College of the Desert College-Wide Strategic Visioning Sessions September 2022

- Faculty: 9/19, 2:30-4:00PM and 4:30-6:00PM
- Classified: 9/19, 12:00-1:30PM and 9/21, 10:00-11:30AM
- Students: 9/20, 2-3:30PM and 4:30-6:00PM
- Administrators/Confidentials: 9/21, 3:00-4:30PM

Integrated Academic Solutions Team

IAS

- Diane White, IAS Principal & Project Lead
- Dr. Frank Harris III, Equity Strategist

Getting Started

- Session is recorded so that we can capture valuable feedback and ideas.

- Please put your name in the chat. If you are an employee, tell us what your role is at College of the Desert.

- Please *mute* when not talking.

- Please raise hand to speak.

- Use Chat Room for comments/questions.

- To access the SMP webpage during this visioning session to find information we will be discussing or drop a comment: https://codstrategicplanning.com/

- Online polls using cell: www.menti.com (code 3698 1695)

Welcome, Overview, Outcomes, Introductions

Outcomes:

- SMP: Purpose & Functions in Integrated Planning

- Overview: Project Timeline

- Mission, Vision, and Values: purpose, drafts, and input

- Key Data Trends

- SWOTC Survey Themes

- Turning Opportunities and Weaknesses into Strengths

- Areas of Focus for SMP

- Any questions for us before we start?

Strategic Master Plan
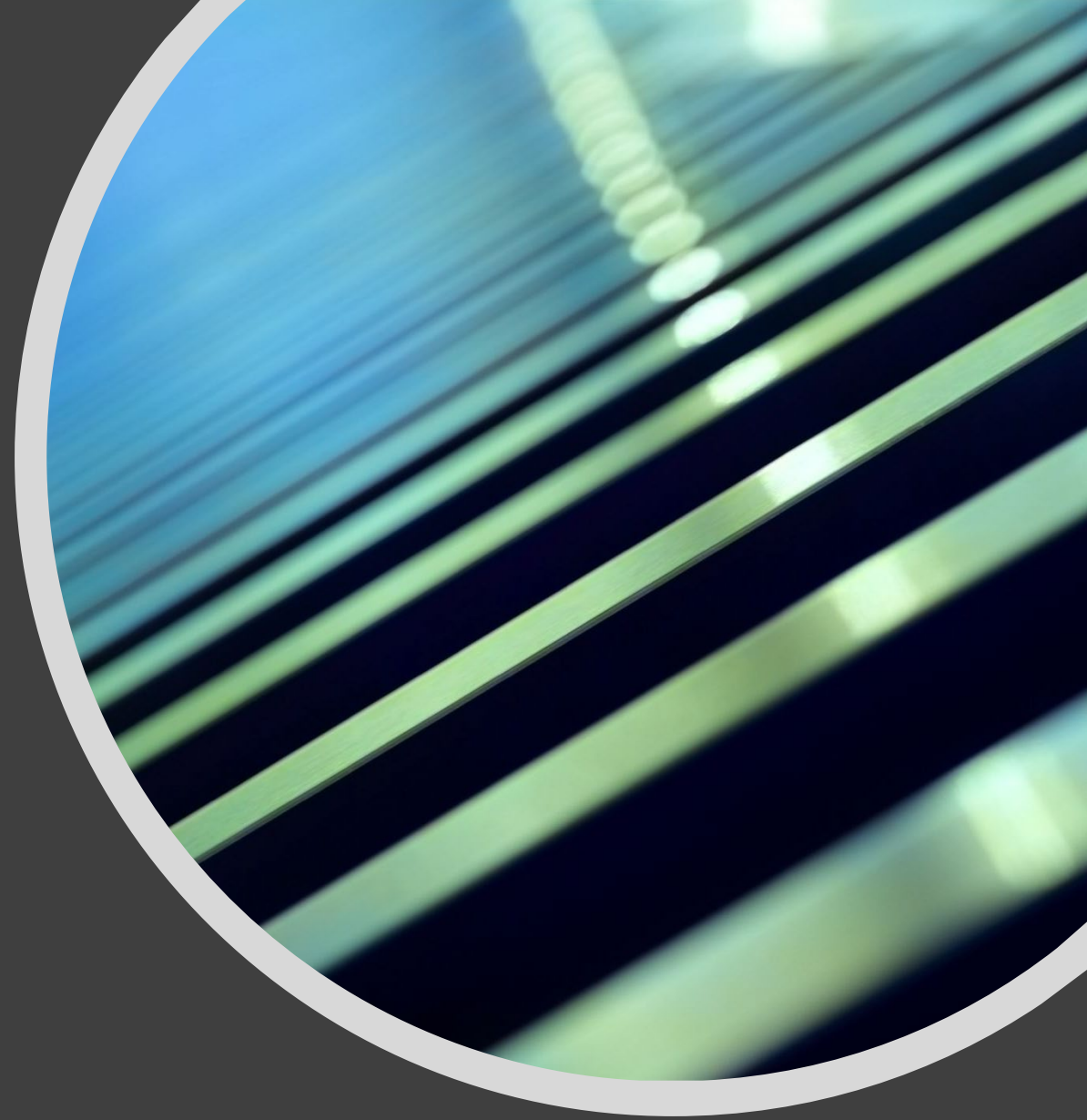
What is it?

What is its purpose?

WHAT

…provides high-level guidance for institutional decisions…

…makes sure that decisions and operations:

Carry out the mission, vision, and values

Comply with mandates, government regulations, accreditation standards

*Keep the institution operationally and fiscally healthy - now and in the future"*

PURPOSE

"…can allow higher education institutions to successfully maneuver through the evolving educational landscape."

The Human Side of the Strategic Planning Process in Higher Education by Robert P. Delprino; Society of College and University Planners (SCUP)
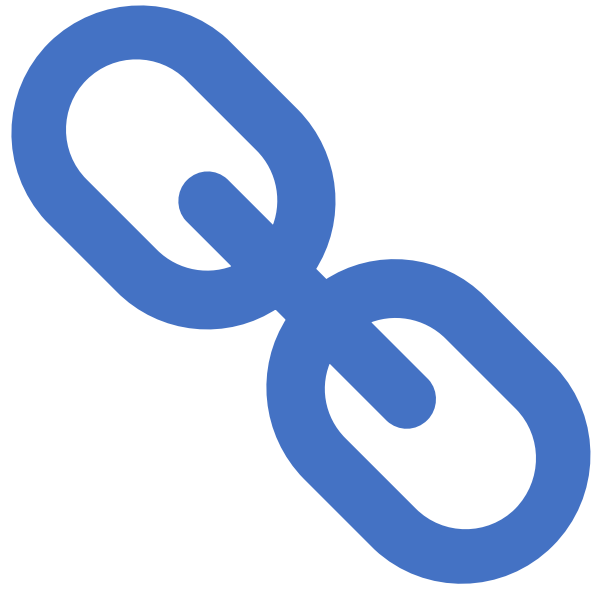
Integrated Planning
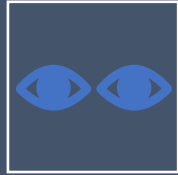
WHAT IS IT?
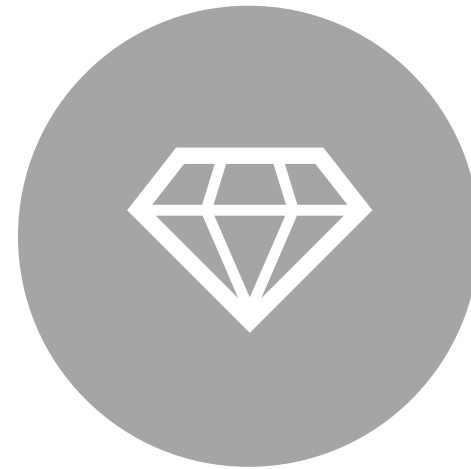
WHAT IS ITS VALUE?

Integrated Plans

Links "*vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.*"

Society of College and University Planners

Integrated Planning Elements & Functions

Mission, Vision, Values

Basis for all planning

Strategic Plan

Guides the overall direction of the College's energies and resources

Educational Master Plans

Outlines the long-term course for addressing educational needs. *Aligned with SEAP!

Institutional Support Plans (e.g., facilities, technology, human capital, enrollment management)

Guide the implementation of SMP & EMP goals and objectives.

Overview: Project Phases, Timeline and Benchmarks

| Phase	Benchmark Activities
Phase 1: Preplan (April - May 2022)	✓ Plan SMP Project ✓ Form Work Group formation and Kick-off ✓ Mission, Vision, Values (MVV) survey
Phase 2: Investigate (May - July 2022)	✓ Environmental data scan and identify trends ✓ Review MVV survey results & themes
Phase 3: Formulate (August - September 2022)	✓ Draft MVV statements ✓ SWOTC Survey ✓ **Conduct listening sessions with students and visioning sessions with internal and external stakeholders** ✓ **Synthesize all environmental data & stakeholder feedback** ✓ **Formulate strategic goals, key actions, metrics, and implementation protocol**
Phase 4: Complete (September - November 2022)	✓ **Develop and share MVV and SMP for campus-wide feedback and through the participatory governance process** ✓ **Final edits** ✓ **Governance approvals** ✓ **Publication**

Mission, Vision, and Values

Definitions

Purpose

Current and Proposed Statements

Your feedback

Mission

COD's Statement of Purpose

Vision

COD's Future State

Values

What COD Stands For
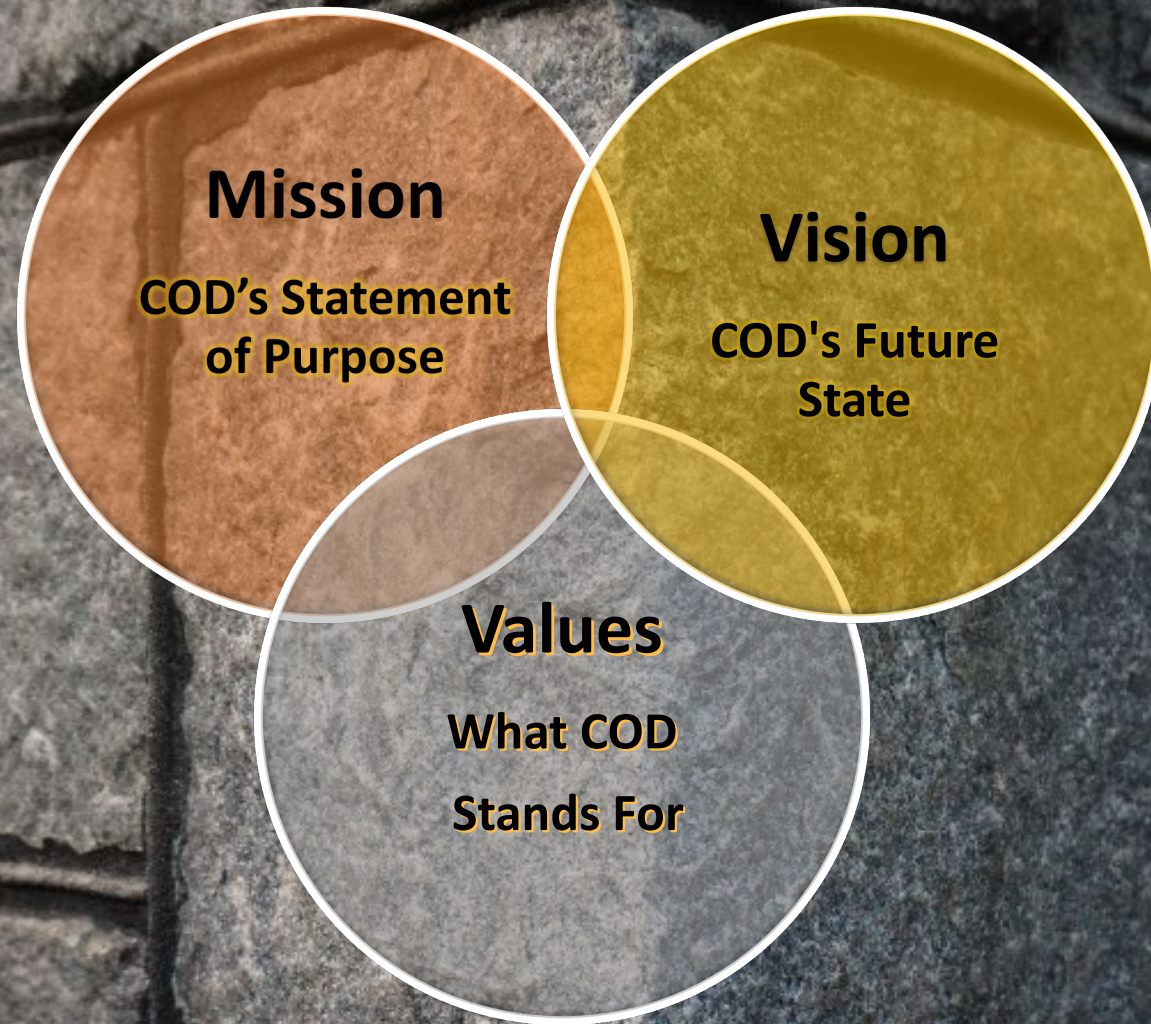
Planning Cornerstones

Mission Statement

Definition & Purpose:

Brief statement that explains:

- Why the college exists.
- What needs the college has been created to fulfill.

Functions:

- Helps establish and maintain programmatic priorities, especially important during challenging times!

- Helps the college adhere to its primary purpose.

Vision

Describes:
- what the college intends to become in the future

Function:
- specific characteristics or features that will define the college
- motivates, inspires around an achievable future state.

Values

- What the college stands for (e.g., principles, standards, mores)

- Declares: "*These are the characteristics we believe are important in <u>how we do our work</u>.*"

Mission

Current	Proposed
College of the Desert provides excellent educational programs in basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit and distance education, which are continuously evaluated and improved. Our programs and services contribute to the success, learning and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond.	College of the Desert (COD) is a student-centered community college that provides quality, accessible, and affordable educational and training programs and support services that are relevant and responsive to the diverse regional, industry, and student needs. Every member of our diverse and inclusive college enriches our campus culture, and we are dedicated to creating an environment of belonging for all. COD empowers students to identify and achieve their goals; in doing so, COD fulfills its commitment to the community to improve the social welfare of the region, enhance the local economy, close persistent equity gaps, and prepare future community workforce professionals and leaders.

Vision

Current	Proposed
College of the Desert will be a center of collaborations and innovations for educational enrichment, economic development and quality of life in the Coachella Valley and surrounding communities.	College of the Desert (COD) will be a driving force in transforming students' lives by providing access to excellent educational programs and services while fostering a climate that actively celebrates diversity, embraces equity, is inclusive, promotes social justice, and strives to improve continuously.

Values

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

Student Success: Student learning and growth are central to all we do.

Diversity and Inclusion: We embrace the diversity of our community and uphold the dignity and worth of the individual.

Integrity: We are open, honest and reliable.

Respect: We value the thoughts, words, and actions of our students, colleagues, and community.

Dedication: Our faculty, staff and administrators are responsible leaders who effectively implement programs in support of student learning and efficient college operations.

Professionalism: We are current in our areas of expertise and embody high standards of conduct.

Communication: We communicate with authenticity in pursuit of broad understanding, effective dialog, and inclusive decision-making.

Lifelong Learning: Learning is essential to living, for our students, faculty and staff.

Proposed

Faculty and staff fulfill our vision and mission by creating and sustaining a college climate and culture where all are welcomed and valued for their individual dignity and worth. We recognize the importance of diversity and acknowledge the rich and unique contributions each person makes to advance the College. To this end, the following values guide our actions.

Diversity, Equity, Inclusion, and Accessibility: We embrace the diversity of our community and uphold the dignity and worth of the individual. We strive to create equitable and accessible safe spaces so each individual can learn, grow, and complete their educational goals. We commit to transforming and removing unjust systemic structures.

Social Justice: We commit to a communal effort dedicated to creating and sustaining a fair and equal society in which each person and all groups are valued and affirmed. We embrace efforts to end systemic violence and racism and all systems that devalue the dignity and humanity of any person. We recognize the legacy of past injustices and promote efforts to empower individual and communal action in support of restorative justice and the full implementation of human and civil rights. (cite author.)

Integrity and Transparency: We communicate openly, honestly, and with authenticity. We pursue broad understanding, effective dialog, and inclusive decision-making.

Respect, Open and Civil Communication, and Collegiality: We value the thoughts, words, and actions of our students, colleagues, and community. We encourage open dialogue, healthy dissent, and varying opinions so that we may come together to serve our students, employees, and the community.

Innovation: We create safe spaces for empowerment, creativity, courage, and exploration to provide a unique student and learning-centered culture that fosters innovation.

Access: We commit to opening our virtual and physical doors to our students, employees, and the community to ensure the fulfillment of our mission and vision.

Student Success and Completion: We commit to student learning, goal completion, and personal fulfillment in alignment with the California Community College Chancellor's Office Vision for Success.

Stewardship, Accountability, and Stable Fiscal Environment: As good stewards of the public trust, we take thoughtful, intentional, and responsible action in allocating resources and fulfilling our mission and vision. We plan for and respond to dynamic fiscal conditions through ongoing evaluation, reallocating existing resources, and developing new funds.
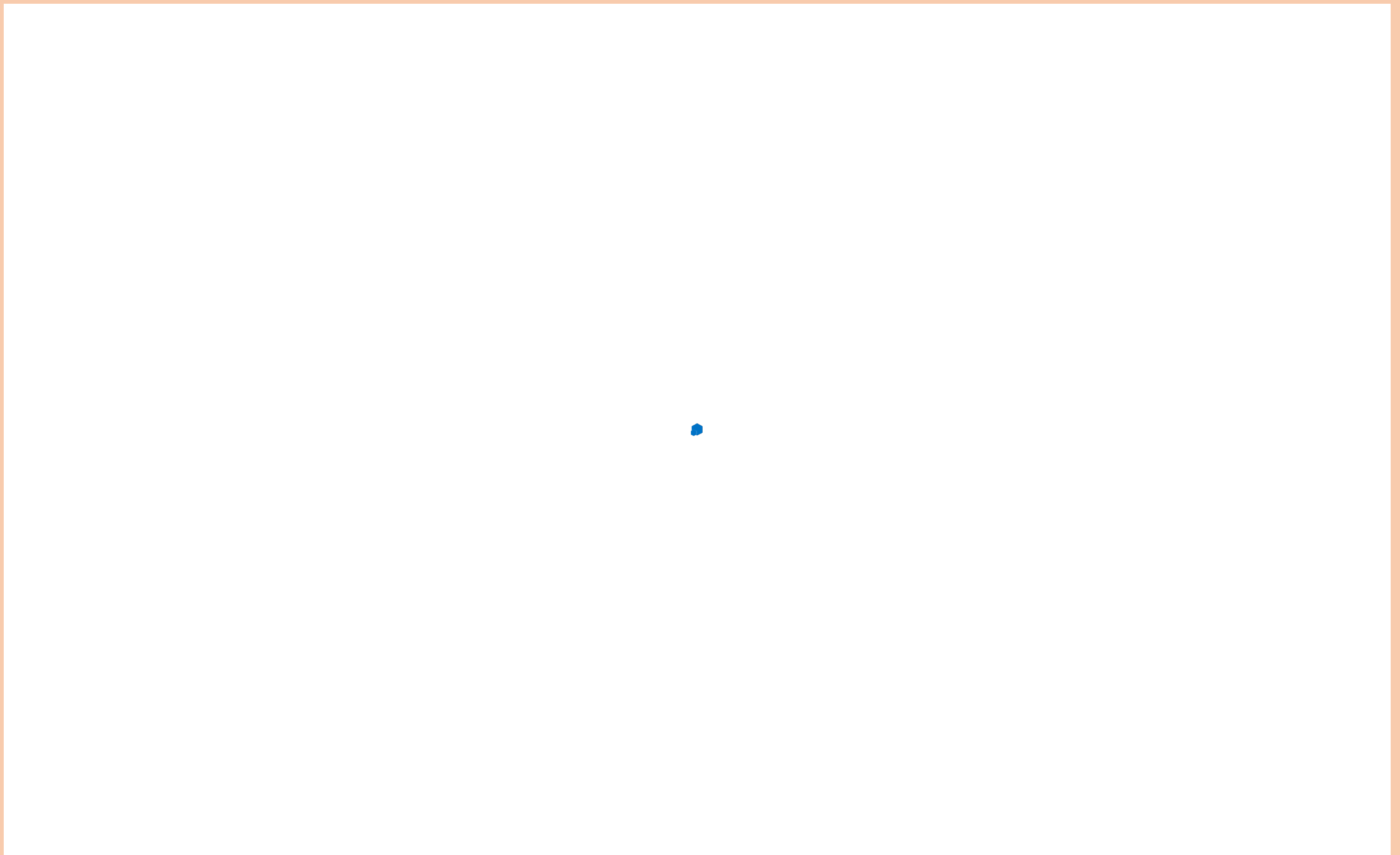
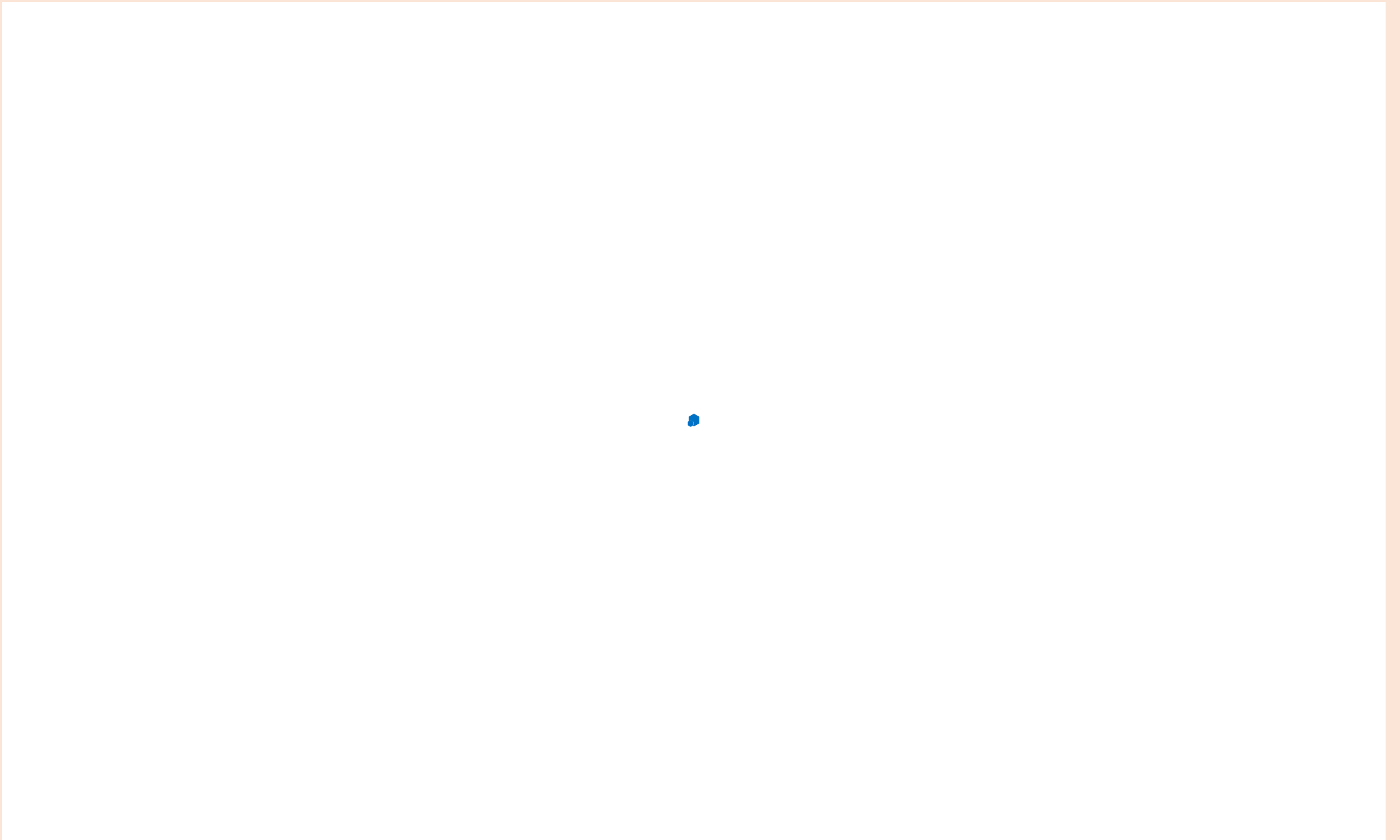# Feedback: Mission, Vision, Values

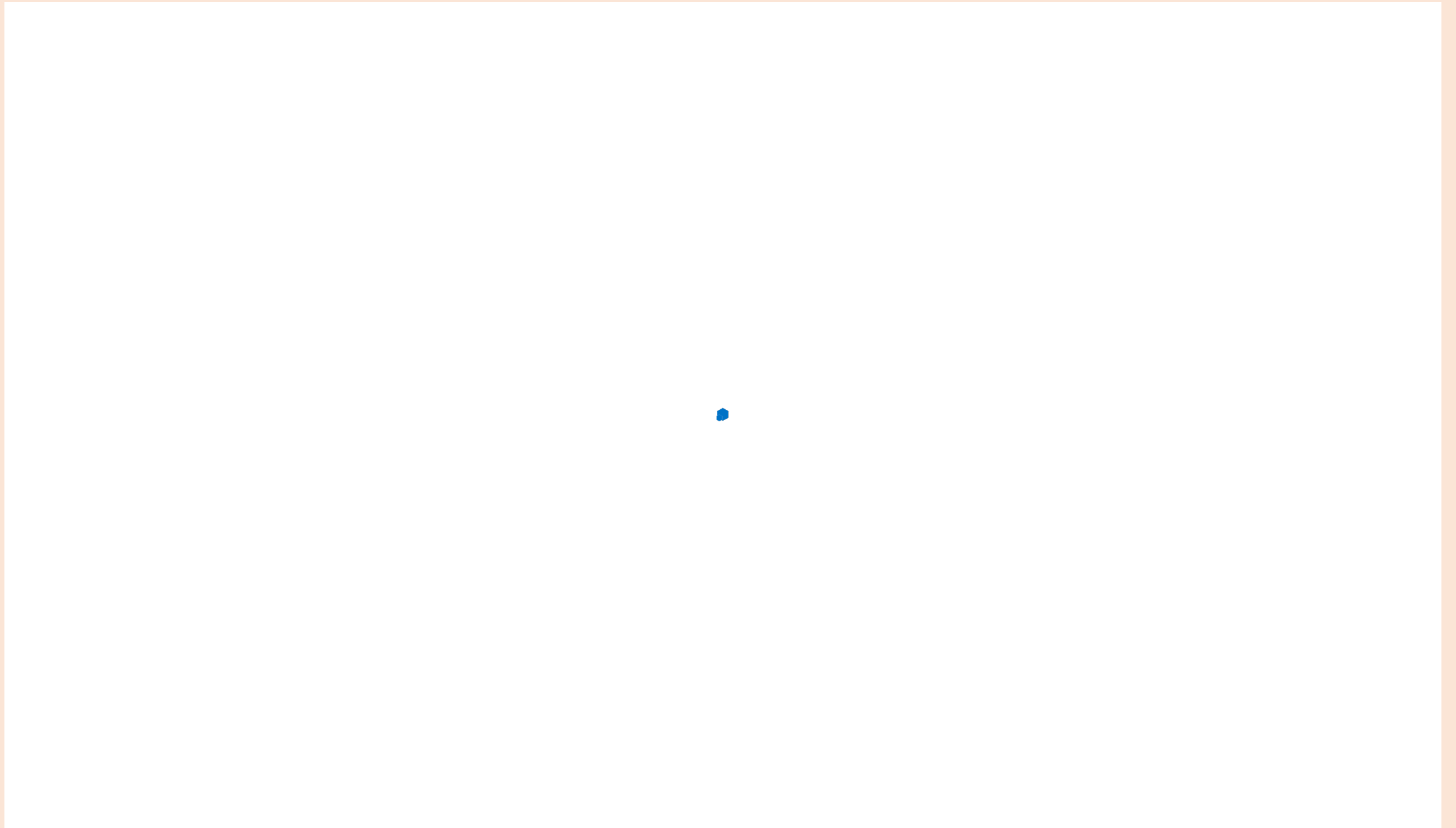Drop your comments into Chat.

Mentimeter Polling (coming up!)

SMP Webpage: Draft Statements and Feedback Portal
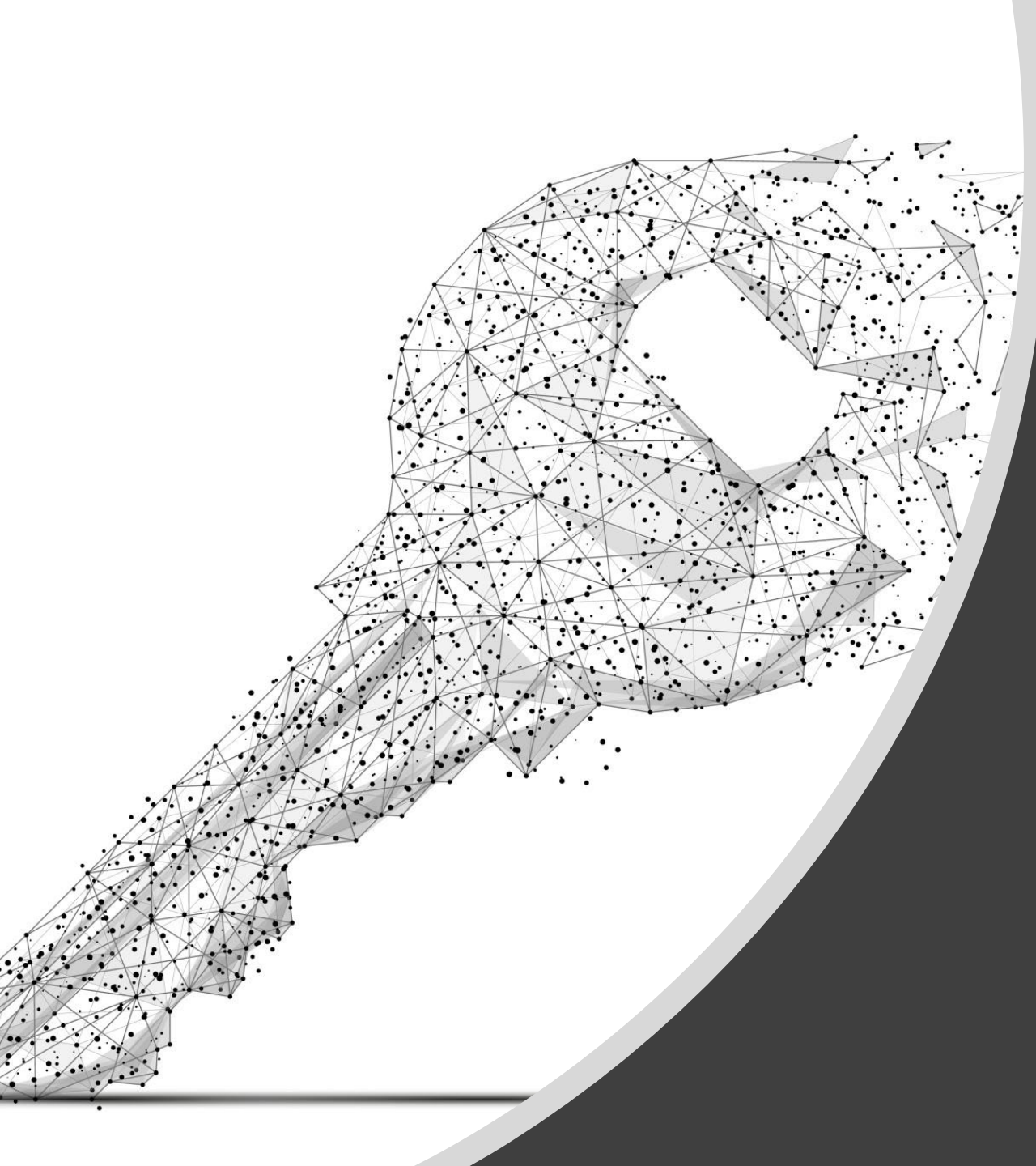
https://codstrategicplanning.com/

SMP Work Group will review your input at upcoming meetings.

Environmental Scan

Key Data Trends

External Trends

Sources

- 2020 US Census
- CA EDD
- CA Department of Education
- CA Department of Finance
- Berkeley Opportunity Index

- 10 COD Service Area Cities _ comparisons with Riverside¯ Co. and CA
- Disaggregated whenever possible

Demographic
- ✓ Population Size
- ✓ Race/Ethnicity
- ✓ Age
- ✓ Household Size
- ✓ Educational Attainment
- ✓ Household Computing/Broadband Access

Unemployment

Poverty

K12 Trends & Projections

Labor Market Projections for Living Wage Occupations

Demographic

Population Growth: all cities less than 1%/annually (Riverside Co. .5%)

Race/Ethnicity:

- 50% Hispanic
- highly segregated region - map to income levels

Age:

- bifurcated & dichotomous
- Largest cohort 55+
- Second largest cohort under 20

Household Size

- Avg Size Owner: 2.4
- Avg. Size Rent: 2.9
- Varies by race/ethnicity and income

Demographic

Educational Attainment: maps to patterns of racial and economic segregation

- Highest % w/o HS Diploma: Mecca, Thermal, Coachella (predominantly Hispanic)
- Highest % with BA or Higher: Palm Springs, Palm Desert, La Quinta, Rancho Mirage (predominantly White)
- Significant % of HS graduates w/o college degrees across CV

Unemployment: By City

Unemployment Rate, 2020
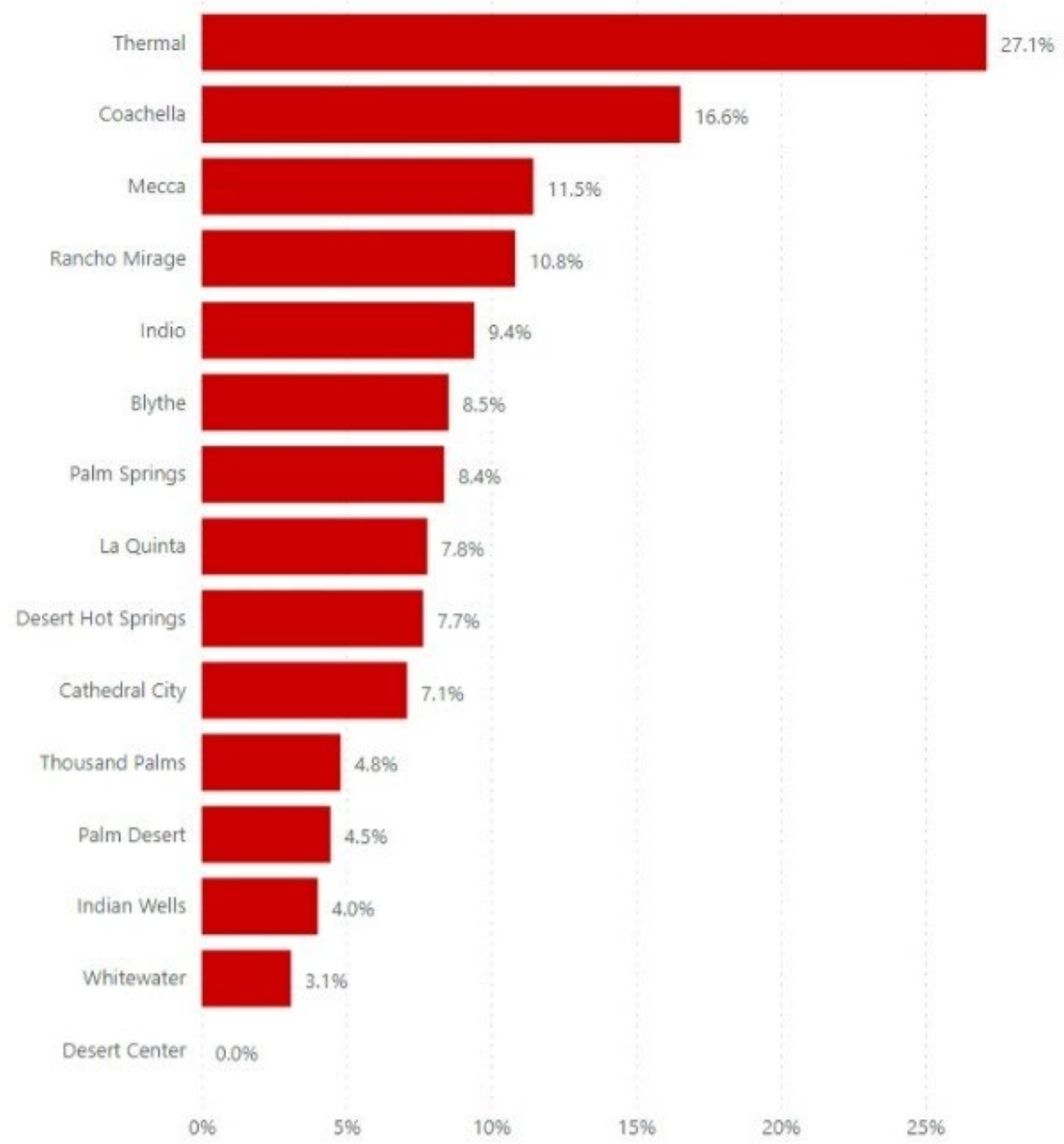
City	Unemployment Rate
Thermal	27.1%
Coachella	16.6%
Mecca	11.5%
Rancho Mirage	10.8%
Indio	9.4%
Blythe	8.5%
Palm Springs	8.4%
La Quinta	7.8%
Desert Hot Springs	7.7%
Cathedral City	7.1%
Thousand Palms	4.8%
Palm Desert	4.5%
Indian Wells	4.0%
Whitewater	3.1%
Total	**9.1%**

Demographics: Household Internet

City	Households 2016-2020	% Internet	% W/O Internet	# W/O Internet
Desert Center	116	100%	0%	-
LaQuinta	16,292	92.6%	7.4%	1,206
Indian Wells	2,885	90.2%	9.8%	283
Rancho Mirage	9,637	90.2%	9.8%	944
Palm Desert	24,335	89.1%	10.9%	2,652
Whitewater	331	88.5%	11.5%	38
Palm Springs	24,767	88%	12%	2,972
Indio	33,806	86.5%	13.5%	4,564
Cathedral City	19,716	85.9%	14.1%	2,780
Mecca	2,051	82.3%	17.7%	363
Desert Hot Springs	10,776	81.7%	18.3%	1,972
Coachella	17,508	81.6%	18.4%	3,221
Blythe	4,759	78.6%	21.4%	1,018
Thousand Palms	2,822	76.1%	23.9%	674
Thermal	649	67.2%	32.8%	210
TOTAL	170,450			22,897

Poverty: By City

Percent of Individuals in Poverty, 2020

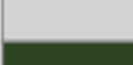| City	Poverty Rate
Thermal	35.4%
Mecca	28.9%
Desert Hot Springs	23.8%
Coachella	18.9%
Cathedral City	18.4%
Whitewater	18.1%
Indio	17.0%
Palm Springs	16.3%
Blythe	15.5%
La Quinta	14.1%
Palm Desert	12.7%
Thousand Palms	12.0%
Rancho Mirage	11.6%
Indian Wells	7.5%
Desert Center	2.5%
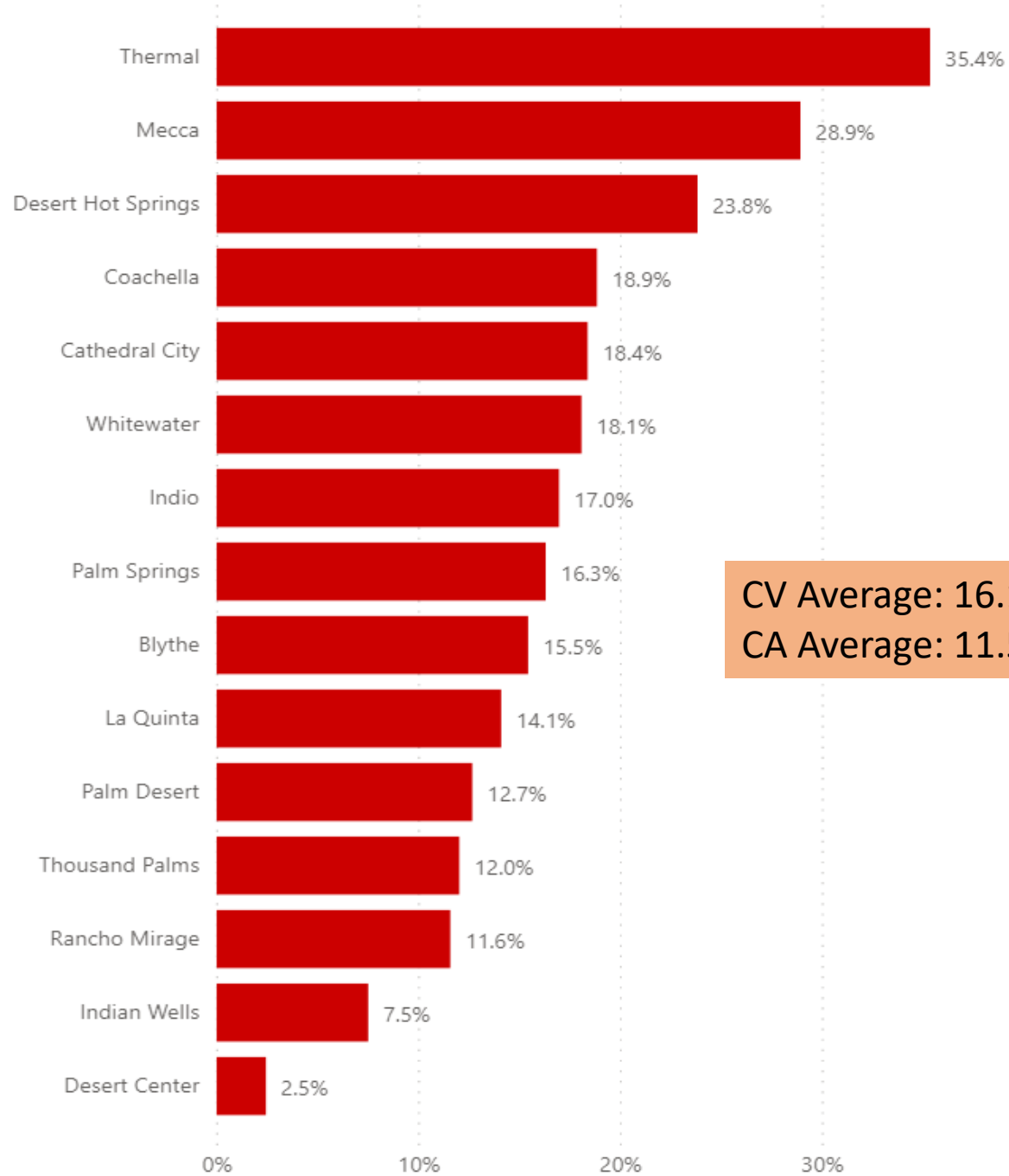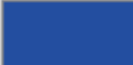
CV Average: 16.1%
CA Average: 11.5%

Thermal 35.4%
Mecca 28.9%
Desert Hot Springs 23.8%
Coachella 18.9%
Cathedral City 18.4%
Whitewater 18.1%
Indio 17.0%
Palm Springs 16.3%
Blythe 15.5%
La Quinta 14.1%
Palm Desert 12.7%
Thousand Palms 12.0%
Rancho Mirage 11.6%
Indian Wells 7.5%
Desert Center 2.5%

0%   10%   20%   30%

Desert Hot Springs

PALM SPRINGS

Cathedral City

INDIO

La Quinta

Coachella
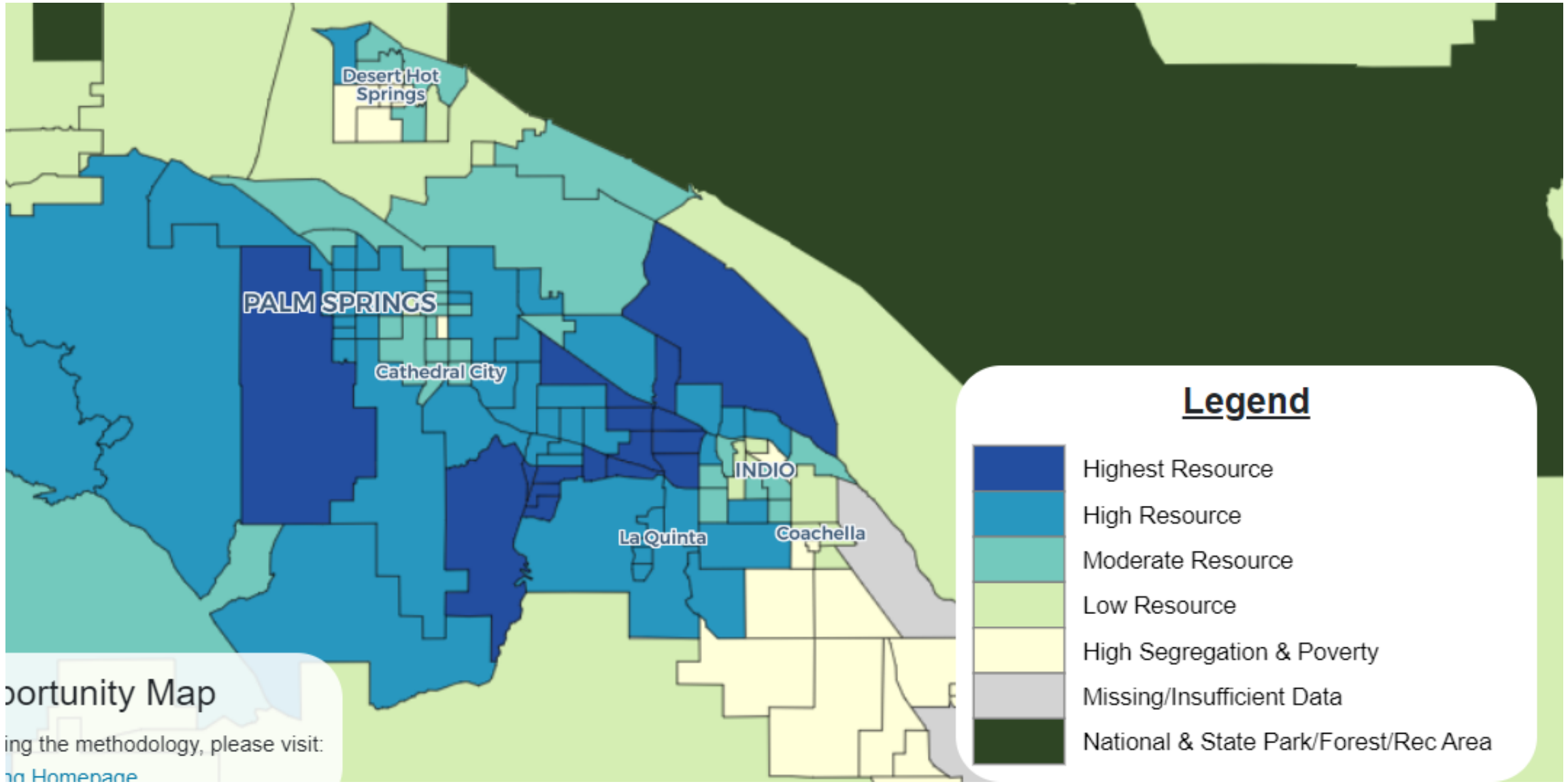
Legend

- Highest Resource
- High Resource
- Moderate Resource
- Low Resource
- High Segregation & Poverty
- Missing/Insufficient Data
- National & State Park/Forest/Rec Area

oortunity Map

ng the methodology, please visit:

ng Homepage

K12

Trends and Forecast

K12 Trends and Forecasts

"...most districts will need to adjusts to a new normal or lower enrollment levels."

Public Policy Institute of California

Enrollment Trends: SY2017-2018 to SY2021-2022

School District	SY2017-2018	SY2021-2022	Change: n. (%)
Palm Springs Unified School District	23,103	21,306	1,797 (-7.7%)
Desert Sands Unified School District	28,708	26,698	2,010 (-7%)
Coachella Valley Unified School District	18,372	16,865	1,507 (-8.2%)
Desert Center Unified School District	15	28	13 (86%)

Source: California Department of Education Data Quest

K12 Trends and Forecasts

Largest declines nationwide are among youngest children: Pre-K through Grade K: -13% (Fall 2009 and Fall 2018)

[National Center for Education Statistics]

Grade K Enrollment Trends: SY2017-2018 to SY2021-2022

School District	SY2017-2018	SY2021-2022	Change
Palm Springs Unified School District	8.1%	7.5%	- .6
Desert Sands Unified School District	8.0%	7.6%	- .4
Coachella Valley Unified School District	8.4%	7.9%	- .5
Desert Center Unified School District	33%	21.4%	-11.6

Source: California Department of Education Data Quest

Riverside County Projections 2018-2028: -1%

California 2018-2028: -7%

Adult Education Fact Sheet Data: Desert Consortium "At-a-Glance"

Over 18 Population: 344,280

No HS Diploma: 68,754

Foreign Born: 103,308

Language Spoken at Home: 88% Spanish

Adults with Disabilities: 55,389

Near/below Poverty: 132,804

Veterans: 25,267

High-quality Occupations in the Inland Empire/Desert Region

- "High-quality jobs" = in-demand and high-wage

- In-demand:
  - at least 100 projected annual job openings over the next five years
  - opportunities due to new job growth and replacement need

- High-wage:
  - median wage of at least $24.36 per hour (or $51,452 annually); the regional self-sustainable hourly rate for a single adult with one school-age child
  - [*Median household size is closer to 3.]

*Also reported: jobs that do not meet the strict in-demand or high-wage ($24.36 or greater per hour) criteria but that are expected to have at least 50 annual job openings.

Highlights of High-Quality Occupations

Requiring community college degree, certificate, preparation

Ten Industry Sectors

Highlights of High-Quality Occupational Sectors

Sectors with *Greatest* Number of High-Quality Job Projections

Sectors with *Fewest* Number of High-Quality Job Projections

Advanced Manufacturing

Advanced Transportation & Logistics

Business & Entrepreneurship

Energy, Construction, Utilities

Health

Information & Communication Technologies/Digital Media (ICT/DM)

Public Safety

- Education & Human Development
- Retail, Hospitality, & Tourism
- Agriculture and Additional Sectors

Health

Registered Nurses (2,382 jobs)
- $52.44 hourly; $109,072 annually

Licensed Vocational Nurses (789 jobs)
- $28.69 hourly; $59,683 annually

Clinical Laboratory Technologists & Technicians (182 jobs)
- $24.77 hourly; $51,517 annually

Dental Hygienists (164 jobs)
- $47.66 hourly; $99,138 annually

Radiologic Technologists & Technicians (162 jobs)
- $40.35 hourly; $83,924 annually

Psychiatric Technicians (132 jobs)
- $30.25 hourly; $62,925 annually

Respiratory Therapists (131 jobs)
- $36.40 hourly; $75,713 annually

Physical Therapist Assistants (127 jobs)
- $31.46 hourly; $65,438 annually

Energy, Construction, & Utilities

- **First-Line Supervisors/Construction Trades & Extraction Workers (876 jobs)**

  $30.74 hourly; $63,947 annually

- **Plumbers, Pipefitters, & Steamfitters (710 jobs)**

  $26.32 hourly; $54,750 annually

- **Operating Engineers & Other Construction Equipment Operators (518 jobs)**

  $36.62 hourly; $76,167 annually

- **Structural Iron & Steel Workers (200 jobs)**

  $33.51 hourly; $69,693 annually

- **Construction & Building Inspectors (180 jobs)**

  $39.64 hourly; $82,442 annually

- **Sheet Metal Workers (168 jobs)**

  $27.09 hourly; $56,357 annually

- **Water and Wastewater Treatment Plant & System Operators (135 jobs)**

  $34.29 hourly; $71,332 annually

- **Architectural and Civil Drafters (120 jobs)**

  $25.22 hourly; $52,448 annually

Business & Entrepreneurship

Occupation	Wage
General and Operations Managers (1,921 jobs)	$47.43 hourly; $98,651 annually
First-Line Supervisors of Office & Administrative Support Workers (1,634 jobs)	$28.34 hourly; $58,944 annually
Sales Representatives, Wholesale & Manufacturing (Except Technical & Scientific Products) 1,388 jobs	$28.62 hourly; $59,531 annually
Buyers & Purchasing Agents (346)	$27.97 hourly; $58,168 annually
First-Line Supervisors of Non-Retail Sales Workers (323)	$25.82 hourly; $53,711 annually
Property, Real Estate, & Community Association Managers (308 jobs)	$32.43 hourly; $67,461 annually
Administrative Services & Facilities Managers (283 jobs)	$47.01 hourly; $97,790 annually

Advanced Transportation & Logistics

First-Line Supervisors/ Transportation & Material Moving Workers (Except Aircraft Cargo Handling)   1,292 jobs

$28.42/hourly; $59,109 annually

Transportation, Storage, and Distribution Managers 273 jobs

$44.41 hourly; $92,374 annually

Mobile Heavy Equipment Mechanics (Except Engines)   250 jobs

$30.32 hourly; $63,067 annually

Logisticians (207 jobs)

$38.58 hourly; $80,238 annually

Aircraft Mechanics and Service Technicians (161 jobs)

$35.48 hourly $73,798 annually

Information & Communication Technologies/Digital Media (ICT/DM)

- **Telecommunications Equipment Installers & Repairers (Except Line Installers) 354 jobs**

    $27.84 hourly; $57,905 annually

- **Computer User Support Specialists (293 jobs)**

    $27.91 hourly; $58,056 annually

- **Telecommunications Line Installers & Repairers (145 jobs)**

    $27.78 hourly; $57,776 annually

- **Network & Computer Systems Administrators (131 jobs)**

    $41.66 hourly; $86,660 annually

- **Web Developers & Digital Interface Designers (123 jobs)**

    $28.76 hourly; $59,811 annually
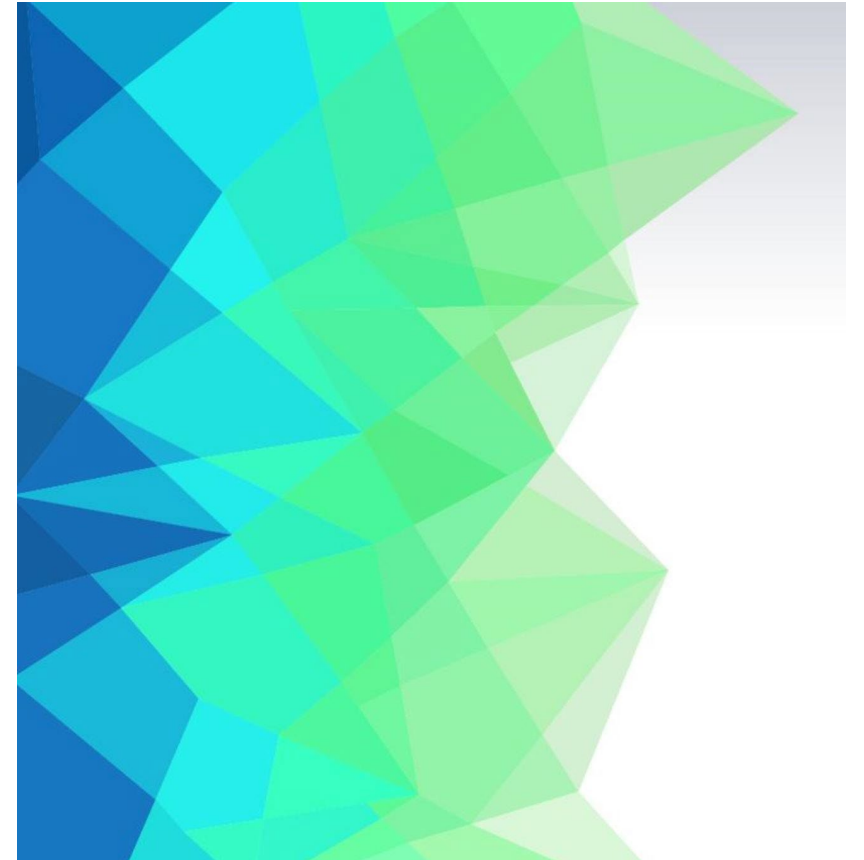
Advanced Manufacturing Sector

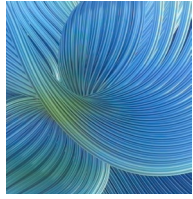First-Line Supervisors of Production and Operating Workers (496 jobs)

- $30.06/hourly; $62,515 annually

First-Line Supervisors of Mechanics, Installers, and Repairers (487 jobs)

- $38.42 hourly; $79,914 annually

Industrial Machinery Mechanics (315 jobs)

- $30.64 hourly; $63,733 annually

Public Safety

Police and Sheriffs Patrol Officers (575 jobs)

- $50.40 hourly; $104,827 annually

Correctional Officers & Jailers (515 jobs)

- $40.98 hourly; $85,242 annually

Firefighters (284 jobs)

- $32.43 hourly; $67,461 annually

Miscellaneous First-Line Supervisors, Protective Service Workers (161 jobs)

- $25.72 hourly; $53,499 annually

Education & Human Development

Interpreters and Translators (115 jobs)

- $35.10 hourly; $73,000 annually

All other high-demand occupations listed for this sector require a BA/BS degree.

Retail, Hospitality, & Tourism

Chefs and Head Cooks (161 jobs)

- $26.46 hourly; $55,036 annually

Note: single high-quality occupation listed for this sector.

Agriculture and Additional Sectors

Paralegals and Legal Assistants (246 jobs)

$27.01 hourly; $56,191 annually

Note: only high-quality occupation listed for this sector with CC degree/certificate as entry level education.

Thoughts?

Is COD positioned to prepare students for these high-quality occupations?

Student Voices

Strengths
Weaknesses
Opportunities
Threats
Challenges

SWOTC Survey

SWOTC Questions

- **Strengths**: qualities that enable COD to accomplish its mission; things COD does particularly well.

- **Weaknesses**: qualities that prevent COD from accomplishing its mission, achieving its full potential; resources, systems, practices that COD could improve.

- **Opportunities**: openings or chances for COD to do something positive.

- **Threats**: uncontrollable, unfavorable conditions outside of COD that risks its stability and/or success.

- **Challenges**: obstacles that could damage COD; situations or conditions that the College can confront and eventually overcome.

Strengths...

student services

resources available unique

Location COD community Diversity

local education

college students support

valley

Great faculty caring programs

access campus Coachella Valley

faculty staff educational opportunities

Number of mentions

fewer 3   22 more
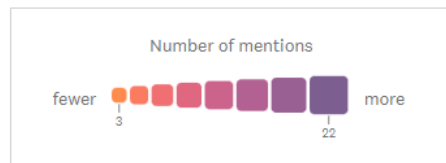
Themes

Affordability

High-quality, unique programs and support services

Only CC in the valley

Physical resources (multiple locations, hyflex capabilities)

Caring, dedicated faculty and staff

Commitment to diversity, equity, and inclusion

Great and diverse students!

Economically vibrant region

Weaknesses

THEMES

Governing Board effectiveness
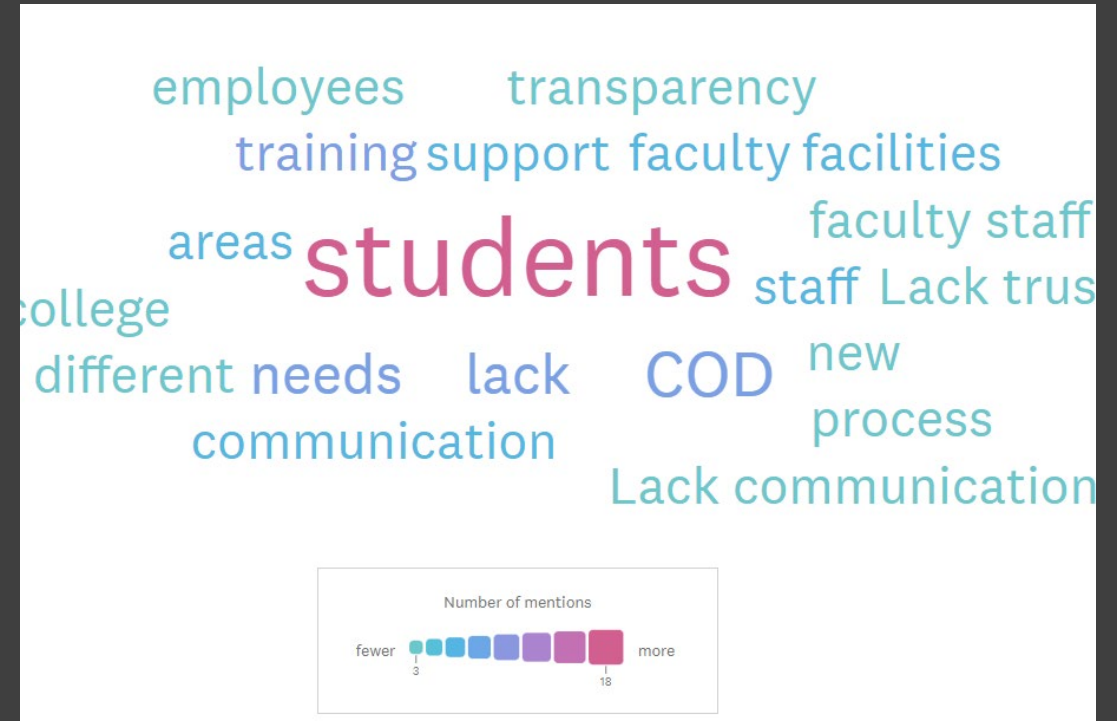
Common vision, focus, and purpose

Communication

Trust

Employee hiring and retention

Professional development

Technology/Cyber vulnerabilities

External or community politics

Complex processes & structures

Opportunities

Themes

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

Expansion of strategic partnerships (e.g., non-profits, K12, transfer institutions, local employers)
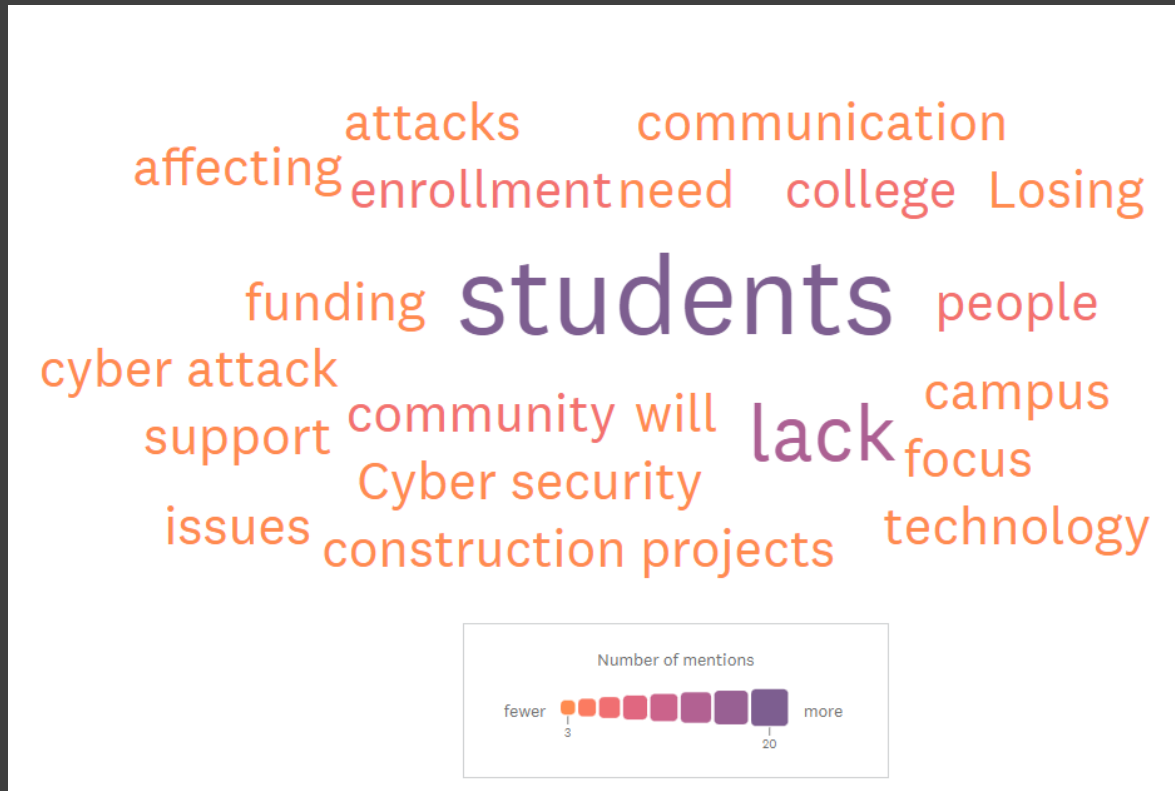
Leverage advanced technology (e.g., hyflex classes, state-of-the-art IT) to expand access to services and programs

Increasing understanding of diversity, equity, inclusion, and access throughout the institution

Recruiting, hiring, retaining diverse workforce.
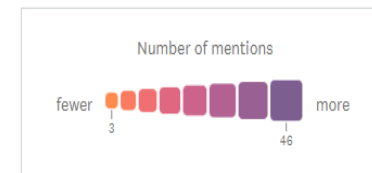
Threats

Themes

Enrollment decline (including K12 decline) & fiscal Impact

Increased operating costs

Pandemics, unforeseen disasters
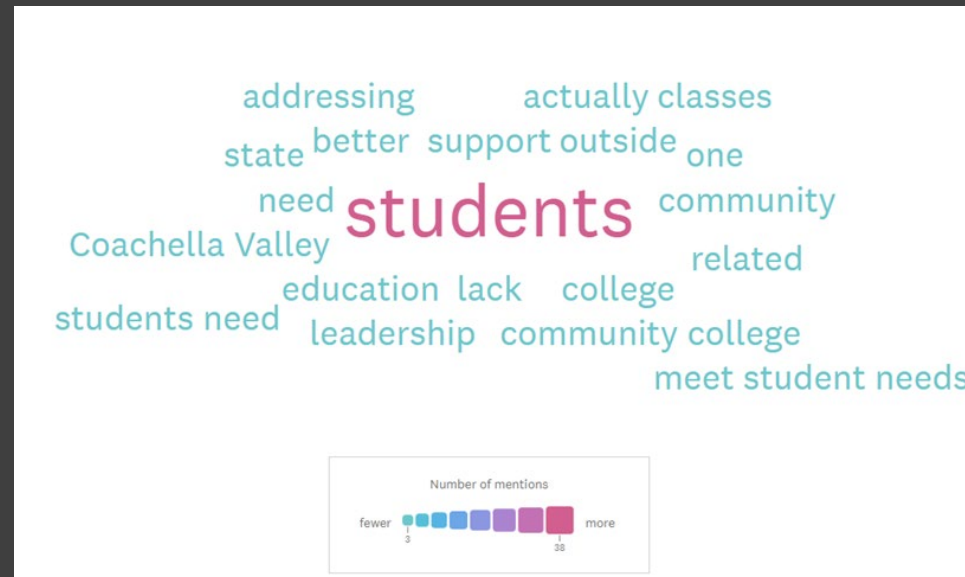
Cyber attacks and technology needs

Hostility, discord (from both external and internal sources)

Challenges

Themes:
- ❑ Employee apathy, disengagement, low morale
- ❑ Adequate staffing
- ❑ State mandates
- ❑ Racism
- ❑ Falling enrollment
- ❑ Organizational inefficiency and barriers to student success
- ❑ Meeting broad scope of students' needs

addressing   actually classes
state better support outside one
need **students** community
Coachella Valley
related
education lack college
students need leadership community college
meet student needs

Number of mentions

fewer ▪▪▪▪▪▪▪ more
3   38

Turning Opportunities and Weaknesses Into Strengths

Turning Opportunities and Weaknesses into Strengths (TOWS)

Strengths	Opportunities
Turn Strengths into Opportunities	
Use Strengths to Avoid and/or Avert Threats	Use Opportunities to Overcome and/or Mitigate Weaknesses
Threats	**Weaknesses**
Mitigate	

Source: Adapted from Hunger and Wheelen 2007.

Using Mentimeter or Chat:

How can COD use its strengths to mitigate or minimize threats or weaknesses?

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Strengths | Opportunities

Turn Strengths into Opportunities

Use Strengths to Avoid and/or Avert Threats

Use Opportunities to Overcome and/or Mitigate Weaknesses
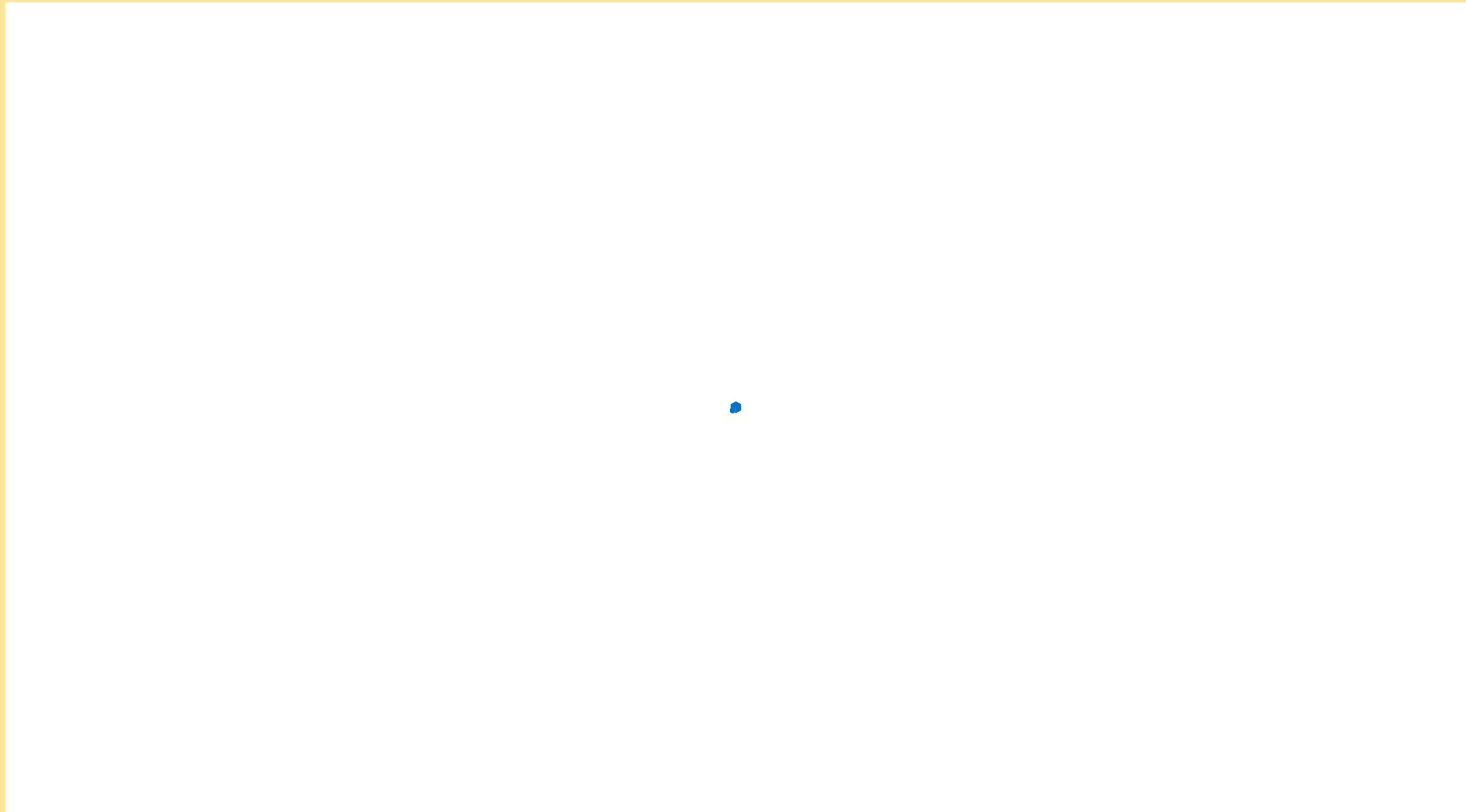
Threats | Weaknesses

Mitigate
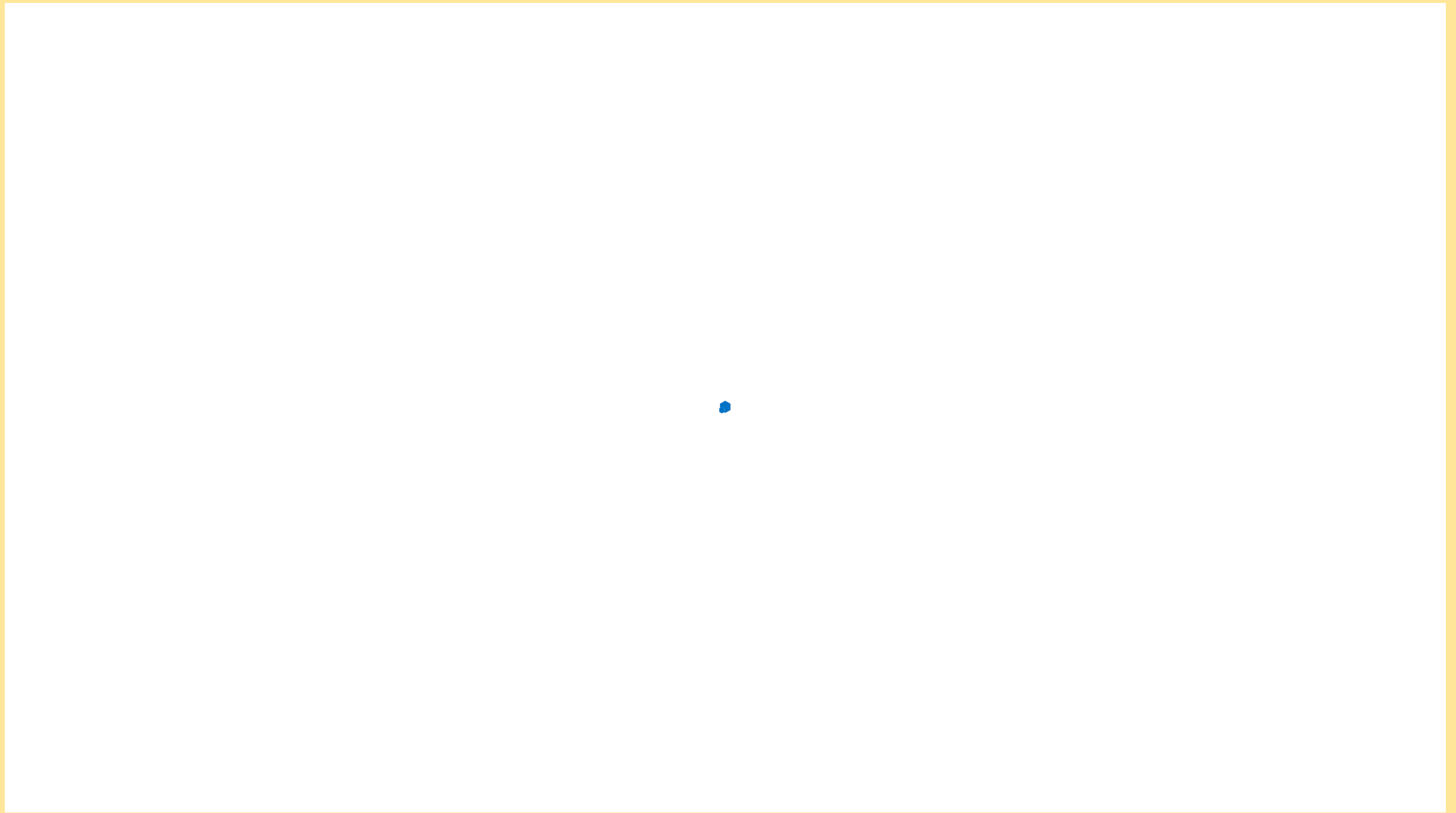
nger and Wheelen 2007.

Turning Opportunities and Weaknesses Into Strengths

Using Mentimeter or Chat:

How can COD use its strengths to create new opportunities?

Moving toward the future…

Areas of Focus
for COD's
Next Strategic Master Plan

Before we close…

Questions, Comments, Ideas?

Thank you!

We appreciate your time and your contributions to planning for COD's future!