

APPENDIX B

Online Survey Results

Community Education Needs Survey

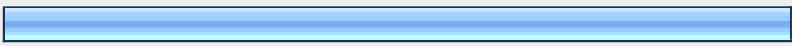
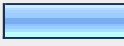
Community College Success Inventory

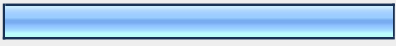
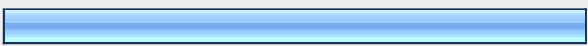
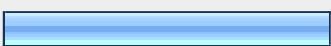

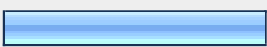
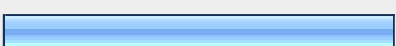
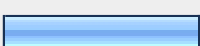
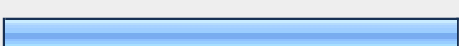
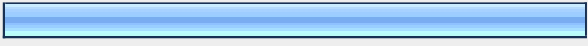

Mission, Vision, and Values

Strategic Education Master Plan

College of the Desert

# College of the Desert Education Needs Survey

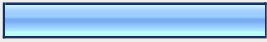






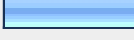
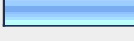
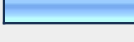
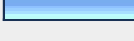
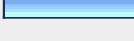








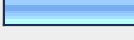
1. Given this overall purpose, would you be interested in enrolling at College of the Desert?			
		Response Percent	Response Count
yes (if you're interested or have attended COD in the past)		87.0%	20
no (if you're not interested)		13.0%	3
	<b>answered question</b>		<b>23</b>
	<b>skipped question</b>		<b>0</b>



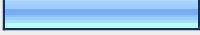

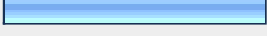
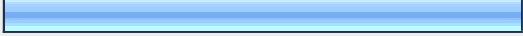
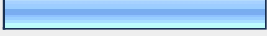
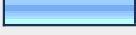
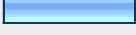

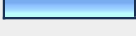



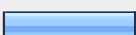
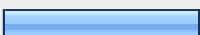


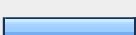




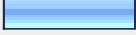
2. Why are/were you interested in enrolling?			
		Response Percent	Response Count
work toward an associate degree or certificate		42.9%	6
increase my general knowledge and skills		64.3%	9
prepare to transfer to a 4-year college		35.7%	5
complete high school (GED)		0.0%	0
prepare for a <b>new</b> job or career		21.4%	3
obtain a promotion and/or raise in my current line of work		28.6%	4
improve my knowledge and skills required in my present job		42.9%	6
meet new people, get away from daily routine, get involved in something new		21.4%	3
personal satisfaction		50.0%	7
<b>improve myself</b>		64.3%	9
Other (please specify)		7.1%	1
	<b>answered question</b>		<b>14</b>
	<b>skipped question</b>		<b>9</b>



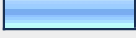

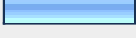

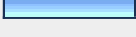
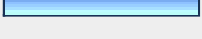
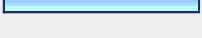

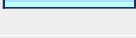
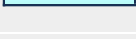

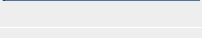





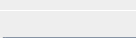
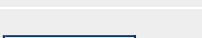
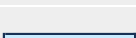






3. If you were to enroll in a class offered by College of the Desert, what type of instruction would you prefer?			
		Response Percent	Response Count
standard length classes (15 week)		28.6%	4
<b>short-term classes</b>		57.1%	8
face-to-face classes (instructor physically present)		50.0%	7
classes available on television		14.3%	2
classes available on the Internet		42.9%	6
combination of face-to-face and technologically delivered		50.0%	7
classes offered where I work		0.0%	0
conferences or workshops		50.0%	7
correspondence study		7.1%	1
independent study		28.6%	4
Other (please specify)		0.0%	0
		<b>answered question</b>	<b>14</b>
		<b>skipped question</b>	<b>9</b>





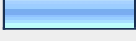
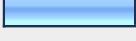



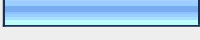

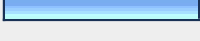
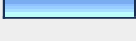
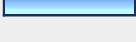

4. How far would you travel to attend face-to-face classes?			
		Response Percent	Response Count
1 to 5 miles		7.1%	1
<b>6 to 10 miles</b>		42.9%	6
11 to 15 miles		14.3%	2
16 to 20 miles		28.6%	4
21 miles or more		7.1%	1
		<b>answered question</b>	<b>14</b>
		<b>skipped question</b>	<b>9</b>



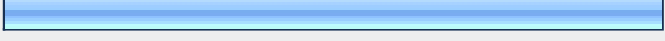
5. Following is a list of general instructional areas offered at College of the Desert (please check all that interest you).

		Response Percent	Response Count
Accounting		28.6%	4
Administration of Justice		21.4%	3
Adult Basic Education/GED		7.1%	1
Advanced Transportation Technologies		7.1%	1
Advanced Transportation Technologies		0.0%	0
Agri-Business		7.1%	1
Agriculture		7.1%	1
Air Conditioning /HVAC		7.1%	1
Alcohol / Drug Studies		14.3%	2
Anthropology		14.3%	2
Architectural Technology		14.3%	2
Architecture		14.3%	2
Architecture / Environmental Design		14.3%	2
<b>Art</b>		<b>57.1%</b>	<b>8</b>
Associate Teacher Certificate (Early Childhood)		7.1%	1
Automotive Air Conditioning		7.1%	1
Automotive Alternate Fuels Technician		7.1%	1
Automotive Electrical Technician		7.1%	1
Automotive Performance Emission Control		7.1%	1
Automotive Technology		7.1%	1
Basic Culinary Arts		35.7%	5
Biological Sciences		14.3%	2

Building Inspection Technology		14.3%	2
Business Administration		28.6%	4
Business and Hospitality Industries		21.4%	3
Chemistry		14.3%	2
Communication		28.6%	4
Composition		0.0%	0
<b>Computer Information Systems</b>		<b>57.1%</b>	<b>8</b>
Computer Science		28.6%	4
Construction Management		14.3%	2
Culinary Management		14.3%	2
Digital Design and Production		35.7%	5
Drafting / CAD		14.3%	2
Early Childhood Ed-Master Teacher Certificate		7.1%	1
Early Childhood Ed-Teacher Certificate		7.1%	1
Early Childhood Education		14.3%	2
Economics		14.3%	2
Emergency Medical Technician		21.4%	3
English as a Second Language (ESL)		7.1%	1
Environmental Horticulture		14.3%	2
Environmental Sciences or Natural Resources		14.3%	2
Environmental Studies, Interdepartmental		7.1%	1
Fire Technology		7.1%	1
French		21.4%	3
General Business		21.4%	3
Geography		14.3%	2



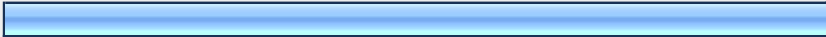




Geology		14.3%	2
Golf Management		14.3%	2
Health Sciences		14.3%	2
History		7.1%	1
Home Health Aide		14.3%	2
Hotel and Restaurant Management		7.1%	1
Human Services		14.3%	2
Intermediate Culinary Arts		21.4%	3
Italian		21.4%	3
Journalism		7.1%	1
Liberal Arts		14.3%	2
Literature		14.3%	2
Mass Communication		7.1%	1
Mathematics		21.4%	3
Mathematics & Science		7.1%	1
Music		21.4%	3
Natural Resources		14.3%	2
Natural Resources - Desert Nat.		14.3%	2
Natural Resources - Field Ranger		7.1%	1
Nursing Assistant		14.3%	2
Nutrition Care : Dietetic Technician		21.4%	3
Philosophy		14.3%	2
Physical Education		14.3%	2
Physical Sciences		7.1%	1
Physics		7.1%	1
Plant Science		7.1%	1
Political Science		14.3%	2
Psychology		28.6%	4







Public Safety Academy		7.1%	1
Recreation		14.3%	2
Registered Nurse (ADN)		14.3%	2
Social Science		7.1%	1
Social Sciences		14.3%	2
Sociology		14.3%	2
Spanish		21.4%	3
Speech		7.1%	1
Speech		0.0%	0
Standard Transmissions		7.1%	1
Supervision & Management		21.4%	3
Suspension and Alignment		7.1%	1
Theatre Arts		21.4%	3
Turfgrass Management		14.3%	2
Vocational Nurse (VN)		14.3%	2
Work Experience		7.1%	1
Other (please specify)			2
<b>answered question</b>			<b>14</b>
<b>skipped question</b>			<b>9</b>

6. Which of these areas above interest you most?			
		Response Percent	Response Count
1st choice		100.0%	11
2nd choice		90.9%	10
3rd choice		72.7%	8
<b>answered question</b>			<b>11</b>
<b>skipped question</b>			<b>12</b>

7. Are there specific courses or course topics that you would like to see Cañada offer that are not mentioned above? Please tell us what they are.		Response Count
		5
	<i>answered question</i>	5
	<i>skipped question</i>	18

8. Many individuals who would like to enroll in college courses face obstacles that make it difficult for them to actually enroll in and/or attend classes. Following is a list of services which College of the Desert might provide to overcome these obstacles					
	Very Important	Somewhat Important	Not Important	Rating Average	Response Count
Career counseling to assist with life planning and career development	54.5% (6)	36.4% (4)	9.1% (1)	1.55	11
Financial aid help to answer questions about a variety of local, state, federal, and private programs	83.3% (10)	16.7% (2)	0.0% (0)	1.17	12
Personal counseling to assist with educational planning, health counseling, and personal-social development	72.7% (8)	27.3% (3)	0.0% (0)	1.27	11
Tutoring in a variety of subjects to provide academic help for students who are experiencing difficulty with courses	72.7% (8)	27.3% (3)	0.0% (0)	1.27	11
	<i>answered question</i>				12
	<i>skipped question</i>				11

9. What days of the week could you attend face-to-face classes? (please check all that apply)			
		Response Percent	Response Count
Monday		72.7%	8
<b>Tuesday</b>		<b>90.9%</b>	10
<b>Wednesday</b>		<b>90.9%</b>	10
<b>Thursday</b>		<b>90.9%</b>	10
Friday		45.5%	5
Saturday		54.5%	6
Sunday		9.1%	1
		<b>answered question</b>	<b>11</b>
		<b>skipped question</b>	<b>12</b>

10. What time of day would you prefer to attend class?			
		Response Percent	Response Count
early morning		9.1%	1
morning		9.1%	1
afternoon		18.2%	2
<b>early evening</b>		<b>72.7%</b>	8
late evening		9.1%	1
no preference		9.1%	1
		<b>answered question</b>	<b>11</b>
		<b>skipped question</b>	<b>12</b>

11. The average class at College of the Deesert requires a student to spend about three hours each week in class. With this in mind, how many times would it be convenient for you to meet in a face-to-face class?

		Response Percent	Response Count
once a week (one 3 hour session)		54.5%	6
twice a week (two 1 and one-half hour sessions)		27.3%	3
three classes a week (3 one hour sessions)		9.1%	1
no preference		9.1%	1
	<b>answered question</b>		<b>11</b>
	<b>skipped question</b>		<b>12</b>

12. Are there specific reasons why you are not interested in enrolling?



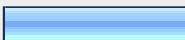
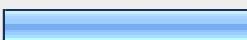


		Response Percent	Response Count
my education goals are already accomplished		0.0%	0
enrolled at another college		0.0%	0
undecided about my educational goals		0.0%	0
<b>education that I have is adequate for my job</b>		<b>100.0%</b>	<b>2</b>
not sure of future job plans		0.0%	0
home responsibilities too great		0.0%	0
family and/or personal reasons		0.0%	0
lack of childcare		0.0%	0
lack of free time		0.0%	0
no interest--no reason to enroll		0.0%	0
transportation problems		0.0%	0
reputation of college		0.0%	0
other (please specify)		50.0%	1

	<i>answered question</i>	<b>2</b>
	<i>skipped question</i>	<b>21</b>

<b>13. Have you or a member of your household ever been on the College of the Desert campus?</b>			
		<b>Response Percent</b>	<b>Response Count</b>
yes		<b>93.8%</b>	<b>15</b>
no		<b>6.3%</b>	<b>1</b>
	<i>answered question</i>		<b>16</b>
	<i>skipped question</i>		<b>7</b>

<b>14. Why were you or a member of your family on campus?</b>			
	<b>myself</b>	<b>member of family/household</b>	<b>Response Count</b>
campus tour	0.0% (0)	0.0% (0)	0
club meeting	<b>66.7% (2)</b>	33.3% (1)	3
conference or workshop	<b>66.7% (2)</b>	<b>66.7% (2)</b>	3
credit course	<b>90.0% (9)</b>	50.0% (5)	10
cultural program, e.g., theater productions	<b>100.0% (6)</b>	50.0% (3)	6
speaker program	<b>100.0% (5)</b>	40.0% (2)	5
non-credit course	<b>66.7% (2)</b>	<b>66.7% (2)</b>	3
sports event	<b>100.0% (3)</b>	66.7% (2)	3
other	<b>100.0% (3)</b>	33.3% (1)	3
	<i>answered question</i>		<b>14</b>
	<i>skipped question</i>		<b>9</b>

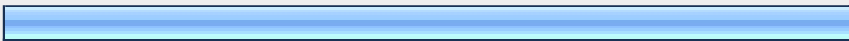

15. In which community/town do you live?




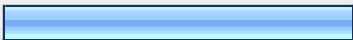
		Response Percent	Response Count
BANNING		0.0%	0
<b>CATHEDRAL CITY</b>		<b>26.7%</b>	<b>4</b>
COACHELLA		0.0%	0
COLTON		0.0%	0
DESERT CENTER		0.0%	0
DESERT HOT SPRINGS		13.3%	2
INDIAN WELLS		0.0%	0
INDIO		0.0%	0
JOSHUA TREE		0.0%	0
LA QUINTA		20.0%	3
MECCA		0.0%	0
MORONGO VALLEY		0.0%	0
NORTH PALM SPRINGS		0.0%	0
<b>PALM DESERT</b>		<b>26.7%</b>	<b>4</b>
PALM SPRINGS		0.0%	0
RANCHO MIRAGE		6.7%	1
SALTON CITY		0.0%	0
TEMECULA		0.0%	0
THERMAL		0.0%	0
THOUSAND PALMS		0.0%	0
TWENTYNNE PALMS		0.0%	0
WHITE WATER		0.0%	0
YUCAIPA		0.0%	0
YUCCA VALLEY		0.0%	0
OTHER		6.7%	1


	<i>answered question</i>	<b>15</b>
	<i>skipped question</i>	<b>8</b>




16. What is your gender			Response Percent	Response Count
female			69.2%	9
male			30.8%	4
	<i>answered question</i>			<b>13</b>
	<i>skipped question</i>			<b>10</b>

17. What is your age?			Response Percent	Response Count
under 18			0.0%	0
18 to 20			0.0%	0
21 to 24			0.0%	0
25 to 34			7.1%	1
35 to 44			21.4%	3
45 to 54			28.6%	4
<b>55 to 64</b>			<b>42.9%</b>	<b>6</b>
65 or older			0.0%	0
	<i>answered question</i>			<b>14</b>
	<i>skipped question</i>			<b>9</b>

18. Are you presently?			
		Response Percent	Response Count
employed		93.3%	14
unemployed		6.7%	1
retired		0.0%	0
full-time homemaker		0.0%	0
<b>answered question</b>			<b>15</b>
<b>skipped question</b>			<b>8</b>

19. Which best describes your current occupation (please check one response)			
		Response Percent	Response Count
business owner or self-employed		7.7%	1
clerical or office worker (bookkeeper, cashier, administrative assistant, etc.)		46.2%	6
craftsman/skilled worker (carpenter, printer, electrician, etc.)		0.0%	0
laborer/unskilled worker (general laborer, construction laborer, etc.)		0.0%	0
official or manager (banker, business executive, store manager, etc.)		7.7%	1
professional (engineer, doctor, lawyer, teacher, etc.)		38.5%	5
sales person (department store, real estate, etc.)		0.0%	0
service worker (guard, watchman, custodian, etc.)		0.0%	0
technician (computer operator, lab technician, etc.)		0.0%	0
Other (please specify)		0.0%	0
<b>answered question</b>			<b>13</b>

20. On average, how many hours each week are you employed?			
		Response Percent	Response Count
1 to 10 hours		0.0%	0
11 to 20 hours		7.7%	1
21 to 35 hours		7.7%	1
<b>36 or more hours each week</b>		<b>84.6%</b>	<b>11</b>
		<b>answered question</b>	<b>13</b>
		<b>skipped question</b>	<b>10</b>

21. Which best describes the geographical area in which you are employed?			
		Response Percent	Response Count
<b>Palm Desert / central portion valley</b>		<b>76.9%</b>	<b>10</b>
Indio / eastern portion of valley		7.7%	1
Palm Springs / DHSprings / western portion of valley		15.4%	2
Banning / Beaumont		0.0%	0
Riverside County out of valley		0.0%	0
high desert (Morongo, Yucca Valley, etc.)		0.0%	0
Imperial County out of valley		0.0%	0
Idyllwild area		0.0%	0
		<b>answered question</b>	<b>13</b>
		<b>skipped question</b>	<b>10</b>




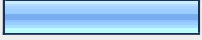


**22. If you were to enroll in a course related to your job, would your employer reimburse you for all or part of the cost of instruction and/or books?**

		Response Percent	Response Count
yes		38.5%	5
no		38.5%	5
don't know		23.1%	3
I'm not working/not applicable		0.0%	0
<b>answered question</b>			<b>13</b>
<b>skipped question</b>			<b>10</b>

**23. How many years has it been since you attended any school?**

		Response Percent	Response Count
less than one year		35.7%	5
1 to 2 years		28.6%	4
3 to 5 years		14.3%	2
6 to 10 years		7.1%	1
more than 10 years		7.1%	1
I am currently enrolled in school		7.1%	1
<b>answered question</b>			<b>14</b>
<b>skipped question</b>			<b>9</b>

**24. What is the highest level of education you have completed?**

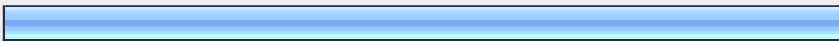



		Response Percent	Response Count
eighth grade or less		0.0%	0
some high school		0.0%	0
high school graduate		7.1%	1
business or trade school		0.0%	0
<b>some college--no degree</b>		<b>42.9%</b>	<b>6</b>
associate degree		0.0%	0
bachelor's degree		14.3%	2
master's degree		21.4%	3
professional degree (MD, MBA)		0.0%	0
doctorate (PhD/EdD)		7.1%	1
Other (please specify)		7.1%	1
		<b><i>answered question</i></b>	<b>14</b>
		<b><i>skipped question</i></b>	<b>9</b>

**25. What is your annual household income?**

		Response Percent	Response Count
less than \$15,000		0.0%	0
\$15,001 to \$20,000		0.0%	0
\$20,001 to \$30,000		7.1%	1
\$30,001 to \$40,000		7.1%	1
<b>\$40,001 to \$50,000</b>		<b>28.6%</b>	<b>4</b>
\$50,001 to \$60,000		7.1%	1
\$60,001 to \$70,000		7.1%	1
\$70,001 to \$80,000		0.0%	0
\$80,001 to \$90,000		7.1%	1
\$90,001 to \$100,000		7.1%	1
<b>\$100,001 or over</b>		<b>28.6%</b>	<b>4</b>
		<b><i>answered question</i></b>	<b>14</b>
		<b><i>skipped question</i></b>	<b>9</b>

**26. Do you have high speed Internet access in your home?**

		Response Percent	Response Count
<b>yes</b>		<b>85.7%</b>	<b>12</b>
<b>no</b>		<b>14.3%</b>	<b>2</b>
		<b><i>answered question</i></b>	<b>14</b>
		<b><i>skipped question</i></b>	<b>9</b>


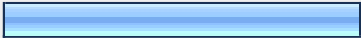


27. What is the best way to inform you about College of the Desert classes and activities?			
		Response Percent	Response Count
direct mailings to your home		92.3%	12
ads in local newspapers		15.4%	2
announcements on radio		0.0%	0
spots on TV		7.7%	1
posters/announcements in local libraries		7.7%	1
recruitment booths at area events		0.0%	0
		<b>answered question</b>	<b>13</b>
		<b>skipped question</b>	<b>10</b>

28. If you would like further information about College of the Desert please provide your contact details			
		Response Percent	Response Count
Name		0.0%	0
Street Address/Apt Number		0.0%	0
City and Zip		0.0%	0
Telephone		0.0%	0
Email Address		0.0%	0
		<b>answered question</b>	<b>0</b>
		<b>skipped question</b>	<b>23</b>

29. Is there anything else you would like to tell us about how College of the Desert could improve its educational programs and services?

		Response Count
		2
	<i>answered question</i>	2
	<i>skipped question</i>	21

# College of the Desert Community College Inventory

1. Which best describes your relationship with College of Desert?				
			Response Percent	Response Count
Faculty			54.3%	25
Staff			39.1%	18
Student			4.3%	2
Community Member			2.2%	1
			<b>answered question</b>	<b>46</b>
			<b>skipped question</b>	<b>2</b>

2. Please indicate your responses to these items.						
	0 = No implementation	1 = Under discussion	2 = Marginal implementation	3 = Partial implementation	4 = Full implementation	DK know ot
a. The college has clearly defined its mission, values, and vision, with a central emphasis on student persistence, learning, and attainment.	0.0% (0)	24.2% (8)	21.2% (7)	<b>36.4% (12)</b>	15.2% (5)	3
b. A shared sense of the mission, values and vision is held by individuals and groups across the college community.	6.1% (2)	9.1% (3)	<b>51.5% (17)</b>	24.2% (8)	9.1% (3)	0
c. The institution has made an explicit, public commitment to achieve equity in educational persistence and attainment across all student groups.	6.1% (2)	12.1% (4)	<b>36.4% (12)</b>	15.2% (5)	21.2% (7)	9
d. The institution has made an explicit, public commitment to achieve equity in educational persistence and attainment across all student groups	3.3% (1)	16.7% (5)	<b>40.0% (12)</b>	20.0% (6)	10.0% (3)	10
e. In pursuit of its mission, the institution has developed a strong culture of evidence. (See Part II)	18.8% (6)	15.6% (5)	<b>31.3% (10)</b>	9.4% (3)	9.4% (3)	15
f. The institution promotes and						

supports broad engagement of the college community in processes for planning and priority-setting.	6.3% (2)	12.5% (4)	25.0% (8)	<b>28.1% (9)</b>	21.9% (7)	6
g. The institution promotes and supports broad engagement of the broader community in processes for planning and priority-setting.	10.0% (3)	6.7% (2)	<b>33.3% (10)</b>	16.7% (5)	13.3% (4)	20
h. Individuals and groups within the institution demonstrate a collective sense of responsibility for student persistence, learning, and attainment.	9.4% (3)	9.4% (3)	<b>34.4% (11)</b>	31.3% (10)	15.6% (5)	0
	<i>answered</i>					
	<i>skipped</i>					

<b>3. Please indicate your responses to these items.</b>						
	<b>0 = No implementation</b>	<b>1 = Under discussion</b>	<b>2 = Marginal implementation</b>	<b>3 = Partial implementation</b>	<b>4 = Full implementation</b>	<b>DK know not</b>
a. Institutional research and information systems provide systematic, timely, useful, and user-friendly information about student persistence, learning, and attainment.	14.3% (4)	14.3% (4)	32.1% (9)	<b>35.7% (10)</b>	0.0% (0)	3
b. The institutional culture promotes willingness of governing board members, administrators, faculty, staff and students to rigorously examine and openly discuss institutional performance regarding student persistence	10.7% (3)	25.0% (7)	<b>28.6% (8)</b>	21.4% (6)	10.7% (3)	3
...student learning	7.7% (2)	19.2% (5)	26.9% (7)	<b>30.8% (8)</b>	7.7% (2)	7
...student attainment (certificates, degrees, transfer)	11.1% (3)	22.2% (6)	14.8% (4)	<b>33.3% (9)</b>	7.4% (2)	11
c. The institution is committed to cohort tracking of entering students to determine rates of attainment and to identify areas for improvement.	17.9% (5)	10.7% (3)	<b>25.0% (7)</b>	14.3% (4)	14.3% (4)	17
d. The institution regularly collects, analyzes, and reports data pertaining to successful completion	3.6% (1)	14.3% (4)	<b>28.6% (8)</b>	14.3% (4)	17.9% (5)	21

of remedial/developmental courses.						
...developmental students' success in entry-level college courses.	3.7% (1)	14.8% (4)	<b>33.3% (9)</b>	11.1% (3)	18.5% (5)	18
...successful completion of selected gatekeeper courses (e.g., high enrollment/high failure-rate courses such as college algebra, freshman composition, anatomy and physiology, etc.)	10.7% (3)	14.3% (4)	<b>28.6% (8)</b>	10.7% (3)	17.9% (5)	17
...rate of successful course completion for all courses (C or better).	7.1% (2)	10.7% (3)	<b>28.6% (8)</b>	14.3% (4)	17.9% (5)	21
...student persistence – re-enrollment from one term to the next.	7.1% (2)	17.9% (5)	<b>28.6% (8)</b>	14.3% (4)	14.3% (4)	17
...completion of certificates and associate degrees.	7.1% (2)	7.1% (2)	17.9% (5)	21.4% (6)	21.4% (6)	<b>25</b>
e. Data depicting student persistence, learning, and attainment are routinely disaggregated and reported by student characteristics including gender	14.3% (4)	7.1% (2)	17.9% (5)	14.3% (4)	10.7% (3)	<b>35</b>
...race/ethnicity	10.7% (3)	10.7% (3)	17.9% (5)	14.3% (4)	17.9% (5)	<b>28</b>
...income level	14.8% (4)	11.1% (3)	14.8% (4)	11.1% (3)	14.8% (4)	<b>35</b>
f. The institution regularly assesses its performance and progress in implementing educational practices which evidence shows will contribute to higher levels of student persistence and learning.	17.9% (5)	21.4% (6)	<b>32.1% (9)</b>	21.4% (6)	0.0% (0)	7
g. The results of student and institutional assessments are used routinely to inform institutional decisions regarding strategic priorities.	25.0% (7)	17.9% (5)	<b>32.1% (9)</b>	17.9% (5)	7.1% (2)	0
...resource allocation	17.9% (5)	<b>32.1% (9)</b>	17.9% (5)	21.4% (6)	10.7% (3)	0
...faculty and staff development	21.4% (6)	25.0% (7)	<b>28.6% (8)</b>	17.9% (5)	7.1% (2)	0
...improvements in programs and services for learners	17.9% (5)	21.4% (6)	<b>35.7% (10)</b>	14.3% (4)	7.1% (2)	3
h. Beliefs and assertions about						

“what works” in promoting student learning and attainment are evidence-based.	14.3% (4)	21.4% (6)	<b>32.1% (9)</b>	14.3% (4)	7.1% (2)	10
	<i>answered</i>					
	<i>skipped</i>					

<b>4. Please indicate your responses to these items.</b>						
	<b>0 = No implementation</b>	<b>1 = Under discussion</b>	<b>2 = Marginal implementation</b>	<b>3 = Partial implementation</b>	<b>4 = Full implementation</b>	<b>DK know not</b>
a. The institution has a strategic plan that clearly and succinctly states its goals for future development.	7.1% (2)	25.0% (7)	<b>28.6% (8)</b>	17.9% (5)	14.3% (4)	7
b. The strategic plan is used to guide operational planning for each fiscal year.	7.1% (2)	<b>32.1% (9)</b>	21.4% (6)	10.7% (3)	14.3% (4)	14
c. Strategic focus is created through the identification of a small number of clear priorities for institutional action.	14.3% (4)	<b>28.6% (8)</b>	14.3% (4)	21.4% (6)	10.7% (3)	10
d. The college demonstrates its ability to stop doing things that are off-mission, low-priority, and/or ineffective in promoting student persistence, learning, and attainment.	28.6% (8)	17.9% (5)	<b>35.7% (10)</b>	3.6% (1)	0.0% (0)	14
e. The results of student and institutional assessments are used routinely to inform plans for improvement in programs and services.	21.4% (6)	21.4% (6)	<b>39.3% (11)</b>	14.3% (4)	0.0% (0)	3
f. Members of the campus community participate extensively in the planning and priority-setting processes.	10.7% (3)	10.7% (3)	<b>50.0% (14)</b>	17.9% (5)	10.7% (3)	0
g. Resources are consistently allocated and re-allocated to address priorities identified through the planning process.	10.7% (3)	<b>28.6% (8)</b>	25.0% (7)	21.4% (6)	7.1% (2)	7
	<i>answered</i>					
	<i>skipped</i>					

5. Please indicate your responses to these items.

	0 = No implementation	1 = Under discussion	2 = Marginal implementation	3 = Partial implementation	4 = Full implementation	DK know not
a. The institution has clearly defined required student learning outcomes for core abilities/ general education (degree level)	11.1% (3)	22.2% (6)	22.2% (6)	<b>25.9% (7)</b>	7.4% (2)	11
...for each program/major area	11.1% (3)	18.5% (5)	<b>25.9% (7)</b>	22.2% (6)	7.4% (2)	14
...for each course	3.8% (1)	23.1% (6)	<b>30.8% (8)</b>	19.2% (5)	11.5% (3)	11
b. Statements of required learning outcomes reflect consensus achieved by teaching faculty.	0.0% (0)	18.5% (5)	25.9% (7)	<b>33.3% (9)</b>	3.7% (1)	18
c. Statements of required learning outcomes are congruent with the mission and values of the institution.	7.4% (2)	18.5% (5)	<b>29.6% (8)</b>	25.9% (7)	7.4% (2)	11
d. Statements of required learning outcomes are prominently and publicly displayed and communicated.	14.8% (4)	<b>25.9% (7)</b>	<b>25.9% (7)</b>	18.5% (5)	7.4% (2)	7
	<i>answered</i>					
	<i>skipped</i>					

**6. Please indicate your responses to these items.**

	<b>0 = No implementation</b>	<b>1 = Under discussion</b>	<b>2 = Marginal implementation</b>	<b>3 = Partial implementation</b>	<b>4 = Full implementation</b>	<b>DK know ot</b>
a. Faculty members have designed and/or identified and implemented an array of appropriate assessments of student learning in all credit courses	0.0% (0)	29.6% (8)	<b>37.0% (10)</b>	11.1% (3)	3.7% (1)	18
...in the program/major area	3.7% (1)	25.9% (7)	<b>33.3% (9)</b>	11.1% (3)	3.7% (1)	22
...in core abilities/general education	7.7% (2)	23.1% (6)	<b>34.6% (9)</b>	11.5% (3)	3.8% (1)	19
b. Faculty members have developed common criteria or rubrics that are used in ascertaining and documenting each student's level of attainment of required learning outcomes.	7.4% (2)	18.5% (5)	<b>40.7% (11)</b>	11.1% (3)	3.7% (1)	18
c. Third-party judgment or validation is routinely incorporated in assessment.	<b>33.3% (9)</b>	0.0% (0)	<b>33.3% (9)</b>	3.7% (1)	3.7% (1)	25
	<i>answered</i>					
	<i>skipped</i>					

**7. Please indicate your responses to these items.**

	<b>0 = No implementation</b>	<b>1 = Under discussion</b>	<b>2 = Marginal implementation</b>	<b>3 = Partial implementation</b>	<b>4 = Full implementation</b>	<b>DK know ob</b>
a. Faculty design curriculum and teaching strategies to ensure alignment with required student learning outcomes.	3.8% (1)	11.5% (3)	<b>50.0% (13)</b>	11.5% (3)	7.7% (2)	15
b. The college has designed and implemented across-the-curriculum teaching/learning strategies in areas such as writing	<b>26.9% (7)</b>	11.5% (3)	19.2% (5)	15.4% (4)	7.7% (2)	19
...quantitative reasoning	<b>26.9% (7)</b>	11.5% (3)	23.1% (6)	7.7% (2)	7.7% (2)	23
...technology /computing	<b>26.9% (7)</b>	11.5% (3)	23.1% (6)	11.5% (3)	7.7% (2)	19
...other (specify: _____)	16.7% (2)	0.0% (0)	8.3% (1)	8.3% (1)	25.0% (3)	41
c. Faculty members clearly articulate learning outcomes at different levels of the curriculum; consequently, prerequisites are clear and rational, and sequential levels are appropriately aligned with one another.	7.7% (2)	15.4% (4)	<b>34.6% (9)</b>	26.9% (7)	0.0% (0)	15
d. Faculty members implement diverse approaches to learning that address and challenge the variety of learning styles among their students.	7.7% (2)	7.7% (2)	26.9% (7)	<b>34.6% (9)</b>	11.5% (3)	11
e. Faculty members document their teaching approaches, and students use the information in their selection of courses and other learning options.	<b>30.8% (8)</b>	0.0% (0)	26.9% (7)	23.1% (6)	0.0% (0)	19
f. The college has built partnerships with employers and community-based organizations leading to hands-on experiential learning experiences for students.	0.0% (0)	19.2% (5)	<b>26.9% (7)</b>	<b>26.9% (7)</b>	7.7% (2)	19
g. Students typically participate in opportunities for experiential learning (e.g., service learning, internships, cooperative learning).	26.9% (7)	3.8% (1)	<b>30.8% (8)</b>	23.1% (6)	3.8% (1)	11

h. Students frequently engage in other active and collaborative learning experiences (e.g., learning communities, team learning, problem-based learning, mentoring, peer tutoring, etc.)	3.8% (1)	19.2% (5)	<b>34.6% (9)</b>	26.9% (7)	3.8% (1)	11
i. Frequent student interaction with peers, faculty, and academic/student support staff is purposefully incorporated into the design of learning experiences and course requirements.	15.4% (4)	11.5% (3)	<b>38.5% (10)</b>	26.9% (7)	0.0% (0)	7
j. Course requirements are purposefully designed to promote out-of-classroom learning experiences for students (e.g., group projects, faculty conferences, related community service, etc.).	15.4% (4)	0.0% (0)	<b>46.2% (12)</b>	23.1% (6)	0.0% (0)	15
k. Faculty members routinely identify high-failure-rate courses and undertake collaborative re-design of those courses to promote student success while maintaining high quality standards.	<b>34.6% (9)</b>	11.5% (3)	23.1% (6)	7.7% (2)	3.8% (1)	19
l. The college has developed curricula with explicit career pathways that feature articulation with secondary school programs	15.4% (4)	7.7% (2)	<b>42.3% (11)</b>	23.1% (6)	7.7% (2)	3
...strong links between basic skills/ ESL/ developmental courses and college-level courses	19.2% (5)	15.4% (4)	<b>34.6% (9)</b>	23.1% (6)	3.8% (1)	3
...certificate programs providing the first step to the A.A.S. degree	11.5% (3)	3.8% (1)	19.2% (5)	<b>38.5% (10)</b>	15.4% (4)	11
...articulation with related baccalaureate programs	0.0% (0)	7.7% (2)	23.1% (6)	<b>42.3% (11)</b>	15.4% (4)	11
m. Expectations regarding students' responsibilities in the learning process are explicitly stated and are communicated to all students by faculty, counselors, and fellow students.	11.5% (3)	7.7% (2)	<b>34.6% (9)</b>	26.9% (7)	15.4% (4)	3
n. Students frequently engage in self-assessment and reflection on their learning processes and goals.	<b>30.8% (8)</b>	7.7% (2)	<b>30.8% (8)</b>	3.8% (1)	7.7% (2)	19
o. Faculty members provide						

students with frequent and timely feedback on their progress in learning.	7.7% (2)	11.5% (3)	<b>46.2% (12)</b>	23.1% (6)	3.8% (1)	7
	<i>answered</i>					
	<i>skipped</i>					

<b>8. Please indicate your responses to these items.</b>						
	<b>0 = No implementation</b>	<b>1 = Under discussion</b>	<b>2 = Marginal implementation</b>	<b>3 = Partial implementation</b>	<b>4 = Full implementation</b>	<b>DK know ot</b>
a. The institution conducts thorough reviews of current programs for underprepared students to determine student success rates and identify needs for improvement.	3.8% (1)	19.2% (5)	30.8% (8)	<b>34.6% (9)</b>	3.8% (1)	7
b. Mandatory assessment and course placement policies have been implemented for entering students.	0.0% (0)	0.0% (0)	15.4% (4)	19.2% (5)	<b>57.7% (15)</b>	7
c. Exit competencies for developmental education and ESL courses are	0.0% (0)	9.5% (2)	9.5% (2)	19.0% (4)	9.5% (2)	<b>52</b>
fully aligned with competencies required for success in entry-level college courses.	4.2% (1)	8.3% (2)	20.8% (5)	20.8% (5)	0.0% (0)	<b>45</b>
d. Faculty who teach developmental courses do so voluntarily and have undergone training in appropriate teaching strategies.	23.1% (6)	3.8% (1)	11.5% (3)	11.5% (3)	7.7% (2)	<b>42</b>
e. The college has created learning communities that link developmental courses to courses in other disciplines.	11.5% (3)	7.7% (2)	<b>42.3% (11)</b>	19.2% (5)	3.8% (1)	15
	<i>answered</i>					
	<i>skipped</i>					

**9. Please indicate your responses to these items.**

	<b>0 = No implementation</b>	<b>1 = Under discussion</b>	<b>2 = Marginal implementation</b>	<b>3 = Partial implementation</b>	<b>4 = Full implementation</b>	<b>DK kn ot</b>
a. All college processes (financial aid application, registration, etc.) are student-friendly.	20.8% (5)	12.5% (3)	<b>37.5% (9)</b>	29.2% (7)	0.0% (0)	0
b. A strong and systematic advising system ensures that each student develops an academic plan.	16.7% (4)	8.3% (2)	25.0% (6)	<b>37.5% (9)</b>	8.3% (2)	4
c. The advising process stresses steps toward degree attainment.	8.3% (2)	8.3% (2)	12.5% (3)	<b>25.0% (6)</b>	<b>25.0% (6)</b>	20
d. The institution employs informational and instructional technology in ways specifically targeted to improve student persistence, learning, and attainment.	12.5% (3)	8.3% (2)	33.3% (8)	<b>37.5% (9)</b>	8.3% (2)	0
e. Fundraising efforts are focused on providing financial aid to low-income students.	8.3% (2)	4.2% (1)	12.5% (3)	<b>37.5% (9)</b>	16.7% (4)	20
f. Student needs drive class schedule development.	17.4% (4)	4.3% (1)	<b>30.4% (7)</b>	21.7% (5)	8.7% (2)	17
g. Strong partnerships with K-12 systems ease the transition for high school graduates coming to the community college.	12.5% (3)	<b>29.2% (7)</b>	16.7% (4)	<b>29.2% (7)</b>	4.2% (1)	8
h. Strong articulation agreements with senior colleges promote smooth transfer without inappropriate loss of credit for community college students.	0.0% (0)	12.5% (3)	<b>33.3% (8)</b>	<b>33.3% (8)</b>	12.5% (3)	8
	<b>answered</b>					
	<b>skipped</b>					

**10. Please indicate your responses to these items.**





	<b>0 = No implementation</b>	<b>1 = Under discussion</b>	<b>2 = Marginal implementation</b>	<b>3 = Partial implementation</b>	<b>4 = Full implementation</b>	<b>Do not know</b>
a. The roles of faculty, staff, and administrators are defined in terms of functions and behaviors that contribute to student success.	12.0% (3)	4.0% (1)	28.0% (7)	<b>44.0% (11)</b>	8.0% (2)	4
b. Staffing patterns and workload arrangements reflect a focus on student persistence, learning, and attainment.	28.0% (7)	4.0% (1)	20.0% (5)	<b>44.0% (11)</b>	4.0% (1)	0
c. Employment practices reflect high value placed on diversity.	12.0% (3)	12.0% (3)	24.0% (6)	<b>28.0% (7)</b>	20.0% (5)	4
d. Personnel recruitment, selection, and orientation processes explicitly reflect the focus on student persistence, learning, and attainment.	20.0% (5)	8.0% (2)	<b>32.0% (8)</b>	<b>32.0% (8)</b>	8.0% (2)	0
e. Systematic evaluation of teaching effectiveness includes evaluation by both peers and students.	4.0% (1)	4.0% (1)	20.0% (5)	20.0% (5)	<b>40.0% (10)</b>	12
f. At all levels of the institution, personnel evaluation criteria and processes reflect a focus on activities and behaviors that contribute to student learning--and promote learning by the person being evaluated.	12.0% (3)	16.0% (4)	12.0% (3)	<b>32.0% (8)</b>	16.0% (4)	12
g. Reward systems recognize and reward outstanding contributions to improving student persistence, learning, and attainment and creating more effective learning environments.	28.0% (7)	20.0% (5)	<b>32.0% (8)</b>	16.0% (4)	0.0% (0)	4
h. Faculty and staff development opportunities are focused on improvement of student persistence, learning, and attainment and informed by the results of student and institutional assessments.	12.0% (3)	12.0% (3)	24.0% (6)	<b>36.0% (9)</b>	4.0% (1)	12
	<b>answered</b>					
	<b>skipped</b>					

11. Please indicate your responses to these items.						
	0 = No implementation	1 = Under discussion	2 = Marginal implementation	3 = Partial implementation	4 = Full implementation	DK know not
a. Institutional leaders demonstrate a commitment to strengthening student persistence, learning, and attainment--a commitment that extends beyond rhetoric to actions in resource allocation, policymaking, and data-driven decision making.	4.2% (1)	8.3% (2)	<b>37.5% (9)</b>	33.3% (8)	16.7% (4)	0
b. The CEO and other institutional leaders frequently use data about student persistence and learning to drive decisions.	4.2% (1)	4.2% (1)	<b>29.2% (7)</b>	16.7% (4)	25.0% (6)	20
	<i>answered</i>					
	<i>skipped</i>					

12. Please indicate your responses to these items.						
	0 = No implementation	1 = Under discussion	2 = Marginal implementation	3 = Partial implementation	4 = Full implementation	DK Don't know
a. Key institutional documents (e.g., mission and vision statements, college catalog, program descriptions) reflect the focus on student success.	4.3% (1)	13.0% (3)	<b>34.8% (8)</b>	26.1% (6)	17.4% (4)	4.3% (1)
b. Academic policies (e.g., provisions for registration, assessment and course placement upon entry, class changes, college orientation, first-year experience, feedback on academic progress, etc.) reflect priority placed on student persistence, learning, and attainment.	8.7% (2)	13.0% (3)	21.7% (5)	<b>30.4% (7)</b>	17.4% (4)	8.7% (2)
c. The governing board has established an explicit policy that calls for closing the gap in educational attainment between low-income students and students of color in comparison with their	13.0% (3)	0.0% (0)	21.7% (5)	0.0% (0)	17.4% (4)	<b>47.8% (11)</b>

peers.						
d. The governing board regularly examines key performance indicators of student persistence, learning, and attainment.	8.7% (2)	4.3% (1)	21.7% (5)	8.7% (2)	0.0% (0)	<b>56.5</b> <b>(13)</b>
e. The governing board supports resource allocation and re-allocation to promote improvement in student persistence, learning, and attainment.	13.0% (3)	4.3% (1)	21.7% (5)	4.3% (1)	4.3% (1)	<b>52.2</b> <b>(12)</b>
	<i>answered question</i>					
	<i>skipped question</i>					

# College of the Desert Mission and Values Survey

1. Which best describes you?			Response Percent	Response Count
Staff Member			34.4%	21
<b>Faculty Member</b>			<b>36.1%</b>	22
Community Member			18.0%	11
Student			13.1%	8
			<b>answered question</b>	<b>61</b>
			<b>skipped question</b>	<b>1</b>

2. Six functions usually mentioned: 1=highest and 6=lowest. FORMAL EDUCATION(including college transfer, career educ, developmental educ, and general educ) STUDENT SERVICES (including counseling, placement assessment, financial aid) CONTINUING EDUCATION (including noncredit courses such as literacy, job enrichment, and topics related to recreation) COMMUNITY SERVICES (such as seminars, lectures, concerts, plays, and consultative activities that enhance community life) ATTENTION TO LEARNERS to be serviced (including traditional college-age students, HS students, adults of all ages, women and minorities, educationally disadvantaged, and disabled students) ECONOMIC DEVELOPMENT (including career education but also consultative services to employers)								
	1	2	3	4	5	6	Response Count	
FORMAL EDUCATION	<b>50.9%</b> <b>(29)</b>	17.5% (10)	15.8% (9)	8.8% (5)	1.8% (1)	5.3% (3)	57	
STUDENT SERVICES	5.0% (3)	<b>46.7%</b> <b>(28)</b>	16.7% (10)	18.3% (11)	10.0% (6)	3.3% (2)	60	
CONTINUING EDUCATION	0.0% (0)	10.9% (6)	25.5% (14)	<b>30.9%</b> <b>(17)</b>	27.3% (15)	5.5% (3)	55	
COMMUNITY SERVICES	3.6% (2)	3.6% (2)	7.1% (4)	10.7% (6)	28.6% (16)	<b>46.4%</b> <b>(26)</b>	56	
ATTENTION TO LEARNERS	<b>37.5%</b> <b>(21)</b>	19.6% (11)	21.4% (12)	8.9% (5)	8.9% (5)	3.6% (2)	56	
ECONOMIC DEVELOPMENT	4.9% (3)	3.3% (2)	18.0% (11)	19.7% (12)	21.3% (13)	<b>32.8%</b> <b>(20)</b>	61	
Are there any functions that might be missing? If so, please list them.							10	
							<b>answered question</b>	<b>62</b>
							<b>skipped question</b>	<b>0</b>

**3. Where on the continuum do you think the College ought to place its emphasis in its revised mission and/or vision statements.**

	Local		<===						===>		Global	Rating Average
Local / Global	11.3% (7)	14.5% (9)	<b>30.6%</b> <b>(19)</b>	9.7% (6)	9.7% (6)	9.7% (6)	3.2% (2)	8.1% (5)	1.6% (1)	1.6% (1)		1.84
	<i>answered question</i>											
	<i>skipped question</i>											

**4. Where on the continuum do you think the College ought to place its emphasis in its revised mission and/or vision statements.**


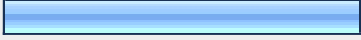

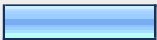
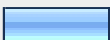
	Student Access		<===						===>		Student Success	R Av
Access / Success	1.6% (1)	1.6% (1)	8.1% (5)	8.1% (5)	<b>25.8%</b> <b>(16)</b>	19.4% (12)	9.7% (6)	14.5% (9)	1.6% (1)		9.7% (6)	
	<i>answered que</i>											
	<i>skipped que</i>											




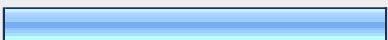
**5. Where on the continuum do you think the College ought to place its emphasis in its revised mission and/or vision statements.**

	Mass Efficiency		<===						===>		Individual Caring
Efficiency / Individual Caring	4.8% (3)	4.8% (3)	3.2% (2)	1.6% (1)	9.7% (6)	12.9% (8)	19.4% (12)	<b>25.8%</b> <b>(16)</b>	12.9% (8)		4.8% (3)
	<i>answered</i>										
	<i>skipped</i>										




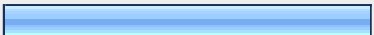
**6. Where on the continuum do you think the College ought to place its emphasis in its revised mission and/or vision statements.**

	Clients as Students		<===						===>		Clients as Learners	A
Clients as Students / Clients as Learners	5.0% (3)	1.7% (1)	5.0% (3)	6.7% (4)	8.3% (5)	11.7% (7)	6.7% (4)	20.0% (12)	<b>25.0%</b> <b>(15)</b>		10.0% (6)	
	<i>answered q</i>											
	<i>skipped q</i>											


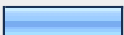

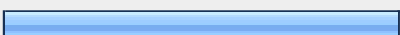
7. The College should sustain a comprehensive mission and assume the obligation to "be all things to all people."			Response Percent	Response Count
Disagree Strongly			8.2%	5
<b>Disagree</b>			<b>39.3%</b>	24
Neutral			24.6%	15
Agree			16.4%	10
Agree Strongly			11.5%	7
		<b>answered question</b>		<b>61</b>
		<b>skipped question</b>		<b>1</b>

8. The success of students should be the most important element of revised mission and/or value statements for College of the Desert.			Response Percent	Response Count
Disagree Strongly			0.0%	0
Disagree			6.5%	4
Neutral			4.8%	3
<b>Agree</b>			<b>46.8%</b>	29
Agree Strongly			41.9%	26
		<b>answered question</b>		<b>62</b>
		<b>skipped question</b>		<b>0</b>



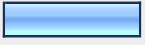
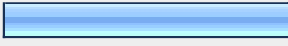
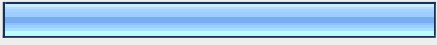
**9. The College should not merely focus on providing access to students; it must also make a commitment to ensuring student success when revising mission and/or vision statements.**

		Response Percent	Response Count
Disagree Strongly		0.0%	0
Disagree		1.6%	1
Neutral		4.8%	3
<b>Agree</b>		<b>53.2%</b>	<b>33</b>
Agree Strongly		40.3%	25
		<i>answered question</i>	<b>62</b>
		<i>skipped question</i>	<b>0</b>



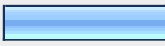

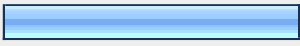
**10. Revised mission and/or vision statements must include the College's commitment to adapting to new circumstances and realities.**

		Response Percent	Response Count
Disagree Strongly		0.0%	0
Disagree		3.2%	2
Neutral		12.9%	8
Agree		40.3%	25
<b>Agree Strongly</b>		<b>43.5%</b>	<b>27</b>
		<i>answered question</i>	<b>62</b>
		<i>skipped question</i>	<b>0</b>


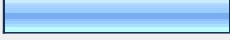
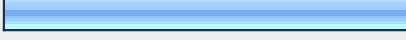
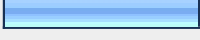
**11. Revised mission and/or vision statements must include the College's commitment to diversity.**

		Response Percent	Response Count
Disagree Strongly		3.3%	2
Disagree		3.3%	2
Neutral		14.8%	9
Agree		31.1%	19
<b>Agree Strongly</b>		<b>47.5%</b>	<b>29</b>
		<i>answered question</i>	<b>61</b>
		<i>skipped question</i>	<b>1</b>


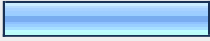
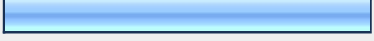

**12. Revised mission and/or vision statements must include mention of new learning paradigms and the use of technology to enhance learning acquisition.**

		Response Percent	Response Count
Disagree Strongly		1.6%	1
Disagree		6.5%	4
Neutral		17.7%	11
<b>Agree</b>		<b>41.9%</b>	<b>26</b>
Agree Strongly		32.3%	20
		<i>answered question</i>	<b>62</b>
		<i>skipped question</i>	<b>0</b>



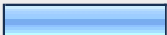
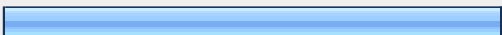
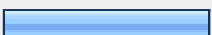
**13. Revised mission and/or vision statements must include mention of international influences and the College's role in preparing graduates to compete in a global economy.**

		Response Percent	Response Count
Disagree Strongly		0.0%	0
Disagree		9.8%	6
Neutral		24.6%	15
<b>Agree</b>		<b>44.3%</b>	27
Agree Strongly		21.3%	13
		<b><i>answered question</i></b>	<b>61</b>
		<b><i>skipped question</i></b>	<b>1</b>


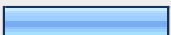

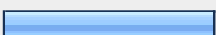
**14. Revised mission and/or vision statements must include mention of the College as a "learning organization" in which employees (faculty and staff) have as much of a stake in learning as students.**

		Response Percent	Response Count
Disagree Strongly		0.0%	0
Disagree		3.2%	2
Neutral		22.6%	14
<b>Agree</b>		<b>40.3%</b>	25
Agree Strongly		33.9%	21
		<b><i>answered question</i></b>	<b>62</b>
		<b><i>skipped question</i></b>	<b>0</b>

**15. Revised mission and/or vision statements must mention the College's caring attitude for all members of the College community.**

		Response Percent	Response Count
Disagree Strongly		1.6%	1
Disagree		3.2%	2
Neutral		17.7%	11
<b>Agree</b>		<b>54.8%</b>	<b>34</b>
Agree Strongly		22.6%	14
		<b>answered question</b>	<b>62</b>
		<b>skipped question</b>	<b>0</b>

**16. Revised mission and/or vision statements must mention the College's commitment to using information and data to continually assess its performance.**

		Response Percent	Response Count
Disagree Strongly		0.0%	0
Disagree		4.9%	3
Neutral		18.0%	11
<b>Agree</b>		<b>54.1%</b>	<b>33</b>
Agree Strongly		23.0%	14
		<b>answered question</b>	<b>61</b>
		<b>skipped question</b>	<b>1</b>

**17. Thank you for completing this survey! Please share any additional comments that you believe will be helpful for College of the Desert as it revises its mission and value statements.**

		Response Count
		17
<b>answered question</b>		<b>17</b>
<b>skipped question</b>		<b>45</b>