# COLLEGE OF THE DESERT STRATEGIC MASTER PLAN (2023-2028)

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# Message from the Superintendent/President

Dear College of the Desert Community,

It is my privilege to provide you with an introduction and insights into College of the Desert's *Strategic Master Plan 2023-2028*. This plan outlines the goals, strategies, objectives, and actions that will guide the future of the College and help us fulfill our mission, vision, values, and goals.

A culmination of about eight months of research and preparation, the new plan sets a pathway for the College as it embarks on a journey of transition after experiencing an unprecedented and challenging pandemic. Input from students, faculty, college leaders, and the public provided the foundation for this forward-looking document. The Strategic Master Plan provides a roadmap for the next five years.

With such a broad range of perspectives and data, we were able to create a Strategic Master Plan that provides a blueprint for reaching our ambitious yet attainable goals. In addition, it sets the guidance for the creation of our next Educational Master Plan.  Development of the plan allowed us an opportunity to revisit our mission statement and emphasize student belonging by embracing diversity, equity, inclusion, social justice, and continuous improvement.

The Strategic Master Plan aligns with and supports several of the California Community Colleges Chancellor's Office initiatives, including the Vision for Success, Guided Pathways, Student Equity and Achievement, and Call-to-Action to address systemic racism. The plan also aligns with the Aspen Institute's College Excellence Program for Student Success framework, which represents College of the Desert's commitment to our students' success, community engagement, institutional accountability, equity, and social and economic justice.

College of the Desert also took this opportunity to expand its values, which are now:

**Access** | **Collegiality** | **Diversity, Equity, Inclusion, and Accessibility** | **Empathy**

**Fiscal Accountability** | **Innovation** | **Integrity** | **Social Justice** | **Student Success**

Now that the plan is complete, the real work begins. We must turn our attention to the future and come together to continue the College of the Desert's standing as an accessible, welcoming, and inclusive organization of higher learning.

We owe a great deal of gratitude to those who invested their time and energy in helping develop the 2023-2028 Strategic Master Plan. This sets the stage for long-lasting efforts that will be sustainable for years to come.

Onward and upward, Roadrunners!
Martha Garcia, Ed.D.
College of the Desert
Superintendent/President

# Executive Summary

## Plan Purpose and Focus

The *College of the Desert Strategic Master Plan 2023-2028* (SMP) provides the fundamental road map to guide institutional decisions, which ensures that the District's mission, vision, values, and goals are operationalized and effectively resourced. Moreover, this Strategic Master Plan is foundational to the College's approach to integrated planning, which aligns the institution's vision with its identified priorities and the resources needed to achieve its mission. Grounded in relevant data, the goals and objectives of this plan will help College of the Desert successfully meet existing and future challenges, leverage its strengths to pursue new opportunities, and focus its energies on achieving student success, equity, and social justice for the students it serves throughout the Coachella Valley. Notably, the goals of this SMP will be realized through an implementation process that is aligned with the College's existing planning and budget cycle.

## Plan Organization

The *College of the Desert Strategic Master Plan 2023-2028* is organized into chapters that provide:
- a District profile (Chapter 1);
- an overview of the SMP's purpose and development process (Chapter 2);
- renewed Mission, Vision, and Values (Chapter 3);
- a brief overview of the SMP's Goals (Chapter 4);
- summaries of Key Characteristics and Trends, Challenges, and Opportunities (Chapter 5);
- complete SMP Goals, Objectives, and Performance Indicators (Chapter 6); and,
- an implementation plan (Chapter 7).

The Appendix provides the link to the SMP webpage, which archives process documents, presentations, and sources of data and information used to develop this SMP.

# Chapter 1

## About the District

College of the Desert is located in Palm Desert - the heart of California's Coachella Valley. Desert Community College District was founded in 1958, and by the fall of 1962, College of the Desert welcomed its first students. As the area's population expanded over the next several decades, the College added new programs, services, and facilities to meet the educational needs of the communities it serves and contribute to the economic vitality of the Coachella Valley.

Today, there are thirteen primary service area cities in the Desert Community College District located in a wide geographic zone of approximately 4,000 square miles: Cathedral City, Coachella, Desert Hot Springs, Indian Wells, Indio, La Quinta, Mecca, Palm Desert, Palm Springs, Rancho Mirage, Thousand Palms, Thermal, and Whitewater. Currently, College of the Desert offers 81 degree and certificate programs at several locations, including campuses at Palm Desert, Mecca/Thermal, Indio, and Desert Hot Springs, and a temporary location in Palm Springs, which opened in 2018.

With a focus on improving access to higher education throughout the Coachella Valley, critical educational partnerships, such as those with three local unified school districts (Coachella Valley Unified, Desert Sands Unified, and Palm Springs Unified), have allowed the College to also offer classes on high school campuses. Additionally, College of the Desert collaborates with educational and workforce partners from across the Coachella Valley as a member institution in the Desert Regional Adult Education Consortium, which provides programs, services, and opportunities for a diverse population of adult students.

Understanding the critical role it plays in providing students with equitable pathways to higher education and living-wage occupations, the College's plEDGE program offers two years of tuition-free support to local high school students who graduated in 2017, 2018, 2019, 2020, 2021, 2022 and who enroll at College of the Desert full-time.

College of the Desert is also proud to be a Hispanic Serving Institution (HSI) and has been a past recipient of several Title V HSI grants from the U.S. Department of Education. With the goal of strengthening the College as an HSI, these grants have provided millions of dollars in increasing transfer rates and improving academic support services focusing on Hispanic and first-generation college students.

As it looks toward the future, College of the Desert is steadfastly committed to expanding equitable educational and career opportunities which meet the needs of the diverse and vibrant communities it serves. This Strategic Master Plan serves as the foundation for the College's bright future.

# Chapter 2

## Purpose and Process

### Purpose

*Strategic planning is a deliberate, disciplined effort to produce fundamental decisions and actions that shape and guide what an institution is, what it does, and why it does it.*

*Society for College and University Planners*

College of the Desert's *Strategic Master Plan 2023-2028* (SMP) is the navigational guide for the institution's decisions, which direct the District's energies and resources as it fulfills its mission, vision, and values and meets new challenges and responds to both current and future needs of the communities it serves. Moreover, this SMP is foundational to College of the Desert's approach to integrated planning, which aligns the institution's vision, critical priorities, and resources to support flexible, timely decision-making as well as continuous evaluation and improvement.

To support effective plan integration, College of the Desert's *Strategic Master Plan 2023-2028* relies upon relevant information - economic and demographic trends, labor market forecasts, student population data, enrollment management initiatives, employee demographics, state mandates and initiatives, technology needs, and essential professional learning needs - all of which directly impact the coordination and allocation of all human, fiscal, and physical resources. Consequently, this SMP positions College of the Desert to effectively align its institutional plans (e.g., Educational Master Plan, Strategic Enrollment Management Plan, Technology Master Plan, Facilities Master Plan), which allows for the coordination of institutional priorities in accordance with its planning and budget cycles.

The mindful integration of institutional plans also requires that the voice of the District's mission, vision, and values resonate throughout the Strategic Master Plan. The development of this new SMP provided College of the Desert with the opportunity to revisit, reimagine, and revise these planning cornerstones and ensure that these foundational statements serve a central role in focusing and driving institutional decisions. Thus, the Strategic Master Plan bridges the gap between the current and envisioned state of the institution.

# Four-Phased Strategic Planning Process

College of the Desert conducted a comprehensive and inclusive four-phase approach to developing the Strategic Master Plan, which commenced in April 2022 and concluded in December 2022. The supporting documents for the activities in each phase can be found online on the College of the Desert SMP Webpage. This webpage also includes a comment portal through which internal and external stakeholders were able to submit comments, questions, and feedback.

## Phase 1: Preplanning

### A thoughtful organizing of the entire planning process needed to create and implement the District's vision, including:

- establishing overarching project goals, guiding principles, timeline, lines of oversight, and responsibility for the completion of project benchmarks;

- forming the Strategic Master Plan Work Group with broad representation from across the institution's community;

- creating a communication strategy to keep stakeholders informed about the strategic planning process, milestones, meetings or events, and feedback opportunities;

- establishing project reporting structures and protocols, record keeping, and document archiving;

- examining the prior Strategic Plan to determine goal achievements and determine ongoing goal relevancy; and,

- determining the alignment of various plans, identifying linkages and planning gaps.

## Phase 2: Investigate

### the investigative phase focuses on gathering, collating, and synthesizing critical information needed to inform the SMP, including:

- determining quantitative and qualitative data sets;

- completing internal and external environmental data scans to identify key trends;

- reviewing the mission, vision, and values via internal stakeholder survey and feedback sessions on revised statements;

- administering a SWOTC (Strengths, Weaknesses, Opportunities, Threats, and Challenges) survey; and,

- completing listening sessions with College of the Desert students to understand the student experience, barriers, and factors in their success.

## Phase 3: Formulate

**the collating and synthesizing of quantitative and qualitative information, which informed general planning assumptions and areas of focus for the SMP goals and objectives. Key activities:**

- holding visioning sessions with internal (i.e., students and employees) and external partners (e.g., K-12, local Workforce Investment Board, Adult Basic Education Consortium, non-profit partners, career education program advisory board members, local employers, community affinity group organizations) to help identify some key areas of focus for the SMP goals and objectives; and,

- presenting draft concepts for mission, vision, values, and strategic goals, and eliciting feedback from internal stakeholders during visioning sessions to solicit perspectives of broad feedback and input.

## Phase 4: Complete

**focuses on the activities and outputs required to complete the Strategic Master Plan, including:**

- using information and input garnered throughout Phases 2 and 3 to develop strategic goals and objectives and finalize the mission, vision, and values statements; and,

- developing the Strategic Master Plan document for review and participatory governance approvals, adoption, and publication.

# Strategic Master Plan Work Group (in alphabetical order by last name)

- Dr. Scott Adkins – Director of Education Center, West Valley (Director of Education Center Representative)

- Dr. Douglas Benoit and Neil Lingle – Dean, School of Applied Sciences and Business (Dean Representative)

- Dr. Sara Butler – Interim Vice President of Instruction; Dean, School of Social Sciences and Arts (Executive Leadership Representative)

- Oceana Collins –Assistant Professor, History; (CODFA Representative)

- Linda Costagliola – Executive Administrative Assistant; (Confidential Representative)

- Maria-Elena Diaz – Associate Professor, Speech; Communications and Humanities (Faculty Representative)

- Dr. Kim Dozier – Professor, English; (Senate President)

- Gwendolyn Earl – Instructor, Applied Sciences and Business; (Faculty Representative)

- Dr. Jessica Enders– Director of Education Center, East Valley (Project Facilitator)

- Dr. Joseph Farmer – MESA Program Director (Faculty Representative)

- Mike Gladych – Adjunct Faculty, Radio/TV, Social Sciences and Arts (Faculty Representative)

- Donna Greene –Distance Education/Instructional Design Coordinator (Faculty Representative)

- Steven Holman – Dean, School of Mathematics and Sciences (Dean Representative)

- Robert Holmes – Adjunct Faculty, Business; (CODAA Representative-designee)

- Bronwyn Horton – Officer of Academic Affairs (ASCOD Representative)

- Gloria Issa – Research Analyst, Institutional Research (Institutional Research designee)

- Andrew Kretz – Research Analyst, Institutional Research (Institutional Research designee)

- Dr. Catherine Levitt – Adjunct Faculty, Economics; (CODAA Representative)

- Jim Lilly – Computer Support Specialist; (CSEA Representative)

- Dr. Daniel Martinez – Director of Institutional Research (Director of Institutional Research Representative)

- Allen Pahl – Officer of External Affairs (ASCOD Representative)

- Dean Papas – Dean, School of Communication and Humanities (Dean Representative)

- Miguel Pena III – Information Technology Technician; (CSEA Representative)

- Jorge Perez – Professor; (CODFA Representative-designee)

- Dr. Kurt Spurgin – Assistant Professor, Health Science; Health Science/Library/Child Development Education (Faculty Representative)

- Dr. Christina Tafoya – Interim Executive Vice President (Executive Leadership Representative)

- Evelyn Trejo – Adjunct Counselor; Counseling (Faculty Representative)

# Chapter 3

## Mission, Vision, and Values

### Mission

*College of the Desert is an inclusive, student-centered community college providing high-quality degree, certificate, and transfer programs that are accessible, affordable, and responsive to the diverse needs of students and our community.  By preparing workforce professionals and leaders, the College enhances the local economy, closes persistent equity gaps, and improves the quality of life in the Coachella Valley and surrounding communities.*



### Vision

*College of the Desert will be a culture of diversity, equity, inclusion, and social justice, while continually improving community access to relevant training, certificates, degree programs, services, and transfer opportunities.*

# Values

*We fulfill our Vision and Mission by creating and sustaining a community where all are welcomed and valued. Recognizing the importance of diversity, we acknowledge the rich and unique contributions each person makes to achieve the Vision and advance the Mission of the College. To this end, the following Values will guide our actions:*
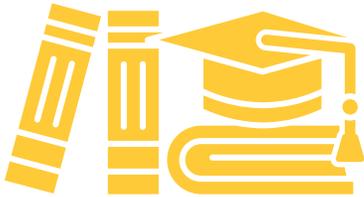
## Access

To fulfill our Mission and achieve our Vision, we commit to ensuring open access to educational opportunities.

## Collegiality

We value the thoughts, words, and actions of our students, colleagues, and community members.  We encourage open dialogue, respectful dissent, and varying opinions in an inclusive forum.  We pursue broad understanding, effective dialogue, and inclusive decision-making.

## Diversity, Equity, Inclusion, and Accessibility (DEIA):

We embrace the diversity of our community and uphold the dignity and worth of every individual.  We strive to create safe, equitable, and accessible environments so individuals can learn, grow, and complete their educational goals.

## Empathy

We listen to each other compassionately, with open minds, and without judgment.

## Fiscal Accountability

As good stewards of the public trust, we take thoughtful, intentional, and responsible action in allocating resources to fulfill our Mission and Vision. We anticipate and respond to dynamic fiscal conditions through ongoing evaluation, effective planning, reallocating existing resources with an equity lens, and developing and seeking new funds.

## Innovation

We create an environment of empowerment, creativity, courage, and exploration to provide a unique student-learning-centered culture that fosters innovation.

## Integrity

We take accountability for our actions and adhere to the highest ethical standards in all our professional and personal responsibilities. We communicate openly, honestly, and with authenticity.

## Social Justice

We commit to a fair and equal society in which all people and groups are valued and affirmed. We embrace efforts to end systemic racism. We recognize the legacy of past injustices and promote actions in support of restorative justice and full implementation of human and civil rights. (Based on: John Lewis, *Institute for Social Justice*.)

## Student Success

We commit to student learning, goal completion, personal fulfillment, and life-long learning.

# Chapter 4

## Overview: Strategic Goals 2023-2028

### Goal 1

Achieve equitable student outcomes by providing clear curricular pathways, and equity-based student supports to ensure student learning and the timely completion of educational goals.

### Goal 2

Contribute to the growth and vitality of the regional economy and achieve economic justice by aligning College of the Desert's career education programs with the needs of current and future labor markets and providing students with opportunities to develop 21st-century workplace knowledge and skills, which prepare them for high-quality, high-demand, living-wage occupations.

### Goal 3

Develop and implement responsible and sustainable policies and practices to effectively create and steward District resources, ensuring a supportive learning and working environment.

### Goal 4

Strengthen a culture of equity, diversity, inclusion, anti-racism, and social justice by cultivating a culture of care, empathy, and mutual support in which students and employees are valued and respected.

# Chapter 5

## Profile of Key Characteristics and Trends, Challenges, and Opportunities

A combination of quantitative and qualitative environmental scan data provides the basis for the overview of key characteristics, trends, challenges, and opportunities. Notably, the results from a college-wide SWOTC survey (Strengths, Weaknesses, Opportunities, Threats, Challenges) and input garnered from listening sessions with students, and visioning sessions with employees, students, and community partners helped identify several institutional challenges and future opportunities. This critical planning information informs the *Strategic Master Plan 2023-2028* goals. Please visit the College of the Desert SMP Webpage for links to data sources.

## Key Service Area Characteristics and Trends

### Demographics

Slow Population Growth

- Low rate of population growth in service area cities (less than 1% annually)

Increasing Racial and Ethnic Diversity

- @ 50% Hispanic in 2022
- Riverside County projections indicate the largest increase by ethnicity by 2028 to be among Multiracial individuals (+10%) followed by Hispanic (+7%) and Black or African American, Non-Hispanic (+7) [Note: California Department of Finance, State Population Projections (2010-2060) are not reported by the city.]

Age

- Largest cohort 55+
- Second largest cohort under age 20
- Median Age Average across 10 service area cities: 45 (markedly higher than the Median Age of 32 for Riverside County and 37 for California in 2020)

Disability Status

- Among over age 18 population, approximately 55,389 adults who have some type of disability.

Household Size by Housing Unit Tenure

- Average Size Owner-Occupied: 2.4
- Average Size Renter-Occupied: 2.9
- Varies by race/ethnicity and income level

### Broadband Access (2016-2020)

Of approximately 170,450 households in the College's service area

- 22,879 lacked access to broadband internet
- 38,366 lacked access to a desktop or laptop computer

# Top 10 Industries (2020)

**Education, Health, and Social Services**

(33,784 jobs)

**Arts, Entertainment, Recreation, Accommodations, and Food Services**

(30,641 jobs)

**Retail Trade**

(22,223 jobs)

**Professional, Scientific, Management, and Administrative**

(21,606 jobs)

**Construction**

(13,411 jobs)

**Other services, except Public Administration**

(11,628 jobs)

**Finance, Insurance, Real Estate, Rental/Leasing**

(8,949 jobs)

**Transportation, Warehouse**

(7,651 jobs)

**Manufacturing**

(7,040 jobs)

**Public Administration**

(6,631 jobs)
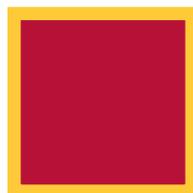
# External Challenges

### Educational Attainment Disparities

- **Highest percentage of residents without high school diploma**: Mecca, Thermal, Coachella (predominantly Hispanic)

- **Highest percentage of residents with bachelor's degree or higher**: Palm Springs, Palm Desert, La Quinta, Rancho Mirage (predominantly White)

- Throughout service area cities, there is a significant percentage of high school graduates who have not attained college degrees.

- Among the population over age 18 (approximately 344,280), roughly 68,754 have not earned a high school diploma.

### Income Inequality and Poverty Disparities Across Service Area Cities

**Median Household Income**: $53,207 (significantly higher than the median income for Riverside County of $30,279 and for California at $33,719)

**Poverty**: average poverty rate across service areas and cities: 16.1%

- **Highest poverty rates**: Thermal (35.4%), Mecca (28.9%), and Desert Hot Springs (23.8%)

- **Lowest poverty rates**: Desert Center (2.5%), Indian Wells (7.5%), and Rancho Mirage (11.6%)

- Three largest demographics in poverty (by city, gender, race/ethnicity, and age) are predominantly Hispanic male children and White, middle-aged females.

    - **Thermal**: Males/Hispanic/Age 6-11

    - **Mecca**: Males/Hispanic/Age 6-11

    - **Desert Hot Springs**: Females/White/Age 35-44

# External Challenges

## Disproportionate Unemployment

- **Average Unemployment Rate (2020)**: 9.1%
- **Highest Unemployment Rates (2020) by City and Gender**:
    - 44.9% of Female residents in Mecca
    - 21.3% of Female residents in Coachella
    - 15.3% of Female residents in Rancho Mirage

## K12 Enrollment Declines Across State and County

**Projected Declines**: State and County (2018-2028)

- K12 enrollments in California are projected to decline -by 7%
- K12 enrollments in Riverside are projected to decline -by 1%

**Local School District Decline Trends USD**: -7.7% (SY 2017-2018 through SY 2021-2022

- **Palm Springs**: -7.7%
- **Desert Sands USD**: -7%
- **Coachella Valley USD**: -8.2%
- **Desert Center USD**: +86% (Note: double-digit numbers of students skew the percentage.)

## Occupational Openings and Living Wages

- Job projections for 2018-2028 where there will be the most job openings are in occupations that do not provide living wages (e.g., retail sales, waitpersons, personal care assistants).
- Occupational projections for the fastest growing occupations, which provide living wages (many in the health care sector, such as sonographers and nurse practitioners), require a post-secondary degree or certificate.

## Opportunity Gaps

The California Department of Housing and Community Development (HCD) and Tax Credit Allocation Committee (TCAC) Opportunity Map measures and maps "place-based characteristics linked to critical life outcomes, such as educational attainment, earnings from employment, and economic mobility" (Source: https://belonging. berkeley.edu/2022-tcac-opportunity-map). The most recent opportunity map for Coachella Valley illustrates stark disparities in socio-economic conditions as revealed by patterns of income disparities and segregation.
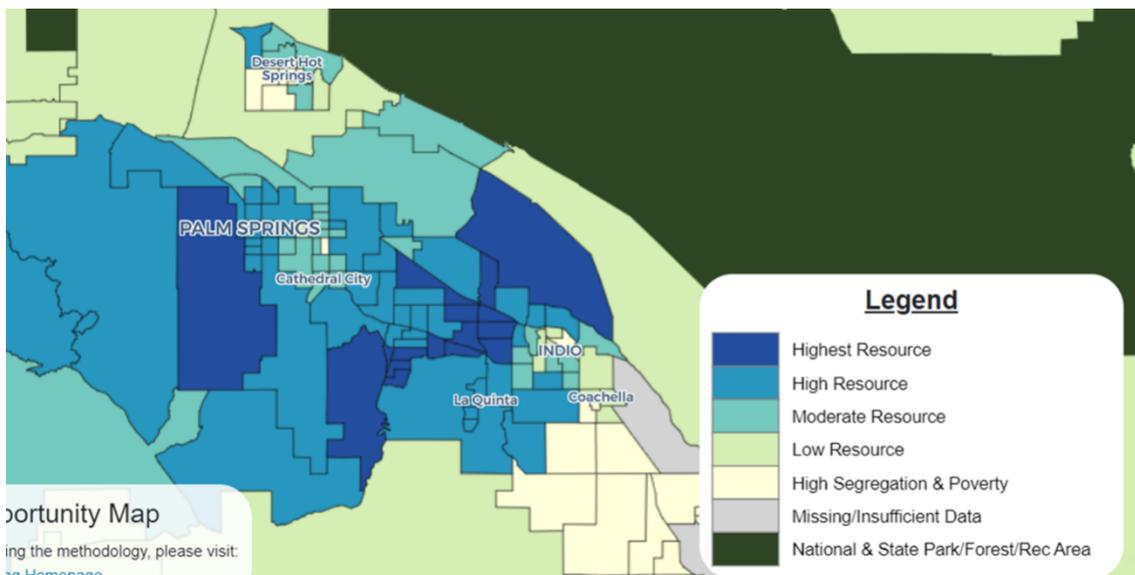


*Opportunity Map for the College of the Desert campus locations*

# Institutional Challenges

**Achieving the Vision for Success and Closing Opportunity and Achievement Gaps as measured by improvements in metrics, such as**:

- successful enrollment
- attained Vision for Success definition of completion
- completed transfer-level math AND English in the 1st Year
- course success rates
- persisted 1st primary term to subsequent primary term
- transferred to a four-year college or university or earned an award (degree or certificate)
- students who did not transfer to any postsecondary institution, the proportion of students who were unemployed and became employed after exiting college and attained a living wage
- average number of units accumulated by first-time associate degree earners
- students who were enrolled in noncredit adult basic education or noncredit English as a Second Language, and were among the proportion who completed one or more levels of adult education by transitioning from ABE or ESL to adult secondary education
- reduction in equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- percentage of students who acquire associate degrees, credentials, certificates, and specific skill sets that prepare them for in-demand, living-wage jobs

**In the face of increased operating costs, ensuring the District's long-term fiscal stability considering the need to address, for example**:

- maximizing apportionment under the Student-Centered Funding Formula
- improving strategic enrollment and scheduling efficiency
- planning for the total cost of ownership for all physical and human resources

**Creating a flexible, resilient institution by preparing a "VUCA environment:" (volatile, uncertain, complex, ambiguous) so that the College can effectively address inevitable future challenges - known and unknown – including, but not limited to**:

- pandemics
- cyber or ransomware attacks
- declining enrollment
- physical and psychological safety for students and employees
- employee expectations
- emergent and non-emergent personnel needs
- recruiting, hiring, and retaining a workforce that reflects the diversity of COD's student and community demographics
- broad scope of student needs
- ever-changing, continuous legislative and system-office mandates

# Opportunities

- Improving easy-to-access services, supports, and processes (e.g., financial aid, internships, basic needs, mental health, housing)

- Expanding strategic partnerships (e.g., non-profit organizations, K12, transfer institutions) across the Coachella Valley

- Developing industry partnerships in occupational areas with high-quality, living-wage jobs (e.g., water, engineering, construction, energy) and paid internships and apprenticeships in a variety of programs and fields of study

- Leveraging advanced technology (e.g., hyflex classes, state-of-the-art technologies) to expand access to services and programs and improve student success and completion

- Increasing understanding of diversity, equity, inclusion, and accessibility throughout the institution

- Engaging targeted, strategic, intentional, and culturally relevant outreach to specific populations in key areas (e.g., Title I Migrant Education Program [MEP], early outreach programs targeting male students in middle and high school)

- Establishing faculty-to-faculty partnerships with the high schools in the Coachella Valley to ensure high-quality learning for all students and support seamless, supportive transitions to college

- Strengthening enrollment pathways to four-year colleges and universities (e.g., high school and adult reentry partnerships)

- Streamlining college processes to improve access and reduce barriers

# Chapter 6

## Strategic Master Plan Goals, Objectives, and Performance Indicators

### Goal 1

Achieve equitable student outcomes by providing clear curricular pathways, and equity-based student supports to ensure student learning and the timely completion of educational goals.

#### Objective 1.a.

Increase enrollment, persistence, success, and goal completion rates for disproportionately impacted students.

*Performance Indicators: Vision for Success metrics; Student Equity and Achievement Plan metrics; assess and report annually to determine progress; results from the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE).*



#### Objective 1.b.

Expand strategic, mission-aligned partnerships with regional K12 districts, four-year colleges and universities, local industries and employers, and non-profit organizations.

*Performance Indicators: Baseline assessment of the number and type of current partnerships to establish benchmarks; assess annually to determine progress for each partnership type.*
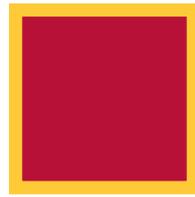
### Objective 1.c.

Strengthen adult education pathways, which provide seamless, easily navigable pathways for adult learners throughout the College's service area.

*Performance Indicators: Baseline assessment of current pathways and processes for adult education learners; annual assessment to determine the number of adult education learners and transitions to credit programs and/or gainful employment.*

### Objective 1.d.

Increase professional learning opportunities for College employees, which focus on innovative approaches to improving student success and eliminating opportunity and outcomes gaps between different student populations.

*Performance Indicators: Baseline assessment of number, type, and participation in professional learning opportunities over the prior three years; annual assessment to determine the number, type, and participation in professional learning opportunities; regular session/workshop feedback reviewed and reported as part of the assessment.*

### Objective 1.e.

Improve the District's operational effectiveness and ensure students' access to consistent, accurate, easily obtained information and support through the analyses and revision of existing policies, practices, and procedures that are barriers to the efficient, equitable delivery of programs and services at all campuses and teaching sites.

*Performance Indicators: Conduct process and procedure evaluation to collect baseline information, including student surveys and focus groups; annually assess to determine improvements or areas for additional action.*

### Objective 1.f.

Increase or enhance partnerships with nonprofits and local agencies to address students' basic needs, including, but not limited to, food, housing, transportation, computing and information technology, and medical and mental health resources.

*Performance Indicators: Baseline assessment of students' basic needs; baseline assessment of the number and type of current partnerships and initiatives and student access and use of provided resources; assess annually through student surveys and focus groups, surveys of partnering agencies to determine progress.*

### Objective 1.g.

Increase on-campus and community-based student engagement opportunities to develop communities of belonging and support, as well as enriched experiences beyond the classroom.

*Performance Indicators: Baseline assessment of all existing student engagement opportunities; conduct a survey and focus groups with students to assess the level of participation, barriers to participation, and student interests; annually assess to determine progress.*

# Goal 2

Contribute to the growth and vitality of the regional economy and achieve economic justice by aligning COD's career education programs with the needs of current and future labor markets and providing students with opportunities to develop 21st-century workplace knowledge and skills, which prepare them for high-quality, high-demand, living-wage occupations.

## Objective 2.a.

Design and implement clear educational pathways from high schools to post-secondary, including the use of credit, non-credit, not-for-credit, dual enrollment, and transfer programs, which expand student employability and meet the needs of regional employers.

*Performance Indicators: Baseline assessment of pathways from high schools to College of the Desert, determine barriers to access, program enrollments over the prior three years, and numbers of students transitioning to employment in high-demand, living-wage occupations in the region; assess annually using Cal-PASS LaunchBoard metrics to determine progress.*

## Objective 2.b.

Create easily-accessible, short-term pathways for adult learners to support entry into living-wage jobs.

*Performance Indicators: Baseline assessment of current short-term offerings for adult learners to determine the number and accessibility of pathways leading to living-wage jobs; conduct surveys or focus groups with adult learners and local employers to determine needs.*

## Objective 2.c.

Develop alternative schedules of classes and services on weekends and evenings to meet the needs of adult learners.

*Performance Indicators: Baseline assessment of current schedule of classes and services offered on weekends and evenings; survey and focus groups with adult learners to determine current barriers and student scheduling preferences; annually assess number, type, location, modalities for weekend and evening offerings and student enrollment, success, and completion rates.*

## Objective 2.d.

Create and implement formal and informal mentorship and internship opportunities between students and industry professionals to support job exploration, internships, and living-wage job placement.

*Performance Indicators: Baseline assessment of current formal and informal mentorships and internship opportunities, including surveys and focus groups with students and industry professionals; assess annually to determine the number of successful placements with mentors and internships, including follow-up surveys and focus groups.*

# Goal 3

Develop and implement responsible and sustainable policies and practices to effectively steward District resources and ensure a supportive learning and working environment.

## Objective 3.a.

Regularly evaluate and update the District's Technology Master Plan and its information technology to ensure the quality and capacity to support institutional operations, programs, services, digital equity, and student success.

> *Performance Indicators: Complete evaluation of Technology Master Plan to assess the status of goals; baseline assessment surveys and focus groups with students and employees; data related to student access and success using District technologies; regular reviews and updates of the Technology Master Plan completed.*

## Objective 3.b.

Invest in and maintain innovative and secure information technologies, which enhance the learning and working environment and support guided pathways, student success and goal completion, and institutional effectiveness.

> *Performance Indicators: As part of the Technology Master Plan evaluation, conduct baseline inventory of current information technologies related to state-of-the-art innovations, which support guided pathways, student success and goal completion, institutional effectiveness, and security; research regarding needed technology improvements completed and assessed for a total cost of ownership.*

## Objective 3.c.

Enhance the District's cyber security and utilize solutions that ensure data security.

> *Performance Indicators: As part of the Technology Master Plan evaluation, complete inventory and assessment of current information technologies related to innovation and security; research regarding needed cyber security enhancements completed and assessed for a total cost of ownership.*

## Objective 3.d.

Develop and implement a human capital management plan (HCMP) which addresses the recruitment and retention of a workforce that reflects the diversity of the student population and community, long-range staffing needs, and ongoing professional development for all employees.

*Performance Indicators: Human Capital Management Plan completed and implemented; HCMP annually assessed to determine goals status.*

## Objective 3.e.

Develop and implement a granular, strategic enrollment management plan to improve scheduling goals for all teaching sites and include a financial analysis in the plan, which will identify year-to-year funding needs for each location.

*Performance Indicators: Strategic Enrollment Management Plan (SEMP) completed and implemented; SEMP assessed annually to determine goal status.*

## Objective 3.f.

Regularly assess policies, processes, and practices, and implement revisions to continuously improve standardized business operations.

*Performance Indicators: Business process map completed to identify current process functions; annually assess to determine improved levels of efficiency and effectiveness.*

## Objective 3.g.

Pursue strategic grant opportunities and build relationships with community, business, and alumni to augment curricular and student support pathways and programs.

*Performance Indicators: Baseline assessment of existing grants and other funding sources to determine the number, type, students served, outcomes, and total operational costs; assess biennially to determine progress on additional pursuits.*

# Goal 4

Strengthen a culture of equity, diversity, inclusion, anti-racism, and social justice by cultivating a culture of care, empathy, and mutual support in which students and employees are valued and respected.

## Objective 4.a.

Implement policies and procedures to regularly assess classroom and campus climates to ensure an inclusive, equitable, and collaborative environment.

*Performance Indicators: Classroom and campus climate assessments are conducted biennially to determine progress on improving climate.*



## Objective 4.b.

Address students' basic needs to advance economic and social justice by addressing students' basic needs, including, but not limited to, food and housing insecurities, transportation, health care, mental wellness, and access to technology.

*Performance Indicators: Participation in the #RealCollege survey; baseline assessment and monitoring in the aggregate the usage of basic needs resources; exit survey of students who withdraw from classes to determine if basic needs played a part in students' decision-making.*

## Objective 4.c.

Provide regular and easily accessible equity-minded professional development opportunities, which focus on developing racial literacy and engaging in honest and reflective dialogues around racial identities, racism, and racial justice.

> *Performance Indicators: Assessment of prior offerings to determine participation and feedback (i.e., what has been or is currently offered and what should be offered); monitor participation and input on offerings; assess progress via biennial climate surveys.*

## Objective 4.d.

Provide professional development opportunities which focus on improving outcomes for disproportionately-impacted, underserved students.

> *Performance Indicators: Assessment of prior offerings to determine participation and feedback (i.e., what has been or is currently offered and what should be offered); monitor participation and input on offerings; assess progress via student equity metrics.*

## Objective 4.e.

Build trust and improve morale by maintaining an environment of transparency and open communication among all employee groups and ensure the inclusion of a diversity of employee roles, backgrounds, and perspectives by proactively encouraging widespread engagement opportunities for input into the College's initiatives, programs, and plans.

> *Performance Indicators: Baseline campus climate survey, which includes open-ended questions related to communication, transparency, and inclusion of diverse perspectives; conduct listening sessions; assess biennially to determine progress.*

## Objective 4.f.

Provide all employees with professional learning and connection opportunities that promote healing, conflict resolution, vulnerability, honesty, and trust, focusing on mental health, interpersonal communication, and work-life balance.

> *Performance Indicators: Assessment of prior offerings to determine participation and feedback, what is currently offered, and decide what should be provided and assess participation.*
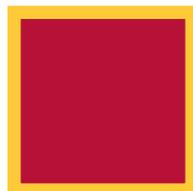
# Chapter 7

## Implementation Plan

To ensure that the Strategic Master Plan goals and objectives are successfully executed, College of the Desert will engage in an annual plan implementation process, which assesses, documents, and reports the status of each goal. This implementation protocol aligns with the annual planning and budget development cycle and establishes the specific activities for the upcoming academic year, which are as follows:

## Step 1.

### [September/October]

The **Assessment of Planning and Outcomes Subcommittee (APO)** will review the following:

a. the Strategic Master Plan goals and objectives and develop initial draft recommendations for the College Planning Council (CPC) regarding the critical actions needed to achieve each SMP goal, the position with oversight responsibility for each activity, and the timeline for activity completion; and,

b. review Annual SMP Implementation Reports and make recommendations to the CPC and the Superintendent/President for activities to include in the **Annual Strategic Master Plan Implementation Guide** for the following academic year.

c. provide an update at least annually at one FLEX session.

## Step 2.

### [October/November]

The CPC will create an **Annual Strategic Master Plan Implementation Action Guide** for the following academic year, which will identify the following:

a. **activities** needed to achieve specific key actions associated with the overarching SMP goal;

b. the **Activity Process Leads (i.e., R.A., or "responsible administrators")** for overseeing the completion of each activity;

c. the **outcome(s)** for each activity; and,

d. resource(s) needed for each activity. [NOTE: align with college-wide annual planning and resource request process]

## Step 3.
### [December]

The *Annual Strategic Master Plan Implementation Action Guide* is posted on the College's website and distributed to the College community.

## Step 4.
### [April]

Activity Process Leads will each complete and submit to the CPC an *Annual Strategic Master Plan Implementation Report*, including:

    a.  progress on each activity;

    b.  outcomes for completed activities; and,

    c.  additional actions and anticipated completion deadline for activities still in progress.

## Step 5.
### [April]

*Annual Strategic Master Plan Implementation Reports* are due and submitted to APO for review in April with specific deadlines (days/dates) published each year in the *Annual Strategic Master Plan Implementation Action Guide*.

# Appendix

**Strategic Master Plan webpage links all SMP planning archives and resources: College of the Desert SMP Webpage.**