



K14 Education Consortium

Agenda for Friday, April 7, 2017

8:30 a.m. to 10:00 a.m.

Public Safety Academy (PSA), Room 18

OUR PURPOSE

It is important to strengthen partnerships with K-12 to continue on-going communication and collaboration in regards to planning efforts for cross-functional discussions throughout the Districts. Discussions could include, but are not limited to, general education, Basic Skills classes, Career and Technical Education courses, linking classes to employment skills, encouraging categorical programs, faculty improvement, success rates of students, specific activities designed to reinforce key reading, writing, speaking, and computational competencies, increasing Student Services and addressing the needs of students from year to year.

Chair: Pamela Ralston, Ph.D., Vice President of Student Learning

Recorder: Mary Lou Marrujo

1. Call to Order/Welcome and Self-Introductions

2. Action Items

2.1 Approval of Agenda

2.2 Approval of March 3, 2017 Minutes

3. Group Discussion

3.1 Update on Math workgroup – Karen Tabor, Interim Dean of Math and Science, COD

3.2 Report on Educational Master Plan and Review of Survey (attached) – Dr. Pamela Ralston, Vice President of Student Learning, COD

3.3 Demystifying Dual Enrollment, Concurrent Enrollment, and Articulation: Plans to make procedures more user-friendly – Dr. Michelle Gonzales Bleza, College and Career Access Pathways Manager, COD

3.4 Good of the Order

4. Adjournment

Next Meeting:

Friday, May 5, 2017 – 8:30 a.m. to 10:00 a.m.

Public Safety Academy (PSA), Room 18

MISSION

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.



K-14 Education Consortium

MINUTES FOR Friday, March 3, 2017		8:30 a.m.	Public Safety Academy, PSA 19 A & B
Members Present:	<p>Pamela Ralston, Chair/Vice President of Student Learning, COD Zerryl Becker, Dean, Applied Sciences & Business, COD Sal Becerra, Counselor, Desert Hot Springs High School, PSUSD Jon Caffery, Director, TAACCCT Grant, COD Denise Cox, Adult Transition Specialist, DSUSD Joddi DeMarco, Assistant Principal, DHS Alternative Center, PSUSD Jessica Enders, Director, Education Centers, COD Carl Farmer, MESA Program Director, COD Krystal Galindo, Project Facilitator, Ed Services, Secondary Math, DSUSD Brenda Gunderson, Counselor, Desert Learning Academy, PSUSD Teresa Haga, Assistant Principal, Rancho Mirage High School, PSUSD Nicki Harrington, Consultant, Collaborative Brain Trust (CBT) Zac Hewitt, Director of College Counseling, Palm Valley School Pam Hunter, Executive Director, Institutional Advancement, COD Deanna Keuilian, CTE Administrator, DSUSD Peter Kulevich, College Counselor, Xavier College Prep John Learned, Assistant Professor, Math, COD Carlos Maldonado, Interim Dean, Student Success, COD Pam Mathis, Counselor, Mt San Jacinto High School, PSUSD Kim McNulty, Director, Next Generation Learning, CVEP Rosalia Mendoza, Counselor, PSUSD John Mesicek, Work Based Learning Coordinator, DHS High School, PSUSD Olivia Munoz, Counselor, Palm Desert High School, DSUSD Steve Pinning, Director of Linked Learning, CTE, PSUSD Carol Ramirez, Counselor, La Quinta High School, DSUSD Carmezi Russell, Work Based Learning, Cathedral City High School, PSUSD Brad Seiple, Assistant Principal, Cathedral City High School, PSUSD Amy Spears, Assistant Principal, Palm Desert High School, DSUSD John Spevak, Consultant, Collaborative Brain Trust (CBT) Karen Tabor, Interim Dean, Math & Science, College of the Desert Adrian Torres, Curriculum, Xavier College Prep Michelle Valenzuela, Counselor, Rancho Mirage High School, PSUSD Erica Watson, Assistant Principal, Desert Hot Springs High School, PSUSD Leslie Wells, Vice Principal-CTE, Shadow Hills High School, DSUSD Ryan Woll, Principal, Palm Springs High School, PSUSD Leslie Young, Dean, Health Science & Education, COD</p>		
Recorder:	Mary Lou Marrujo		

AGENDA

1. Call to Order (8:34 a.m.)			
2. Action Items			
2.1 Approval of Agenda			
DISCUSSION			
CONCLUSION	Approved agenda as submitted.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
None.			
2.2 Approval of February 3, 2017 Minutes			
DISCUSSION			
CONCLUSION	Minutes approved as submitted		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
None.			
3. Group Discussion			
Announcements			
DISCUSSION	<p>Karen Tabor, Interim Dean of Math & Science, COD, announced that the math workgroup will have their first meeting in March. She passed around a signup sheet for those who are interested.</p> <p>She also reported on a few exciting projects COD is working on at the Mecca/Thermal campus:</p> <ul style="list-style-type: none">• We will begin offering science classes.• We're working with the CTE programs on the Roadrunner Farms project.• We'll be working on an alternative energy project.• We are installing an observatory.• We've created the Salton Sea Education and Research Center and look forward to the schools in the eastern end of the valley being a part of the advisory committee.		
CONCLUSION			
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
3.1 Educational Master Plan – P. Ralston and Collaborative Brain Trust consultants (CBT)			
DISCUSSION	<p>Pamela Ralston advised that we (COD) have recently updated our Mission Statement in relationship to our updated Strategic Master Plan. We are now working on our Educational Master Plan, which will help align our academic programming to meet the larger concerns of the district.</p> <p>Dr. Ralston reviewed a PowerPoint presentation (copy attached). She noted that COD continues to grow as students are taking more units now than they have in the past. This year we are at 15,440 unduplicated headcount; a six percent (6%) growth from the previous year. And with the passage of a recent \$577 million-dollar bond, the next five years we will continue our expansion, as well as needed repairs and remodeling of existing facilities.</p>		

Today’s meeting is to go over data review, discuss student success and collaboration. Also to share ideas how on to help students make a smooth transition from high school to college, as well as college ready.

Dr. Ralston introduced consultants Nicki Harrington and John Spevak, from The Collaborative Brain Trust (CBT), who began working with COD in December on the district’s Educational Master Plan (EMP) effort.

CBT continued reviewing the PowerPoint which provided information on the environmental scan of labor market data that they gathered in trying to determine programming and what the needs are to service the Coachella Valley.

CBT reviewed the project overview (copy attached) which displays the three phases of the EMP project—the Discovery Phase; the Planning Phase; and the Development and Document Production Review and Finalization Phase. The EMP will then provide a roadmap for the college to identify the types of programs to provide our students, and the student services and support services to help them be successful.

Below is a link to the Educational Master Plan page on the COD website where all of the information CBT is gathering is being posted.
<http://www.collegeofthedesert.edu/community/EMP/Pages/default.aspx>

The committee began a tabletop exercise and focused on the following two questions:

- What strategies are you using/planning to help students be more “college ready?”
- How can COD work collaboratively with you in this effort?

Copy of talking points is attached.

FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE

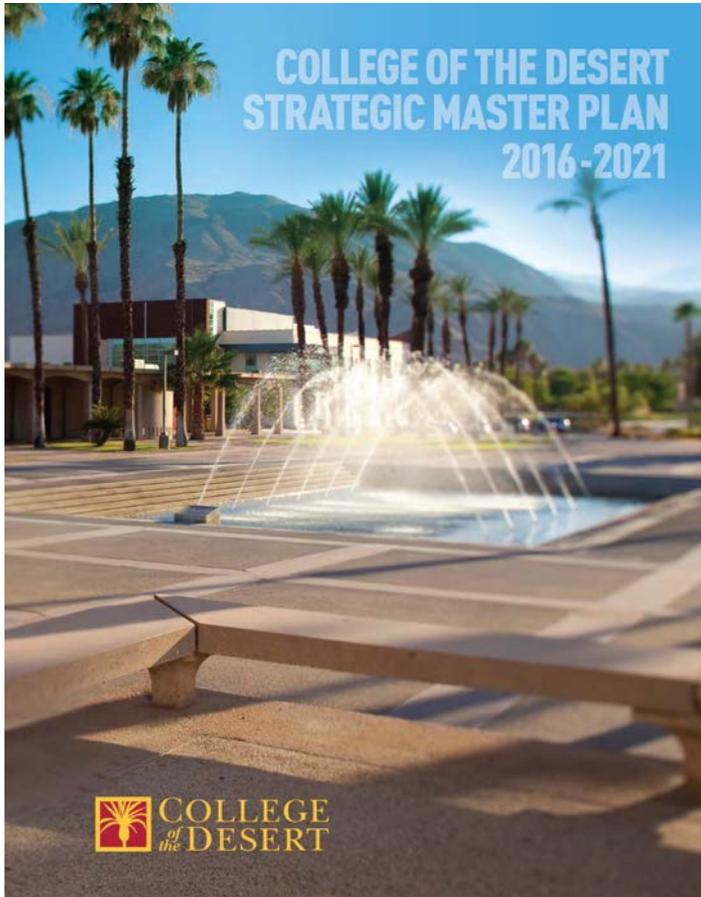
5. Adjournment: The meeting adjourned at 10:06 a.m.

NEXT MEETING:
 Friday, April 7, 2017 – 8:30 a.m. to 10:00 a.m.
 Location College of the Desert – Room PSA 18

College of the Desert's Educational Master Plan 2017-2022



Planning and Funding for the Future



Mission: 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.

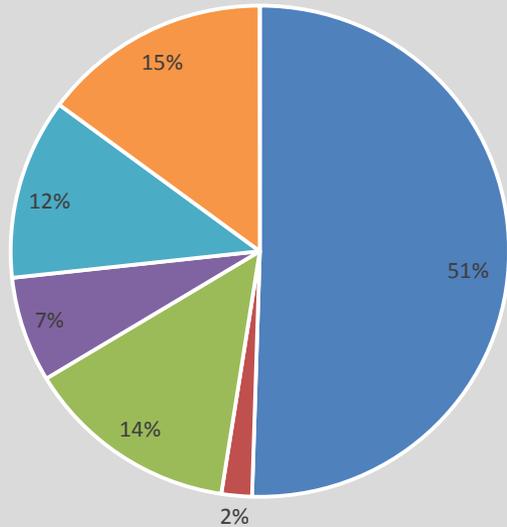




ANNUAL OPERATIONS IMPACT

\$302.8
MILLION

College of the Desert Students' Goals Fall 2015



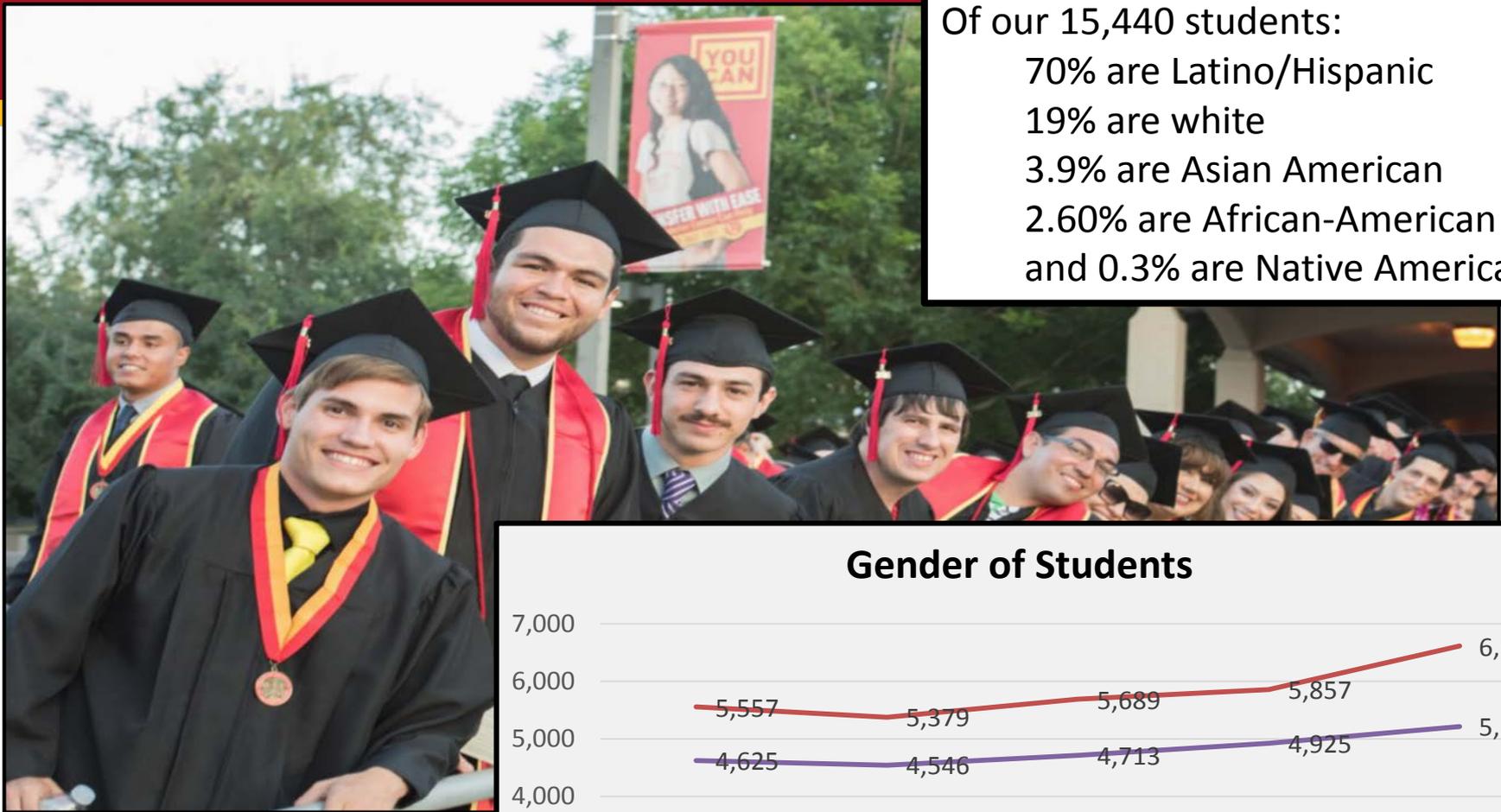
- Transfer: with or without degree
- CTE: certificate without transfer goal
- Basic Skills: credit and non-credit preparation for college and career
- AA/AS: local degree without intention to transfer
- Other
- Unknown/Undecided

Transferring to Four Year Institutions

39.5% of COD students who started in 2009-2010 completed a degree, certificate or transfer related outcome.

Top Transfer Institutions

1. CA State University – San Bernardino
2. University of Phoenix
3. CA State University - Fullerton
4. CA State University – Long Beach
5. CA State University – San Marcos
6. CA State Polytechnic
7. University of CA -Santa Barbara
8. CA State University - Dominguez Hills

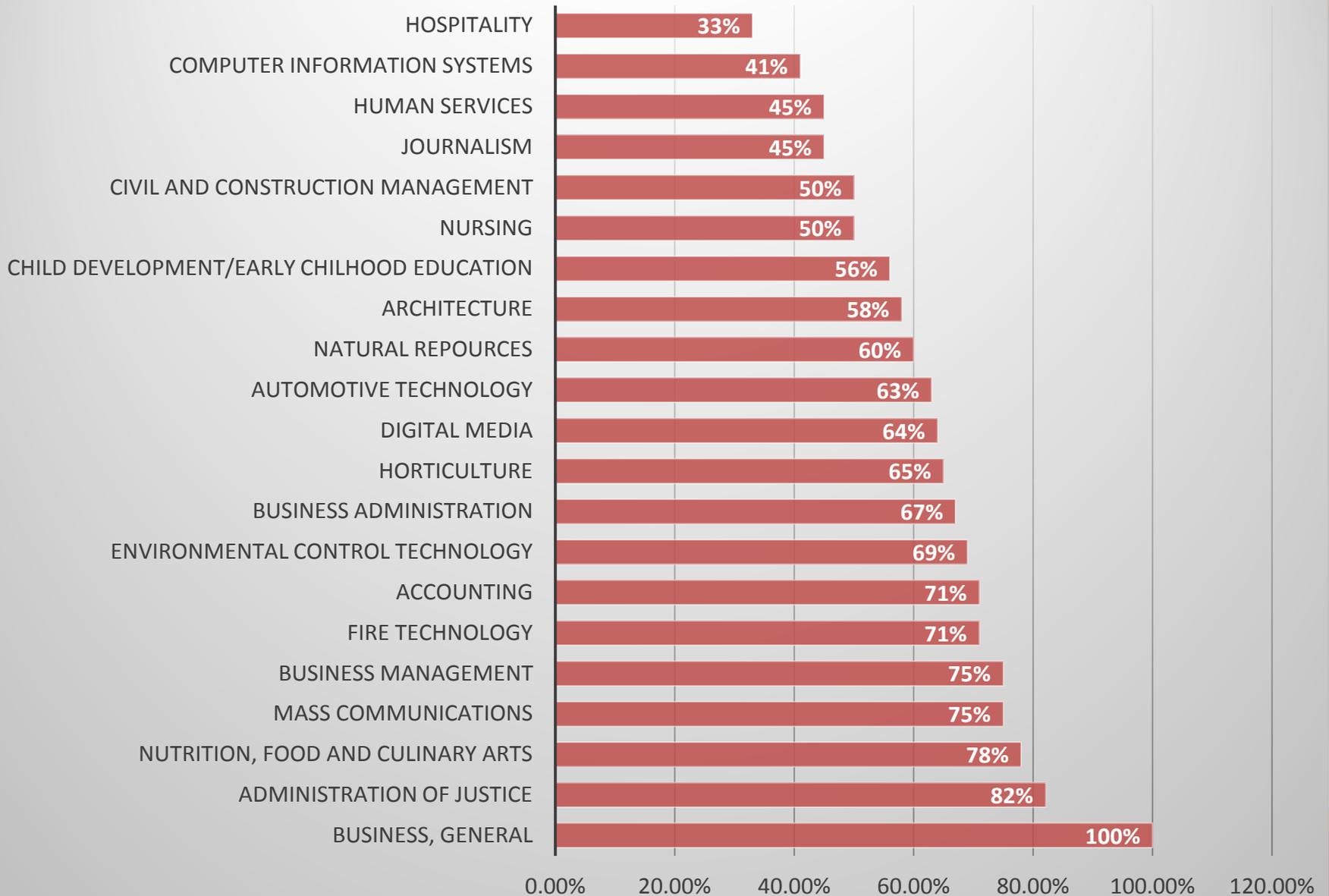


Of our 15,440 students:
 70% are Latino/Hispanic
 19% are white
 3.9% are Asian American
 2.60% are African-American
 and 0.3% are Native American

Gender of Students



Job Placement Rate in Career/Technical Fields 2014-15



Why an Educational Master Plan?



Provides a road map that supports innovative, rigorous and engaging programs for the future of our students, our college and our communities.



PL **EDGE**

Today's Purpose:

- **Data Review**
- **K-12 Insights**
- **Student Success**
- **Collaboration**



Collaborative Brain Trust (CBT)

- Sacramento-based, national firm that provides technical support services to community colleges across the nation
- Proven record of success; excellent reputation; experienced professionals
- Began working with the College's EMP effort
January 2017

Dr. Nicki Harrington

Dr. John Spevak

Mr. Dan Rosenberg



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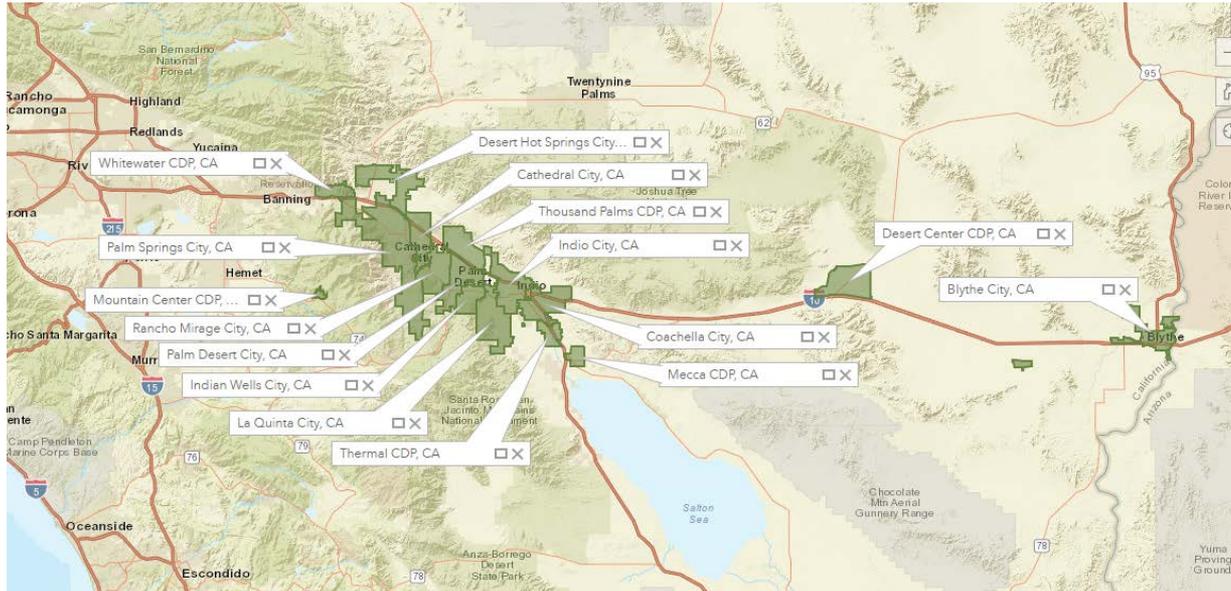
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QUESTIONS, DISCUSSION, AND FEEDBACK



- Environmental Scan
- Labor Market Data

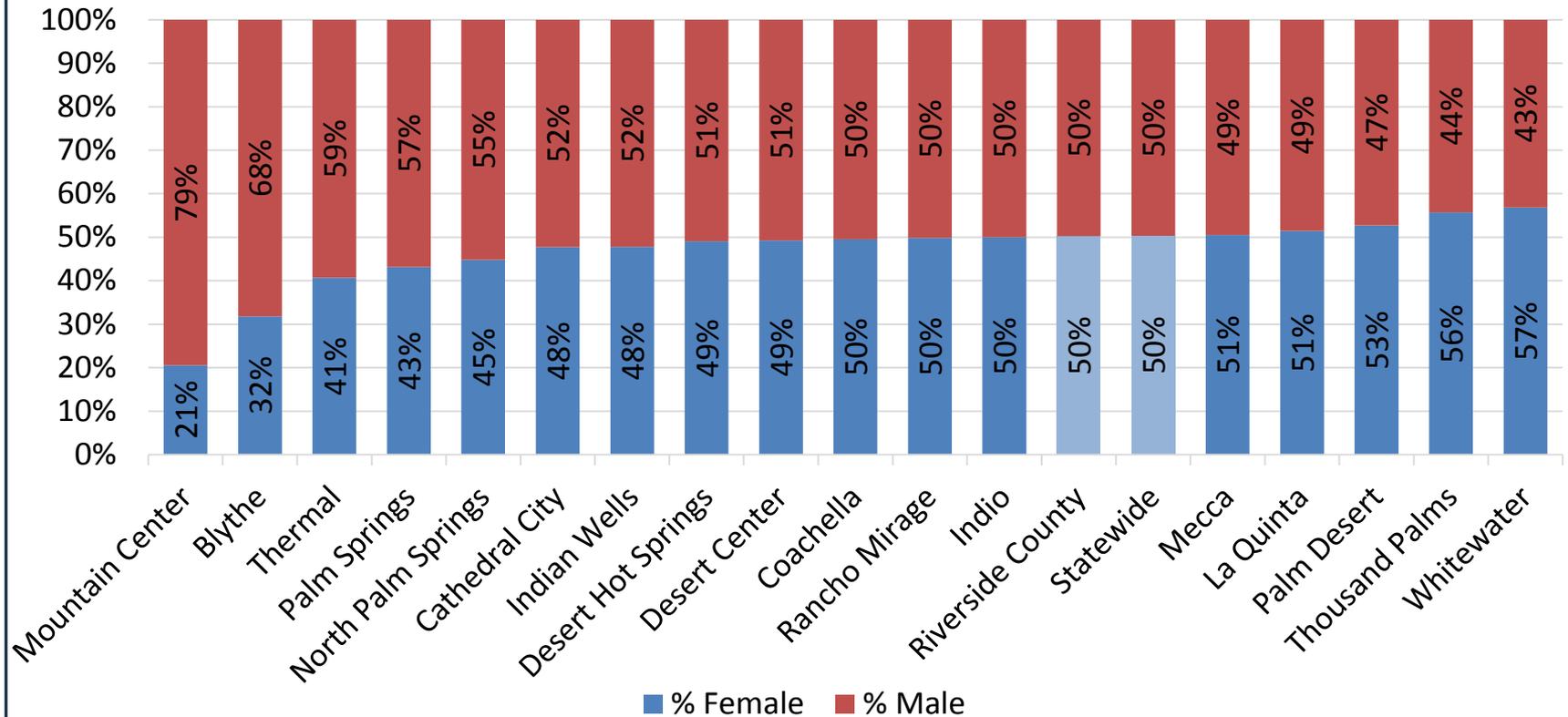
Service Area – Coachella Valley



- Blythe
- Cathedral City
- Coachella
- Desert Center
- Desert Hot Springs
- Indian Wells
- Indio
- La Quinta
- Mecca
- Mountain Center
- North Palm Springs
- Palm Desert
- Palm Springs
- Rancho Mirage
- Thermal
- Thousand Palms
- Whitewater

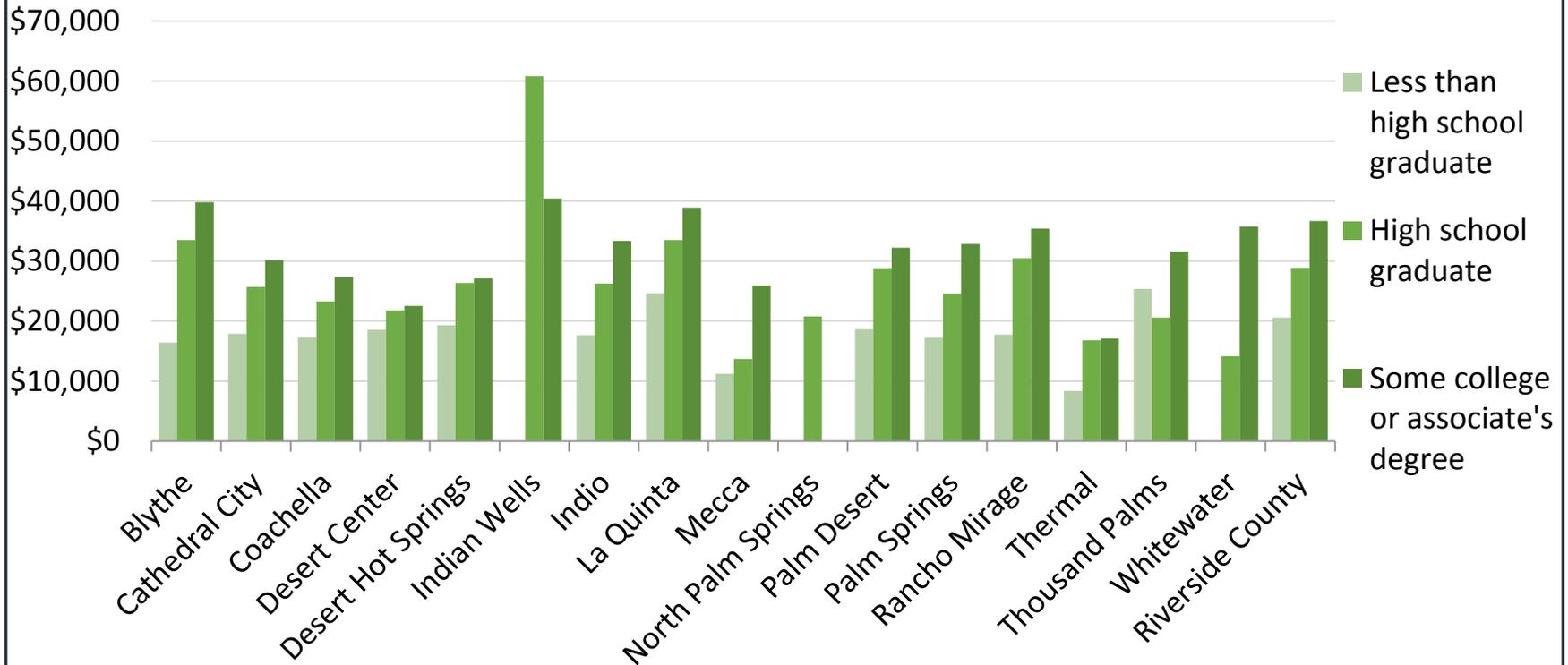
Gender Profile

Population by Gender
Coachella Valley Cities, 2015



Income by Educational Attainment

Median Earnings by Educational Attainment
Population 25+ years of age or older
Coachella Valley Cities, 2015



High School Graduation Rates

Cohort Graduation Rates

District Name/Area	2010-11	2011-12	2012-13	2013-14	2014-15	Change (Percentage Points)
Coachella Valley Unified	83.8%	84.7%	85.6%	87.5%	89.4%	+5.6
Desert Sands Unified	80.2%	81.0%	87.2%	87.3%	90.8%	+10.6
Palm Springs Unified	79.9%	82.5%	84.4%	85.2%	87.4%	+7.4
Riverside County	77.1%	78.9%	80.4%	80.9%	82.3%	+5.1
Statewide	74.4%	81.0%	79.1%	78.3%	83.6%	+9.2

[Source: California Department of Education, DataQuest](#)

HS Graduates Completing UC/CSU Requirements

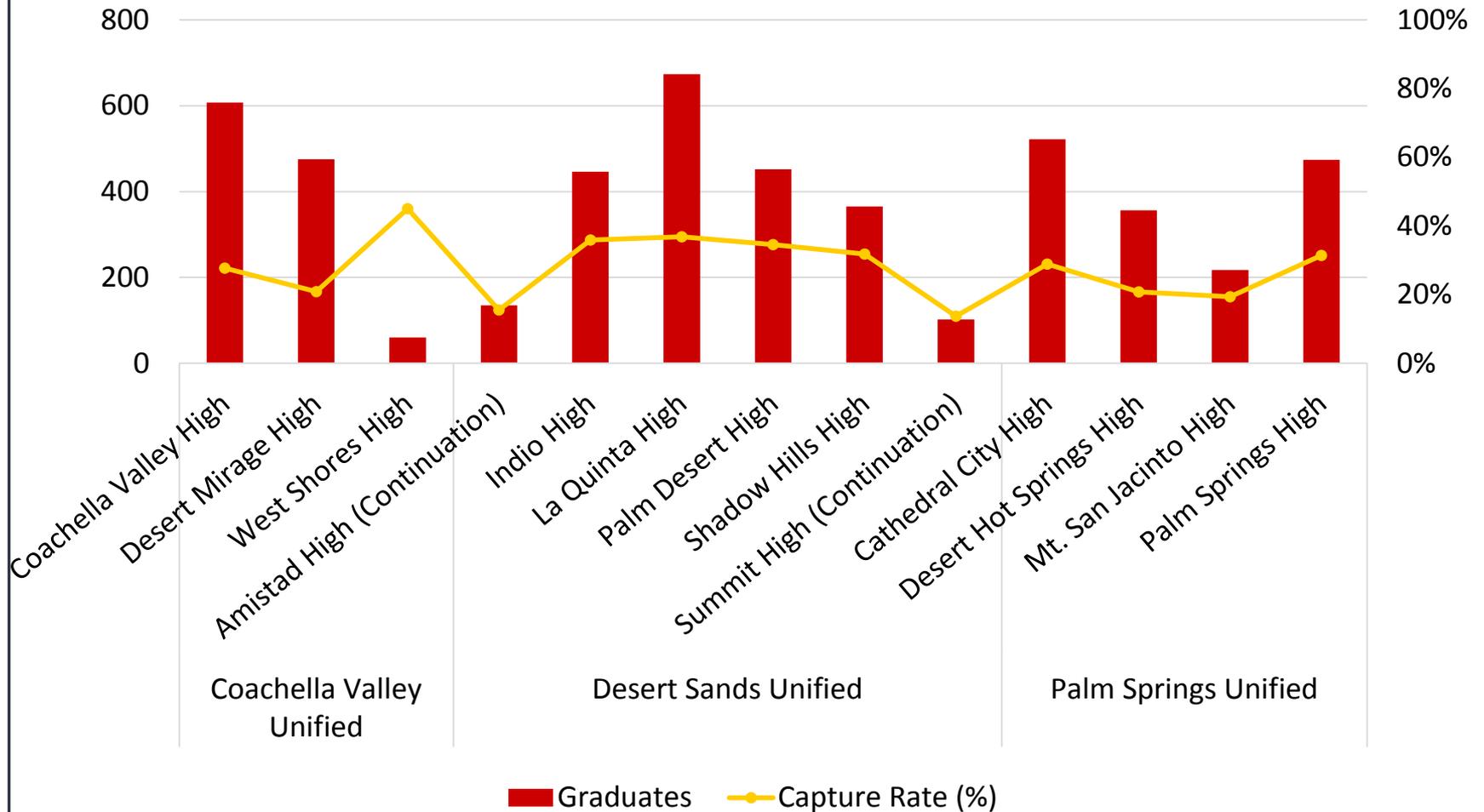
Percent of Graduates Completing all Courses Required for UC and/or CSU Entrance

District Name/Area	2010-11	2011-12	2012-13	2013-14	2014-15	Change (Percentage Points)
Coachella Valley Unified	29.3%	25.9%	26.9%	30.4%	28.7%	-0.6
Desert Sands Unified	31.2%	31.5%	32.2%	36.4%	38.6%	+7.4
Palm Springs Unified	22.1%	19.4%	28.2%	30.4%	27.8%	+5.7
Riverside County	31.0%	32.5%	35.1%	38.0%	39.9%	+8.9
Statewide	36.9%	38.3%	39.4%	41.9%	43.4%	+6.5

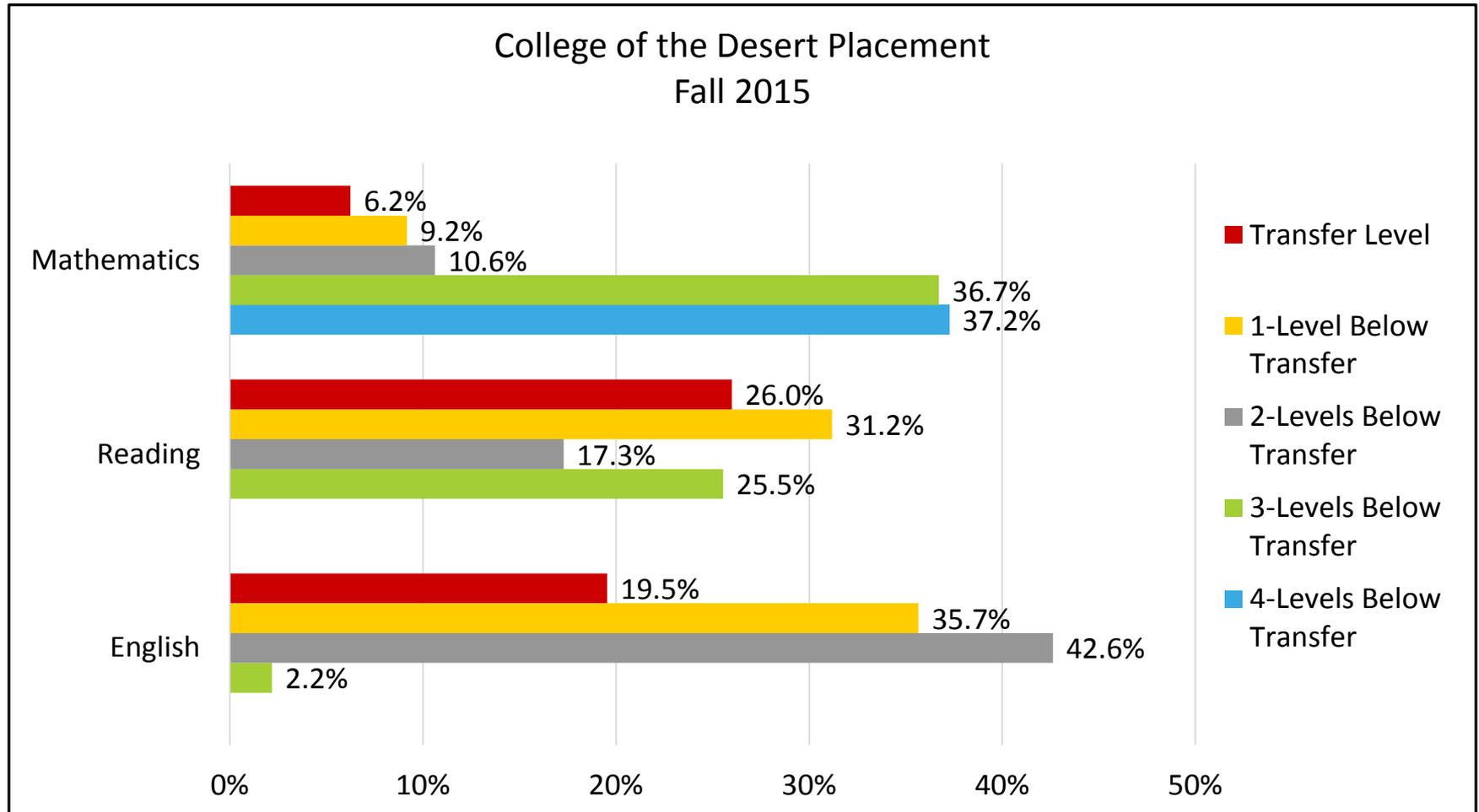
[Source: California Department of Education, DataQuest](#)

High School Capture Rates

High School Graduates and COD
 Capture Rate by District and High School
 2014 - 2015



Placement Rates



Employment by Industry

EMPLOYMENT DISTRIBUTION by INDUSTRY SECTOR
Coachella Valley Cities, 2015

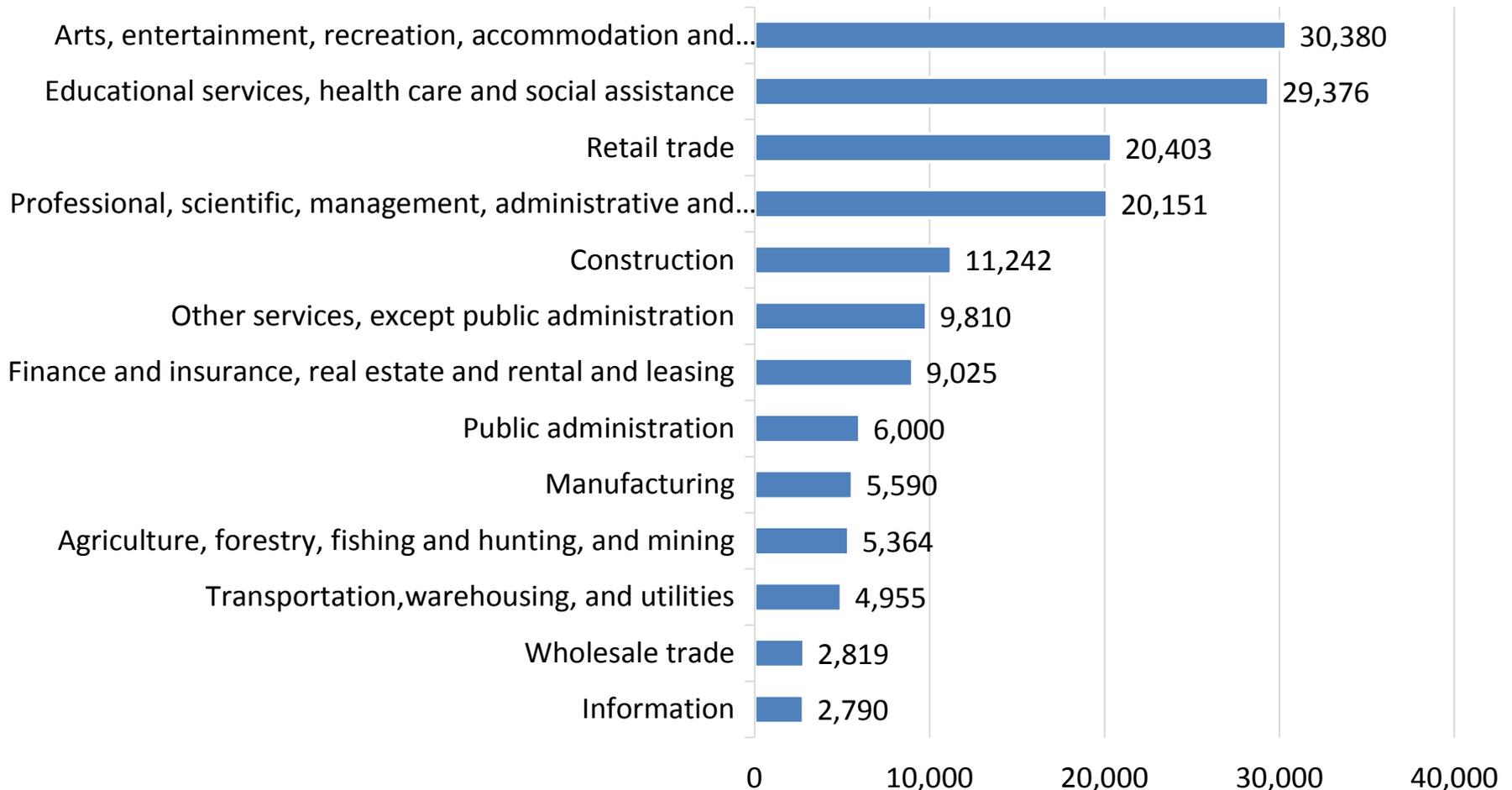


Table Top Exercise

- What strategies are you using/planning to help students be more “college ready”?
- How can COD work collaboratively with you in this effort?

Labor Market Analysis

Target Occupations

- High Wage / High Skill Occupations

Criteria	Total Occupations
Total Occupations	786
At Least 15 Annual Openings	93
At Least \$12.50 per Hour	60
Requires Bachelor's Degree or Less	55
Requires Associate's Degree or Less*	44
* There are no jobs meeting the criteria that typically require an Associate's Degree	

Target Occupations

Ed Level	SOC	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings
Postsecondary nondegree award						
	29-2061	Licensed Practical and Licensed Vocational Nurses	853	965	49	\$22.39
	31-1014	Nursing Assistants	1,080	1,314	75	\$13.53
	31-9091	Dental Assistants	505	551	23	\$16.56
	31-9092	Medical Assistants	930	1,070	49	\$13.19
	33-2011	Firefighters	478	519	23	\$25.53
	49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	394	455	19	\$21.22
	49-3023	Automotive Service Technicians and Mechanics	1,150	1,213	45	\$16.96
	53-3032	Heavy and Tractor-Trailer Truck Drivers	1,516	1,693	64	\$21.36
Some college, no degree						
	25-9041	Teacher Assistants	1,324	1,432	56	\$14.63
	43-3031	Bookkeeping, Accounting, and Auditing Clerks	1,756	1,770	23	\$19.09

Ed Level	SOC	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings
High school diploma or equivalent						
	11-9141	Property, Real Estate, and Community Association Managers	653	650	16	\$22.64
	11-9051	Food Service Managers	786	845	29	\$19.04
	21-1093	Social and Human Service Assistants	366	470	30	\$17.80
	33-3012	Correctional Officers and Jailers	648	671	23	\$36.98
	29-2052	Pharmacy Technicians	408	463	15	\$18.15
	33-3051	Police and Sheriff's Patrol Officers	852	925	44	\$43.65
	35-1012	First-Line Supervisors of Food Preparation and Serving Workers	1,390	1,573	82	\$13.66
	41-1011	First-Line Supervisors of Retail Sales Workers	2,192	2,321	84	\$17.08
	41-3021	Insurance Sales Agents	421	464	20	\$24.80
	41-3099	Sales Representatives, Services, All Other	990	1,065	38	\$21.12
	41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	710	752	25	\$26.71
	43-1011	First-Line Supervisors of Office and Administrative Support Workers	1,707	1,827	51	\$25.26
	43-3021	Billing and Posting Clerks	520	584	25	\$16.99
	37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	682	689	16	\$18.05
	43-4051	Customer Service Representatives	1,497	1,618	63	\$16.67
	39-1021	First-Line Supervisors of Personal Service Workers	252	307	18	\$17.54
	43-4171	Receptionists and Information Clerks	1,009	1,110	50	\$13.17
	43-6013	Medical Secretaries	665	756	26	\$14.49
	43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2,263	2,394	53	\$17.92
	43-9061	Office Clerks, General	3,171	3,347	109	\$15.14
	47-2031	Carpenters	2,155	2,188	35	\$19.05
	47-2111	Electricians	604	665	22	\$23.53
	47-2152	Plumbers, Pipefitters, and Steamfitters	570	647	24	\$22.21
	49-9071	Maintenance and Repair Workers, General	1,897	2,023	78	\$18.07
	53-3033	Light Truck or Delivery Services Drivers	823	895	29	\$17.06
	43-5071	Shipping, Receiving, and Traffic Clerks	598	608	16	\$14.23
	43-9199	Office and Administrative Support Workers, All Other	494	516	18	\$12.70
	49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	475	510	17	\$32.54
	53-3022	Bus Drivers, School or Special Client	422	479	18	\$16.96

Target Occupations

Ed Level SOC	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings
No formal educational credential					
35-2012	Cooks, Institution and Cafeteria	316	366	20	\$13.39
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	3,070	3,279	106	\$12.97
41-2021	Counter and Rental Clerks	1,022	1,104	43	\$12.58
47-2061	Construction Laborers	1,824	1,948	63	\$15.21
53-7051	Industrial Truck and Tractor Operators	409	436	16	\$15.34

Target Occupations

Ed Level SOC	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings
Bachelor's Degree					
11-1021	General and Operations Managers	2,352	2,534	100	\$42.42
11-9199	Managers, All Other	875	945	34	\$25.29
11-9111	Medical and Health Services Managers	270	312	16	\$49.22
13-2011	Accountants and Auditors	1,063	1,180	54	\$30.50
13-1111	Management Analysts	565	618	19	\$34.20
13-1199	Business Operations Specialists, All Other	659	702	17	\$31.39
25-2021	Elementary School Teachers, Except Special Education	1,566	1,683	63	\$37.12
25-2022	Middle School Teachers, Except Special and Career/Technical Education	485	531	21	\$37.12
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	798	866	35	\$35.67
25-3098	Substitute Teachers	1,440	1,526	47	\$19.14
29-1141	Registered Nurses	2,834	3,238	154	\$45.86

Table Top Exercise

- What programs need better articulation between your high school and the college?
- In what areas do you think your school or district is more advanced than the college? What suggestions do you have for COD?

Thank You!!

COLLEGE OF THE DESERT

Educational Master Plan Project

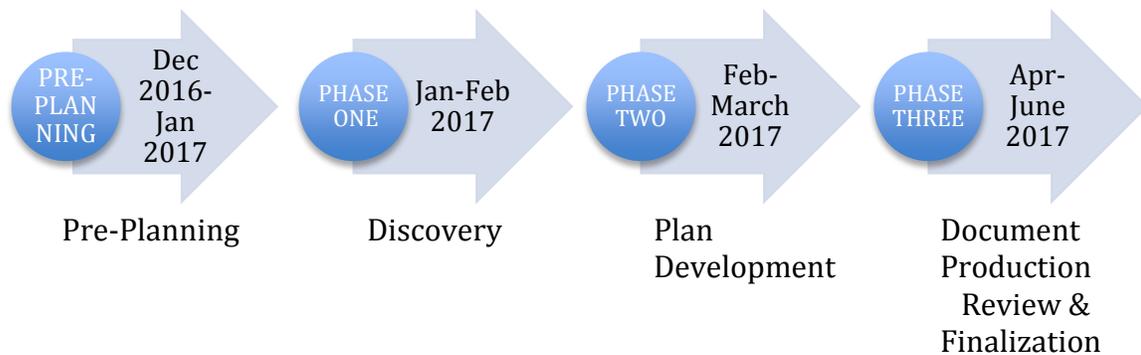
Project Overview

Three broad goals provide the direction and framework for the project:

1. Refine and update the Educational Master Plan
2. Develop an Integrated Planning Model
3. Establish common data templates for instructional and instructional support areas to serve as evaluative instruments for College faculty and staff to establish long-term goals for program direction / redirection in support of student success

Project Phases and Timeline

The project and its three goal areas will progress through Pre-planning and three phases: A Discovery Phase; Planning Phase; and Document Production, Review, and Finalization Phase.



Approach and Activities

The CBT team will work with the EMP Task Force, collect extensive internal and external quantitative and qualitative data, and work within the culture of College of the Desert. Throughout the project, drafts of the Educational Master Plan, Integrated Planning Model, and Data Templates will be shared to provide the EMP Task Force and their colleagues the opportunity to review and offer feedback. When the final drafts are released, most of the material will have already been reviewed.

Project Deliverables

- ❖ Goal 1: Educational Master Plan
- ❖ Goal 2: Integrated Planning Model
- ❖ Goal 3: Data Templates (Instructional & Support Services); Decision matrix
- ❖ Final Report and Recommendations

February 1, 2017

K-14 Education Consortium – March 3, 2017

Table #1 – Palm Springs Unified School District, Xavier College Prep and Palm Valley School

What strategies?

- Encourage A-G
- Offer four years in the A-G subject
- Minimum number of classes per year (6, 7, 8, etc.)
- Academies encourage interest → persistence (?)
- 4 year college/career plan
- **Peer connections (seniors, alumni)**
- Study/life skills courses for the 21st century
- Comp. Sci programs
- AVID/Upward Bound/PACE
- Campus visits/college fairs
- College presentations for parents
- **CVEP Regional fair/college knowledge**
- College Days in schools
- AP and IB programs, including capstone
- Celebrate college-going culture
- Educating parents about options (CC, CSU, UC, private)
- Summer school/remediation programs
- Career Day – certificates/Voc Tech (CTE Pathways)

COD Collaborations

- CTE Career Day events
- Campus visits – general or CTE-specific
- EDGE/pEDGE application support/walk-through
- **Access to assessment testing**
- Promote pathways to four year
- Better articulation
- Access to Accuplacer at high schools
- Cost of books/materials for dual/concurrent enrollment
- Bridge program for high school level
- Areas for growth
- Continuity of staff/leadership at COD

Table #2 – Palm Springs Unified School District and Coachella Valley Economic Partnership

- “College Ready”
- College visits across student experience
 - CTE
 - AVID
 - Career Center
 - CTSO’s
- PSAT’s for all 10th grade students
- Career Day/college
- Success 101
 - Career choices
- Regional college fair
- High school alum college grad guest speakers
- Business partner involvement
 - Internship
 - Mentorship
 - Guest speaker
- Dual/Concurrent enrollment
- FAFSA night
- Summer Melt
- “COD Collab”
- Counselor to Counselor Collab (OCD/school)
 - Plan Master Schedule (calendar)
 - Calendar alignment
 - Make sure meeting times work well with students, counselors and COD
- **COD/CTE showcase day for all high school pathway/CTE students**
- More dual/concurrent enrollment
- Streamline and simplify student application process
 - EDGE/pLEDGE
- **Create a COD app**
- **College students ride bus for free with valid student I.D.**
 - **Inland Empire examples**
- COD provide assessment tutoring
 - Refresher courses, etc.
- English/Math/Better articulation
- Electives
- Be active and use resources we have

Table #3 – Desert Sands Unified School District

- Increasing college and career awareness
 - Inventories
 - Career searches
 - Dashboards
 - AVID strategies
- Instructional
 - Increase both rigor and relevance
 - Redefining high school through CTE
 - Cohort scheduling
 - Ensuring CTE courses are ‘a-g’ approved
 - **Support Structures**
 - **Alt Ed**
 - **Adult Ed**
 - **Summer school**
 - **Counselors**
 - **Online courses**
 - Strong partnership with CSU (ERWC-MRWC) 4th year courses ensuring they’re ready
 - All 12th graders in math class at La Quinta
- Increased Dual and Concurrent Enrollment
- **Increase articulated classes**
- **Use another entrance exam or be clear about what multiple measures are being used (maybe align with CSU?)**
- Recognize both the CSU written curriculum (ERWC & MRWC) as a course preparing students. Should be placed into entry level COD courses

#2

#3

#1

Table #4 – Palm Springs Unified School District

- More CTE programs exist
- **Offer EDGE program S2 in high school to juniors prior to them taking the Accuplacer in prep for senior year. C.O.D. dual enrollment**
- Tutoring and remediation
- Collaboratively develop programs of study
- Part of “College Readiness” Block Grant
- Summer Melt Program

How can COD help?

- Increase dual and concurrent enrollment at high schools
- **High school teachers that meet minimum qualifications can teach dual enrollment without being hired as an adjunct**
- **Work with high school Math teachers to infuse EDGE Program/align expectations**
- Disaggregate student placement and persistence data for CTE completers
- Allowing schools to administer Accuplacer/Common Assessment at our sites
- Continue promoting the collaboration and communication with high school districts
- Continue to offer the “COD Welcome” Day where high school students tour the campus, etc.

Table #6 – Desert Sands Unified School District

- Guidance lessons
- Reviewing A-G at every counseling meeting
- Parent info nights
- College fairs
- Career days
- PSAT district-wide
- Expanded AP/IB offerings
- CTE – A-G approved courses
- Get info out to teachers regarding A-G progress
- A-G “cheat sheets”
- Summer school remediation
- APEX – remediation
- Online courses – remediation
- Alternative Schools
- COD dual enrollment
- **Expand dual enrolment offerings, offer concurrent enrollment**
- Placement tests at high school on a regular basis
- Waivers for teachers who don’t have MA in subject area
- Middle college as a goal
- COD reps at high schools on a regular basis for outreach

COD table

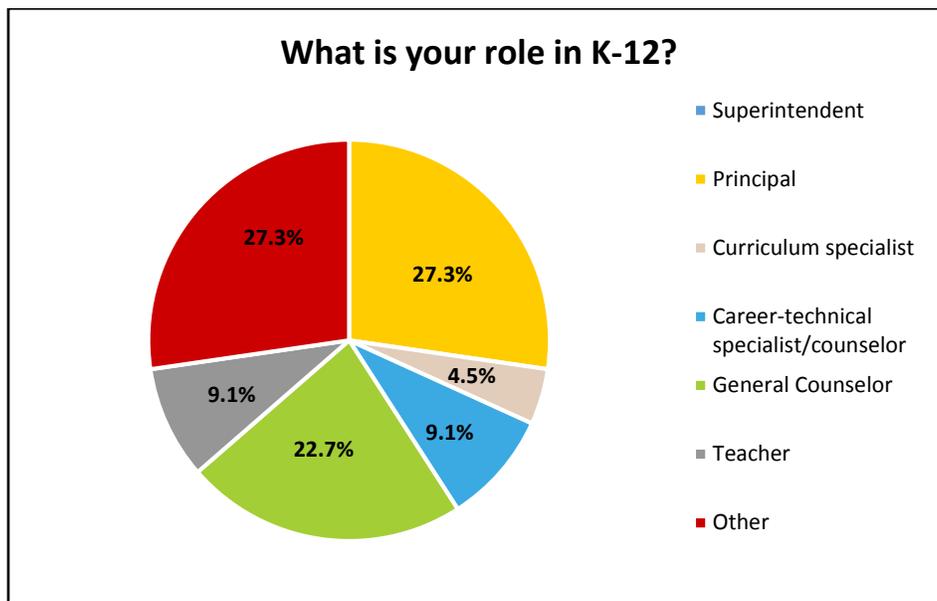
- 1 unit courses (A.B.C.) 10-12 grade
- Guided pathways with Get Focused Stay Focused
- Applied Math (CTE)

EMP Survey: K-12 Consortium DRAFT

Spring 2017

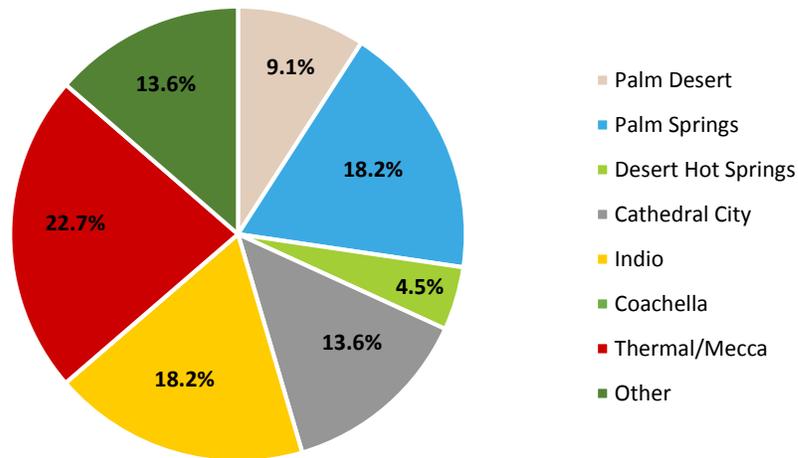
Recently, the “EMP Survey: K-12 Consortium” was sent out to College of the Desert (COD) K-12 Consortium members. In assistance with the 2017-2022 Educational Master Plan Initiative, the Collaborative Brain Trust surveyed key educational partners and community members to identify priorities and areas of opportunity across the Coachella Valley.

There were 22 respondents to the survey. The roles of respondents varied; from Principal (27.3%) to General Counselor (22.7%) and “Other”, such as Assistant Principal and District CTE Director.

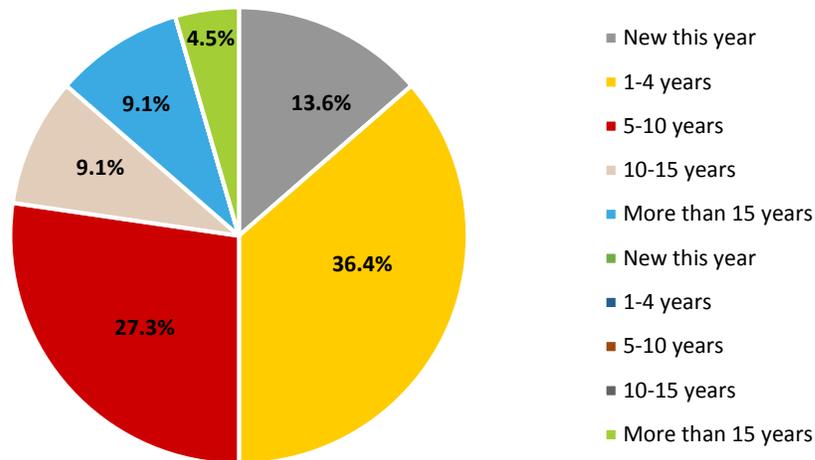


The primary employment site also varied among the 22 respondents, but Thermal/Mecca (22.7%), Palm Springs (18.2%) and Indio (18.2%) were the top three locations. About two-thirds of respondents have worked in their current position for 1-10 years (63.7%), with 36.4% working in their position for 1-4 years and 27.3% for 5-10 years.

Where is your primary site of employment?

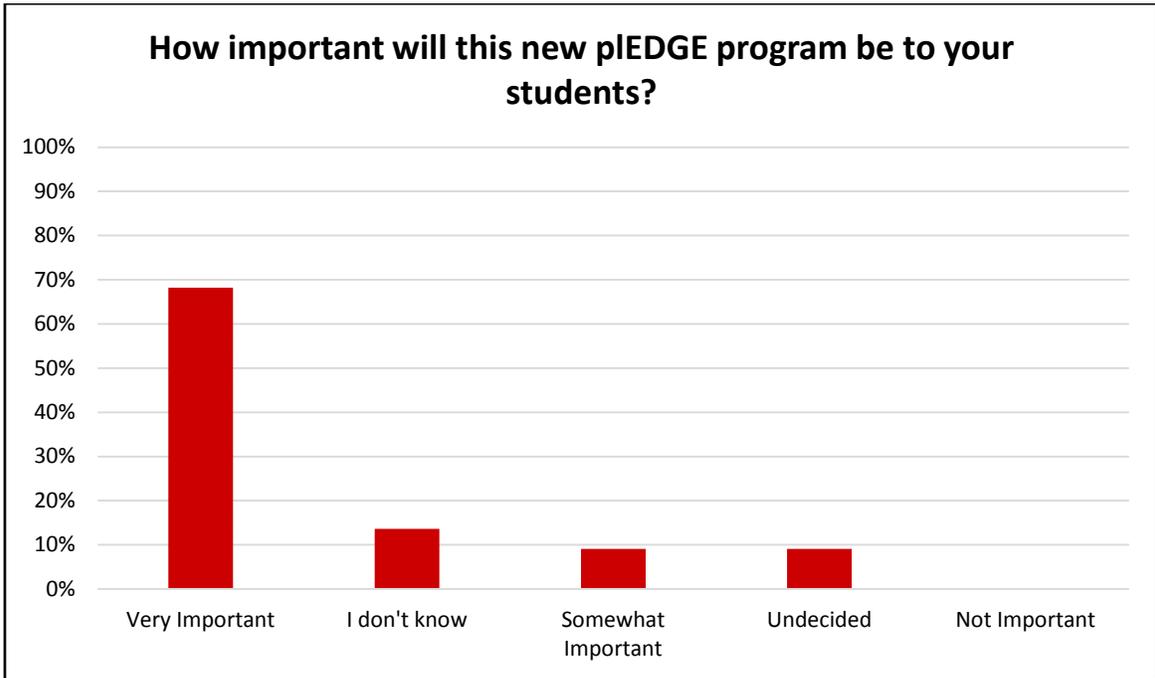
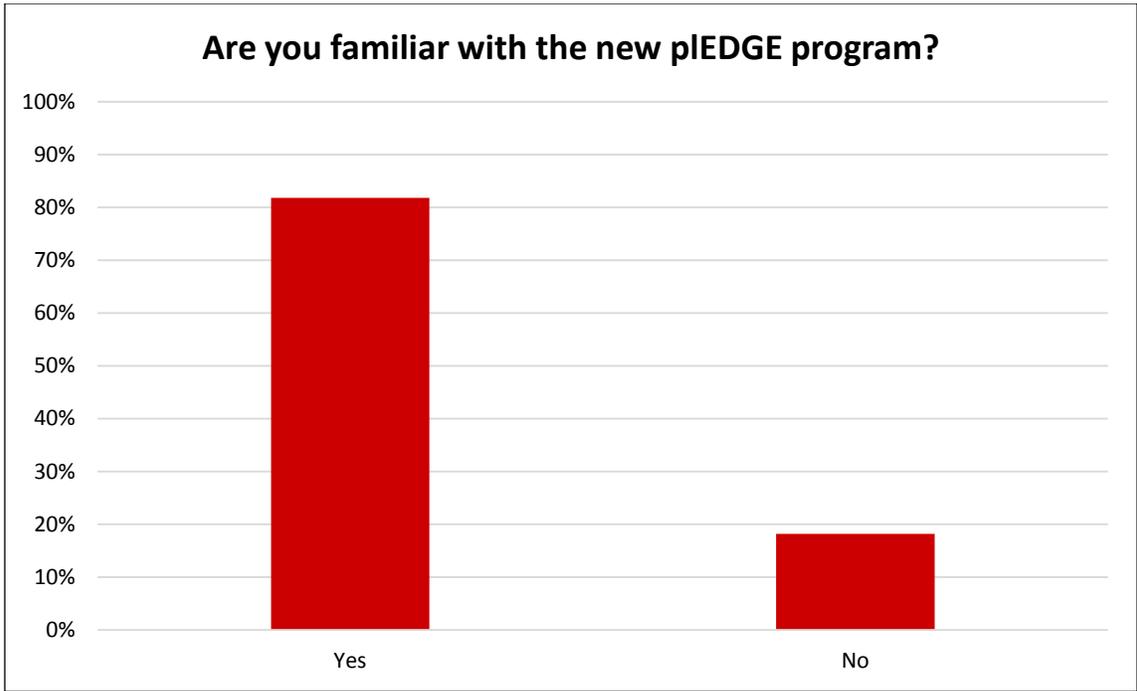


Years in Position



Respondents were then asked what important needs they have in working with COD on behalf of their students and graduates. Of all the open-ended responses three common topics arose. 45.5% mentioned increasing “dual enrollment opportunities”, 31.8% mentioned “....support for students in the transition and application process” and 27.3% mentioned “articulation agreements”.

A large majority (81.8%) of respondents are familiar with the College’s new pLEDGE program commencing in the Fall of 2017. Respondents were also asked how important this new program will be to their students, where a majority of respondents (68.2%) stated it is “very important”. Only 13.6% responded “I don’t know” and 9.1% were “undecided”.



The question, *how many additional student graduates do you anticipate will take advantage of the pLEDGE program*, was posed and responses varied from “between 20 and 40” to “100+”.

When asked about important considerations for their high school(s) regarding dual enrollment for the future, respondents gave an array of responses but “transportation” and “courses offered” appeared to be considerations of most concern.

Programs such as, CTE courses and career pathways (engineering, IT, business administration, etc.) were all mentioned by respondents when asked what programs should COD add to the list they articulate.

Next respondents were asked, *“What are important considerations for your high school(s) regarding Academics and Career Pathways in working with College of the Desert”*. *“Providing connections to COD programs prior to graduation”*, *“open lines of communication between and among instructors”* and *“career pathways that provide an incentive to further student education via articulation agreements”* were just few of the many in depth responses to the question posed.

Following this, respondents were then asked if there were any key programs or services College of the Desert should add to its offerings. 3 out of 13 responses (23.1%) mentioned having the COD placement test offered more locally and/or on their high school campus. An additional 3 out of 13 responses (23.1%) mentioned having increased support and outreach to students in regards to the application and transition process to COD.

Finally, respondents were asked if there were any additional considerations needed as the 2017-2022 Educational Master Plan was being developed. *“Increased outreach once the initial college application has been submitted”*, *“...offer more CTE courses out in Indio”* and *“...develop a Middle College Program with the new West Valley Campus for PSHS”* were just 3 out of the additional 8 considerations for the Educational Master Plan.