![College of the Desert logo]

K-14 Education Consortium

MINUTES FOR Friday, May 5, 2017	8:38 a.m.	Public Safety Academy, PSA 18
Members Present:	Pamela Ralston, Chair/Vice President of Student Learning, COD Zerryl Becker, Dean, Applied Sciences & Business, COD Kevin Bibo, Assistant Principal CTE, Palm Desert High School, DSUSD Michelle Bleza, Manager, Career & College Access Planning, COD George Bullis, Principal, Desert Hot Springs High School, PSUSD Karen Dimick, Assistant Principal, Cathedral City High School, PSUSD Brenda Gunderson, Counselor, Desert Learning Academy, PSUSD Carl Farmer, Director, MESA Program, COD Bob Hicks, Principal, Palm Desert High School, DSUSD Anne Kalisek, Director of Curriculum & Instruction, PSUSD John Learned, Assistant Professor, Math, COD Pam Mathis, Counselor, Mt San Jacinto High School, PSUSD Kim McNulty, Executive Director, Next Generation Learning, CVEP Rosalia Mendoza, Adult Education Counselor, PSUSD Diliana Peregrina-Kretz, Director, Talent Search Grant Programs, COD Marie Perotti, CTE Coordinator, CVUSD Amanda Phillips, Interim Dean, Counseling Services, COD Steve Pinning, Director of Linked Learning, CTE, PSUSD Karen Tabor, Interim Dean, Math & Science, College of the Desert Adrian Torres, Curriculum, Xavier College Prep Leslie Wells, Vice Principal-CTE, Shadow Hills High School, DSUSD Ryan Woll, Principal, Palm Springs High School, PSUSD Marcus Wood, Principal, Shadow Hills High School, DSUSD Leslie Young, Dean, Health Science & Education, COD
Recorder:	Mary Lou Marrujo

AGENDA

1. Call to Order (8:31 a.m.)		
2. Action Items		
2.1 Approval of Agenda		
DISCUSSION	Pamela Ralston introduced Diliana Peregrina-Kretz, COD's new Director of Talent Search Grant Programs. Diliana will be working with Desert Hot Springs High School, and primarily with Painted Hills Middle School and Desert Springs Middle School to provide support services to successfully retain students through high school graduation and postsecondary enrollment.	
CONCLUSION	Approved agenda as submitted.	
FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE

2.2 Approval of April 7, 2017 Minutes			
DISCUSSION			
CONCLUSION	Minutes approved as submitted		
FOLLOW-UP ITEMS		**PERSON RESPONSIBLE**	**DEADLINE**

3. Group Discussion			
3.1 Review EMP 2017-2022 Goals and Objectives and Expanded Campus Sites and their relation to the K-14 Consortium			
DICUSSION	Pamela Ralston reviewed the Draft Goals and Objects of COD's Educational Master Plan 2017-2022 (copy attached), which this committee provided input. She briefly reviewed each of the six goals.		
CONCLUSION			
FOLLOW-UP ITEMS		**PERSON RESPONSIBLE**	**DEADLINE**

3.2 Setting 2017-2018 Goals for K-14 Consortium			
DICUSSION	- Ryan Woll would like to work out this summer the process for getting a faculty member approved to teach a dual enrollment class. - Minimum qualifications will need to be validated. Instructors' transcripts will be required. Here is a link to the Chancellor's handbook on Minimum Quals; the first check in working with high school faculty: http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf - The biggest challenge in working with high school colleagues is the Master of Education with an emphasis in the applicable discipline. - A Vitae or Resume will also be required. - In June, finalize which dual enrollment courses are going to be offered in the Fall. Share this schedule with all districts. - Make sure Memorandums of Understanding (MOUs) are in place. Use similar language used in CCAPs. - Need to coordinate high school faculty working with COD faculty so there is more of a connection. - Principals to provide a list to Michelle Bleza on those dual and concurrent enrollment classes already being discussed and in place (pending) for Fall 2017. - When a course is articulated, it should be shared with all high schools. - Need to discuss the different schedule formats at the high schools.		
CONCLUSION			
FOLLOW-UP ITEMS		**PERSON RESPONSIBLE**	**DEADLINE**
• Email list of pending dual and concurrent enrollment classes for Fall 2017 to Dr. Michelle Bleza. mbleza@collegeofthedesert.edu		Principals	06/02/17
5. Adjournment: The meeting adjourned at 9:53 a.m.			

NEXT MEETING:
Friday, June 2, 2017 – 8:30 a.m.
Location College of the Desert – Room PSA 18

College of the Desert

Educational Master Plan 2017-2022
Goals and Objectives
Draft #4 - April 30, 2017

1. **GOAL: INSTRUCTIONAL DESIGN AND DELIVERY**
    Provide innovative and alternative methods of instructional design, delivery, and scheduling, in collaboration with external partners, that broaden and diversify students' opportunities for access, success and completion.

    OBJECTIVES
    1.1. * Expand online and technology-based offerings (courses and programs)
    1.2. * Build foundations and expand high school and adult education collaboration on CTE and literacy pathways and support services
    1.3. Strengthen and expand articulation agreements for high school concurrent and dual enrollment (see also Goal #2)
    1.4. Support internships, externships, and on-the-job training
    - Feasibility of ECE/CDC planning at campus sites
    1.5. * Develop comprehensive scheduling plan for both traditional students and non-traditional working adult students
    - Support working adult students with non-traditional scheduling of days and terms adults (evening, weekend, short courses, modules, etc.)
    - Redesign semester schedule for effective, efficient course schedules for a 16 week semester academic calendar
    - Identify "signature programs" by campus site
    - Coordinate with expansion plan for scheduling across college campus sites
    - Coordinate night schedule for timely certificate and degree completion
    - Mix of face-to-face, on-line, and hybrid courses
    - Student Education Plans and predictive analytics to drive scheduling
    - Following the above, determine need for more English, math, and science sections
    1.6. Provide educational opportunities to non-traditional, new, and emerging populations
    - Seniors, Native American tribes, current and formerly incarcerated adults, etc.

2. **GOAL: INSTRUCTIONAL PROGRAM CONTENT**
    Innovate relevant academic programs through effective program development, design, and review, embracing the unique opportunities of the College's campus sites.

    OBJECTIVES
    2.1. * Develop and refine effective procedures to support program innovation and development in non-credit, Basic Skills, Career-Technical, and Transfer Preparation; and for program redesign / discontinuation for those that are no longer viable.
    - Create Administrative Procedure (AP) for new program development

- Revise / refine Program Review and Planning process
- Develop innovative interdisciplinary and emerging programs
- Link emerging programs to other colleges through distance education to develop programs and grow enrollments
- Engage in joint efforts with regional planning and economic development groups

2.2. Leverage industry and market data to better connect students completing CTE programs to jobs and careers

2.3. Clarify and streamline career and transfer pathways, leveraging K-12, 4-year, and industry partnerships (see also Goal #1 and Goal #4)
- Increase the number of articulated courses with high schools and universities
- Develop more certificate opportunities and stacked credentials

2.4. Develop Career-Technical contextualized learning in English, math, and ESL

2.5. Determine non-credit programming within and beyond adult basic education

2.6. Develop comprehensive, continuous improvement cycle for student learning outcomes at all levels, including non-credit programming, tied to the program review and planning process
- Complete development of Student and Program Learning Outcomes (SLOs and PLOs) for all courses, including non-credit
- Review Institution Level Outcomes (ILOs); refine as needed for technological / societal advances; Integrate computer literacy and emerging technologies into the curriculum
- Conduct cyclical review of content, assessment, and continuous improvement processes for ILOs, PLOs, and SLOs across the college

3. **GOAL: STUDENT AND SUPPORT SERVICES**
Align planning and resources in student and support services to meet the needs and interests of students.

OBJECTIVES

3.1. * Assess student needs on a regular basis and change accordingly
- Follow-up survey on areas of concern (e.g. Counseling, Math, and access to general education coursework)
- Continue to develop financial support for students living in poverty (Pledge program, cost of textbooks, etc.)
- Seek feedback from workforce as to what is missing to support working students

3.2. "Scale up" effective student success strategies as determined via data analysis
- * Continue to pursue alternative placement strategies
- Pre-assessment test prep for all new students
- Create more targeted support systems to promote student equity for groups with disparate retention and success (Latino, African American,)

3.3. Provide effective, individualized, counseling services
- Identify and implement best practices to increase accessibility, availability, and consistent counseling services
- Enhance CTE counseling

3.4. Provide comprehensive student services at all campus sites
- Reduce student trips to local campus and to Palm Springs campus

- Faculty work and conferencing space at campus sites

3.5. Create a comfortable, accessible, culturally welcoming campus environment
- Indoor and outdoor campus life; food services; student activities and facilities; online opportunities; group study /communication areas
- Feasibility of Child Development Center services at campus sites
- Library services on all campuses

3.6. Strengthen outreach to students via social media and multilingual outreach to the community
- Engage English Language Learner families and community groups

4. GOAL: COMMUNITY PARTNERSHIPS
Create partnerships and advisory committees that use the expertise of the Desert community to support innovative, contemporary, responsive, and relevant educational programming and services to serve the community.

OBJECTIVES

4.1. Strengthen the diversity and effectiveness of advisory committees to better inform planning for CTE, non-CTE, and transfer programs
- Recruit a representative, broad range of constituents including business and industry, education, government, and community partners
- Implement best practices for effective program advisory committees

4.2. Work with community partners to develop more internships and externships in the Coachella Valley

4.3. Collaborate with K-12 and University partners to coordinate and streamline student advancement from high school to COD to 4-year institutions
- Joint district marketing strategies aligned with career pathways
- Course and program articulation (see also Goal #2)
- Develop more certificate opportunities and stacked credentials (see also Goal #2)
- Maximize use of COD, UCR and CSU advisory groups on 2+2 modeling
- Assess feasibility of University Center offering additional degrees

4.4. Partner with the COD Foundation and philanthropic organizations for support of educational programming
- Access external grants aligned with new program development

5. GOAL: INFORMATION AND COMMUNICATION
Innovate communication and data platforms to allow internal and external users to communicate and to access, manage, and use information with ease.

OBJECTIVES

5.1. Employ strategies and user-friendly approaches that encourage effective engagement of students, faculty, and staff in COD initiatives and activities
- Maintain easily accessed master calendar for internal constituents and minimize all-staff emails

5.2. Deploy modern platforms for communication and user access of data and information for analysis and decision making in a customized manner

5.3. Reduce manual processes; provide interactive technology platforms (e.g. digital program review, workload and staffing, scheduling, etc.)

5.4. Strengthen multilingual communications and the use of social media

6. **GOAL: INTEGRATED PLANNING; PROFESSIONAL DEVELOPMENT; AND ALIGNMENT OF STAFFING, FACILITIES, AND TECHNOLOGY PLANS WITH THE EMP**
   Integrate the EMP with other planning efforts; support professional development; and provide comprehensive input for the development of long-range staffing, facilities, and technology plans that support the Educational Master Plan.

   OBJECTIVES

   6.1. * Increase faculty and staff professional development and create mentor relationships for new and prospective full-time faculty (in addition to the new faculty orientation)
   - Create mentor programs for current adjunct faculty and students interested in teaching college
   - Provide staff development for emerging technologies

   6.2. Identify strategies to develop a comprehensive, long-range staffing plan to meet diverse student needs at all campus sites
   - Staffing plan to accompany campus expansion plan (programs / facilities)
   - Recruit, mentor, develop, and diversify professional and support staff
   - Increase ethnic diversity among full-time professional instructional and administrative staff; increase Latino representation via targeted recruitment strategies
   - Diversify targeted job recruitment through professional organizations
   - Develop comprehensive professional and staff development program to support large turnover in employee base and the COD legacy

   6.3. Utilize faculty and staff expertise to assess program and student services facilities' needs for the development of a comprehensive facilities master plan that results in efficient, modern, well-designed, user-friendly facilities

   6.4. Engage in facility and technology planning to support innovation, entrepreneurism, and future educational programming

   6.5. Ensure alignment of other college planning efforts with the Educational Master Plan for fully-integrated planning and continuous improvement
   - Refine alignment and processes for Strategic Master Planning and Educational Master Planning for the next five-year cycle
   - Align staffing, facilities, and technology plans with the Educational Master Plan
   - Refine Integrated Planning Model as needed; align budget processes accordingly

* *Identified as high priority by EMP Task Force (April 6, 2017)*

Extended Campus Sites with Signature Programs

COLLEGE OF THE DESERT--PALM SPRINGS

Film and Media Arts
Film
Radio, TV, Media Studies
Digital Design and
Production
Animation and Motion

Healthcare & Health Service
Sports Medicine
Nutrition
Fitness
Wellness: Exercise is
Medicine

Sustainable Technology
Zero Net Energy
Energy Systems
Heating, Air Conditioning,
Refrigeration
Applied Engineering
Non-Credit Makerspace
Welding

Hospitality and Culinary Arts
Hospitality
Culinary Arts
Restaurant Management
Hotel Management

COLLEGE OF THE DESERT--MECCA THERMAL

Salton Sea STEM Center
Biology
Chemistry
Geology
Physics
Computer Science

Observatory
Astronomy
Natural Resources
Plant Science
Salton Sea Project

Road Runner Farms
Pest Management
Water Management
Sustainable Agriculture
Agricultural Business
Vocational ESLN
Welding

COLLEGE OF THE DESERT--INDIO

STEAM Center
Cyber Security
Computer Science
Chemistry
Biology
Digital Arts

Administration of Justice
Administrative Office--Business Information Worker
Business Transfer
Child Development Center
Early Childhood Education
Liberal Arts Transfer

COLLEGE OF THE DESERT --DESERT HOT SPRINGS
English as a Second Language—Non Credit
Basic Skills

Liberal Arts Transfer
Education