

# COLLEGE OF THE DESERT STRATEGIC MASTER PLAN 2016-2021



COLLEGE  
*of the* DESERT

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#### ACKNOWLEDGEMENTS

More than 300 faculty, staff, students, leadership, and community members have contributed to the development of the College of the Desert 2016 Strategic Master Plan.

## President's Message



### College of the Desert is Truly a Magical Place Where Dreams are Realized!

Since its founding in 1958, College of the Desert has grown into a vibrant, state-of-the-art center for higher education and an economic engine for the community – preparing students to transfer to 4-year university or providing them the skills to begin their career while securing our investment in the desert's future. Over the years, our 120,000 alumni have gone on to fulfill their dreams, have successful careers and positively impact hundreds of thousands of lives across our valley.

Looking to the future – the needs of Coachella Valley residents have grown more complex as our demographic and economic diversity continues to evolve. When we think about tomorrow, we know that success for our students has to start with instilling the goal of a college degree and building an effective educational pipeline long before it's time to fill out a college application! The reason is more education equals more success for our students, our economy and our community.

Over the past few years we have been fortunate to have some of the strongest enrollment in the region. However, the future will require a commitment to initiatives that improve student retention, completion and graduation rates. Our first challenge is to insure students arrive prepared to meet the expectations of academic performance. Our second challenge is to increase the college going rate and likelihood a student will succeed once in college. I am committed to expanding efforts to work with our K-12 systems and university partners to improve academic preparedness and increase the college going rates. I am also committed to expanding our efforts to help students overcome obstacles to meet their academic goals and graduate sooner.

As we think about the future, dream of that day when our educational and community leaders have provided all students an opportunity to fulfill their educational goals. The College has never been more relevant or more in demand as we expand our efforts to fulfill this dream. College of the Desert will continue its rich tradition of serving the community but pledges to expand our efforts to increase opportunities for the next generation to realize their dreams.

**Joel L. Kinnamon, Ed.D.**

*Superintendent/President*

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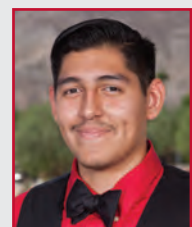
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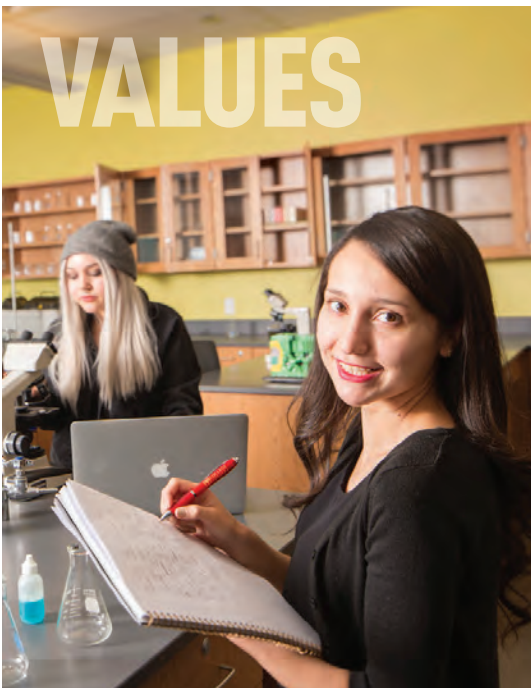
# MISSION

College of the Desert provides excellent educational programs and services that contribute to the success of our students and the vitality of the communities we serve.

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.



# VISION



# 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 & 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.

# STRATEGIC GOALS SUMMARY

## **Goal 1: Student Success**

Student Success at College of the Desert is defined by the achievement of students' educational goals.

## **Goal 2: Planning and Governance**

College of the Desert is committed to effective and transparent planning and governance structures by following and improving an integrated and systematic planning and governance model.

## **Goal 3: Fiscal Stability and Infrastructure**

College of the Desert is committed to the responsible and effective development and management of resources.

## **Goal 4: Teamwork, Organizational Development**

College of the Desert is committed to cultivating a collaborative culture, which fosters participatory and team development for Faculty, Staff, Students, Community and Leadership.

## **Goal 5: Economic, Workforce Development and Community Outreach**

College of the Desert's community partnerships provide outstanding enrichment opportunities that contribute to the success and vitality of our community.





College of the Desert is located in Palm Desert, California, the geographic center of the beautiful Coachella Valley. Nestled among the backdrop of the Santa Rosa and San Jacinto mountains in eastern Riverside County, the Coachella Valley is a resort community that offers over 100 golf courses and a wide array of outdoor activities such as tennis, hiking, horseback riding, hot air ballooning, polo, bicycling, rock climbing and swimming.

Founded in 1958, this two-year public college serves over 400,000 residents of nine local cities and the students of the Palm Springs, Desert Sands and Coachella Valley school districts. College of the Desert offers certificates and two-year Associate of Arts and Associate of Science degrees.

The College first opened its doors in 1962 with nine buildings on 160 acres. In 2004, the voters in the Desert Community College District overwhelmingly approved the sale of bonds to enable the College to renovate its 40-year old Palm Desert campus and build campuses in Palm Springs, East Valley and Indio. The bond issue totaled \$346.5 million and the College has already completed several building renovations such as the nursing building, the business building, and the dining hall. New structures have already been completed including Alumni Centre, Barker Foundation Nursing Complex, Burn Tower training facility, Central Plant, Public Safety Academy, Cravens Student Services Center, the East Valley campus, and the Math Science Technology Center building.

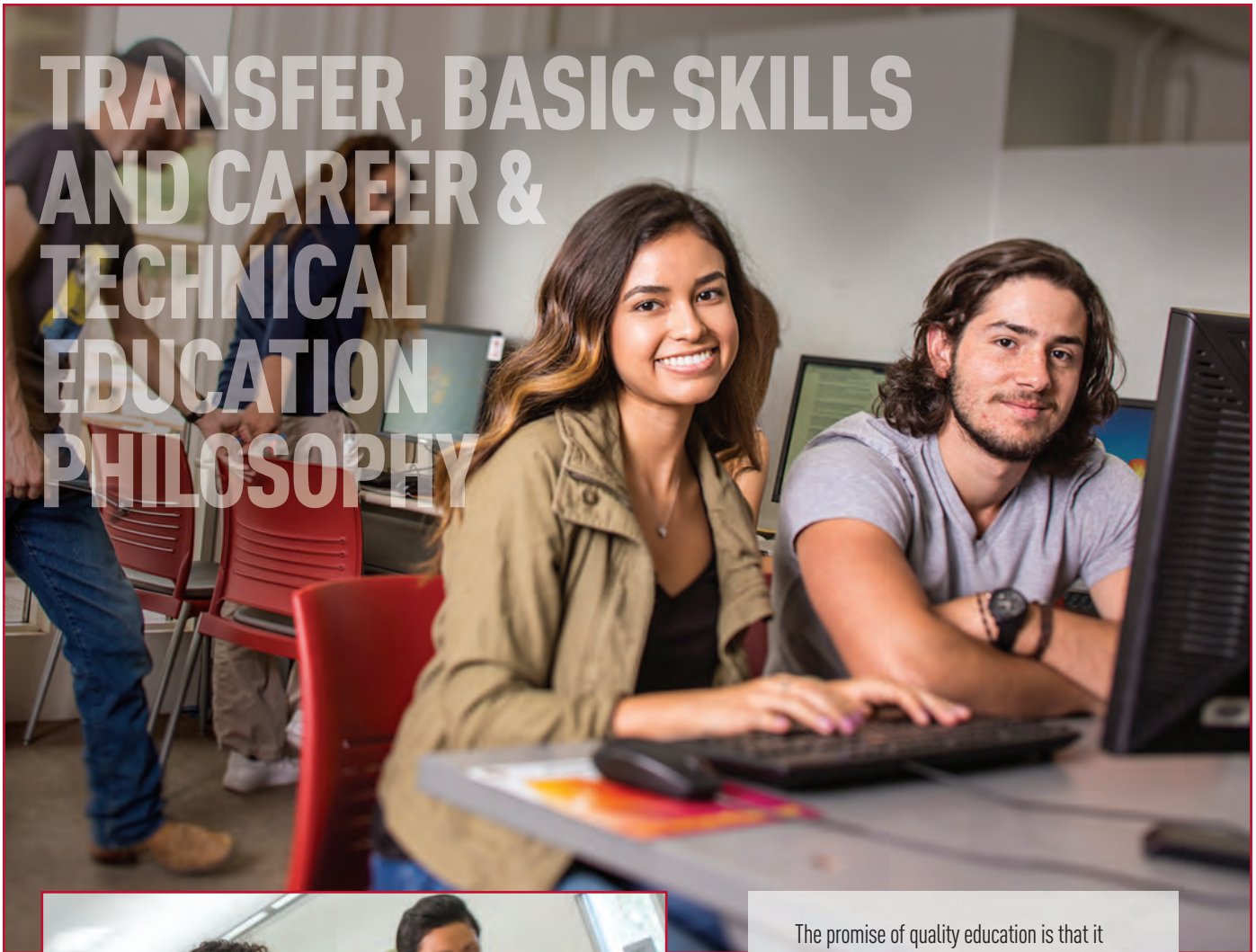
The Board of Trustees has ultimate responsibility for the integrity, quality, and fiscal stability of the District. The chief administrator of the District is the Superintendent/ President, who is also the chief administrative officer of the College. The Superintendent/President serves as the Secretary to the Board of Trustees.

The College is under the leadership of Joel L. Kinnamon, the College's seventh president. The College served over 14,000 students in the 2014-15 academic year. COD is a federally recognized Hispanic Serving Institution (HSI), with almost 70% of the student body identifying as Hispanic.

# HISTORY OF THE COLLEGE



# TRANSFER, BASIC SKILLS AND CAREER & TECHNICAL EDUCATION PHILOSOPHY



The promise of quality education is that it provides integrative and comprehensive programs that are broad and deep, introducing students to skills, knowledge, and patterns of learning that foster better understanding of themselves and the world around them. Education at College of the Desert prepares students for career workforce training, degree and certificate attainment, basic skills and/or transfer.

## General Education

1. Natural Sciences
2. Social and Behavioral Sciences
3. Arts, Humanities, and Culture
4. Language and Rationality
5. Personal Growth and Development

## Career & Technical

1. Personal Development and Responsibility
2. Self-Awareness, Self-Understanding, and Self-Advocacy
3. Self-Sufficiency and Independent Learning

## Basic Skills

1. Critical Thinking
2. Quantitative Reasoning
3. Reading and Writing Skills
4. Problem Solving
5. Academic Behaviors
6. Independent Study Skills



# INTRODUCTION

Strategic planning by definition, is an organization's process of defining its strategy or direction and making decisions on allocating its resources to pursue this strategy, including its capital and people.

The strategic planning process at the College of the Desert has reached a point where institutional goals need to be formulated and discussed in detail within the college community with the intent of reaching a consensus of action steps needed to accomplish the agreed upon institutional goals.

There has been an ongoing effort to reach out to the numerous segments of the college and the community through various meetings on and off campus, in regard to the strategic planning process. An on-line survey was conducted from March 16 to May 6, 2015 with student participation providing the vast majority of responses. Additional information, specific to the survey, can be found in a separate summary document produced by the College's consultant (MAAS) who developed and monitored the survey process.

The wealth of information collected presented an excellent "snap shot" of current conditions in regard to the future direction of the programs, enrollment, curriculum and support services of the College of the Desert and its students. Internal and external data provided by the College's Institutional Research department and other sources has been reviewed, analyzed and utilized to provide suggestions for potential institutional goals.

The above mentioned information was also supported by the following sources and/or documents gathered for the specific task of assisting in the development of institutional goals for the strategic planning process:

- 2010 COD Educational Master Plan
- 2014 COD Fact Book
- California Community Colleges Student Success Scorecard 2014
- Coachella Valley Regional Plan for College & Career Readiness
- Coachella Valley Economic Partnership
- California Community Colleges Chancellor's Office (Data Mart)
- Relevant presentations to the COD Board of Trustees
- Data specific to K-12 Districts student population within COD service area





# THE PLANNING PROCESS



In 2015, there was a review and analysis of internal and external information, data from the College of the Desert “Fact Book” and webpage including demographics, K-12 growth, graduation rates, current labor market trends, wages, regional planning documents, and existing college plans and reports. The existing information was synthesized into a single presentation that was presented at a number of “town hall” meetings. Data elements were shown and provided a comprehensive analysis of trends impacting the future direction of the District. Meetings were also held at off-site locations to gather input and discuss the process and objectives. There was also a 2015 Strategic Master Plan Survey (English and Spanish) posted to the College website where both the public and internal constituents could provide feedback. MAAS, the consultant working with the District, collected the information from both the surveys and forums and summarized the feedback received. MAAS completed the summary of the Strategic Planning Survey and summary of the feedback received during the 2015 Strategic Planning Process.

In spring 2015, the Office of Institutional Effectiveness, Educational Services and Planning was charged to collect feedback from College constituencies and the community to inform and write College of the Desert’s next Strategic Master Plan.

The feedback collected continued into fall 2015. During this time, Assessment of Planning and Outcome (APO), a subcommittee of the College Planning Council (CPC), completed an assessment of committees that existed in the CPC Handbook. In the process of completing the assessment for APO, the members of the committee revisited its role and products. APO’s role is to “assess the performance of the college in relation to the goals and objectives specified in its strategic and operation plans,” including to “lead the effort in the evaluation and modification of the Strategic Master Plan.”

At the December 10, 2015 meeting of APO, the members of the committee agreed with the original role of the committee and recognized that APO would be coming forward in spring 2016 to make a recommendation to CPC to create a work group to write up the Strategic Master Plan informed by APO’s evaluation.



# PROGRAM REVIEW AND THE ASSESSMENT CYCLE

College of the Desert is positioned to enrich the lives of our students by stating and assessing learning outcomes. Faculty at the college believe in integrative general education that encompasses not only knowledge and abilities, but values, attitudes and habits that create success within and outside of the academic arena.

Learning is a complex process. Assessing learning should reflect the adequacy and intricacy of its subject. Effective assessment includes diverse methods of measurement designed to give educators an understanding of how students learn and perform over time. Therefore, assessment is ongoing, revealing change, growth and increasing degrees of integration. As our picture of learning comes into clear view, we provide ourselves with a solid foundation for improving our students' educational experience.

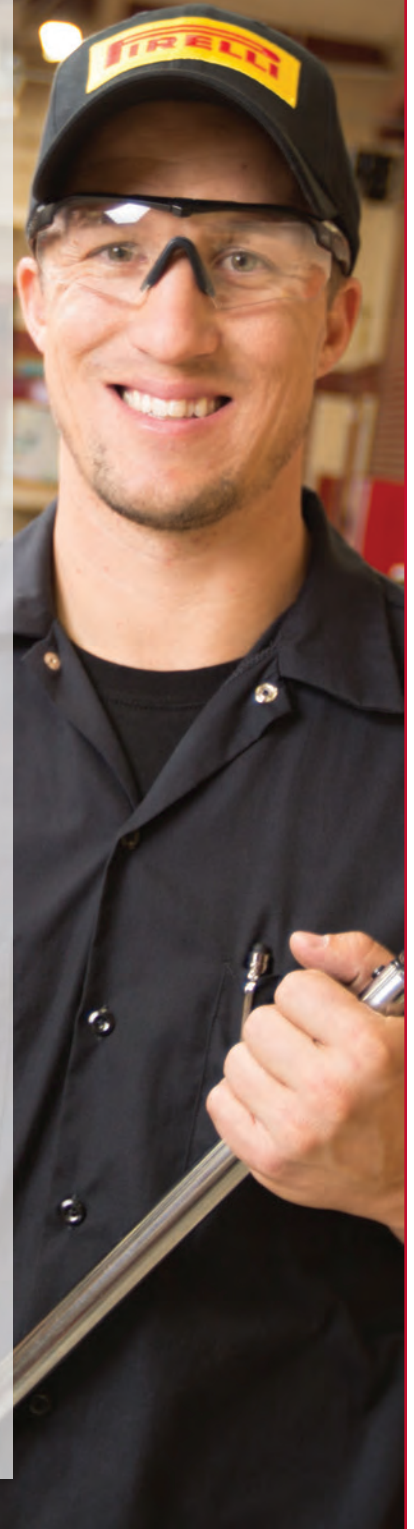
We begin with statements of expected learning at the course, program and institution level. These statements are discussed, publicized and shared amongst all college constituents. Courses, programs and the institution are assessed according to the statements, aligned with faculty intention and curriculum design in mind and compared to the college's mission all with the purpose of clarifying our vision and implementing changes as needed.

Data acquired through the assessment process provides evidence for curriculum reform, planning, resource allocation, organizational leadership, staff and student development. To maintain the integrity of student learning outcomes assessment, knowledge and information coming out of assessment is not a part of faculty evaluation. Ultimately, we want to discover the best learning conditions for our students at every level and during every part of their educational experience.

As we embark upon understanding students' educational experience in the 21st century, faculty at College of the Desert recognize that student learning is a campus wide responsibility and assessment is a way of executing that responsibility. While faculty are the main drivers of this movement, we appreciate that we will also rely upon participation from student services, librarians, administrators, and students. Assessment may also involve community members such as alumni/ae, trustees, and employers. It is our shared understanding of assessment as a continual learning cycle which includes measurement, feedback, reflection, and change that will foster teaching excellence as we challenge and support our students' active engagement in the learning process.

Program Review is a faculty driven process that provides quantitative and qualitative analysis of programs, commends good performance, and recommends improvements to strengthen the quality of education being offered.

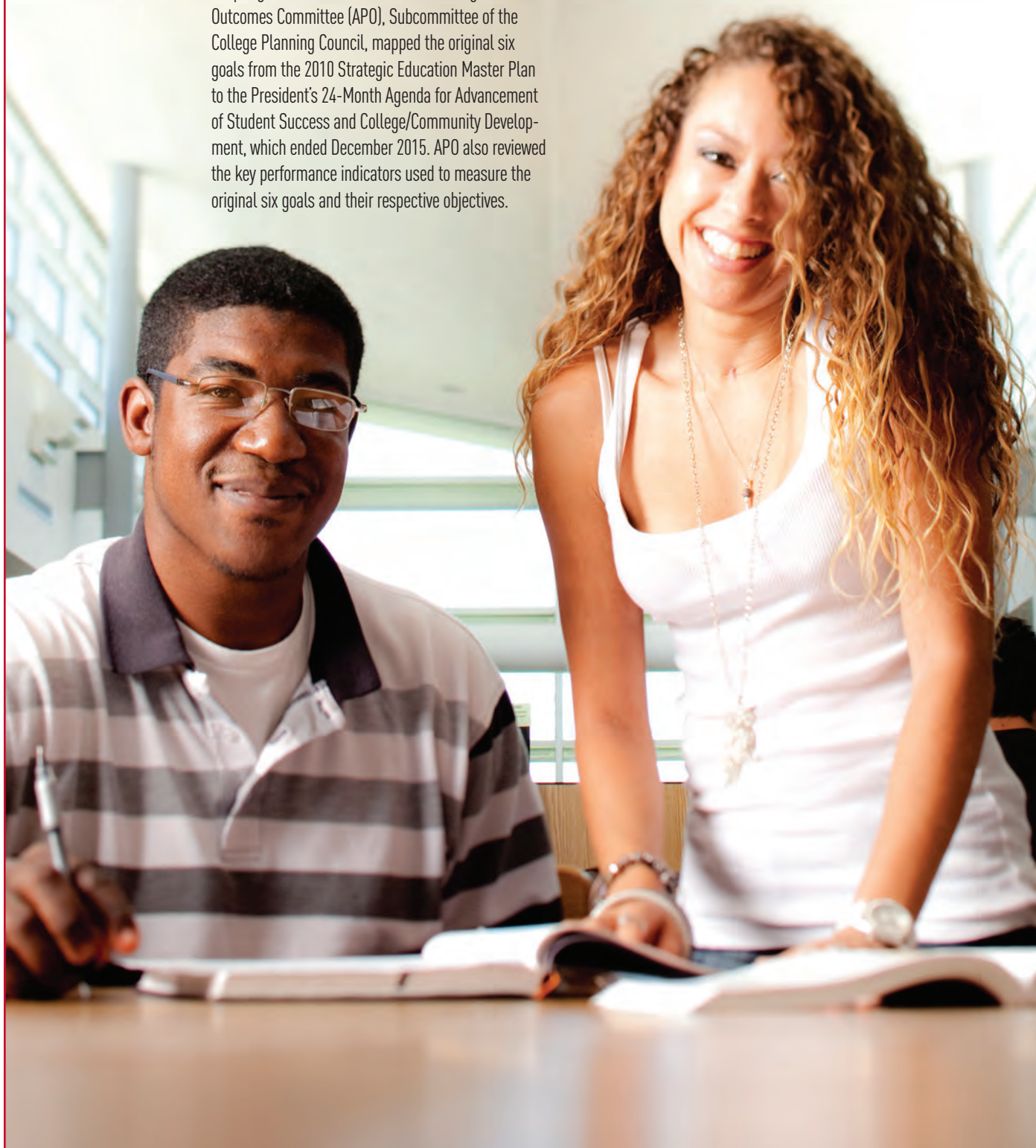
The major objective of program review is to improve the quality of education at College of the Desert and help the district achieve its commitment to student learning. Program Review is required for each program on a five year cycle. Interim Program Review Updates are completed for all programs on an annual basis. Results are compiled into a Program Review Planning Summary that is reviewed annually.





# CLOSING THE LOOP: REVIEW AND REFINE

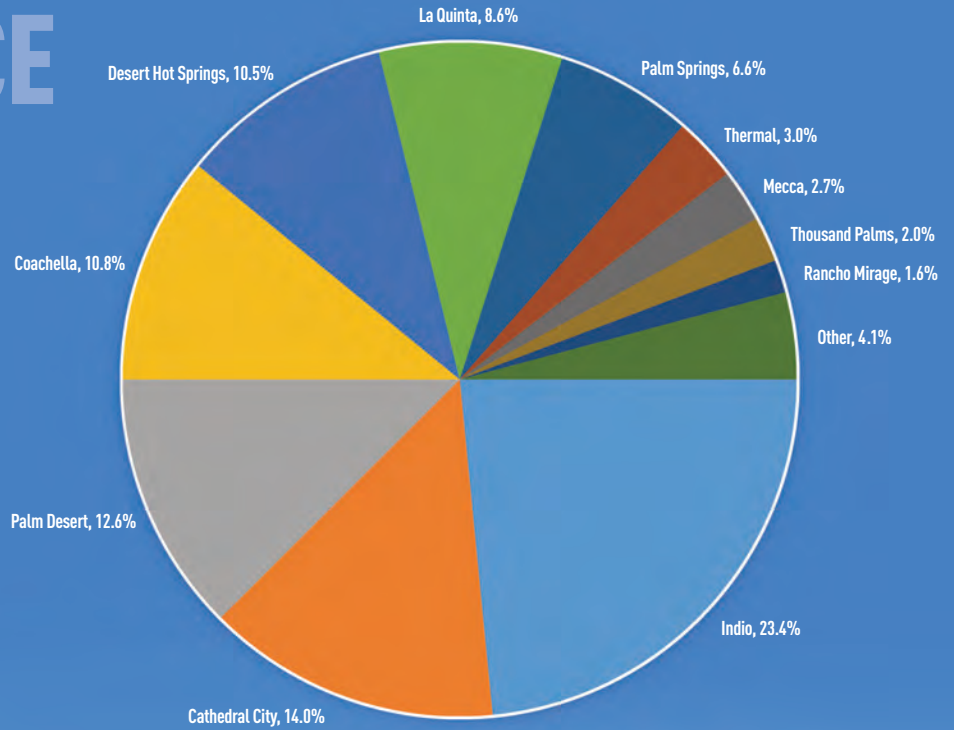
In spring 2016, the Assessment of Planning and Outcomes Committee (APO), Subcommittee of the College Planning Council, mapped the original six goals from the 2010 Strategic Education Master Plan to the President's 24-Month Agenda for Advancement of Student Success and College/Community Development, which ended December 2015. APO also reviewed the key performance indicators used to measure the original six goals and their respective objectives.



# COD AT A GLANCE



COD Fall 2015 Students by City



## Demographic Data for College of the Desert

During the same Fall 2015 semester, the largest proportion of our student population identified themselves as:

### Age

- Under 20 - 25.9%
- 20-24 - 35.0%
- 25-34 - 21.2%
- 35 + - 19.9%

### Student Unit Load

- Less than 6 - 31.4%
- 6 to 11.9 - 34.9%
- 12 or above - 33.7%

### Gender

- Female - 55.8%
- Male - 44.0%
- Unknown - 0.2%

### Ethnicity

- African American - 2.6%
- Asian - 4.3%
- Hispanic - 70.8%
- White - 18.2%
- Two or more races - 2.3%
- Other - 1.8%





# OPPORTUNITIES AND CHALLENGES

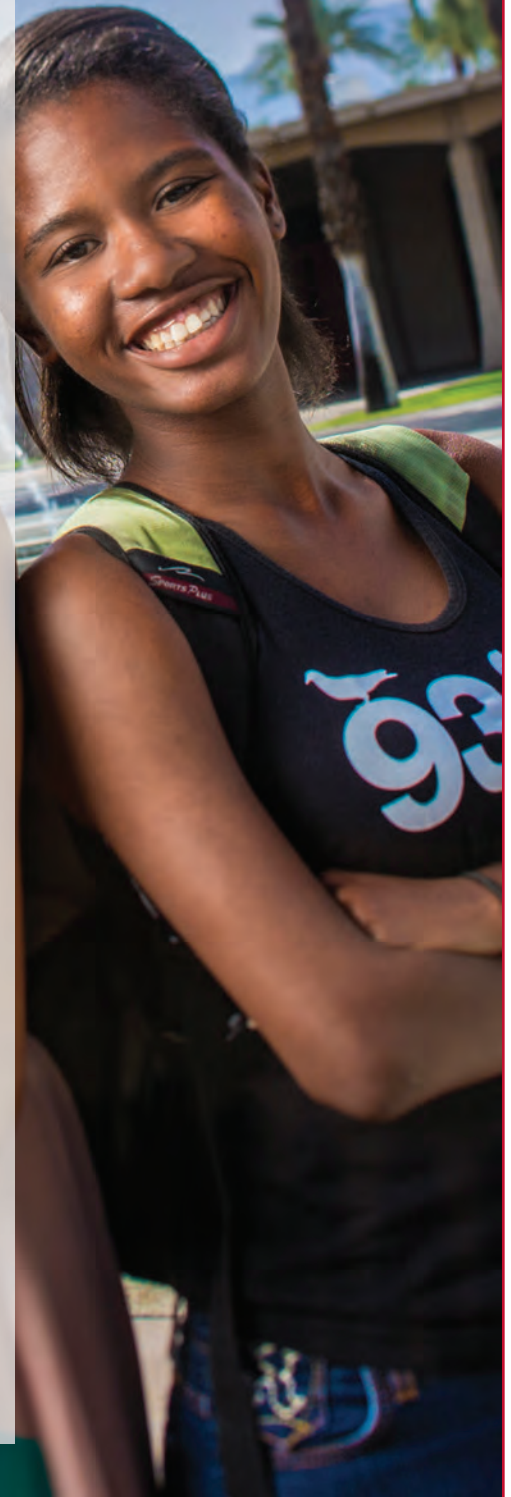
The rate of unprecedented growth in the Coachella Valley presents COD with increased demands on the current College structure. This is in contrast to numerous California Community College Districts similar to COD that lack both projected and actual growth and the consequences of a reduction in the number of potential students. The projected growth rate within the COD service area will require the College to continue to explore the options for expanding and upgrading future facilities and programs at all of the campus locations to meet this future demand of the residents within the College's service area.

Student participation rate ("SPR") is a method utilized by all California Community Colleges ("CCC") and the State Chancellors Office for evaluating a specific college's infiltration into the service area's population. SPR is defined as the number of students enrolled at the college per 1,000 persons living in the service area. The SPR combined with the current capture rate of COD within the Coachella Valley area (November 7, 2014 presentation to the Board of Trustees) demonstrates the potential for increasing those existing numbers. The ability to capture a higher percentage of students by engaging those students earlier in their educational process could be of benefit to the students and the College. The outreach to young students, emphasizing the value of a college education, especially with a significant percentage of the population having never attended college will require a well thought out program and pathway with each of the K-12 Districts within the service area. The unique growth in the Coachella Valley will also focus additional attention to the updating and expansion of existing facilities and programs.

A major predictor of a community college student's success is the level of parent education. This variable also serves as a proxy for the 'neighborhood affect' which is the socioeconomic culture and its influence on college-going. Only 17% of adults over the age of 25 in the College of the Desert service area possess a bachelor degree or higher. The state-wide average of this metric is 28.5%.

Nearly 90% of first-year College of the Desert students are not ready for postsecondary course work. These students must take remedial courses in English, reading and/or mathematics. This college readiness gap is a major culprit in low success and completion rates. Improving college readiness is an essential part of increased student success.

The State of California's fiscal situation has improved recently but the years of budget reduction to the community college system and the College of the Desert has had an impact on the College's ability to provide services to its students and community. The opportunity to address the strategic planning process is timely and will present an opportunity for the college to address the future challenges in a proactive manner with the establishment of institutional goals for COD to pursue in the immediate future.





# STRATEGIC GOALS

## Goal 1: Student Success

Student Success at College of the Desert is defined by the achievement of students' educational goals.

### Objectives:

- 1.1 Support the development and implementation of a comprehensive student success plan
- 1.2 Prioritize resources to insure the institutional success of:
  - 1.2.A Student Success Plan
  - 1.2.B Transfer Initiatives
  - 1.2.C Course Programs and Support Services leading to Associates Degree, Career Technical certificate attainment and transfer readiness
- 1.3 Advance meeting the needs of the underprepared student by, among other leadership activities, providing sufficient basic skills and support services as transitions to successful transfer and/or entry into the labor market
- 1.4 Support the review of career technical programs and develop a plan or strategies to identify and strengthen viable career pathways for students
- 1.5 Develop and implement a "program" of strategies and activities that encourage and recognize faculty, staff, and management innovation with a focus on increasing student success and completion
- 1.6 Support the continuing development and implementation for outcomes assessment, focusing on use of data to improve student learning and achievement and organizational efficiency and effectiveness





## Goal 2: Planning and Governance

College of the Desert is committed to effective and transparent planning and governance structures by following and improving an integrated and systematic planning and governance model.

### Objectives:

- 2.1 Advance the implementation of the College's Enrollment Plan strategies/initiatives/efficiencies
- 2.2 Through the Enrollment Management Plan, maintain student access as well as increase enrollment levels at or above base caps
- 2.3 Strengthen the integration between college planning, review, and decision reaching processes and evaluate how resource allocations lead to improved institutional effectiveness
- 2.4 Continued support of a planning and decision reaching system that is open, communication based, and supported, to the degree possible, by consensus
- 2.5 Provide for the continued development and refinement of the college's planning process and further integrating it into the decision reaching processes
- 2.6 Develop and implement a plan with time lines to address the recommendation from the ACCJC on COD Self-Study and accreditation visiting team report

# STRATEGIC GOALS

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## Goal 3: Fiscal Stability and Infrastructure

College of the Desert is committed to the responsible and effective development and management of resources.

### Objectives:

- 3.1 Provide support for maintaining the college's fiscal strength through the development of the annual budget, monitoring expenditures and leveraging resources with an emphasis on compliance with articulated priorities, elimination of waste and efficiency of operations
- 3.2 Improve the college's fiscal strength so that appropriate responses may be planned for growth, changing technology, and changing economic conditions
- 3.3 Continue the exploration of potential grants, partnerships, and gifts, which will benefit the college
- 3.4 Continue to establish and maintain collaborative partnerships with business, industry, educational entities, and governmental agencies
- 3.5 Build the college's capacity for attracting alternative sources of revenue through the coordination of efforts related to grant development, economic program development, fee based courses and programs, partnership for cost sharing, and fees for services provided
- 3.6 Identify and develop resources needed to accommodate future growth
- 3.7 Support realigning college's educational/instructional units with a particular emphasis on equitable workloads, staffing patterns, responsibility scope, and operational viability (effectiveness) relative to its responsiveness and adjustability to changes in college goals, institutional and state level priorities
- 3.8 Provide for continued improvement of the college's infrastructure and physical learning environment
- 3.9 Continue to plan for long range capital needs, with particular attention to changing technology and preventive maintenance
- 3.10 Continue with the further development of the college's outreach centers







## Goal 4: Teamwork, Organizational Development

College of the Desert is committed to cultivating a collaborative culture, which fosters participatory and team development for Faculty, Staff, Students, Community and Leadership.

### Objectives:

- 4.1 Model and emphasize team management as a basic management tenet at the college
- 4.2 Continue to develop and enhance institutional management strategies which are responsive to shared decision making for the efficient and effective delivery of the college's resources to the public
- 4.3 Continue to foster participatory team management orientation that is supportive of and enhances collaboration, consultation, and the governance processes
- 4.4 Continue to encourage, nurture and support a college environment that fosters unity as well as recognizes and respects the creative potential and dignity of each individual in the college community
- 4.5 Initiate, sponsor, and participate in "informal" meetings and groups for the purpose of enhancing communication, relationships, and "community" building

# STRATEGIC GOALS



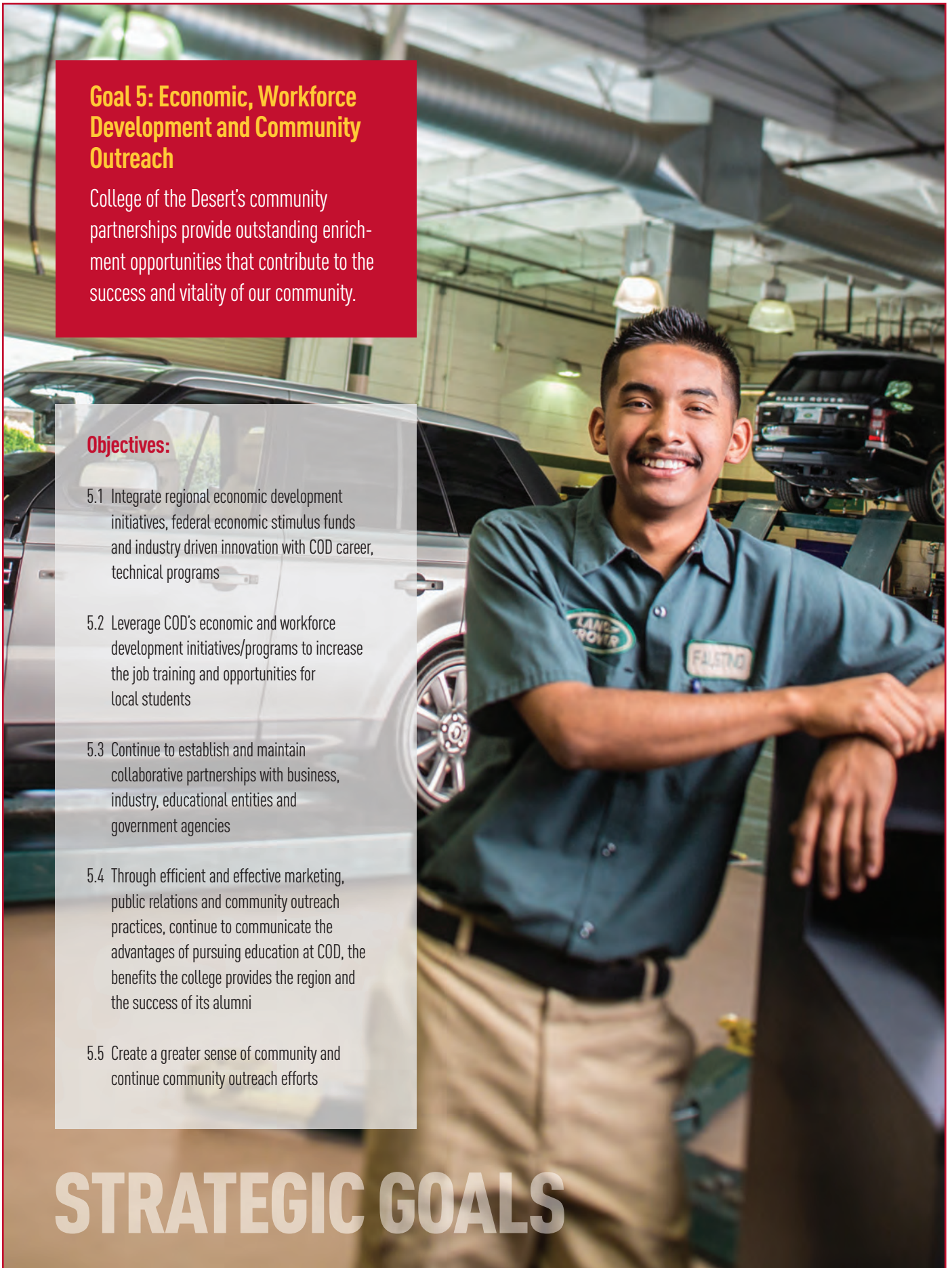
## Goal 5: Economic, Workforce Development and Community Outreach

College of the Desert's community partnerships provide outstanding enrichment opportunities that contribute to the success and vitality of our community.

### Objectives:

- 5.1 Integrate regional economic development initiatives, federal economic stimulus funds and industry driven innovation with COD career, technical programs
- 5.2 Leverage COD's economic and workforce development initiatives/programs to increase the job training and opportunities for local students
- 5.3 Continue to establish and maintain collaborative partnerships with business, industry, educational entities and government agencies
- 5.4 Through efficient and effective marketing, public relations and community outreach practices, continue to communicate the advantages of pursuing education at COD, the benefits the college provides the region and the success of its alumni
- 5.5 Create a greater sense of community and continue community outreach efforts

# STRATEGIC GOALS











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