowledge and skills.

Learning Outcomes

Upon completing the Assessment Test, students will be able to:

- Explain the purpose of the Assessment Test.
- Identify which skills were tested for by the Assessment Test. (Pending approval)

Program Opportunities

- Present recommendations to the Matriculation Advisory Committee for a feasibility study of various changes to assessment procedures (order of test sections, days and location for testing, etc).
- Collaborate with Communication Division and Non-Credit ESL to initiate a validation study of ESL placement including the new ESLN test.
- Collaborate with Counseling Department to offer Saturday Testing and Orientation during the month of May in lieu of outreach test sessions at the high schools. The number of Saturday sessions offered will depend on demand and staff availability.
- Develop proposal for proctored tests policy and fees provided for students needing service from other schools or institutions.
- Review and improve efficiency of Assessment appointment process to include the use of online appointments.

Program Benefits

- When used in combination with multiple measures, student’s assessment test results help to determine appropriate course placements which aids in student success and retention.
- As one of the student’s first experiences at College of the Desert, the assessment testing staff provides a welcoming, helpful and informative connection for students.
- Limited proctored testing is available by appointment.

2008-09 Students Served: 5,344

Staffing:
- 1 Full-Time Employee
- 1 Part-Time Employee
STUDENT SERVICES

CALWORKS

Program Description
CalWORKs was established to assist eligible single parent students on cash assistance from the state/county to break the welfare-dependency cycle by completing college-level educational training programs, and therefore, become more employable and economically self-sufficient.

Learning Outcomes
1. CalWORKs students will become self advocates.
2. CalWORKs students will complete program requirements.

Program Opportunities
To provide counseling services to students in order for them to identify their educational goals and complete their student educational plan.

Program Benefits
- Services and goal intake assessment.
- Educational books and supplies.
- Referrals to academic, financial aid, personal, career, and transfer counseling.
- Work Study opportunities and referrals.

2008-09 Students Served: 93

Staffing:
- 1 Part-Time Employee
**Student Services**

**Cooperative Agencies Resources for Education (CARE)**

**Program Description**
Cooperative Agencies Resources for Education (CARE) was established to assist eligible single parent EOPS students to break the welfare-dependency cycle by completing college-level educational training programs, and therefore, become more employable and economically self-sufficient. CARE was initiated as the first state-funded program of its kind in the nation.

**Learning Outcomes**
- 80% of continuing EOPS students will identify three contacts/resources they have used on campus in Fall.
- 80% of EOPS students will apply for the FAFSA.
- At least 10% of EOPS students will utilize EOPS Tutoring services each semester.
- 85% of EOPS students in the program from the beginning of the semester will meet with counselor 3 times per semester.
- 75% of EOPS/CARE students will persist from Fall to Spring.
- 85% of CARE students will attend required workshops each semester.
- 90% of EOPS/CARE students will begin to identify goals and work on SEP in conjunction with a counselor.

**Program Opportunities**
- Utilize results of EOPS/CARE Satisfaction Survey to improve quality of program.
- In light of budget reductions, continue to serve as many EOPS/CARE students as possible while maintaining the integrity of the EOPS/CARE Program.
- Support low-cost professional development and training opportunities both on and off campus for EOPS/CARE staff members to improve program effectiveness and efficiency.

**Program Benefits**
- Specialized academic, financial aid, personal, career, and transfer counseling.
- CARE Book Service & Supplies, CARE Child Care grants, CARE Meal Plan, Gas Cards, and Workshops designed for single parents.
**Program Description**

The Career Center provides various career exploration services and activities to COD students and faculty and provides hard-copy and on-line resources that enable students to conduct career interest research and to prepare for job placement. The Center also provides students with access to career interest inventories and personality assessments to assist students in selecting an appropriate career path. The Center has also established a partnership with the Riverside County Employment Development Department (EDD) by which students have access to various job opportunities throughout the county.

**Learning Outcomes**

Students who utilize the Career Center will become self advocates in the career process.

**Program Opportunities**

- Increase the numbers of students who attend our workshops.
- Add more career and college success related workshops to the calendar.
- A FLEX activity for faculty members might encourage more professors to make attendance at the workshops mandatory.

**Program Benefits**

- Use of the career resource room and computers to assist in career exploration and research.
- Participation in the Career & Job Fair where employers meet with interested students to discuss current and future job opportunities.
- Career personality and skills assessments and interpretations.
- Workshops on choosing a major, study skills, and job search techniques.
- One-on-One career counseling services.

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**2008-09 Students Served: 2,960 (signed in)**

**Staffing:**

- 1 Full-Time Employee
- 1 Part-Time Employee
**STUDENT SERVICES**

**DISABLED STUDENTS PROGRAMS & SERVICES (DSPS)**

**Program Description.**
The Office of Disabled Students Programs & Services exists to ensure access and accommodations for individuals with disabilities to participate in college services as well as to consult with faculty and staff to support their role in providing these services.

**Learning Outcomes**

- DSPS students will demonstrate independent use of appropriate services and resources including: accommodations, DSPS courses, adaptive computer equipment available in the High Tech Center and the Adapted Physical Education Programs.
- DSPS students will identify their disability and associated educational limitations and will be able to articulate their adaptive strategies to overcome those limitations.
- DSPS students will develop and utilize self-advocacy skills to access educational programs and opportunities.
- Students who utilize DSPS Services will complete their Individual Educational/Vocational goals as described in their Student Education Contract.

**Program Opportunities**

- Pursue further development of office policies and procedures through the ongoing support staff meetings. Functional reassignments and shifts in positions will continue as the staff develops readiness for the needed changes.
- To create a long range plan for DSPS that is based on an institutionally supported model for these services to our students under the new funding realities.
- To integrate Student Psychological Services into the fabric of Student Health and Disability Services and to refine and implement the Crisis Intervention Policies and Procedures.
- To set up planning meetings with the staff in advance of key strategic planning deadlines set by the College.

**Program Benefits**

DSPS provides students with access to adaptive hardware and software training and specialized courses in the High Tech Center. Employment services, counseling and specialized courses are provided for Workability III students. Finally, students are provided with adapted Physical Education and accommodations and support services which include but are not limited to the following: priority registration, note taking, test accommodations, academic advising, disability related counseling, tutoring, ASL Interpreters, real time transcription, electronic textbooks.

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**2008-09 Students Served: 560**

**Staffing:**

- 4 Full-Time Employees
- 3 Part-Time Employees
- 4+ FTEFac FT
**STUDENT SERVICES**

**EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)**

**Program Description.**
Extended Opportunity Programs and Services (EOPS) is a state funded program designed to provide academic counseling and financial support to students who are from educationally and financially disadvantaged backgrounds. EOPS promotes student success with enrollment assistance, educational planning, tutorial support, and assistance with the cost of required textbooks.

**Learning Outcomes**
- At least 10% of EOPS students will utilize EOPS Tutoring services each semester.
- 80% of EOPS students will apply for the FAFSA.
- 80% of continuing Spring EOPS students will be able to identify three contacts/resources they have used on campus in Fall.
- 85% of EOPS students who are in the program from the beginning of the semester will meet with counselor three times per semester.
- 75% of EOPS/CARE students will persist from Fall to Spring.
- 85% of CARE students will attend required workshops each semester.
- 90% of EOPS/CARE students will begin to identify goals and work on SEP in conjunction with counselor.

**Program Opportunities**
- In light of budget reductions, continue to serve as many EOPS/CARE students as possible while maintaining the integrity of the EOPS/CARE Program.
- Utilize results of EOPS/CARE Satisfaction Survey to improve quality of program.
- Support low-cost professional development and training opportunities both on and off campus for EOPS/CARE staff members to improve program effectiveness and efficiency.

**Program Benefits**
- Academic, financial Aid.
- Development of a Student Educational Plan (SEP).
- Book Service, priority 1 registration, college visits, fee waivers for CSU and UC.
- Application, One-on-One tutoring, student body ID cards, cap and gown for graduates, laptop/calculator loan program.

**2008-09 Students Served: 444**

**Staffing:**
- 2 Full-Time Employees
- 9 Part-Time Employees
STUDENT SERVICES

FINANCIAL AID

Program Description
The Financial Aid Office is responsible for the administration and disbursement of federal and state financial aid (including grants, work-study and loans), scholarships and enrollment fee waivers. The office assists students with the entire financial aid application process. Awarding financial aid in compliance with all applicable rules and regulations is a top priority. The office disbursed over $10 million in financial assistance funds in 08-09.

Learning Outcomes
- Increase, by a minimum of 5%, the number of students processed for financial aid.
- Increase, by 10%, the number of students completing the FAFSA financial aid application.

Program Opportunities
- To accurately and efficiently implement all of the new regulatory packages released this year as part of the passing of the Higher Education Opportunity Act (HEOA) and other regulations. This may or may not include the transition to the Direct Loan Program which would be effective July 1, 2010.
- To increase the use of any electronic processes possible in order to eliminate some of the paper usage by the Financial Aid Office. The plan is to direct more students to the office's website, implement the usage of the office's portion of the student portal and to use e-mail if and when the college moves forward with providing all students with a “College of the Desert” e-mail address (scheduled for spring 2010).

Program Benefits
- Receipt of financial aid funds: fee waivers, grants, scholarships, work-study, and loans.
- Emergency book loans.
- Workshops (FAFSA, debt management and budgeting, loan information).
- Guidance and assistance regarding financial aid.

2008-09 Students Served: 10,549

Staffing:
- 9 Full-Time Employees
STUDENT SERVICES

GENERAL COUNSELING

Program Description
General Counseling provides personal, academic, and career counseling services to all enrolled COD students as they move through all aspects of the matriculation process. General Counseling also provides outreach services to local high schools and various community groups by disseminating information about admissions, financial aid, academic course offerings, and student support services available at COD. COD counselors also teach student development courses and workshops designed to help students to identify and achieve their goals.

Learning Outcomes
- Increase retention of students by increasing the number of fully developed Student Educational Plans (SEPs).
- Increase the consistency of information disseminated to students.

Program Opportunities
- Improve on-line information and on-line service delivery.
- Improve customer service delivery for students.
- In collaboration with IS, work to improve data collection for tracking orientations, contacts, follow up services, and transfer students.
- Provide opportunities for counselors to stay abreast of technologies that can improve counseling services and practices.
- Explore the use of electronic Student Education Plans (SEPs).

Program Benefits
- Counseling and matriculation services include assistance in applying to the college; assessment testing and interpretation; orientation to the college; personal, academic and career counseling services including the development of a student educational plan; and follow up services for students who are struggling with passing or completing courses.
- Assistance with career assessments and planning.
- Assistance with transfer planning.
- Personal counseling and crisis intervention.
- Student development courses that cover college success and life skills, scholarships and financial aid, transfer planning, career development, and identifying a major.
- Workshops on such topics as financial aid, receiving scholarships, study skills, career interest, transfer process, and job search.

2008-09 Students Served: 24,138

Staffing:
- 9 Full-Time Employees
- 6 Part-Time Employees
**STUDENT SERVICES**

**INTENSIVE ENGLISH ACADEMY (IEA)**

**Program Description.**
The IEA is a revenue generating intensive English school located on our campus. The IEA is administered through a cooperative effort of the International Education Program and the Center for Training & Development. This 30 hour per week program combines classroom and language lab instruction to teach English skills from beginning to advanced levels. Developed as a recruitment tool for the college, the program brings in additional admits to academic courses as well as vacation English learners.

**Learning Outcomes**
- 90% of IEA students who complete a 16 week program will report more confidence in their English skills.
- 90% of students who complete a 16 week program will pass to the next level.
- Positive student satisfaction survey results.

**Program Opportunities**
- Increase enrollments in both IEA and IEP by 5 students by semester.
- Evaluate IEA program structure to determine appropriate action for the issue of merged levels due to low enrollment.

**Program Benefits**
- Courses focused on reading, writing, grammar, listening, conversation & TOEFL.
- 16 week term in Spring and Fall; 8 Week Accelerated Summer Program.
- Housing placement w/ host families or off-campus apartments; free airport pickup.
- Specialized counseling, including one-on-one counseling; free tutoring.
- Social activities.
- 2-day orientation program.
- Immigration advising related to the F-1 visa and SEVIS.
- Acculturation, academic/transfer and immigration workshops.

**2008-09 Students Served: 20-30**

**Staffing:**
- 4 Full-Time Employees
- 7 Part-Time Employees
STUDENT SERVICES

INTERNATIONAL EDUCATION PROGRAM (IEP)

Program Description
The International Education Program (IEP) admits non-immigrants students on the F-1 visa to study at COD. The IEP offers a program of services including academic, immigration and university transfer advising, personal counseling, activities, housing assistance and other support services to assist our international students throughout their studies with COD.

Learning Outcomes
- 90% of students will report that the SEP helped them to understand graduation requirements.
- 95% of incoming students will complete an SEP in their first semester.
- 85% of international students who attend orientation will show an increased understanding of the US educational system.
- 85% of international students who attend orientation will report an increased understanding of US culture.
- 90% of international students who attend orientation will report an increased understanding of COD policies and services.
- 85% of students will report that the services of the IEP helped them in their studies at COD.
- 85% of students will report that IEP provided services helped them to acculturate to life in America.
- 80% of initial entry students will continue onto the 2nd semester.
- 80% of initial entry students will continue for a second year.
- Positive Student Satisfaction Survey results.

Program Benefits
- Housing placement w/ host families or off campus apartments.
- Specialized counseling, including one-on-one counseling & university transfer assistance.
- Monthly social activities.
- Free tutoring.
- 3-day orientation program.
- Immigration advising related to the F-1 visa and SEVIS implementation.
- Scholarships.
- Acculturation, academic/transfer and immigration workshops.
- Free airport pick up.

2008-09 Students Served: Not Listed

Staffing:
- 4 Full-Time Employees
- 1 Part-Time Employees

Program Opportunities
- Clarify the process for issuing transfer credit for foreign coursework towards a COD degree.
- Improve data collection/statistics of IEP for SSO/SLO reporting
- Increase enrollments in both IEA and IEP by 5 students by semester.
- Assist in development of special programs to facilitate cooperative agreements with foreign institutions.
- Develop agent portal on our website.
- Assist with implementation of first orientation class for new international students.
- Develop cost-effective on-campus/local activities for students that increase student satisfaction and address known acculturation needs.
- Investigate creation of program marketing CD.
- Oversee the implementation of increased housing quality control including online surveys for students, focus groups with new students and other efforts.
STUDENT SERVICES

STUDENT HEALTH SERVICES

Program Description
Student Health Services (SHS) provides health counseling, first aid, and coordination of activities and referrals to resources and agencies that assist the student in healthy mental and physical maintenance while enrolled at College of the Desert. All practices and services are under the direction of the College Physician. The physician is available once a week on campus by appointment through the SHS office. HIPPA laws and student confidentiality are enforced. Student insurance for sickness and accidents is available through the SHS office.

Learning Outcomes
- Students will be presented with the opportunity to participate in the provision of their own personal health and psychological services.
- Students will be encouraged to engage in life-long preventive physical and mental behaviors.

Program Opportunities
- Work to create an integrated model of physical, mental health and health education services for our diverse population that is appropriate within the framework of Title 5 and the general professional standards within the California Community College System. Create a long range strategic plan for the implementation of this model by working with campus stakeholders in an iterative planning process.
- Work with the FVC and MTC campuses to determine appropriate services to be provided to students at these locations.

Program Benefits
- Immediate first aid care.
- Evaluation of severity of an accident for determining calling 911.
- Health education.
- Physician consultation.
- Explanation of and assistance with student sickness and accident insurance, for both domestic and international students.
- Referral to appropriate health agencies/resources.

2008-09 Students Served: 2,000
- 86 Physician Visits (included in total)
- 163 Nurse Visits (included in total)

Staffing:
- 2 Full-Time Employees
- 2 Part-Time Employees
**Student Services**

**Student Life**

**Program Description.**

The Office of Student Life is charged with supporting the Associated Students of College of the Desert (ASCOD) in their role of providing a proactive forum for students to engage in co-curricular and extra-curricular opportunities. Student Life supports the ASCOD Student Senate in their mission of shared governance and student representation in campus, regional, state and national affairs.

The Office of Student Life is responsible for the coordination of student activities to enhance the College of the Desert Experience for our students. The Office of Student Life oversees the Hilb Student Center operations including the game room, student lounge, computer lab, the Roadrunner Copy Center (student copy center), Student ID Cards. The Office of Student Life is responsible for the coordination of campus visits.

**Learning Outcomes**

Student leaders will effectively represent student interests to a variety of College groups

- Assessment: 100% of request for student representation in shared governance committees will be fulfilled.

Student leaders will effectively access, synthesize and present information to their constituent groups.

- Assessment: 90% of student leaders serving on shared governance committees will provide syntheses of committee discussion to their constituents and present their opinions back to shared governance groups.

**Program Benefits**

- Opportunity for Campus involvement in clubs and social events.
- Opportunity to develop marketable leadership and organizational skills.
- Opportunity to participate in Shared Governance.
- Copy Services.
- Computer Lab.
- Meeting Spaces.
- Study Spaces.

**2008-09 Students Served:** Available to all students

**Staffing:**

- 2 Full-Time Employees
- 1 Part-Time Employees

**Program Opportunities**

Review and reorganize the Student Government organization (ASCOD) in regards to clubs on campus.

- Review and revise the current ASCOD Constitution and ASCOD Bylaws.
- Develop and implement training opportunities for proper meeting management protocols (i.e. Roberts Rules of Order).
- Assist student leaders in clarifying their respective roles within ASCOD.

Increase ASCOD Visibility on campus.

- Facilitate ASCOD sponsored events on COD Campus.
- Facilitate advertising for ASCOD sponsored events.

Increase student participation in campus shared governance.

- Increase communication with the COD Academic Senate to identify opportunities for student involvement with Academic Senate Committees.
- Create training opportunities for students to prepare to participate effectively on campus wide committees.
- Identify a cadre of students for “ready” participation as needed.

Review day-to-day operations of the Office of Student Life and implement appropriate changes to increase efficiency and customer service.

- Customer Service.
- Office processes.
- Student worker scheduling and training.
**STUDENT SERVICES**

**STUDENT PSYCHOLOGICAL SERVICES**

**Program Description.**
Student Psychological Services provides students with psychological/personal counseling to assist students in handling the stresses of college life, as well as enhancing their psychological, interpersonal, social and emotional development. By overcoming personal challenges, the likelihood increases that students will progress toward achieving their academic, career, and personal goals.

**Learning Outcomes**
- Students will be able to identify resources, which may include on-campus services/programs, community agencies or professionals, websites, and/or printed resources, that can be accessed to help them achieve their personal & academic goals.
- Students will be able to more effectively manage the stressors impacting upon their academic performance. They will utilize at least one new coping strategy, communication skill, or self-care behavior to improve their personal & academic success.

**Program Benefits**
- Short-term professional counseling up to 6 sessions per semester or 12 per year.
- Screening for mental health problems such as depression, anxiety, eating disorders, substance abuse, etc.
- Practical coping strategies for everyday stresses, relationship issues, test anxiety, procrastination, attention difficulties, insomnia, low self-esteem, anger, and other adjustment issues.
- Personal growth workshops & presentations on topics such as stress management and test anxiety as offered (this past year, these were done in classrooms at the request of various Instructors).
- Crisis intervention for emotional issues.
- Referral to community resources (agencies, providers, support groups).
- Coordination of services with other Counselors, particularly those from Special Programs such as DSPS, EOPS & ACES, as well as with community practitioners. (Note: Communications of this type occur only with a Release of Information signed by the student.)
- Psychological/Personal Counseling.
- Assessment/Screening.
- Referral to campus programs/services and community professionals or agencies.
- Crisis intervention services
  - For students who are experiencing acute emotional distress, or pose a danger to themselves or others, or are in immediate need of psychiatric evaluation. (Team approach is utilized.)
  - Provide co-leadership for the Crisis Team.
- Outreach to Faculty & Staff regarding emotional/behavioral issues
  - In-servicing & training
  - Informal consultation
- Coordination of services and team participation.
- Follow-up (usually phone contact).

**2008-09 Students Served: 245**

**Staffing:**
- 1 Full-Time Employees
- 1 On-call Employee

**Program Opportunities**
- Implement use of the Student Demographic Data Form to track utilization of Student Psychological Services.
- The Student Satisfaction Questionnaire will be prepared, to measure the Student Learning Outcomes (SLO’s) listed above. Information gathered from mental health services outcome measures used at other California Community Colleges will be helpful in this endeavor.
- Continue to collaborate with DSPS, Student Health Services, other campus programs/services, and community agencies & professionals, to provide appropriate services for psychologically disabled students.
- Continue to participate in bi-weekly case reviews with DSPS and Student Health Services in the Case Consultation meetings.
- Continue active involvement in the California Community Colleges Psychological Services Consortium (CCCPS) meetings and list-serve.
- Participate in planning and carrying out a campus-wide event focused on a mental-health related topic (perhaps Depression).
- Consistently do reminder phone calls the day before student appointments to further decrease the no-show/late-cancellation rate.
- Develop user-friendly protocols outlining steps to be taken in various crisis situations.
- Offer training sessions to Faculty, Staff, & Leadership to present protocols for crisis intervention at COD, as our strategy is determined by the Interdisciplinary Crisis Resource Committee (ICRC) and Administrative leaders.
- Explore adding bilingual counseling staffing.
- Explore the addition of counseling staffing to provide relevant psycho-educational groups for the efficient management of prevalent issues such as depression, anxiety and recovery.
**Program Description**
The College of the Desert Transfer Center offers support services and information to enrolled COD students who are interested in transferring to a four-year college or university.

**Learning Outcomes**
Students who participate in the Transfer Center activities will demonstrate an understanding of the transfer process.

**Program Opportunities**
- To enhance the visibility of the transfer option to students through various activities and publicity means.
- To provide students opportunities to get accurate and up-to-date information from four-year universities through fairs, workshops, and campus resources.

**Program Benefits**
- Access to electronic and hard-copy catalogs from various colleges throughout the US.
- Reference library to help students explore majors, careers, financial aid, scholarships and tips for college success.
- Access to various workshops that help students understand the transfer process and complete admission applications.
- Outreach workshops and campus visits from college and university representatives to provide one-on-one transfer advisement regarding admission requirements and procedures, program planning, housing, financial aid and other support services.
- Fieldtrips to visit various four-year colleges and universities.
- Access to a computer lab that enables students to conduct on-line research about schools, careers, majors and financial aid.

**2008-09 Students Served:** 2,361

**Staffing:**
- 2 Part-Time Employees
**STUDENT SERVICES**

**TUTORING SERVICES**

**Program Description.**
Tutoring Services provide free tutoring to any enrolled College of the Desert student. Each semester, some level of tutoring is provided for all levels of math and for various courses in the physical sciences, nursing, social sciences, computer sciences, writing, English as a Second Language, American Sign Language, and foreign languages. The Mind Shack Tutoring Center is open 32 hrs/wk Fall and Spring, and 28 hrs/wk in summer, with additional support provided in the Academic Skills Center and many other locations on campus, at EVC Indio and in the new Mecca/Thermal center.

**Learning Outcomes**

- Students will assess a tutee's needs for any given project within the scope of a tutor's discipline.
- Students will create and maintain a collegial and comfortable environment for the tutoring session.

**Program Opportunities**

- Expand tutoring services (and tutor training) to cover all levels of ESLN;
- Develop tutoring services and tutor training for Nursing students;
- Further develop tutoring resources available through Blackboard;
- Increase opportunities for observation and supervision of tutors outside the Mind Shack;
- Finalize Tutoring Services Operational Handbook.

**Program Benefits**

Assistance with understanding and applying concepts, techniques, and skills related to specific academic disciplines;
- Confidence in their own mastery of academic subjects;
- For students in most categorical or grant funded programs, one-on-one tutoring or support associated with learning communities.

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2008-09 Students Served: 906 Enrollments

**Staffing:**
- 2 Adjunct Coordinators
STUDENT SERVICES

UPWARD BOUND

Program Description
The Upward Bound program serves low-income, first generation college students each year, providing supplemental counseling, academic coursework, and leadership development opportunities to eligible participants.

Learning Outcomes
Upward Bound participants will:
- Demonstrate the ability to know and understand the A-G requirements for admission to a 4-year college/university.
- Understand the difference between the A-G (college entrance) requirements and high school graduation requirements.
- Understand the CAHSEE (California High School Exit Exam) and the know minimum passing score (350 for both English Language Arts and Math).
- Have exposure to both college entrance exams (SAT and ACT).
- Develop skills to research colleges/universities and majors.
- Have basic knowledge of various career options.

Program Opportunities
- Increase opportunities for student leadership development
- Improve online communication with students
- Increase communication with and involvement of Upward Bound parents via workshops based on the developmental level of the student (for example, “College Applications and Financial Aid” for Seniors, “What’s Next?” for juniors, and “Planning Ahead” for freshmen and sophomores), Parent Committees, UB newsletter, the Annual Award Ceremony, and other media as appropriate
- Improve implementation and increase use of the student and parent evaluation forms for all activities and events.

Program Benefits
- Individual and group counseling (UB ratio of approx. 1:40)
- Tutorial and counseling support
- Academic instruction in the areas of English, Math, Science, Foreign Language, and study skills; Art in Spring
- Application workshops on college admissions and financial aid
- Laptop and Scientific Calculator Loan Program
- Access to college/university tours and cultural activities
- SAT preparation
- Summer residential program at a four-year college/university
- Annual award recognition ceremony
- Monthly stipends ($40 month from September to May; $60 June and July)

2008-09 Students Served: 72
Staffing:
- 1 Full-Time Employee
- 4 Part-Time Employees
**STUDENT SERVICES**

**VETERANS SERVICES**

**Program Description.**

The Veterans Office was established to assist eligible veterans, dependents and reservists in obtaining their VA educational benefits and achieving their educational goals. The Veterans Office provides information on veterans’ benefits and services; assists applicants with completing applications and forms necessary for VA benefits; and assists veterans with referrals to other agencies and resources. College of the Desert is approved for the training of veterans, dependents, and reservists leading to a certificate, an Associate Degree or transfer to a four-year institution.

**Learning Outcomes**

By participating in COD Veterans Services, students who are veterans will be able to understand and complete the process for VA education benefits and:

- 80% will complete on-line benefits application.
- 95% will complete a Student Educational Plan.
- 90% will have a completed file.

**Program Challenges**

- Assisting military students with their transition to the college environment.
- Providing professional development for faculty and staff on the transitional needs of military students.
- Training staff to meet the needs of military students with brain injuries and other disabilities.
- Streamlining campus administrative procedures for veterans returning from military deployments.

**Program Opportunities**

- Monthly educational benefit from the VA.
- Academic and transfer advising.
- Priority 1 registration.

---

**2008-09 Students Served:** 359 unduplicated headcount; 1,816 student contacts

**Staffing:**

- 1 Full-Time
COLLEGE OF THE DESERT TECHNOLOGY PLAN

Technology Planning Process
The development of the College of the Desert Technology Plan began with the appointment by the College Planning Council of a Task Force to prepare a comprehensive District technology plan. The Technology Plan Task Force (TPTF) began its work in September, 2009 and have met continuously from September 2009 through April 2010 and reviewed plans developed by other institutions as well as a variety of reports and documents for reference and guidance. The incorporation of the Technology Plan summary into the EMPIP will serve as a final lens for the completion of the Technology Plan.

Goals of the Technology Plan Task Force:
1. Complete and full disclosure of the college’s existing technology environment; and
2. Short term and long term recommendations as well as descriptions of the alternatives available to meet any deficiencies that may be present.

The Technology Plan is structured to inform the five areas; Academic Affairs, Student Services, Administration, Information System and Staffing, and Infrastructure and incorporates sustainability standards as best as possible. The plan recognizes the need of technology across the institution, namely to fulfill the District Mission of providing “excellent educational programs and services that contribute to the success of our students.” The District Vision elaborates that “College of the Desert will be a center of collaborations and innovations for educational enrichment.” Technology plays a great role in this as innovation in instruction and support of students often involves it. Furthermore, the mission statement of Information systems and Technology is to deliver “both an efficient computing environment and quality customer service to support the mission and goals of the Desert Community College District.”

The three most pressing technology issues facing the District involve scheduled maintenance and upgrading infrastructure to meet the growth and staffing. Following these sections, the other major technology issues in this plan are briefly addressed. (Plan is included as APPENDIX C)

The key recommendations of this plan are:
1. Increase IS staffing to Total Cost of Operations (TCO) guidelines and comparison study to support the additional job functions and services
2. Follow a scheduled maintenance and upgrade plan
3. Upgrade the Core Infrastructure to keep up with technology and additions in the new buildings and campuses
4. Support New Technology including Distance Education while complying with ADA
OUTREACH SURVEYS
OUTREACH SURVEYS

FACULTY & STAFF SURVEY

BACKGROUND

The District-wide outreach survey was developed with input from faculty and staff. The intent of the survey was to maximize the opportunity for input into the EMPIP. Development of the survey proved to be a challenge given the large amount of academic program information to consider from the original 2008 Strategic Education Master Plan (Voorhees). The District had to design an outreach survey that allowed the work within the 2008 Plan to be considered District-wide. Initially, meetings were held to allow for input but with the amount of information to cover, it was quickly realized that meetings would not be enough, nor would they reach the entire College community. Therefore, an outreach survey was created. Faculty and staff had input into the design, format and survey instrument. The College determined that a web-based survey covering all programs (existing and proposed) be sent out to the entire College community. Additionally, hard copy versions would be made available for stakeholders to fill out and return. The Vice President of Academic Affairs electronically mailed the web-based survey link to stakeholders with an introduction and invitation to participate.

OVERVIEW

As part of the analysis, a survey was designed to assess the recommendations in the 2008 Strategic Education Master Plan and seek input on how to best move forward to finalize the Education Master Plan Implementation Plan.

The web-based survey was administered over a two week period. Faculty and staff of COD were asked to respond to the survey within the global context as to what they see the students at the District needing and how the District can best serve the Coachella Valley. In the two week period, 155 complete responses were received. The majority of responses (93) came from full-time and part-time faculty, accounting for 60% of the responses. Classified Staff completed 45 responses (30%), Administrators 15 responses (10%), and the “Other” category completed 4 responses (3%). “Other” category included; Director of Categorical Program, Trustee, Adjunct Faculty, and Classified Staff and Part-Time Faculty.

The survey consisted of four sections to address Current Programs (Palm Desert campus), New Programs (Palm Desert campus), Western Valley, and Eastern Valley (Indio and Mecca-Thermal campuses). Each section was designed to gather information regarding programs currently offered at the various sites, the apparent program priorities to focus on and strengthen. Also, space was provided to allow faculty and staff to write in additional comments.

<table>
<thead>
<tr>
<th>COD Faculty &amp; Staff Survey Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator (15) 10%</td>
</tr>
<tr>
<td>Faculty - Full Time (55) 35%</td>
</tr>
<tr>
<td>Faculty - Part Time (38) 23%</td>
</tr>
<tr>
<td>Classified Staff (45) 30%</td>
</tr>
<tr>
<td>Other (4) 3%</td>
</tr>
</tbody>
</table>
**CURRENT PROGRAMS (PALM DESERT CAMPUS)**

Faculty and staff were asked to indicate the priority level (scaled from High, Medium-High, Medium, Medium-Low, Low, or Not Applicable) at which they think existing education programs at Palm Desert should be strengthened. The following pages outline the result based on 1) raw rankings with score of 5 only and 2) raw rankings with combined score of 5 and 4 (High and Medium High).

**Raw Score (5):** Based on number of responses with those indicating the priority as High.

**Raw Score (5+4):** Based on number of responses with those indicating the priority as High or Medium High.

<table>
<thead>
<tr>
<th>Raw Score (5)</th>
<th>Raw Score (5+4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing (RN)</td>
<td>Nursing (RN)</td>
</tr>
<tr>
<td>Vocational Nursing</td>
<td>Computer Information Systems</td>
</tr>
<tr>
<td>Math</td>
<td>Emergency Medical Technology</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Vocational Nursing</td>
</tr>
<tr>
<td>Reading</td>
<td>Automotive Technology</td>
</tr>
<tr>
<td>College Skills and Success</td>
<td>Heating and Air Conditioning</td>
</tr>
<tr>
<td>English</td>
<td>Hotel &amp; Restaurant Management</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Health Science</td>
</tr>
<tr>
<td>Adult Basic Ed &amp; GED</td>
<td>Math</td>
</tr>
<tr>
<td>Emergency Medical Technology</td>
<td>Adult Basic Ed &amp; GED</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>College Skills and Success</td>
</tr>
<tr>
<td>Reading ESL: Credit</td>
<td>Reading</td>
</tr>
<tr>
<td>Hotel &amp; Restaurant Management</td>
<td>English</td>
</tr>
<tr>
<td>Heating and Air Conditioning</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Health Science</td>
<td>Biology</td>
</tr>
<tr>
<td>Study Labs &amp; Tutoring</td>
<td>Computer Science</td>
</tr>
<tr>
<td>ESL Non-Credit</td>
<td>Business Management</td>
</tr>
<tr>
<td>Business Management</td>
<td>Digital Design and Production</td>
</tr>
<tr>
<td>ESL Non-Credit</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>Digital Design and Production</td>
<td>Nutrition and Diet</td>
</tr>
<tr>
<td>Work Experience: Career and Technical Education</td>
<td>Study Labs &amp; Tutoring</td>
</tr>
<tr>
<td></td>
<td>Work Experience: Career and Technical Education</td>
</tr>
</tbody>
</table>
The following programs are those identified as having the highest priorities, based on a raw score of 5 (High), to be strengthened at the Palm Desert Campus.
Ten programs were identified as part of the 2008 Strategic Education Master Plan (Voorhees) and College input as potential new programs.

<table>
<thead>
<tr>
<th>Raw Score (5)</th>
<th>Raw Score (5+4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy Technology (geothermal, solar, and wind)</td>
<td>Energy Technology (geothermal, solar, and wind)</td>
</tr>
<tr>
<td>Paramedic Training</td>
<td>Paramedic Training</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>Engineering Technology</td>
</tr>
<tr>
<td>Assisted Living Administrator</td>
<td>Cardiovascular Technology</td>
</tr>
<tr>
<td>Cardiovascular Technology</td>
<td>Assisted Living Administrator</td>
</tr>
<tr>
<td>Teacher Assisting</td>
<td>Teacher Assisting</td>
</tr>
<tr>
<td>Welding</td>
<td>Media Arts and Production</td>
</tr>
<tr>
<td>Agriculture Technology</td>
<td>Agriculture Technology</td>
</tr>
<tr>
<td>Geometrics/GIS</td>
<td>Welding</td>
</tr>
<tr>
<td>Media Arts and Production</td>
<td>Geometrics/GIS</td>
</tr>
</tbody>
</table>

Based on the survey results, the programs are ranked from highest priority (left) to lowest priority (right) below based on a raw score of 5.

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**Western Valley**
Six programs were identified as part of the 2008 Strategic Education Master Plan (Voorhees) and College input as potential programs for the Western Valley location.

<table>
<thead>
<tr>
<th>Raw Score (5)</th>
<th>Raw Score (5+4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Technologies (geothermal, solar, and wind)</td>
<td>Green Technologies (geothermal, solar, and wind)</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>Basic Skills</td>
</tr>
<tr>
<td>Allied Health (Dental Assistant in conjunction with Loma Linda)</td>
<td>Allied Health (Dental Assistant in conjunction with Loma Linda)</td>
</tr>
<tr>
<td>Hospitality / Culinary Arts</td>
<td>Hospitality / Culinary Arts</td>
</tr>
<tr>
<td>ESL/ESLN</td>
<td>ESL/ESLN</td>
</tr>
<tr>
<td>Media Arts / Film Appreciation</td>
<td>Media Arts / Film Apprecation</td>
</tr>
</tbody>
</table>

Based on the survey results, the programs are ranked from highest priority (left) to lowest priority (right) below based on a raw score of 5.

![Western Valley Graph]

- **High (5)**
- **Medium (3)**
- **Low (1)**
- **Not Applicable**
**Eastern Valley (Indio & Mecca-Thermal)**

Seven programs were identified as part of the 2008 Strategic Education Master Plan (Voorhees) and College input as potential programs for the Eastern Valley (Indio & Mecca/Thermal) locations.

<table>
<thead>
<tr>
<th>Raw Score (5)</th>
<th>Raw Score (5+4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>Basic Skills</td>
</tr>
<tr>
<td>ESL/ESLN</td>
<td>Agricultural Technology</td>
</tr>
<tr>
<td>Agricultural Technology</td>
<td>ESL/ESLN</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Small Business/Entrepreneurship</td>
<td>Construction Management and Building Technologies</td>
</tr>
<tr>
<td>Construction Management and Building Technologies</td>
<td>Small Business/Entrepreneurship</td>
</tr>
<tr>
<td>Transportation Technology</td>
<td>Transportation Technology</td>
</tr>
</tbody>
</table>

Based on the survey results, the programs are ranked from highest priority (left) to lowest priority (right) below based on a raw score of 5.

![Eastern Valley Chart](chart.png)

- **High (5)**
- **(4)**
- **Medium (3)**
- **(2)**
- **Low (1)**
- **Not Applicable**
GENERAL COMMENTS

Comments and recurring themes regarding the different programs at the Palm Desert Campus, Western Valley and Eastern Valley sites are outlined below. The comments identified are directly from written comments provided by participants and are included here based on frequency.

CURRENT PROGRAMS (PALM DESERT CAMPUS)

Administrators
- Should be focus and emphasis on Career and Technical Education degree and certificate programs
- Should be review of length of time to complete certain programs (certificated programs)
- Should emphasize work experience/training to better prepare students for future employment
- Need to focus on promoting Academic Programs and entice students to realize goals
- Develop transitional programs for successful four-year transfers
- Need to entice high school graduates to COD
- Priority placed on following programs
  - Hospitality Management (Hospitality Related Programs)
  - Health Science – Nursing, Fire Tech/Paramedic/EMS
  - Alternative Energy/Green Energy

Faculty – Full Time
- Need to focus on programs/skills that would feed directly into local economy and job market
- Focus on Career and Technical Education/trade offerings
- Focus on interdisciplinary studies/cross discipline to meld courses/programs together
- Develop and strengthen Career and Technical Education programs, as well as AA/AS degrees
- Priority placed on following programs
  - Nursing
  - Health Science/EMS
  - Automotive Technology
  - Reading/Math
  - Agri Business
  - Study Lab & Tutoring
  - Sciences

Faculty – Part Time
- Need to focus on programs that can lead to Career and Technical Education certificates and placement
- Basic business management to support local needs
- Need to focus on creative course offerings using various resources
- Prepare students for job markets
- Priority placed on following programs
  - Reading/Math
  - Nursing
  - College Skills & Success
  - Health Science/Nursing/EMS
  - Automotive Technology

Classified Staff
- COD should focus on Career and Technical Education programs to train students to meet current job demands
- Discussion of increasing facilities (capacity & technology) to meet student demands
- Priority placed on following programs
  - Reading/Math
  - Nursing
  - College Skills & Success
  - Health Science
  - Science & Engineering
  - Computer Science

Other
- Should work on developing Health Science/Allied Health to include Medical Transcription, Medical Billing, Pharmacy Tech as well as other Career and Technical Education programs such as paralegal to meet demands in the area
- Priority placed on following programs
  - Health Science – Nursing, Fire Tech/Paramedic/EMS
  - Career and Technical Education Programs
  - Alternative Energy/Green Energy
New Programs (Palm Desert Campus)

Administrators

- Should be focus on the Coachella Valley (& surrounding area needs) such as Assisted Living Administrator, Agricultural Technology, Geometrics/GIS, and Media Arts
- COD should focus on fostering stronger ties with local employment infrastructure
- Find balance between preparation for four year institutions and offering certificate and Career and Technical Education programs
- Priority placed on following programs
  - Alternative Energy/Green Energy
  - Health Science – Assisted Living, Fire Tech/Paramedic/EMT
  - Media Arts & Production

Faculty – Full Time

- Start with development of offering variety of courses (not programs)
- Should focus on existing programs on campus. May not be right time to introduce new programs
- New programs should focus on current & future trends to prepare students for jobs in the Coachella Valley
- Priority placed on following programs
  - Alternative Energy/ Green Energy
  - Assisted Living Administrator
  - Health Sciences – Paramedic, Cardiovascular Technology
  - Agriculture
  - Media Arts & Production

Faculty – Part Time

- Need to focus on service area population and promote studies to serve the local community/economy
- Focus on needs of Coachella Valley in general and what is relative to area i.e., Film, Hispanic Cultures etc.
- Priority placed on following programs
  - Alternative Energy/ Green Energy
  - Health Sciences – Paramedic, Cardiovascular Technology
  - Engineering Technology
  - Teacher Assisting
  - Media Arts & Production
  - Geometrics/GIS

Classified Staff

- Priority placed on following programs
  - Assisted Living Administrator
  - Allied Health – Nursing, Dental, Paramedic, Cardiovascular
  - Green Technology
  - Hospitality
  - Basic Skills/ESL
  - Media Arts

Other

- Priority placed on following programs
  - Alternative Energy/ Green Energy
  - Health Science – Paramedic/Cardiovascular Technology
  - Media Arts & Production
  - Environmental
Western Valley

Administrators

- Allied Health (in conjunction with Loma Linda) should not be emphasized as it requires completion at alternate locations
- Culinary Arts should be emphasized here as it may be more cost efficient to build out at this location vs. renovating existing facilities elsewhere
- Priority placed on following programs
  - Hospitality/Culinary Arts
  - Alternative Energy/Green Energy
  - Media Arts & Production
  - ESL
  - Allied Health

Faculty – Full Time

- Western Valley Campus too expensive – should be maintained as satellite site
- Should not duplicate any programs – offer some courses at site
- Focus on programs which will feed the trends in the area

- Priority placed on following programs
  - Alternative Energy/Green Energy
  - Allied Health – Dental Assisting
  - Basic Skills
  - Hospitality/Culinary Arts
  - ESL/ESLN
  - Media Arts & Production

Faculty – Part Time

- Need to emphasize basic skills so students completing Career and Technical Education programs can be competitive in local job markets
- Priority placed on following programs
  - Basic Skills
  - Alternative Energy/Green Energy
  - Hospitality/Culinary Arts
  - ESL/ESLN
  - Allied Health – Dental Assisting
  - Media Arts & Production

Classified Staff

- This location is ideal for energy technologies (solar/wind farms)
- This location needs unique and high demand programs (new curriculum) with modern, state of the art facilities to attract new students
- Priority placed on following programs
  - Allied Health – Nursing, Dental
  - Green Technology
  - Hospitality
  - Basic Skills/ESL
  - Media Arts

Other

- Priority placed on following programs
  - Allied Health
  - Basic Skills/ESL
EASTERN VALLEY (INDIO & MECCA- THERMAL)

Administrators

- Focus on small business/entrepreneurship would benefit local economy
- Focus on Early Childhood Education will provide both employment opportunities as well as provide care for working professionals
- Priority placed on following programs
  - Basic Skills / ESL
  - Transportation

Faculty – Full Time

- Need for computer lab where students can take online courses
- Should not duplicate any programs – offer some courses at site
- Priority placed on following programs
  - Basic Skills
  - Agricultural Technology
  - Early Childhood Education
  - Small Business / Entrepreneurship

Faculty – Part Time

- Need to emphasize basic skills so students completing Career and Technical Education programs can be competitive in local job markets
- Priority placed on following programs
  - Basic Skills
  - ESL/ESLN
  - Early Childhood Education
  - Agricultural Technology

Classified Staff

- Concern with Mecca location – times and location not convenient for students
- Should develop programs with local employers
- Priority placed on following programs
  - Agriculture Technology
  - Early Childhood Education
  - Small Business / Entrepreneurship
  - Basic Skills / ESL

Other

- Priority placed on following programs
  - Small Business / Entrepreneurship
  - Basic Skills / ESL
STUDENT SURVEY

OVERVIEW
The Associated Students of College of the Desert (ASCOD) participated in an open forum answering questions and discussing the various points of view as community members of College of the Desert. ASCOD members are regularly enrolled students. One student from campus is elected each year to serve as Student Trustee and to represent the general student population at the regular meetings of the Board of Trustees. There were three separate opportunities for input.

ASCOD EXECUTIVE COUNCIL MISSION STATEMENT:
As the peer advocates for the students of College of the Desert, we strive to promote higher education, a sense of community, diversity, student involvement and act as your liaison to the faculty, administration and state, to ensure that the needs of the students both social and educational, are enhanced and met. Our purpose is to serve our fellow students, as well as making their College of the Desert Experience, a memorable one.

THE DISCUSSION
During a weekly scheduled meeting, students discussed various topics including:

- obstacles to education
- academics at College of the Desert
- student services
- preparation the College has given them to continue to pursue their goals whether it is to transfer or to gain job skills
- educational outreach locations
- College of the Desert strengths and weaknesses
- The future of COD.

In discussing these topics it was evident that today’s students are well aware of the various challenges they face for their academic careers and beyond. The economic crisis in the State of California has caused a strain not only in the job market, but extensive budget cuts to higher education have hindered many educational opportunities. There appeared to be consensus that the biggest obstacles facing students today are the financial challenges of the individual and the State. Increases in college course fees and the cost of textbooks coupled with the State budget cuts resulting in cancellation and reduction of scheduled courses have proved problematic for students. Not only have the number of sections available during the Fall and Spring semesters been cut, students have seen a reduction in opportunities available to take classes during Summer and Winter intersession. Students stated that there should be more internship opportunities and outreach programs such as leadership opportunities and student abroad programs. Students felt that there are opportunities to improve various student services. Although there are a large number of students services offered at College of the Desert, there were disagreements on
how visible these programs were. In general, ASCOD members felt that there was room for improvement in outreach for student services starting at new student orientation. Students stated that it is essential to keep lines of communication open and on-going between the student body, faculty and staff at COD starting with improving new student orientation. As students begin and continue their educational careers at COD, continual outreach is essential in the coming years for the sustainability of student interaction within the college community. Resources such as counseling and tutoring services are also areas which they desire improvement.

In an age where technology has evolved so rapidly, it is essential that COD continues to maintain the proper infrastructure necessary to keep students engaged and best serve students needs. It was apparent that there is a strong interest among students for online courses. As today’s students become more mobile and versatile, keeping up with various teaching pedagogies including effective online course offerings is essential. Many students felt that the number of online courses should be increased in both the core course offerings as well as electives.

During discussions regarding the Western Valley (Palm Springs) and Eastern Valley (Indio/Mecca Thermal) locations, the students again appeared to have a strong consensus on a number of themes. When asked which courses or programs should be offered at the outreach locations, the overwhelming response was English, Math, Basic Skills, ESL, and any courses essential for transfer to four year institutions. There was little, if any, variation from these responses.

Many students who attend COD have the goal of either gaining job skills to enter the workforce or transferable skills and courses to continue their educational careers at a four-year institution. Most of the ASCOD students felt that COD has prepared them well to achieve their desired goals. However, it is important to note that since these students are active members of ASCOD, they are of a unique demographic and are likely more active within their college community. There were expressed concerns regarding whether or not the College has put enough thought and effort in addressing the needs of various other student populations on campus.

In all, the students felt that College of the Desert was an institution which has worked hard to offer programs and services to meet student needs. They felt that the faculty were truly engaged in student learning and cared for the students. Communication between students and faculty was mentioned as a strength and should be a model for continued communication across the community. To prepare for the future, the members of ASCOD felt that COD should continue to improve communication with the students to assess their current, and many times changing, needs. Understanding the student’s academic, as well as personal goals, will be important in understanding how to best serve them. Additionally, consideration of course offerings, volume and timeliness, as well as adding resources such as tutors, counselors and making student services more visible, will be essential to balancing the quality of academia and student life.
RECOMMENDATIONS & OPPORTUNITIES FOR IMPLEMENTATION
RECOMMENDATIONS AND OPPORTUNITIES FOR IMPLEMENTATION

SUMMARY

Timing and Opportunity
Desert CCD is uniquely positioned to take advantage of the challenges of this time. The 2004 passage of Measure B has allowed the District to expand services and implement new facilities at the Palm Desert and Mecca-Thermal locations. Additionally, the District has identified two new center locations in the Western Valley (Palm Springs) and the Eastern Valley (Indio). The new centers provide a chance to consider academic programs, courses and services and how they will be delivered in the future throughout the District. Through the opportunity for expansion, the District is perfectly placed to align itself with industry and business within the Valley to better serve students and grow appropriately. Also, providing service with a physical campus in each area allows the District greater flexibility in targeting area-specific needs.

The District will have the opportunity to better serve its students at the expanded Palm Desert campus as well as the Eastern and Western Valley areas through its new centers. The centers will be vital to the District to enhance student access and success to underserved communities. Educational centers can increase learning productivity because students can spend more time engaged in learning and less time traveling to classes. Additionally, centers are effective means to meet increased student demand and enable Districts to use resources more efficiently. The ability to better serve the entire population is recognized within this plan and the academic programs determined for strengthening and implementation are unique to each campus and the people it serves.

Recently, the District has realized economic challenges and implemented the changes that are necessary not simply to survive in this economy but to serve its constituency responsibly within it and map the future academic direction. Even with the tough economic climate the District has maintained a strong building program and honored its commitments to voters through implementation of Measure B. At the same time, the District has engaged in academic planning efforts to keep pace with the changes in the Valley. With this plan, the District will finalize academic direction to guide the Facilities Master Plan update due to be completed this year.

Among District stakeholders there was concern regarding taking on such changes and moving forward with new campuses in a difficult economic environment. The District has faced many challenges this year with budget reductions and this certainly colored the way that stakeholders felt throughout the planning process. The existing economic challenges have allowed for great introspection and while there is great concern and some frustration, this benefited the planning process as all parties are engaged in careful consideration of the future and how to best thrive and serve within these tough times. Though economic concerns were at the forefront of discussion there was great interest in seizing opportunities and positioning the College and centers to be a part of positive academic growth.
Engaged Faculty and Staff
Throughout the outreach process it was apparent that the challenges of growth and economy seem large to the constituency. Nevertheless, the process was successful and moved forward quickly as faculty and staff at the College are strongly connected to the community, and understand its needs. In the student survey this was further acknowledged as students stated that they felt faculty and staff were truly engaged in student learning and cared about the students. Additionally, it was shared that communication between faculty and students is a strength of the College. As a result of this strength, stakeholders were able to guide the planning process with relative ease and produce program recommendations, common themes and priorities.

Program Recommendations and Identification of Priorities
In completing the EMPIP planning effort the District sought to identify existing programs to strengthen, new academic programs, and course offerings at all locations. Stakeholders completed a major programming effort that identified program priorities for all campuses. In addition to considering academic programming at the Palm Desert, Palm Springs, Indio and Mecca-Thermal campuses, District priorities emerged. The following were overwhelmingly identified by students, staff and faculty, as priorities District-wide:

- Basic Skills
- Lower Division Transfer
- Career and Technical Education (as a part of program consideration)
- Improved Student Services
- Multiple Delivery Systems and an Increase in Online Offerings

As a result of the District-wide priorities, it has been determined that required coursework at all locations include:

- General education
- Transfer
- Basic skills
- ESL/ESLN

As an implementation plan this document is focused on identifying specific priorities for immediate implementation. Therefore, it is important to note that the intent is not to lessen the importance of the successful programs that are a part of providing the overall educational experience. Critical pre-requisite programs (such as Science) will continue to receive support that all the new program areas can succeed. Additionally, Physical Education will continue to be promoted and remain a valuable part of the curriculum and offerings at College of the Desert. This section will address each campus and the recommendations in terms of programs and then cover recommendations for each of the major themes and priorities discussed within the planning process.
**College of the Desert (Palm Desert Campus) Recommendations**

**Programs to Strengthen**

**Key Findings:**

College of the Desert offers a wide variety of courses and degree or certificate programs to students in Coachella Valley. This includes 40 certificate programs in a variety of disciplines, 24 Non-Transfer Associate Degrees and 37 Transferable Associate Degrees. As the District’s Service Area continues to experience growth, College of the Desert must plan to focus program curriculum to match the needs to respond to the demands of the community as well as the changing demographics. It is also vital to continue to be aware of and respond to the shifting trends of individual programs.

From 2005 to 2009, many of the top FTES generating programs have remained consistent. Mathematics, English and ESL (Noncredit) were the top three generators of FTES for the District in the past three years. These top disciplines were identified for evaluation for continued program development and curriculum renewal.

**Top FTES Generators**

<table>
<thead>
<tr>
<th>Programs</th>
<th>FTES 2005-06</th>
<th>Programs</th>
<th>FTES 2006-07</th>
<th>Programs</th>
<th>FTES 2007-08</th>
<th>Programs</th>
<th>FTES 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>961.86</td>
<td>Mathematics</td>
<td>1125.91</td>
<td>Mathematics</td>
<td>1188.87</td>
<td>Mathematics</td>
<td>1258.77</td>
</tr>
<tr>
<td>English</td>
<td>758.17</td>
<td>ESL Noncredit</td>
<td>936.87</td>
<td>ESL Noncredit</td>
<td>925.99</td>
<td>ESL Noncredit</td>
<td>886.44</td>
</tr>
<tr>
<td>RN/LVN</td>
<td>402.94</td>
<td>English</td>
<td>755.77</td>
<td>English</td>
<td>868.85</td>
<td>English</td>
<td>405.07</td>
</tr>
<tr>
<td>Art</td>
<td>276.92</td>
<td>RN/LVN</td>
<td>412.42</td>
<td>RN/LVN</td>
<td>393.02</td>
<td>RN/LVN</td>
<td>336.80</td>
</tr>
<tr>
<td>Physical Education</td>
<td>269.20</td>
<td>Biology</td>
<td>286.28</td>
<td>Biology</td>
<td>294.35</td>
<td>Biology</td>
<td>334.43</td>
</tr>
<tr>
<td>Biology</td>
<td>250.67</td>
<td>Physical Education</td>
<td>274.66</td>
<td>Physical Education</td>
<td>294.35</td>
<td>Physical Education</td>
<td>323.34</td>
</tr>
<tr>
<td>Psychology</td>
<td>243.58</td>
<td>Art</td>
<td>265.64</td>
<td>Art</td>
<td>287.08</td>
<td>Art</td>
<td>304.00</td>
</tr>
<tr>
<td>Sociology</td>
<td>238.62</td>
<td>Psychology</td>
<td>241.75</td>
<td>Psychology</td>
<td>253.51</td>
<td>Psychology</td>
<td>296.22</td>
</tr>
<tr>
<td>Reading</td>
<td>211.56</td>
<td>Sociology</td>
<td>231.51</td>
<td>Sociology</td>
<td>233.71</td>
<td>Sociology</td>
<td>256.03</td>
</tr>
<tr>
<td>History</td>
<td>188.87</td>
<td>Reading</td>
<td>224.07</td>
<td>History</td>
<td>223.39</td>
<td>History</td>
<td></td>
</tr>
</tbody>
</table>

Programs generating marginal amounts of FTES are of concern. There may be a number of factors for low FTES generation; they may be start up programs and/or divisions or adjuncts to various other curriculum. Others may be programs which exhibit low student demand. In some cases, enrollment levels may be low due to low student demand even though the curriculum is important to the District’s mission and status as a comprehensive community college. The District needs to be careful to properly align resources.

Input from the community has revealed a strong correlation between high demand programs and priorities at which the community has placed on the programs. When surveyed, the faculty and staff at College of the Desert were asked to indicate priority of the various programs which should be strengthened based on their knowledge of student and community needs. The following are the top programs, as ranked by the faculty and staff.
Many of these programs are core curriculums and transferable programs and/or courses. A number of programs identified are certificated programs such as Automotive Technology, Heating and Air Conditioning, and Hotel & Restaurant Management, which are aligned closely to Coachella Valley’s economy.

Discussion with the ASCOD also corroborated the results of the faculty and staff survey. A large population of the students felt it is essential to provide strong academics to support student’s goals for transferable courses and programs and offer pathways to continued higher education or into the workforce. Specifically, students felt that more English, Math, ESL and Basic Skills courses should be offered.

It is important to note that though these programs were highlighted in the survey, the College remains committed to supporting coursework that serves as the foundation to all learning. This includes the science program. Students must complete Science courses to access many of the new and on-going programs at the College. Therefore, science and pre-requisite programs and courses will be a part of the effort to strengthen existing programs.

New Programs
Based on the survey results, the following programs were identified as being the top programs for consideration for new programs at the Main Campus:

<table>
<thead>
<tr>
<th>MAIN CAMPUS</th>
<th>High (5)</th>
<th>(4)</th>
<th>Medium (3)</th>
<th>(2)</th>
<th>Low (1)</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing (RN)</td>
<td>72</td>
<td>30</td>
<td>24</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Vocational Nursing</td>
<td>58</td>
<td>32</td>
<td>31</td>
<td>8</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Math</td>
<td>55</td>
<td>32</td>
<td>37</td>
<td>8</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>51</td>
<td>45</td>
<td>29</td>
<td>13</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Reading</td>
<td>51</td>
<td>33</td>
<td>36</td>
<td>10</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>College Skills and Success</td>
<td>50</td>
<td>35</td>
<td>34</td>
<td>14</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>49</td>
<td>34</td>
<td>43</td>
<td>8</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Computer Science</td>
<td>48</td>
<td>30</td>
<td>47</td>
<td>9</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Adult Basic Ed &amp; GED</td>
<td>47</td>
<td>38</td>
<td>32</td>
<td>6</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Emergency Medical Technology</td>
<td>42</td>
<td>33</td>
<td>32</td>
<td>10</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>42</td>
<td>32</td>
<td>32</td>
<td>12</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Reading ESL: Credit</td>
<td>42</td>
<td>27</td>
<td>32</td>
<td>17</td>
<td>14</td>
<td>10</td>
</tr>
</tbody>
</table>

Based on the survey results, the following programs were identified as being the top programs for consideration for new programs at the Main Campus:
Strategies to Address Key Findings:

- The need for strengthening the programs identified above varies. In some cases, the need for strengthening comes from its success and need to grow. These programs need various resources in order to truly thrive and provide the best service possible. For each identified program area a committee should be formed that outlines a plan for strengthening and identifies the resources necessary.

- For disciplines that have experienced growth and documented consistency in FTES generation, successful practices and strategies attributed to their vitality should be identified and applied across the rest of the curriculum.

- Programs with low success and low retention rates need stringent evaluation and succinct program plans to improve indicators for long term viability of the College.

- Disciplines which generate low FTES can mean that the current curriculum does not meet student expectations or does not meet the demand of the community or economy. These low enrollment programs may require an evaluation for realignment or reassignment of resources.

- Align program development with assessed needs from student and community by means of pathways into continued higher education and/or workforce development.

- Align program development to meet the demands of the changing economic and demographic trends. This requires ongoing outreach to the community and continued assessment of the external and internal environments.

- When identifying curriculum for new programs course offerings among the centers and their future program growth will need to be given careful consideration. Some of the new programs are slated to have a major role at the centers (such as Media Arts at Western Valley and Agriculture Technology at Eastern Valley). Identifying courses and the ultimate location of a program should be done as a part of new program development. Thoughtful implementation will maximize resources.

- It is important to strengthen partnerships with K-12 and neighboring four-year institutions in an effort to strengthen existing programs and develop new programs. This will provide the opportunity that the District needs to improve articulation with K-12 and increase transfer rates to four-year colleges.
Collaboration and partnerships with local businesses will be critical in continued growth and sustainability of the College and community. As Coachella Valley experiences a shift in the diversity of industries to become a year round economy\(^6\), it will be important for College of the Desert to develop and maintain programs which will serve the needs of the local economy.

Addresses Goals From:

- College of the Desert 2010-11 Goal II D - Use cross functional and interdisciplinary teams to shape the learning culture of the College in line with the College’s vision and mission
- College of the Desert 2010-11 Goal VI D - Continue refinement of program review processes and integration into the planning process
- State Strategic Plan: Goal A - College Awareness and Access
- State Strategic Plan: Goal A3 - Innovative Programs and Outreach for Growing Populations
- State Strategic Plan: Goal C3 - Curriculum and Program Development and Approval Process
- State Strategic Plan: Goal E4 - Resource Optimization

\(^6\) Coachella Valley Fall 2009 Economic Report.
OUTREACH CENTERS RECOMMENDATIONS

WESTERN VALLEY

Key Findings:
In 2008 the District began a Specific Plan effort in coordination with the City of Palm Springs. The specific planning area would include the future Western Valley center. The City is using this opportunity to plan for the surrounding area to become a sustainable development for technology and will promote business and economic development and work in tandem with the center to accomplish this goal. Together the District and the City plan to promote workforce training at this location. Some of the components of the Western Valley center are identified as follows:

- Self-sustainable campus
  - Water conservation
  - Energy efficiency and reduction
  - Natural ventilation and ‘day lighting’ systems
  - Waste management
  - Renewable energy generation
  - LEED Gold standard
- College as host and support to a CleanTech Business/Research and Development/Incubator center
- Producer of 7 -10 MW of renewable energy on solar PV/wind field
- Revenue Generating

As part of the planning process, enrollment and Full-Time Equivalent Student (FTES) projections were developed for the Western Valley center. The chart below identifies the Fall semester FTES projected to come from the Western Valley service area. The center is currently scheduled to open phase I in Fall of 2013.

<table>
<thead>
<tr>
<th>Western Valley Center Projections: Headcount Enrollment, FTES, &amp; WSCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Headcount Enrollment</td>
</tr>
<tr>
<td>WSCH</td>
</tr>
<tr>
<td>FTES</td>
</tr>
</tbody>
</table>

*Thirty percent of the participation rate of the service area will attend the local campus. The participation rate used to calculate projections is 10.85 per 1,000 of the adult population.*
The Western Valley center is expected to have an unduplicated headcount enrollment of 656 students and 167 FTES during its first Fall term of operation in the year 2013. Headcount enrollment and FTES at the Western Valley center is anticipated to grow at an average annual growth rate of approximately 2.66 percent.

**Academic Planning**

Initial academic planning for the Western Valley center included the 2008 Strategic Education Master Plan as well as input received from business partners and the cities within the Western Valley. As a result of initial academic planning, the following potential programs were identified as potentially serving the Western Valley:

- Hospitality / Culinary Arts / Tourism / Spa
- Multi-media / Film / Digital Production
- Allied Health
- Clean & Green Technology
  - Engineering / Engineering Tech
  - Green Technology
  - Alternate Fuels / Energy / Wind Technician
  - GIS

All four initial program areas were included as were other priorities of stakeholders and the order of implementation for new programs clarified as a result of the planning process. In addition, Basic Skills and ESL/ESLN were identified as priorities for the Western Valley location.

Through EMPIP process, these programs, as well as others, were reviewed, considered and directly addressed by the College community. The following are the programs ranked by priority for the Western Valley center:

<table>
<thead>
<tr>
<th>WESTERN VALLEY</th>
<th>High (5)</th>
<th>(4)</th>
<th>Medium (3)</th>
<th>(2)</th>
<th>Low (1)</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy Technology</td>
<td>80</td>
<td>33</td>
<td>13</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>55</td>
<td>38</td>
<td>29</td>
<td>9</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Allied Health*</td>
<td>46</td>
<td>46</td>
<td>31</td>
<td>7</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Hospitality / Culinary Arts</td>
<td>43</td>
<td>41</td>
<td>27</td>
<td>12</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>ESL/ESLN</td>
<td>39</td>
<td>30</td>
<td>40</td>
<td>15</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Media Arts / Film Appreciation</td>
<td>18</td>
<td>28</td>
<td>44</td>
<td>19</td>
<td>22</td>
<td>8</td>
</tr>
</tbody>
</table>

*(Dental Assistant in partnership with Loma Linda)*
Strategies to Address Key Findings:

- During this critical planning stage for the Western Valley center, it is imperative to develop comprehensive programming strategies which take into account the assessed community needs and provide services that are unique as well as complementary to the Palm Desert campus and its neighboring operations.

- General education courses including Basic Skills and ESL/ESLN are programs which have been identified to offer at all locations so that new learners may have access. These programs are a priority District-wide and will be implemented at each location. These programs should be developed at the centers with the specific needs of each community taken into account.

- Programs identified to be offered at the Palm Springs site include Green Technology, Basic Skills, Allied Health, Hospitality and Culinary Arts, ESL/ESLN, and Media Arts / Film Appreciation.

- Curriculum development will need to occur in an effort to realize new programs at Palm Springs and to allow for the identification of facilities for full program curriculum. Committees should be established to complete these efforts well in advance of facility planning in an effort to maximize resources. Appropriate partners (K-12, four year colleges and business) should be included in this effort.

- It is important to strengthen partnerships with K-12 in the area surrounding the center to continue to develop articulation plans and collaborate regarding programs. The value and benefit of the College and the Center must be communicated to the community at large. In Coachella Valley a staggering 48.7 percent of the adult population has attained a high school education or less. Outreach at an early stage to improve high school graduation and articulation is a critical component of success within the community.

- Partnerships with four year institutions serving the center area should be strengthened through the planning effort for the centers. The focus should include increasing transfer opportunities to four year colleges.

- Collaboration and partnerships with local businesses will be critical in continued growth and sustainability of the College, centers and community. Although Palm Springs' economy has traditionally been a hub for retail and tourism, the 2009 Coachella Valley Economic Partnership Economic Report identified three industries as key to economic diversity in the area. Those areas are Clean Technology and Energy, Creative Arts and Design, and Healthcare and Life Sciences. That these key industries, are slated for program development at the center suggests that business partnerships will aid in the development of successful programs that serve new business and industry well.
**Eastern Valley (Indio & Mecca-Thermal)**

**Key Findings:**

The eastern portion of the District has long been recognized as an underserved region with limited facilities within appropriate commuting distance of local residents. Currently, the District operates outreach courses in multiple locations to try and meet some of the demand. The outreach center operation in Indio has continued to grow highlighting the need for continued service in the area. The District is moving forward with the process of expanding its existing off-campus center operations in the eastern portion of the District at this time and in 2009 opened the Mecca Thermal location to add to its Eastern Valley offerings.

The two main outreach locations in the Eastern Valley are the Mecca-Thermal campus and the Indio campus. The current Indio campus is leased to the District by the County and has a lease expiration date of 2013. Due to the loss of the lease and the demonstrated need for community college services in Indio, the District, working closely with the City of Indio, was able to locate a permanent site for a new Indio center in the downtown area. The District will construct a multi-use and multi-floor building, of approximately 40,000 square feet (SF), which will support the community and students. The facility is scheduled to be completed for occupancy for the Fall 2013 semester.

**Enrollment and Full Time Equivalent Student (FTES) History and Projections**

During the 2003-2004 academic year, the service area headcount enrollment for the Indio service area was 3,749 and the Mecca-Thermal service area was 547. By the 2008-2009 academic year those same service areas generated 4,842 in the Indio service area and 827 in the Mecca-Thermal service area. The Eastern Valley centers (Indio and Mecca-Thermal) will serve 1,080 annualized (2010-2011) FTES. This number is projected to grow by 2.63 percent annually. The following are the projections for the Eastern Valley centers (Fall semester).

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Enrollment</td>
<td>2,471</td>
<td>2,544</td>
<td>2,617</td>
<td>2,690</td>
<td>2,763</td>
<td>2,837</td>
<td>2,910</td>
<td>2,983</td>
</tr>
<tr>
<td>Projected FTES</td>
<td>540</td>
<td>556</td>
<td>572</td>
<td>588</td>
<td>604</td>
<td>620</td>
<td>636</td>
<td>652</td>
</tr>
</tbody>
</table>

**Planning for Indio and Mecca-Thermal**

During the 2008 Strategic Education Master Plan process, a number of programs were identified as programs to consider for the Eastern Valley centers. As the planning process moved forward, the programs proposed in the 2008 plan were revised to include the following: Basis Skills, Agricultural Technology, ESL/ESLN, Early Childhood Education, Construction Management and Building Technology, Small Business and Entrepreneurship and Transportation Technology. With growth and the on-going need for services in the Eastern Valley area, it was critical that the academic planning for the centers be completed. Additionally, the new Indio facility is beginning the design phase and the District determined that the educational plan must drive the facilities planning at the centers.

Balancing the needs of the population between the two Eastern Valley centers was a topic that was included within the EMPIP meetings as well as within the outreach survey that was provided to stakeholders. The two centers are vastly different. The Indio center is located downtown at the former Greyhound bus terminal and is part of a city block.
The parcel that the center occupies will accommodate the planned 40,000 SF building well but will not allow for additional facility growth. The size of the facility lends itself well to traditional classroom and class laboratory spaces. The Mecca-Thermal campus encompasses more than 100 acres and is well-suited for programs that need large laboratories and land. The nature of the locations helped drive some of the decision-making regarding academic programs.

Faculty and staff were asked to rank the programs in priority order during the survey process. The following are the programs ranked by priority for the Eastern Valley:

<table>
<thead>
<tr>
<th>EASTERN VALLEY</th>
<th>Mecca</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indio</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>X</td>
</tr>
<tr>
<td>ESL/ESLN</td>
<td>X</td>
</tr>
<tr>
<td>Agricultural Technology</td>
<td>X</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>X</td>
</tr>
<tr>
<td>Small Business/Entrepreneurship</td>
<td>X</td>
</tr>
<tr>
<td>Construction Mgmt. and Building Tech</td>
<td>Removed</td>
</tr>
<tr>
<td>Transportation Technology</td>
<td>X</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>X</td>
</tr>
</tbody>
</table>

Following the release of the draft EMPIP faculty and staff had the opportunity to comment and provide additional input. During that process it became clear that Engineering Technology should be added to the programs offered at Mecca-Thermal. This curriculum is necessary to support, and work in tandem with the Agricultural Technology and Transportation Technology programs. It was also decided that Construction Management and Building Technologies would be removed from the Indio location.

Strategies to Address Key Findings:

- During this critical planning stage for the Eastern Valley center, it is imperative develop comprehensive programming strategies which take into account the assessed community needs and provide services that are unique as well as complementary to the Palm Desert campus and its neighboring operations.
- General education courses including Basic Skills and ESL/ESLN have been required at all locations. These programs are a priority and will be implemented with the specific needs of each community taken into account.
- Additional programs offered at the Indio site will include Early Childhood Education, and Small Business/Entrepreneurship. The site should be designed for two computer laboratories. One computer laboratory will include typical office software while the other laboratory will include specialized software.
- Programs to be offered at the Mecca-Thermal site are Agricultural Technology, Engineering Technology, Early Childhood Education (training facilities) and Transportation Technology. The available space at Mecca-Thermal is well-suited for these programs as they require larger facilities and land.
Curriculum development must occur to realize new programs at Mecca-Thermal and to allow for the identification of facilities for full program curriculum. Appropriate partners (k-12, four year colleges and business) should be included in this effort.

It is important to strengthen partnerships with K-12 in the area surrounding the center to continue to develop articulation plans and collaborate regarding programs. The value and benefit of the College and the Center must be communicated to the community at large. In Coachella Valley a staggering 48.7 percent of the adult population has attained a high school education or less. Outreach at an early stage to improve high school graduation and articulation is a critical component of success within the community.

Partnerships with four year institutions serving the center area should be strengthened through the planning effort for the centers. The focus should include increasing transfer opportunities to four year colleges.

Collaboration and partnerships with local businesses will be critical in continued growth and sustainability of the College, centers and community. As Coachella Valley experiences a shift in the diversity of industries to become a year round economy, it will be important for College of the Desert to develop and maintain programs that will serve the needs of the local economy.

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7 Coachella Valley Fall 2009 Economic Report.
College Priorities and Recommendations

Basic Skills - Math, English and Reading

Key Findings: In the 2008-09 academic year, the Math, English and Reading programs made up approximately 28 percent of the College’s total FTES. These core courses also have some of the lowest course retention and success rates in the District.

As core competency courses required for success across many disciplines as well as transfer requirements, it is important for the College to assess Math, English and Reading courses and determine how to address course retention and success. All three program’s performance indicators are below the College calculated averages. Most notably, the Math success rate is just over 50 percent.

According to the CCCCO, more than half of entering community college students requires some Basic Skills education due in part to the fact that K-12 curriculum and assessments do not always adequately prepare for college level work. Proper assessment and placement will allow the College to help students enroll in the appropriate courses and additional outreach such as tutoring may increase success for these students.

Strategies to address key findings:

- Consider District-wide committee to address Basic Skills across the curriculum.
- Develop processes for cross functional discussions throughout the District regarding college level curriculum and the need for basic skills to succeed at the college level.
- Track student success from Basic Skills through college level curriculum.
- Seek innovative ways to offer and deliver Basic Skills classes, such as linking classes to employment skills, sequencing of Basic Skills to general education, encourage programs which integrate Basic Skills development across the curriculum.
- Students in categorical programs compose a large percentage of Basic Skills English enrollment. Develop collaborations between categorical programs and Basic Skills English faculty to improve success rates of students in classes.
- Work to ensure that all general education and Career and Technical Education courses include specific activities designed to reinforce key reading, writing, speaking, and computational competencies.
- Offer alternative pathways to Basic Skills preparation – e.g., intensive short-term courses, open skill building tutorials, etc.
- Increase Student Services (such as tutoring) to serve Basic Skills students. Seek to encourage tutoring services among Basic Skills students
- Develop a balance of offerings between Basic Skills, CTE and Transfer that address the needs of students from year to year. This will require on-going communication with students and awareness of their intentions.
The findings and strategies address goals from:

- College of the Desert 2010-11 Goal I E - Create/Implement a plan to increase the success rates of students in basic skills, career technology education and general education courses
- College of the Desert 2010-11 Goal IV C - Assess the community’s lower division needs for transfer, career, and technical education, basic skills and workforce preparation; assess the degree to which the College is meeting these needs
- College of the Desert 2010-11 Goal VI G - Increase campus wide understanding of matriculation mandates and components and their impact on student achievement
- State Strategic Plan: Goal B1 - Basic Skills as the Foundation for Student Success
- State Strategic Plan: Goal B2 - Assessment and Placement
LOWER DIVISION TRANSFER

Key Findings: Many students enrolling in community colleges have a long term goal of transferring to a four year institution. According to the ARCC report, from 2003-04 to 2008-09, 45.4 percent of College of the Desert showed intent and subsequently achieved the following goals within six years; transferred to a four-year college, earned an AA/AS, earned a Certificate, or achieved “Transfer Directed” or “Transfer Prepared” status.

In the State of California, students who wish to transfer to a public California State University (CSU) or University of California (UC) institution must follow the Intersemental General Education Transfer Curriculum (IGETC). In a scan of the internal data, CPEC reported that there were a total of 364 students who transferred from College of the Desert to a CSU or UC in the 2008-09 academic year. Through the program review updates, it was found that there were a number of programs including accounting, finance, computer science, economics, early childhood development and other natural sciences which supported a learning outcome of supporting transfer. It will be imperative that the transfer curriculum is aligned closely across various disciplines and that coordination occurs to ensure student success in realizing this goal. A scan of the economic data provide in the External Scan revealed that a large number of high demand occupations are occupations with the most number of job openings in 2006 to 2016 in the Riverside - San Bernardino - Ontario MSA will require students to continue to pursue their education beyond an Associate’s Degree to obtain these jobs.

Strategies to Address Key Findings:

- Increase the development of lower division transfer classes that fulfill IGETC requirements.
- Align student learning outcomes in critical course sequences.
- Meet regularly to align/develop curriculum with high school partners and 4 year partners, including both public and private institutions.
- Discuss and coordinate with like discipline areas across the District.
- Develop a balance of offerings between Basic Skills, CTE and Transfer that address the needs of students from year to year. This will require on-going communication with students and awareness of their intentions.

Addresses Goals From:

- College of the Desert 2010-11 Goal IV C – Assess the community’s lower division needs for transfer, career, and technical education, basic skills and workforce preparation; assess the degree to which the College is meeting these needs
- State Strategic Plan: Goal B4 - Intersegmental Transfer
Career and Technical Education as it Relates to the Coachella Valley

Key Findings: Students within the District are often looking for programs that allow them to enter the workforce. Gaining job training skills is a top priority for DCCD students. The top employment distribution sectors in Coachella Valley in 2008 were Retail (23 percent), Hotel/Amusement (16 percent), Small Sectors (10 percent) followed by Agriculture, Health, Construction and Education. To sustain long term viability in the Coachella Valley, the Coachella Valley Economic Partnership (CVEP) has expressed the need to diversify the industry sectors and become a year round economy. Traditionally the Coachella Valley has been a seasonally oriented economy. However, the recent drop in employment in past two years has been devastating to the local and regional economy. The Coachella Valley Economic Partnership noted that the economy must be supplemented with higher wage industries in key sectors within the Valley that are positioned to grow. The four sectors recommended in the Coachella Valley Fall 2009 Economic Report are Clean Technology and Energy, Creative Arts and Design, Healthcare and Life Sciences, and Supply Chain Management and Logistics.

College of the Desert has already taken initial steps to respond to these identified sectors through the initial planning of the Western Valley and Eastern Valley Centers as well as enhancing programs on the Palm Desert Campus. Clean Technology and Energy, Creative Arts and Design, Healthcare and Life Sciences and Logistics were all considered as a part of the planning effort. It should be noted that Life Science is a very broad term and there are Life Sciences that will be recommended for expansion as a part of this implementation plan. Of the programs recommended by the Coachella Valley Fall 2009 Economic Report, the only one that the College decided not to explore at this time is Supply Chain and Management and Logistics. It was determined by faculty and staff that the internal resources to start such a program, when there are no external resources or employers to support it would be too great for an insignificant benefit to students in the Valley. The College will continue to assess the importance and viability of this program over time.

Career and Career and Technical Education education programs were overwhelmingly supported by all stakeholders throughout the outreach process. As a result, programs with strong CTE focus were identified as priorities for implementation and strengthening at the Palm Desert campus and centers.

Strategies to Address Key Findings:

- As a part of its determination of programs to implement at each campus the College considered all of the programs/industries recommended by the Coachella Valley Fall 2009 Economic Report. Ultimately, the list of programs the College has identified within this plan supports the economic direction of the Valley with Health Sciences, Clean Technologies and Energy, Creative Arts and Design all supported by the College for implementation or growth. The actual programs identified are outlined under each campus within this Recommendations section. In summary, they are as follows:
  - College of the Desert
    - Nursing will remain a strong program and is recommended for growth at the Palm Desert Campus, the health sciences have priority at COD, alternative energies and technologies are included within existing programs at COD.
  - Western Valley
- Clean Green Technologies and Energy, Hospitality and Culinary Arts, Media Arts and Film Appreciation (recommended) and Allied Health (in coordination with Loma Linda partnership).
  - Eastern Valley
    - Transportation Technology, Agricultural Technology, Engineering Technology, Small Business/Entrepreneurship and Early Childhood Education.
- Collaboration and partnerships with local businesses will be critical in continued growth and sustainability of the College and community.
- Develop a balance of offerings between Basic Skills, CTE and Transfer that address the needs of students from year to year. This will require on-going communication with students and awareness of their intentions.
- Strengthen pre-requisites programs (such as science) to ensure that students are appropriately prepared for the next step on their educational path.

Addresses Goals From:
- College of the Desert 2010-11 Goal III A – Encourage community/business partnerships in the learning process
- College of the Desert 2010-11 Goal III B – Improve and expand linkages with educational partners and community agencies for mutual benefit
- State Strategic Plan: Goal B7 - Innovative Practices in Workforce Education
- State Strategic Plan: Goal C4 - Regional Collaborations Through Multi-Agency Networks
**Student Services**

**Key Findings:** As the learning environment adapts to the changing needs of the students and community, student services will also need to transform. California community colleges are anticipated to absorb a plethora of students who are now being turned away from four year institutions. As these students enroll, they will need to find the resources necessary to complete their educational goals.

College of the Desert has taken key strides to help enhance the services offered to the students. However, through an assessment of the ASCOD, and input from the faculty and staff survey, it was realized that there are areas within student services that need improvement. Students requested more outreach opportunity and continual communication to convey not only the services available, but how to gain access as well. New student orientation was identified as a key event to start the process. It was also identified as a specific part of student services offerings that needs improvement. Additionally, there was an expressed wish for additional ongoing counseling and increased tutoring activities. While some student comments (need for additional tutoring services) suggest that they are experiencing a decline in service as budgets are reduced, the comments regarding the orientation process and the need to better understand services and changes within the services throughout their educational experience suggest a deeper review of these concerns should occur.

**Strategies to address key findings:**
- The District should begin working with students and faculty to identify the weaknesses within Student Services offerings.
- Query students about their needs – scheduling of classes, academic support (especially tutoring and counseling), child care, programs that they seek, etc.
- The District must develop an action plan to address weaknesses, student need and strengthen its orientation program.
- An outreach plan should be created that not only identifies how to initially reach students but how to keep them engaged and informed throughout their educational experience.
- On-going assessment of ever-changing student needs should become part of the routine for the Student Services program.
- Given the need to strengthen transfer and retention rates, the District should consider the methods in which support is provided and determine strategies for improvement.

**The findings and strategies address goals from:**
- College of the Desert 2010-11 Goal I A – Ensure that the student’s earliest experiences with the College are positive, nurturing, and focused on student learning and academic success
- College of the Desert 2010-11 Goal II C – Provide and support professional development programs and opportunities to enhance staff and faculty effectiveness as facilitators of teaching
- State Strategic Plan: Goal A2 - Removing Barriers to Access and Student Success
- State Strategic Plan: Goal A3 - Innovative Programs and Outreach for Growing Populations
MULTIPLE DELIVERY SYSTEMS

Key Findings: College of the Desert serves a vast area which spans across Riverside County. Additionally, many occupants of the community travel extensively to pursue work in various counties including San Bernardino, Los Angeles, and Orange County. The area is large and the need for educational access to the population is great. Students facing time and geographical barriers to education must have their needs met through the access provided by online courses and programs and video conference courses. Traditional face-to-face learning may no longer be sufficient to serving the needs of today’s mobile student.

Within the student survey the students stated that they are interested in increased offerings on-line. Additionally, the Technology Plan discuses increased online offerings in order to reach and serve the entire population. Overall, it is the intent of the College and the desire of the students that is driving the implementation of the multiple delivery systems approach. The District currently offers a number of courses online; approximately 90 courses in the 2009-10 academic year. This is a small number of courses given the size of the student population. The District must continue to implement a robust on-line program in order to increase FTES and reach its full potential in terms of reaching all students.

In addition to on-line delivery systems, faculty commented on the opportunity for distance learning through use of video conference and television as a way to increase access to learning. This was important to stakeholders as there is interest in the creation of unique programs such as the energy program at Western Valley and the Agricultural Technology program at Eastern Valley. Due to the unique nature of the programs interest in the curriculum may extend far beyond the District boundaries. This District was interested in delivery system options for expanding services.

Strategies to address key findings:

- Development of multiple delivery methods for classes and programs throughout the curriculum, including online, video conference, web based classes, hybrid classes and traditional classes utilizing new formats.
- Increase on-line course offerings.
- Development of an array of Basic Skills classes in multiple delivery methods to provide access for students in need of pre-collegiate work.
- Development of degrees and certificates that can be earned online.
- Increase student services and support for online students.
- Research the staffing levels needed to support growth and development of on-line and video conference classes.
- Plan for the technological resources and facilities needed to maintain and increase on-line and video conference classes.
- Increased interaction with the Information Systems and Education Technology Department for an integrated approach to planning for delivery systems, designing spaces, acquiring technologies and implementation.
The findings and strategies address goals from:

- College of the Desert 2010-11 Goal I C – Use technology to expand opportunities for student learning and student services
- College of the Desert 2010-11 Goal IV D – Ensure an equitable delivery of quality programs and services at all campus/centers and that a sufficient number of full-time faculty is maintained
- State Strategic Plan: Goal A4 - Multiple Delivery Methods
- State Strategic Plan: Goal E4 - Resource Optimization
**COORDINATION OF PROGRAM & COURSE DEVELOPMENT**

**Key Findings:** As College of the Desert continues to move forward with plans to develop the Palm Desert campus, Western Valley center and Eastern Valley center, it is essential that there is alignment of courses and programs within the College, centers and across all segments of education.

Performance indicators at College of the Desert revealed that the four year average for course success rates at 73.1 percent across all disciplines. The average for course retention was higher at 89.5 percent. Within the different disciplines, success and retention rates are varied and not quite sustained. Furthermore, the 2010 Accountability Reporting for the California Community Colleges (ARCC) show that the persistence rate\(^8\) for College of the Desert was 67.5 percent for the 2003-04 to 2008-09 academic years.

Coordination of programs and course development would allow the College to maximize resources and provide services unique to its community, area and facilities to provide more choices and venues regardless of student’s goals. These are essential to student access and success.

**Strategies to address key findings:**
- Continue to coordinate the development of courses and programs with the centers to ensure comprehensive offerings to all students in the service area.
- Interface with centers on a regular basis to discuss and make recommendations regarding courses and programs.

**The findings and strategies address goals from:**
- College of the Desert 2010-11 Goal II D - Use cross functional and interdisciplinary teams to shape the learning culture of the College in line with the College's vision and mission
- College of the Desert 2010-11 Goal VI D - Continue refinement of program review processes and integration into the planning process
- State Strategic Plan: Goal A - College Awareness and Access
- State Strategic Plan: Goal C3 - Curriculum and Program Development and Approval Process

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\(^8\) Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.
APPENDICES
APPENDIX A | REFERENCES & SOURCES

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APPENDIX B | DISCIPLINES & PROGRAMS

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