

**DESERT COMMUNITY COLLEGE DISTRICT
REGULAR BOARD MEETING
CRAVENS STUDENT SERVICES CENTER
FRIDAY, JANUARY 20, 2012
MINUTES**

I. CALL TO ORDER – PLEDGE OF ALLEGIANCE - ROLL CALL

Chair Stefan called the meeting to order at 9:30 a.m. and asked Trustee Hayden to lead the Pledge of Allegiance.

President Patton called the roll and all members were present, with the exception of Student Trustee Aaron Bonner, who will be present after the closed session at 10:00 a.m.

Chair Stefan introduced Mr. David Erwin, the attorney for the Board.

II. AGENDA:

A. CONFIRMATION OF AGENDA:

Motion by Becky Broughton, second by Michael O'Neill, to approve the agenda of the January 20, 2012 Board meeting.

Motion carried with Student Trustee Bonner absent.

III. CLOSED SESSION 9:30 – 10:00a.m.

1. **CONFERENCE WITH LABOR NEGOTIATOR**, Pursuant to Section 54957.6; unrepresented groups & labor unions on campus include CTA, CODAA, and CSEA; Agency Designated Representative: Dr. Edwin Deas
2. **ANTICIPATED LITIGATION:**
Specify number of potential cases: 1

IV. OPEN SESSION 10:15 a.m.

No reportable action taken in closed session.

V. PUBLIC COMMENTS (Agenda Items):

None.

VI. APPROVE THE MINUTES OF:

1. The Regular meeting of December 16, 2011

Trustee Bonner asked for a correction to the minutes. In the study session, under Interim Vice President Adrian Gonzales', the grant is an HSI grant, not an HIS grant.

The minutes stand approved as corrected.

VII. ADMINISTRATIVE REPORTS

1. President

- a. Faculty Acknowledgement: Jose Simo, Counselor, HIS

President Patton introduced Jose Simo, Counselor, and acknowledged his contributions to College of the Desert.

b. Career/Tech Ed Month Proclamation

John Jaramillo, Dean, School of Applied Sciences and Business, read the proclamation.

VIII. REPORTS

A. GOVERNING BOARD

The members asked that their written reports be included in the minutes.

Trustee Broughton

- Submitted the written report below, the highlight of which is working with the East Valley Alumni Association on a meeting with the Indio Chamber of Commerce. This will be an opportunity to remind and inform that community about the new COD facility to be built.
- Thanked the COD Foundation for the successful Rita Rudner event.

- 1) *This month since our last meeting has been filled with holidays and family time. Although I did have a chance to visit with faculty and staff from (what was formerly known as) Community Colleges in Florida, my conversations were casual and anecdotal. They have many of the same challenges that we face even though they have transitioned into a four year institution.*
- 2) *Jerry, Edwin and I met with some community representatives discussing ways that the college and other entities could work together to better serve the needs of the east valley communities.*
- 3) *Our East Valley Committee of the Friends and Alumni met on January 12th at the Indio Center.*
- 4) *The plans for our February 17th breakfast event with the Indio Chamber of Commerce are being finalized. Thanks to Trustee Marman, Dean Lujan, and Marion Champion for representing us that morning. Architectural renderings will be on display and information about the college will be available to those interested. Many thanks to the COD Friends and Alumni for sponsoring these events and for the many ways that they help us in our out-reach efforts.*

The report is brief but I'm sure that this New Year holds many more meetings and opportunities. I look forward to these chances to work together in 2012.

Trustee Hayden had nothing to report and did not submit a written report.

Trustee Marman

- Submitted the written report below and will be following up, in the hopes of working with MindUP, Goldie Hawn's Foundation. College of the Desert Alumni Association already has a program called "College is for you", which encourages children to make up their minds early, consider their options and tell their parents they want to go to college. The MindUP Foundation works with children K-8 doing brain-focused strategies for learning and living. They teach the students how their brain works and how to get focused. They introduce brain physiology and mindful attention, sharpen senses. Part of the content is "it's all about attitude". It builds empathy and a good mind-set, and also encourages gratitude and kindness. This program is put together by world-wide experts. Trustee Marman would like to try to tie it in with the Alumni's Program.
- 1) *Board Sub-committee meeting with Dr. Edwin Deas, VP Business Affairs and Trustee Hayden to discuss budget.*
 - 2) *Spent 4 hours with a new member of the Foundation Team*
 - 3) *Attended several Think-Tank meetings*
 - 4) *Had an opportunity to meet the Executive Director of a new group called "MindUP Program". This program is part of The Hawn (Goldie Hawn) Foundation. He will follow up with additional discussion at the meeting.*

Trustee O'Neill

- Thanked everyone that volunteered to participate in the search advisory committee. There have been 2 meetings of the committee and are moving forward. The final review of the announcement has been completed is being edited and should be posted on website first part of next week.

The official recruitment period will begin after that. All members have signed a confidentiality agreement and he asked the college community to respect that confidentiality and not ask them for information. All information that can be made public will be posted on the website.

In December, ELS sent a blanket announcement to 1000 people. Approximately 100 of those people visited our website, 40 showed more intense interest and ELS has received 10 letters of interest. There is a great deal of interest in the position. All Board of Trustee members will also be asked to sign this letter of confidentiality.

Student Trustee Bonner

- The index card survey has been complete. He distributed a handout and reviewed it with the members. This survey was a way to communicate with the students and there were

535 respondents. He thanked everyone that contributed to the success of the survey, specifically the students that participated. He also gave special thanks to Academic Senate President Zerryl Becker for her outstanding support in encouraging other faculty members to participate.

- 1) *I hope everyone enjoyed their holidays with friends and families. I am pleased to be back at school, and I look forward to an exciting semester. Welcome Back All!*
- 2) *I am proud to have concluded the index card survey. The information will be presented on Friday, in the form of handouts. I want to thank everyone who made this project a success. The handout will cover the top 3 student concerns, which include: Class Availability, Parking, and Add Codes/Registration. In addition to covering the previous mentioned categories, the handout also includes other concerns, and questions, specifically building buildings when we are cutting sections.*

Trustee Stefan

- She and Student Trustee Bonner will meet with Vice President Herzek next week for their subcommittee meeting.
- 1) *Since last we met, I was fortunate in being able to attend the Rita Rudner Gala. What a wonderful evening for everyone in attendance. I look forward to seeing the total raised.*
 - 2) *This month started with a Presidential Search Committee meeting on the 5th. This is an excellent committee and really committed to the College and the task at hand. We will be having the 2nd of these meetings on Thursday the 19th of January.*
 - 3) *On the 12th, Michael and I had our pre board meeting and tried to finalize the agenda so that we can have a successful meeting on Friday. We are looking at having the Conflict of Interest Training and Brown Act Training in February. If there are other areas that you feel would be of asset to the board, please let Michael or myself know so that we can get it on the schedule.*
 - 4) *We have a lot happening in the year ahead and I hope we are all ready to tackle the challenges that lay ahead.*

Trustee Marman commented the college often hears the concerns from the students and community on why we are cutting classes but building new buildings. He suggests adding something to the schedule and/or catalog, in a place very evident to students, addressing this concern.

He has also heard that counselors are telling students to use the internet schedule, not the printed one, as the printed one is not up to date. He suggests not printing schedules as a way to save money. Interim Vice President Student Affairs Adrian Gonzales said the intent for the Fall term is to have an online schedule only and no hard copy as a cost-saving measure. Students can print parts of it themselves by going to the website.

Trustee O'Neill thought it important when talking about why we are continuing to build that the community understand that the Board has looked at all possible options to stop or slow the building process down. We have no options and must use the bond money within a certain time-

frame and appropriately. Dr. Deas commented that administration has identified 10 reasons to continue.

Chair Stefan reminded everyone that all supporting documents for the agenda items are listed on the College of the Desert website.

B. ASCOD

ASCOD President Simon Meyers was not able to be present and had nothing to report.

Student Trustee Aaron Bonner, as directed by the Board Chair, asked for input from ASCOD and ICC, which consists of the numerous clubs on campus, on what they would like to see in the next Superintendent/President. He shared that information with the Board. (see reports following the minutes.)

C. COLLEGE OF THE DESERT FOUNDATION

Jim Hummer, Foundation Executive Director, was present and gave a brief report

D. COLLEGE OF THE DESERT ALUMNI ASSOCIATION

Gene Marchu, Alumni Association Executive Director, was present and gave a brief report

Trustee Broughton pointed out the \$500.00 for the students from Toro Canyon to visit our campus was coordinated with Student Life. They are 7th grade, self-designated college-bound. She thanked the Alumni Association for giving these students an opportunity to see what college is. It will make them better acquainted with a college campus and college life.

E. ACADEMIC SENATE

Zerryl Becker, Academic Senate President, was present and gave a brief report.

Trustee O'Neill and Trustee Broughton thanked Ms. Becker for the update on the census rosters and making them more aware of the complexities of the process. Mr. Gonzales reported that Dr. Nery, Dean Enrollment Services, is developing on a Faculty Handbook, which will explain these processes.

F. FACULTY ASSOCIATION

Gary Bergstrom, CTA President, was present but had nothing to report.

G. C.O.D.A.A.

David Bashore, CODAA President, was not able to be present but submitted his report to the members via email.

H. CSEA

Lauro Jimenez, CSEA President, was present and gave a brief report.

IX. CONSENT AGENDA

Motion by Becky Broughton, second by Michael O'Neill, to approve the consent agenda as presented.

Discussion: Trustee Marman asked if the Strata Group listed in the Warrants was the consultant helping with the FTES recalculations. President Patton confirmed we had a contract with them to recalculate the FTES. We also had an auditor working on the FTES.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

A. HUMAN RESOURCES

1. Employment Group C Appointments
2. Extensions of Assignment
3. Resignation – Classified

B. FISCAL SERVICES

1. Purchase Orders and Contracts for Supplies, Services & Construction
2. Warrants
3. Payroll #6
4. Out-of-State/Country Travel
5. Gift/Donation to the District
6. Agreement for Specific Legal Services with Best, Best & Krieger LLP

X. ACTION AGENDA

A. BOARD OF TRUSTEES

1. Revision to Administrative Procedure 2735: Board Member Travel – Second Reading

Motion by Aaron Bonner, second by John Marman, to approve the revision to Administrative Procedure 2735: Board Member Travel as presented.

Discussion: Chair Stefan read the policy aloud. Trustee Marman asked if the Student Trustee had a budget. He does and it comes from the Office of Student Life.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

2. Revision to Board Policy 2100: Board Elections – Second Reading

Motion by Michael O'Neill, second by Becky Broughton, to approve the revision to Board Policy 2100: Board Elections as presented.

Discussion: None.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

3. Revision to Board Policy 1101: College President – Second Reading

Motion by Becky Broughton, second by Aaron Bonner, to approve the revision to Board Policy 1101: College President as presented.

Discussion: None.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

4. Revision to Board Policy 3505: Emergency Response Plan – First Reading

Motion by Michael O’Neill, second by Becky Broughton, to accept the revision to Board Policy 3505: Emergency Response Plan for a first reading as presented.

Discussion: Trustee O’Neill clarified the only change to the policy is the addition of the “Oath of Allegiance”. The oath is the same as the Trustees take when they take office.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

5. Revision to Board Policy 3711: Conflict of Interest – Employees – First Reading

Motion by Michael O’Neill, second by Aaron Bonner, to accept the revision to Board Policy 3711: Conflict of Interest - Employees for a first reading as presented.

Discussion: None.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

6. Proclamation: Black History Month

Motion by Aaron Bonner, second by Becky Broughton, to approve the proclamation as presented.

Discussion: Student Trustee Aaron Bonner read the proclamation aloud.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan
No: None

Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

7. Proclamation: Tech Ed Month

Motion by Aaron Bonner, second by Becky Broughton, to approve the proclamation as presented.

Discussion: Trustee Broughton commented on the gift of solar panels being accepted later in the meeting. Dean Jaramillo emailed a photograph of these panels to her as requested. She is always appreciative of donations but this one is huge, both in size of the panels and monetarily. She expressed her appreciation of the dedication of the community to our career and technical classes.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

B. HUMAN RESOURCES

1. Employment Group A Appointment – Classified

Motion by John Marman, second by Michael O'Neill, to approve the appointment as presented.

Discussion:

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

2. Employment Group A – Over 60 Days

Motion by Charles Hayden, second by John Marman, to the employment group A-over 60 days as presented.

Discussion: Dr. Deas explained there was some confusion as to who should submit the paperwork, hence the delay in getting it approved. All parties are aware of the process now.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

C. **FISCAL SERVICES**

1. Budget Transfers

Motion by Charles Hayden, second by Michael O'Neill, to approve the budget transfers as presented.

Discussion: Trustee Marman commented this report is difficult to read the way it shows on the iPad and sometimes is difficult to enlarge. He appreciates having it printed.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

2. Nonresident and Foreign Tuition Fee for 2012-2013

Motion by Michael O'Neill, second by Charles Hayden, to approve the fee as presented.

Discussion: Trustee Marman asked how enrollment is in those areas. Dr. Deas explained the international program continues to grow and we have a large number of countries represented. We do extensive market research to compare COD to our contiguous districts.

Mr. Gonzales said the international program is exploring ways to expand to create additional revenues and expand culturally. They are looking at a study abroad program, where we bring high school students to our campus for 2 weeks in the summer.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

3. CCFS-311Q / Quarterly Financial Status Report

Motion by Michael O'Neill, second by Becky Broughton, to the CCFS-311Q as presented.

Discussion: Dr. Deas distributed a handout on the budget situation; version 2.1 was prepared to reflect the Governor's announcements in January whereby for 2012-2013 he noted in November 2012 he is proposing a ballot initiative to increase taxes in 2 areas. Should that fail, the Governor has already identified the consequences of that failure and that would be a significant mid-year reduction to community colleges. That amounts to \$1.8M.

Version 2.2 reflects very recent news that the Chancellor's Office has noticed a significant shortfall in its tuition - \$125M – due to more residents of the state being eligible for the Board of Governor's waiver. Dr. Deas reminded the members that most student tuition does not come to the college, it goes to the state. The exception is the \$10.00 increase. They have announced there will be further mid-year cut on top of the two trigger cuts we've already sustained. We estimate that to be \$850,000 to our 2011-2012 budget.

The Chancellor's Office is recommending we assume the worst. Both of these versions are bad news, but they don't throw our projections out. We have anticipated this news and the work of the think-tanks was to find savings of \$2.4M per year. This does not change.

Trustee O'Neill commented it appears from the handout that we hit below the 7.5% reserve in 2012/2013. Dr. Deas said the objective of the multi-year plan is to be able to sustain our reserve throughout as long as we make \$2.4M in additional cuts each year. Trustee O'Neill said if we don't do this we will be closed by next year (blue line on handouts). Dr. Deas and Wade confirmed this. Student Trustee Bonner asked about the academic supplies shown on the handout. Dr. Deas said we have been able to pay for those out of lottery funds, but they run out in 2012-2013 and they will now be paid out of the general fund.

Trustee O'Neill asked how the redevelopment agency dollars affect us. Dr. Deas said the earliest indications are the changes in redevelopment agencies will have no bearing on the general fund nor the bond program, which was of major concern.

Trustee Marman said supplies have been cut back for a couple of years but there comes a point you cannot cut back any more. Dr. Deas commented he had just learned our culinary arts

program requires the students provide their own materials – the cost is not included in the program.

Wade Ellis, Director Fiscal Services, reviewed the general fund unrestricted budget handout. He stated the college is fiscally sound compared to most of the other community colleges in California. With the information received from the Chancellor’s Office in the last couple of days there are many colleges that will have to borrow money. We have a reserve, while many do not. Dr. Deas reported there are approximately 10 districts that have been absolved from apportionment cuts due to the difficult situation they are in.

Trustee O’Neill commented the Chancellor’s Office can’t keep pushing the community colleges into bankruptcy – we may have to look at some very drastic measures immediately. Dr. Deas agreed and there are only so many strategies that can be adopted. Some districts are in dire straits, some, like us, are reducing, and some districts are very wealthy and have not been touched.

Trustee Broughton thanked Dr. Deas for his email sent prior to the board meeting with this budget information as it was helpful to review it prior to the meeting.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

4. Notice of Intent to Award Contract – Classroom Building Project – Bid Package #11 – Technology

Motion by Michael O’Neill, second by Becky Broughton, to approve the notice of intent as presented.

Discussion: None.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

5. Notice of Intent to Award Contract – Classroom Building Project – Bid Package #19 – Audio Visual

Motion by John Marman, second by Michael O’Neill, to approve the notice of intent to award contract as presented.

Discussion: None.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O’Neill, Bonnie Stefan
No: None
Absent: None
Abstain: None

Final Resolution: Motion carried unanimously.

6. Public Hearing for Certification of the Final Environmental Impact Report for the Indio Educational Center and Approval of the Project

Board Chair Stefan opened a public hearing.

Mr. John Criste, Terra Nova Planning and Research, reviewed the requirements, process and the outcome of the environmental impact report.

Previously in the week Dr. Deas had provided the legal opinion obtained on the report to the members via email.

There were no requests to speak during the public hearing and the hearing was closed.

7. Resolution #012012-1 Certification of the Final Environmental Impact Report for the Indio Educational Center and Approval of the Project

Motion by Becky Broughton, second by Charles Hayden, to approve the resolution certifying the final environmental impact report for the Indio Educational Center and approval of the project.

A roll-call vote was taken with all members voting aye.

D. ACADEMIC AFFAIRS

1. Approval of Curriculum Modifications for 2011-12 Academic Year

Motion by Charles Hayden, second by Michael O’Neill, to approve the curriculum modifications as presented.

Discussion: Student Trustee Bonner referenced the deactivation of Math 066-067 and asked what will happen to the students that test below these classes. Mr. Gonzales said as we make these curriculum changes we will adjust the assessment tables and placements will be adjusted accordingly. If a course is not offered it will be removed from the assessment table. Math 067 was replaced and renumbered to Math 070.

Mr. Herzek complimented the English, reading and ESL faculty. There are several new courses on this list, which are very innovative attempts to compress our basic skills pathways. The new 070 and 071 sequence combines both English and reading into a 1 semester class. ESL is doing something similar. Math is working on a lab-based approach and new curriculum may be coming forth. Trustee Hayden asked if there will be any short programs to get their skill levels up - especially in math. Mr. Herzek commented the new lab based approach may lend itself to this. Math is also looking at a new assessment tool called the MDTP, which is a diagnostic tool to drill down to the specifics of what the math student is deficient in. This is in conjunction with the CalPASS initiative, with our faculty working very closely with the school district.

Mr. Gonzales reported the HSI grants are also working on components of writing workshops and additional opportunities to strengthen math and basic skills. Mr. Herzek also commended Gary Bergstrom, who took the lead last year on condensing 2 reading class into a 1 semester long RDG 052 class. Mr. Bergstrom reported the first semester had approximately the same success rate as a regular RDG 051, which translates into a 15% improvement.

Mr. Herzek also complimented the Theatre Arts program. They developed a new 1440 degree in Theatre Arts, which streamlines the theatre arts program. Completion of this program guarantees students a seat at a Cal State, if they meet the minimum requirements.

Trustee Hayden asked how close are we to a statewide, centralized assessment? Mr. Herzek reported this is one of the recommendations of the Student Success Task Force. The state is not going to mandate a specific assessment tool but will purchase a common assessment tool that most college's show interest in. Districts and colleges will be able to purchase it at a reduced rate.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

E. STUDENT AFFAIRS

1. To Approve Submission of Grant Proposal

Motion by Michael O'Neill, second by John Marman, to approve submission of the grant proposal.

Discussion: None.

Vote

Yes: Aaron Bonner, Becky Broughton, Charles Hayden, John Marman, Michael O'Neill, Bonnie Stefan

No: None

Absent: None

Abstain: None

Final Resolution: Motion carried unanimously.

XI. ITEMS OF INFORMATION

1.Revised AP 2714: Distribution of Tickets or Passes

XII. SUGGESTIONS FOR FUTURE AGENDAS

Student Trustee Bonner - none

Trustee Broughton – none

Trustees Hayden and Marman suggested a smoking referendum in order to get a final answer on either no smoking on campus or having a smoking area. Mr. Gonzales reported the original survey asked a very direct question “do you think the COD campus should be smoke free” and the results were 50/50. Dr. Deas reported that both the University of California and the City colleges of Chicago have gone smoke-free without any referendum. Trustee Broughton thinks it would be difficult for the International students and leans toward a smoking area.

Trustee O'Neill expressed concern regarding not having an official board agenda item to approve a building being built. He discussed this with the Board's attorney, David Erwin, who thought the board should do so. President Patton said the Board has already done this when the Bond was passed – they approved all the buildings in the Master Plan, which is what is being followed. Chair Stefan thought the Board should discuss this with the attorney more. Dr. Deas said the board is given input at 2 stages of design; the schematic design and a final look at design development. At the schematic design stage changes can still be made. Trustee Marman asked if the faculty and staff that will work in those building have input and Dr. Deas said they do.

Trustee Marman would like an update on the sewer situation at MTC.

Trustee Broughton asked if we have the MIS/FTES numbers yet. President Patton said the auditors are not ready to report but have assured us they would have their report by the end of January.

Trustee Broughton asked for a report on the impact of the state's student success task force

XIII. BOARD COMMENTS

On behalf of the students at College of the Desert, Student Trustee Bonner acknowledged Interim Vice President Student Affairs Adrian Gonzales and his staff, for their work in getting grades turned in on time.

Chair Stefan read Board Policy 2200: Board Duties and Responsibilities. She thanked the members for their dedication in the past and hopes they will continue to fulfill their duties and responsibilities in the future.

XIV. STUDY SESSION

1. Vice President Academic Affairs – Farley Herzek

- Think Tanks/Implementation Teams update

Vice President Academic Affairs Farley Herzek provided a handout and updated the members on the COD Think Tanks. In December 2011 each Think Tank submitted their initial recommendations, numbering 129. The next step is for the Think Tanks to present their final recommendations to the President. President Patton will review and analyze the recommendations and present his decisions to the College Planning Council on March 9th for discussion. President Patton will bring his decisions to the Board of Trustees for discussion in March or April.

- Accreditation Follow-up Report update

Mr. Herzek provided a handout and reviewed the 8 recommendations from the ACCJC. The administrators, faculty and staff involved in the follow-up report have made a great deal of progress. Each of the recommendations is in the process of being addressed and several have been addressed. There has been good progress with one of the most difficult recommendations; the one that connects SLO's to evaluations. We have met with union leadership and are headed in the right direction.

Trustee Marman referenced an article in the Desert Sun from last week that said we have 13,000 students but the President search material says we are a school of 11,000. He also mentioned a statement that says we are among the top 10 student enrollment colleges in the State of California and that is not true. This sounds good but raises the expectations of the community. Mr. Herzek said that IPED and Datamart count students in a different way. Trustee Marman suggests we clarify this information before it's disseminated. President Patton thought the top 10 might have referred to Foundation giving.

Mr. Gonzales commented the Research page on the website has a “pocket profile”, which has the students’ characteristics and this is the information we typically will release to the public as this is also what is reported to the Chancellor’s Office.

- 2011-2012 FTEs Projections

Mr. Herzek provided a handout and reviewed the FTES history, projections and planning.

Trustee O’Neill referenced the 2010-2011 year and asked what the dollar amount translates to for the total FTES of 8608.54 vs. what we were actually funded for: 8001. Mr. Herzek said we are funded at \$4,600 x 500 over what we were funded for equals approximately \$2.3M we lost. Trustee O’Neill suggests sharing this information with those faculty members that would like us to open the doors and let everyone in. We are losing millions of dollars by opening our doors and we cannot continue to do this. Faculty need to understand this. It’s very difficult and breaks our hearts, but we cannot continue. We also must be diligent in not going below our cap. Trustee Marman said there were times in the past we didn’t even try to reach cap. He pointed out that previously the board said we want to move ahead with helping as many students as possible but now see the need to back off.

Mr. Herzek reported planning for the 2012-2013 year will begin as soon as faculty has returned. In the Governor’s proposed budget several weeks ago, the budget presents a 5.6% workload reduction and at this point we know we will be funded for 6,955 FTES. This could change in May with the Governor’s May revise. We cannot wait until May to plan for 2012-2013. We will know in November, after the election, what the tax initiatives will do. The Spring 2013 schedule is completed by November. The plan for 2012-2013 is the reduction of 5.56% FTES means another drop of 409 FTES. We will not run the risk of dropping our FTES cap/projection by 409 because if the tax initiatives do pass we run the risk of not being able to add back 400 FTES in the Spring semester and we would go below base. Every 1 FTES we go below base equals \$4600.

Our planning includes splitting the difference between the 409 and using a 200 number. The Deans will work with their department chairs to plan a schedule of classes using the 200 mark and planning another 200 FTES-in-demand sections for the Spring semester. If the tax initiative passes approximately 70 sections of classes would already have been scheduled, staffed, rooms and they would open up immediately. If the tax initiatives don’t pass we haven’t spent money we don’t have. Trustee Marman asked how many classes does this translate to? Mr. Herzek reported we are discussing rolling back 300 FTES, so another 100 sections of classes we will have to reduce for the entire year.

Mr. Herzek said we’ve already moved ESL to fee-based and we’ve cut very deeply into the instructional program. Before we begin cutting any classes the Deans will be working with Chairs and faculty to develop a series of principles as to where we want to be instructionally, before we identify the classes. The schools will not be contributing equally as some schools do not have that FTES to contribute. Student Trustee Bonner asked if there was an alternative to the FTES and class size and how will it affect our student success rate? Mr. Herzek said this can only slow students up.

Trustee Marman thought this is a good time for communication regarding online courses offered. He thought colleges in close proximity to each other should work together and collaborate on their online courses. Mr. Gonzales reported there have been conversations about creative ways to address student success. We have been contacted by various 4-year institutions about doing MOU's to make the transition process easier.

Trustee O'Neill commented on the state initiative to limit personal enrichment courses and asked where this stands and what can we do locally to limit that? President Patton said part of the Student Success Taskforce addressed that and in that recommendation they indicated students who were pursuing a program of study would be fully funded, but those that are stand alone or address only enhancement or personal enrichment will not.

Mr. Herzek commented on the music department's steps to limit repeats. They had several classes that allowed for 3 repeats. They now have one repeat. Theatre Arts 1440 degree has also streamlined a number of classes.

2. Vice President Business Affairs – Dr. Edwin Deas

Regarding the comments earlier about the Board approving the various buildings, Dr. Deas reminded the members that each individual project of the 5-year plan that is submitted to the state is brought to the Board for approval. In most cases a project equates to a building.

- Career Technical Education – Design Development – o2 Architects

Dr. Deas introduced Mr. Lance O'Donnell of o2 Architects. O2 and HGA Architects of Santa Monica are working on not only the West Valley Campus but the Career Technical Education project. He presented a power point on the design development of the Career Technical Education project and reviewed the various aspects of the buildings.

Trustee O'Neill asked where we will house these programs while the buildings are being constructed. Steve Renew, Director of Facilities commented they have done a semester by semester swing space study and these programs will work out of Diesel Mechanics and East Annex during construction.

Dr. Deas announced the Green Council will be sponsoring a presentation on February 15 in the Pollock Theatre on the sustainability of the West Valley Campus. Members of the West Valley Campus sustainability team presented at a worldwide sustainability conference in Vancouver, Canada on the West Valley Campus. Mr. O'Donnell explained it was the 8th international conference on cultural, environmental, social sustainability. The conference was mainly academics; cultural anthropologists, historians, First Nations, and government employees. There were presentations on how the world is tackling sustainability, looking at traditional cultures and finding the ways they were able to maintain their societies in a very sustainable fashion.

While LEED gold or platinum are benchmarks, the true benchmark is the durability and sustainability of the buildings and aligning the educational programs with the future of the Coachella Valley.

- Child Care Development – Design Development – HMC Architects

Dr. Deas introduced Robert Young of HMC Architects. He is the architect for the Child Development Center. Mr. Young reviewed a power point on the design development of the Child Care Development Center, prior to them being submitted to DSA.

Mr. Young reviewed a list of items that are not planned to be incorporated at this point unless the project comes in under bid. Trustee Marman asked if there was flexibility if the Board thinks the walkway is important. Can money be used from another project. Dr. Deas said the Board could approve doing this. Trustee Marman thought the shade structure very important, and Trustee O'Neill agreed. Trustee O'Neill commented this is an example of something he said previously, building to a dollar amount and not building a building to our needs. He feels we should find the money to incorporate the shade structure as part of the program.

Trustee O'Neill also asked about the modular that is not being removed. Is it because a classroom had to be cut from the building? Leslie Young, Dean, School of Health Sciences and Education, responded we do not own this modular. It is under a contract with Infant Circle to serve those children age birth through age 3. They own that trailer and have an MOU with COD to be there. It is a tremendous advantage to us because they service our students that have potential disabilities and integrate their children and ours on the playground.

3. Interim Vice President Student Affairs – Adrian Gonzales

Mr. Gonzales reported that registration started on December 5 and open enrollment began December 12. Since then we have processed 26,000 enrollments and most core courses are filled. December 8 was the last day of priority levels we were at 12,000 enrollments and by the time of open enrollments on December 12 we jumped to 22,000 enrollments. Enrollment is seats available and head count is the individual.

Regarding fee drops, we had 231 students impacted by the fee drop on December 15, which opened 418 seats. Today was the most recent fee drop and 67 students impacted and only 88 seats opened up. There is a significant change coming with the BOG fee waiver and is coming from the Chancellor's Office. The number of BOG waivers given out has increased so much that the Board of Governors had to re-evaluate the criteria in which they give the waiver. Prior to this change a student who had at least \$1.00 of unmet need were eligible for the BOG fee waiver. Now the unmet need has to be more than the cost of full-time enrollment. That number has been set at \$1,104. If a student has unmet need of more than \$1,104 they are eligible for the BOG, those that don't will no longer be eligible for the BOG. We did an analysis to see how many students were impacted at College of the Desert and fortunately, it was not many.

Mr. Gonzales reported that on the federal level they are tightening up the rules on federal financial aid. We currently have something called “ability to benefit (ATB)”. This means if you don’t have a high school diploma, in order to be eligible for federal financial aid you take our assessment test, you take all 3 portions of the tests in one sitting, and if you achieve a certain minimum score you are eligible for federal financial aid. They are now changing that and you will no longer be eligible. If you don't have a high school diploma and you come to community college you will not be eligible for federal financial aid.

Previously the lifetime eligibility for Pell Grants was 18 semesters and is now being reduced to 12 semesters. This still allows for 4-6 years of education.

With the expected family contribution limits your adjusted gross income could be \$30,000 and you were automatically eligible for 0 expected family income. That threshold has been lowered to \$20,000.

All of these are effective Fall 2012.

Student Trustee Bonner asked if we had looked at how many students would be impacted by the ATB. Mr. Gonzales replied we had not as yet but those numbers are typically low, less than 200 students.

Mr. Bonner also asked how will the students be notified of these changes? Mr. Gonzales we will do the email system, a notice in the schedule and the website. The financial aid department will also do informational items for the students affected.

Trustee Marman asked if we were putting holds on students that did not return their rental books. Mr. Gonzales reported we work in partnership with the bookstore to try to assist them.

XV. ADJOURN

Meeting adjourned at 3:23 p.m.

By: Becky Broughton, Clerk

DESERT COMMUNITY COLLEGE DISTRICT

COLLEGE OF THE DESERT

RESOLUTION #012012-1

A Resolution of the Desert Community College District Board of Trustees Certifying Environmental Impact Report (EIR) No. 2011-1 for and Approving the Indio Educational Center and Associated Development Plans

WHEREAS, the Board of Trustees has considered the planned development of the Indio Educational Center facilities of College of the Desert to be developed on District-owned lands in the Downtown area of the City of Indio; and

WHEREAS, notice of public hearing of the Board of Trustees to consider the Indio Educational Center facilities plans and their relationship to the District's holding and the adjoining downtown area was given in accordance with applicable law; and

WHEREAS, on January 20, 2012, a public hearing was held in accordance with applicable laws where the Board considered the Indio Educational Center facilities; and

WHEREAS, the proposed project is considered a "Project" pursuant to the provisions of the California Environmental Quality Act ("CEQA"), and an Initial Study, Notice of Preparation and Environmental Impact Report have been prepared for this project in accordance with CEQA; and

WHEREAS, the Board has carefully reviewed and considered all of the evidence presented in connection with the project, including but not limited to the staff report, exhibits, environmental documents and all written and oral testimony presented.

THE BOARD OF TRUSTEES HEREBY FINDS AS FOLLOWS:

Section 1: An Environmental Impact Report has been completed in compliance with CEQA, the State CEQA Guidelines, and the District's CEQA Guidelines. The Board found that with the incorporation of proposed mitigation measures, potentially significant environmental impacts resulting from this project will be reduced to a level of insignificance. The Board independently reviewed and considered the information contained in the EIR prior to its review of this Project and the EIR reflects the Board's independent judgment and analysis.

Section 2: The Board makes the following findings:


- a. The proposed Indio Educational Center project is consistent and in conformity with the District's plans and policies specifically relating to the development of East Valley facilities and the subject Indio Educational Center facilities,
- b. The subject property is suitable for the planned uses, in terms of access, size of parcel, relationship to similar or complementary uses, and other relevant considerations, including the Indio Old Town Indio Specific Plan and applicable policies of the Indio General Plan,
- c. The proposed Indio Educational Center project is necessary and proper, and is not likely to be detrimental to adjacent property or residents.

NOW, THEREFORE, BE IT RESOLVED that, based upon the foregoing, the Board of Trustees hereby Certifies the Final Environmental Impact Report No. 2011-01 and approves the Indio Educational Center facilities, subject to the mitigation measures set forth in the Final EIR and the attached exhibits.

ADOPTED this 20th day of January, 2012.

AYES: 5
NOES: 0
ABSENT: 0
ABSTAIN: 0

ATTEST: DESERT COMMUNITY COLLEGE DISTRICT


Secretary, Board of Trustees or
Authorized Agent of the Board

Trustee Becky Broughton Report to the Board of Trustees January 2012

I'd like to wish everyone a Happy New Year.

This month since our last meeting has been filled with holidays and family time. Although I did have a chance to visit with faculty and staff from (what was formerly known as) Community Colleges in Florida, my conversations were casual and anecdotal. They have many of the same challenges that we face even though they have transitioned into a four year institution.

Jerry, Edwin and I met with some community representatives discussing ways that the college and other entities could work together to better serve the needs of the east valley communities.

Our East Valley Committee of the Friends and Alumni met on January 12th at the Indio Center. The plans for our February 17th breakfast event with the Indio Chamber of Commerce are being finalized. Thanks to Trustee Marman, Dean Lujan, and Marion Champion for representing us that morning. Architectural renderings will be on display and information about the college will be available to those interested. Many thanks to the COD Friends and Alumni for sponsoring these events and for the many ways that they help us in our out-reach efforts.

The report is brief but I'm sure that this New Year holds many more meetings and opportunities. I look forward to these chances to work together in 2012.

John Marman
Report to the Board of Trustees
January 2012

- 1) Board Sub-committee meeting with Dr. Edwin Deas, VP Business Affairs and Trustee Hayden to discuss budget.
- 2) Spent 4 hours with a new member of the Foundation Team
- 3) Attended several Think-Tank meetings
- 4) Had an opportunity to meet the Executive Director of a new group called “MindUP Program”. This program is part of The Hawn (Goldie Hawn) Foundation. He will follow up with additional discussion at the meeting.

Trustee Bonnie Stefan
January 2012 Report to the Board of Trustees

Happy New Year to All!

Since last we met, I was fortunate in being able to attend the Rita Rudner Gala. What a wonderful evening for everyone in attendance. I look forward to seeing the total raised

This month started with a Presidential Search Committee meeting on the 5th. This is an excellent committee and really committed to the College and the task at hand. We will be having the 2nd of these meetings on Thursday the 19th of January.

On the 12th, Michael and I had our pre board meeting and tried to finalize the agenda so that we can have a successful meeting on Friday. We are looking at having the Conflict of Interest Training and Brown Act Training in February. If there are other areas that you feel would be of asset to the board, please let Michael or myself know so that we can get it on the schedule.

We have a lot happening in the year ahead and I hope we are all ready to tackle the challenges that lay ahead.

Student Trustee Bonner and I will be having our 1st meeting with Academic Affairs next Friday, January 27 and are looking forward to it.

I am looking forward to attending the Training for Board Chairs in Sacramento on the 28th.

Looking forward to seeing everyone at the meeting Friday,

Bonnie

COD Board of Trustees
Alumni Association Report
January 18, 2012

The Street Fair had a good customer turn out during the holidays. Currently, we are selling out vendor spaces on Saturdays and the amount of customer traffic has increased.

The Street Fair has started receiving applications for the giant three day Street Fair during President's Day Weekend. We will have a Street Fair on Saturday, Sunday, and Monday, February 18-20.

The Alumni Association provided \$6,500 in support of the Adjunct Faculty Recognition Award Dinner on January 25 at Beeps.

The East Valley Alumni Committee approved the following:

Up to \$500 - to transport Toro Canyon Middle School students to COD

\$275 - grant to a student in need to purchase text books

\$260 - in support of the AmeriCorps Enrichment Day on January 21 at the COD Mecca/Thermal Campus

The East Valley Alumni Committee will sponsor a Indio Chamber of Commerce Mixer on Wednesday, February 17 from 8:30-9:30 a.m.

Based on our last CPA audit, the Alumni Association, through the Street Fair, has provided in grants, gifts, and scholarships over \$9.3 million to College of the Desert. It is significant that over \$7.7 million has been donated to COD in the last 15 years.

Desert Community College District
Board of Trustees Meeting
January 20, 2012
CODAA Report

During Flex this spring, the college will be recognizing adjunct faculty who are celebrating milestones in years-of-service to College of the Desert. I know that several of you will be attending the awards function and we appreciate your show of support for the adjuncts. We will be honoring, among others, adjuncts with 25- and 30-years of service to COD.

We are also in the early stages of negotiations over our contract. Everyone is aware of the budget crisis we face. Because of this, we have chosen, once again, not to ask for salary parity with full-time faculty. Despite years of doing equal work for less than equal pay, we have instead asked for policy and procedural changes to our contract that would have no financial impact on the college.

Among other things, these changes would make planning for adjuncts more predictable. We are very much aware that our employment has no guarantees, and that we are subject to the whims of our Deans when given classes to teach. Therefore, we proposed a vesting system that would create priority assignments for adjuncts with 6 semesters teaching experience at COD. Such a system would recognize the contributions of long-term adjuncts and provide them with some sense of continuity in their employment. It would in no way guarantee continued employment; it would simply give preference to our more experienced faculty.

The administration, however, flatly refused.

Once again, adjunct faculty are treated like second-class citizens. Though our numbers are decreasing, and will continue to in the future, we are still the larger of the faculty bodies at COD. But the respect, recognition, remuneration, and opportunities given us are disproportionate to the contributions we make to the college. It is hard to describe the frustration this creates among adjuncts. Yet one simple step in the right direction to remedy this situation was blocked without compelling reasons.

🏰 **Happy New Year!** - With the New Year, Chapter 407 of the California School Employees Association has elected three new officers to our Executive Board. Our new Chapter 3rd Vice President is Jesus Madrid, Groundskeeper. Our new Chapter Public Relations Officer is Pam Chapman, Administrative Assistant. The chapter has elected me, Lauro Jimenez as the new Chapter President.

I began working at College of the Desert September 1993 over 18 years ago in the Library. I am now a programmer in the IT/IR department. I am originally from Mexico and grew up in the Coachella Valley. My wife, Jennifer, and my son, Joshua who is almost three years old, and I live in Palm Desert. At future meetings, I hope to introduce to you our other two new officers.

🏰 **CSEA Chapter News** – Our New California School Employees Association Chapter 407 Executive Board for 2012 is as follows:

- 🏰 Lauro Jimenez, President
- 🏰 Michael St Clair, 2nd Vice President
- 🏰 Jesus Madrid, 3rd Vice President
- 🏰 Kelly Blair, Secretary
- 🏰 Patricia Reyes, Treasurer
- 🏰 Pam Chapman, Public Relations Officer
- 🏰 Craig Green, Chief Job Steward
- 🏰 John Williams, Sergeant-at-Arms
- 🏰 Mary Lisi, Junior Past President

🏰 **Special Thanks** - As the new CSEA Chapter 407 President, I would like to begin by again thanking Mary Lisi for her six years of service as our chapter president. Her leadership has unified and strengthened our chapter in challenging times. None of us will ever know how much work and energy she has expended in defending our rights, our contract, our benefits, our wages and even our jobs. Thank you, Mary!

🏰 **Negotiations** – We have received and compiled the data from our SUCCESSOR CONTRACT NEGOTIATIONS SURVEY. Our negotiations team and our Labor Relations Representative, Beth Caskie will meet in the near future to discuss and outline an initial proposal for the approval of our chapter. We have no meeting dates yet scheduled with the district.

🏰 **Presidential Advisory Search Committee** – Thank you, Trustee Stefan and Trustee O'Neill for including two classified staff members in this committee and for selecting Mary Lisi and Mark Rizzo. On a related note, the classified staff that had the opportunity to be a part of the focus group with Dr. Edward Valeau were impressed with the expertise and professionalism of the ELS Group.

🏰 **The Future** – Both our chapter's Executive Board and I look forward to working together with the Board of Trustees and the administration of College of the Desert to continue to fulfill the Mission, to spread the Vision, and to protect the Values of our institution as we serve our students.

Lauro Jiménez

President, CSEA Chapter 407



“Essential Work / Extraordinary Workers”

Academic Senate Report to the Board of Trustees

January 20, 2012

January Updates:

Equivalency

The Senate forwarded their approved Equivalency policy recommendations to President Patton in December; on January 12 we received a very disappointing response.

Faculty believe that any administrative decision on equivalency is a clear violation of Title 5; that discipline faculty must grant or deny equivalency. The policy recommended by President Patton removes the equivalency committee from the Academic Senate; adds a voting Dean to the committee; makes the equivalency committee a recommending rather than a decision making body; and specifies that the Director of HR will approve all equivalency recommendations, will approve all current employee requests for equivalency before they can move to the committee, and will have the final decision on appeals.

Discussion continues but the Senate has now been working on this project for two years and being almost back to square one on some important issues is frustrating.

Student Success Task Force

On January 9 and 10, the Board of Governors approved the recommendations of the Task Force.

Many of these recommendations require legislative action so implementation timelines are unknown but it is clear that the Chancellor's Office and BOG support a new direction for community colleges; a direction that emphasizes success and progress toward a goal.

The Academic Senate will begin discussing this Spring the impact these recommendations could have on instruction at COD.

Census Rosters, Grades, Class Schedules, and Textbooks

At the last Board meeting, an audit report listed late and missing census rosters as a concern; at previous Board meetings textbooks and grades were also mentioned.

As an initial follow up, I surveyed a few faculty informally and discovered:

- Many adjunct are completely unaware of the significance of census rosters
- Many faculty are confused about the rules for dropping students and the difference between no shows, census drops, drops during the semester
- The process for census rosters and drops has changed almost every semester and faculty are not always aware of the new procedures

- Rosters currently go from faculty to School offices to the Dean back to the School Admin Assistant and then to A&R which is a confusing number of steps
- Textbook adoptions go through that same process except they are started from the School office, sent to the faculty, and then back through the same number of steps
- Some faculty thought they had a full week after the holiday week in which to submit grades (and not one week after classes ended).
- Faculty do not read the e-mail from A&R and/or do not understand it and/or find it too complicated

Although new, electronic procedures will be helpful, it is clear that training and explicit directions are also needed. If asked, Educational Policies can be available to assist in this area.

Senate Priorities for February, 2012

Outcomes and Assessment

The Senate will decide in February if a new Outcomes committee will be created. The current schedule is second reading vote at the February 9 meeting followed by a vote of all faculty beginning February 10.

College Hour

College Hour is scheduled for a second reading at the February 9 All Faculty Senate meeting.

“Meet Your Faculty” Day

Interim VP Gonzalez, the Senate and ASCOD are working on plans for a day in which faculty gather in the Cravens Center and “meet” students.

Distance Education – Regular Effective Contact

Educational Technologies is working on a policy to define regular effective contact for distance education courses. This is important to students and can also impact FTES calculation.

Prerequisite – Content Review

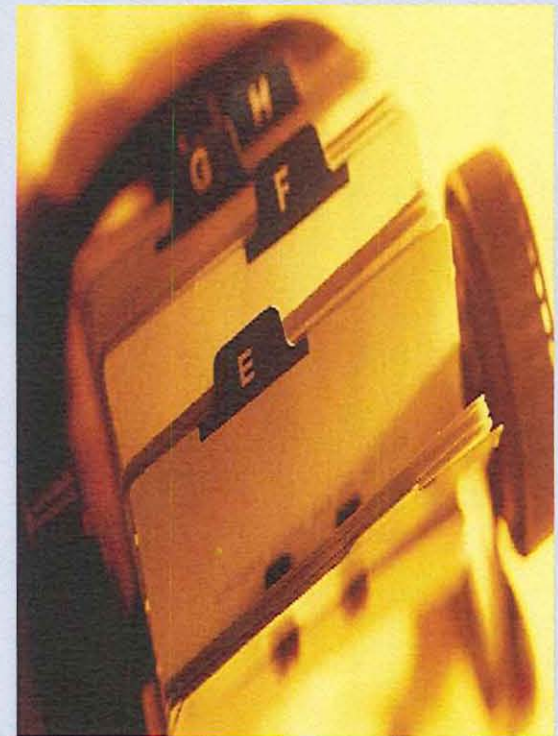
The state now allows prerequisites to be justified using content review rather than content review plus data analysis. The state requires that we write local policies on how we will validate that our content review process is adequate.

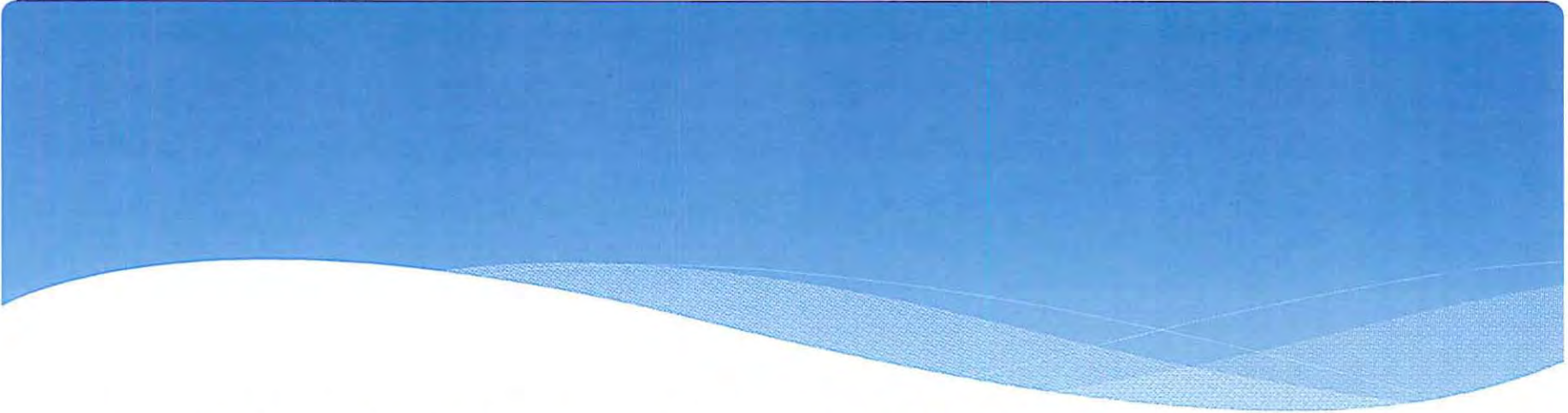
Zerryl Becker, Academic Senate President

Index Card Survey



- A classroom survey that gained information from students relative to COD.
- The inclusion of student's input is important when making critical decisions that affect COD.
- Academic Senate President, Adjunct faculty, and Full time faculty contributed to the process.
- Opinion Based Research.
- Prompt question: Students were asked what their concerns were regarding COD.
- Students wrote concerns on index cards.
- There were 535 respondents.





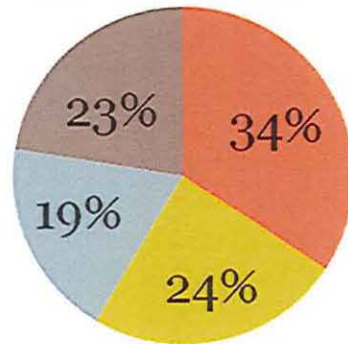
The idea of the index card survey was inspired by ASCOD and the desire for us to reach one of our goals, which was to increase communication with students.

Having a goal and a purpose, I thought of a way to gain student input and concerns. Having discussed this idea with my advisor, my vision suddenly became more clear.

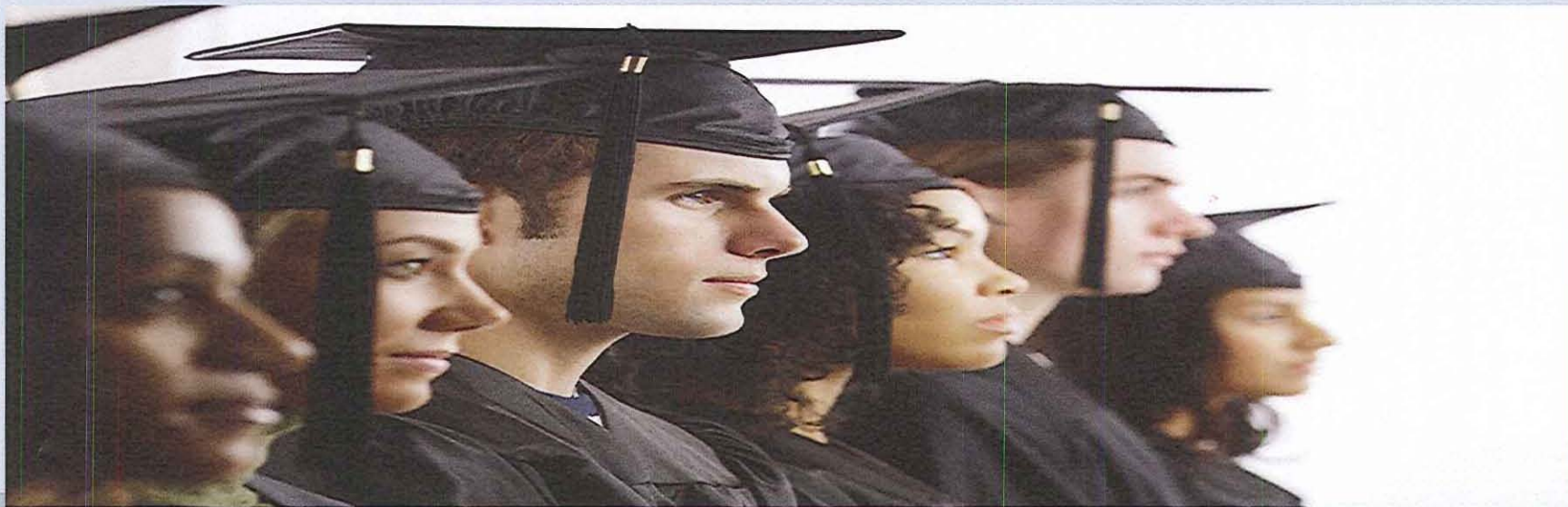
Eager to approach this project head on, I was granted the privilege to work in conjunction with Academic Senate President, to ask faculty members for their participation.

With the help of faculty, staff and students, I am proud to say this project was a success.

Student Concerns



- Class Availability
- Parking
- Registration
- Other



Class Availability



Lets see what students are saying.

Student – “I understand the budget is tough. I am scheduled to graduate in the Spring of 2012, but if COD continues to provide less classes, I most likely won’t be able to graduate on time because the necessary classes fill quickly.” – History 17

Student - “I live in Mecca and I noticed there are not many choices in classes one could take at the MTC campus. I would like to see more classes being offered on our campus. Sometimes it is difficult for me to commute from Mecca to Palm Desert” – Political Science 1

Student - “I am one of many students who work in the morning and attend school at night, I think more classes in the evening would be great.”- English 1A



Parking

Lets see what students are saying.

Student - "When searching for parking in the morning, especially during the first couple of weeks of school I often find it difficult to find a parking spot .Sometimes I park near the Palm Desert Park. Increase in parking spots might be helpful"- Math 40

Student - "COD has parking permit machines in several lots, except in the lot next to the public library, auto building and near the McCallum Theatre. It would be convenient for students to be able to purchase a one day parking pass in these areas"- Automotive 14a

Student – "I understand the price of parking may increase, if this is true I think the COD should provide shaded parking or premium parking spaces." AGEH 004



Registration

• Add Codes

Student - "The way the add codes are given out seems unfair. Some students received codes who were not present on the first day of class" -Business

Student -"I think the way add codes are given out is a bit challenging. I noticed students standing in line waiting for their professor to give out add codes, while the next class was waiting to begin lecture" -History 004

Student - " Add codes create a false sense of hope for students. We come back each day to see if we will receive an add code, and in the end, no add code." -California Hist.

Student - " Since some students drop classes after receiving add codes, I think more add codes should be given out in order to benefit students who really want to stay in the class." -Reading

• Registration

Student -"The process of registration can be a nightmare. It usually takes an extremely more time to register than it does to select your classes" - Dance

Student -"When using the add codes to register, they sometimes are not accepted, making it frustrating to register." - Eng. 50

Student - "The site often crashes when it's time to register. This mostly creates problems for students who try to register for impacted classes." - Eng. 1A



Student-“ The lack of lighting at night makes me feel unsafe.” – Poli. Sci. 1

Student – “With all of the construction going on, more restrooms would help significantly.” - Math 40

Student – “The food quality and the prices are ridiculous. I can only use my debit card if I spend over \$5. Insane!” – Hist. 21

Student - “More information on book waivers would be nice to have.” – Span. 1A

• Other Student Concerns



Student's Questions

Student- "Why does COD continue to build new buildings, when they are cutting classes?"

Student - "How can COD increase tutors for the hearing impaired students?"

Student - "How can students gain further access to information concerning COD?"

Conclusion



AS THE STUDENT TRUSTEE IT IS MY SINCERE DESIRE TO EFFECTIVELY REPRESENT OUR STUDENTS. SERVING IN THIS CAPACITY ALLOWS ME TO HAVE A BETTER PERSPECTIVE AND UNDERSTANDING OF HOW OUR COLLEGE OPERATES. UNFORTUNATELY, OTHER STUDENTS DO NOT HAVE THAT SAME ADVANTAGE. I AM POSITIVE THAT WE, AS THE BOARD OF TRUSTEES IN CONJUNCTION WITH COLLEGE OF THE DESERT COMMUNITY WILL CONTINUE TO SUPPORT THE NEEDS OF OUR STUDENTS, IN ORDER FOR THEM TO REACH THEIR INDIVIDUAL SUCCESS.

THANK YOU,

AARON K. BONNER

Presidential Qualities

ASCOD– ASCOD would prefer the new superintendent /president to be knowledgeable about community college issues, and can apply his/her knowledge effectively. ASCOD would also desire the superintendent /president to be student centered and have a background that reflects their ability to make student centered decisions. ASCOD would like a superintendent /president that motivates and provides a motivating environment, and who is open to input and new ideas. ASCOD understands COD is not a business, but would expect the new superintendent/president to possess some sort of a business background in order to understand the complexity of budget material, FTES, and any other items that involves number crunching. All in all, we understand that the new superintendent /president may or may not possess all of the above qualities, and skills, however we urge the Board of Trustees to consider these qualities and skills when making the selection for COD's new superintendent/ president

ICC– (Campus Clubs) – ICC would hope the new superintendent/president is approachable, and has an open door policy so students are able to talk to him/her regarding school related issues. They would like him/her to possess an open mind and is aware of student concerns and ideas. They hope the superintendent/president will definitely put students above all.

College of the Desert
Five-year Budget Projections - FY2011/12 thru FY2015/16

version 2.1-State budget with mid-year cuts for 11/12 and 12/13, prepared 01-12-12

PLEASE NOTE: SUBJECT TO CHANGE

Approved Budget	FY2011/12	Budget Projections	FY2012/13	FY2013/14	FY2014/15	FY2015/16
Opening Fund Balance	\$8,383,183	Opening Fund Balance	\$6,403,899	\$1,778,162	-\$3,647,575	-\$9,873,312
		Prior Year Revenues	\$38,071,418	\$36,474,084	\$36,474,084	\$36,474,084
		COLA	\$0	\$0	\$0	0
		Growth Revenue increase	\$0	\$0	\$0	0
		State Funding Cuts	-\$1,806,666	\$0	\$0	0
		Tuition Revenue increase	\$209,332	\$0	\$0	0
		Other Revenues Increases	\$0	\$0	\$0	0
Total Revenues	\$38,071,418	Total Revenues	\$36,474,084	\$36,474,084	\$36,474,084	\$36,474,084
Expenditures	\$38,163,323	Prior Year Expenditures	\$40,050,702	\$41,099,821	\$41,899,821	\$42,699,821
		Projected Cost Drivers--see below for details	\$1,049,119	\$800,000	\$800,000	800,000
Transfers out of General Fund	\$1,914,379					
Total Expenditures	\$40,050,702	Total Expenditures	\$41,099,821	\$41,899,821	\$42,699,821	\$43,499,821
Excess of Revenues over Expenditures	-\$1,979,284	Excess of Revenues over Expenditures	-\$4,625,737	-\$5,425,737	-\$6,225,737	-\$7,025,737
Closing Fund Balance	\$6,403,899	Closing Fund Balance WITHOUT ANY ACTION PLAN	\$1,778,162	-\$3,647,575	-\$9,873,312	-\$16,899,049
		Action Plans				
		Prior Year Action Plans	\$0	\$1,914,788	\$11,808,868	\$18,834,605
		Tentative Action Plans Already Identified Including Prior Years' Required Action Plans	\$0	\$1,914,788	\$11,808,868	\$18,834,605
		New Required Action Plans each year to maintain Closing Fund Balance of at least 7.5% of Revenues (or can be termed Projected Budget Shortfall)	\$957,394	\$4,468,343	\$800,000	\$800,000
		Closing Fund Balance AFTER ACTION PLANS	\$2,735,556	\$2,735,556	\$2,735,556	\$2,735,556

College of the Desert
Five-year Budget Projections - FY2011/12 thru FY2015/16

version 2.1-State budget with mid-year cuts for 11/12 and 12/13, prepared 01-12-12

PLEASE NOTE: SUBJECT TO CHANGE

Approved Budget	FY2011/12	Budget Projections	FY2012/13	FY2013/14	FY2014/15	FY2015/16
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Page 1 of 2

		Projected Cost Drivers details				
		Steps	\$450,000	\$450,000	\$450,000	\$450,000
		Utilities increases	\$100,000	\$100,000	\$100,000	\$100,000
		Academic Supplies	\$249,119	\$0	\$0	0
		Projected Programs and Services cost increases	\$250,000	\$250,000	\$250,000	\$250,000
		Total Cost Drivers	\$1,049,119	\$800,000	\$800,000	\$800,000

College of the Desert
Five-year Budget Projections - FY2011/12 thru FY2015/16

version 2.02-State budget with mid-year cuts for 11/12 and 12/13 and one-time deficit factor for 11/12 , prepared 01-18-12

PLEASE NOTE: SUBJECT TO CHANGE

Approved Budget	FY2011/12	Budget Projections	FY2012/13	FY2013/14	FY2014/15	FY2015/16
Opening Fund Balance	\$8,383,183	Opening Fund Balance	\$5,553,899	\$928,162	-\$4,497,575	-\$10,723,312
		Prior Year Revenues	\$37,221,418	\$36,474,084	\$36,474,084	\$36,474,084
		COLA	\$0	\$0	\$0	0
		Growth Revenue increase	\$0	\$0	\$0	0
		State Funding Cuts	-\$1,806,666	\$0	\$0	0
		Tuition Revenue increase	\$209,332	\$0	\$0	0
		Other Revenues Increases	\$850,000	\$0	\$0	0
Total Revenues	\$37,221,418	Total Revenues	\$36,474,084	\$36,474,084	\$36,474,084	\$36,474,084
Expenditures	\$38,163,323	Prior Year Expenditures	\$40,050,702	\$41,099,821	\$41,899,821	\$42,699,821
		Projected Cost Drivers--see below for details	\$1,049,119	\$800,000	\$800,000	800,000
Transfers out of General Fund	\$1,914,379					
Total Expenditures	\$40,050,702	Total Expenditures	\$41,099,821	\$41,899,821	\$42,699,821	\$43,499,821
Excess of Revenues over Expenditures	-\$2,829,284	Excess of Revenues over Expenditures	-\$4,625,737	-\$5,425,737	-\$6,225,737	-\$7,025,737
Closing Fund Balance	\$5,553,899	Closing Fund Balance WITHOUT ANY ACTION PLAN	\$928,162	-\$4,497,575	-\$10,723,312	-\$17,749,049
		Action Plans				
		Prior Year Action Plans	\$0	\$3,614,788	\$12,658,868	\$19,684,605
		Tentative Action Plans Already Identified including Prior Years' Required Action Plans	\$0	\$3,614,788	\$12,658,868	\$19,684,605
		New Required Action Plans each year to maintain Closing Fund Balance of at least 7.5% of Revenues (or can be termed Projected Budget Shortfall)	\$1,807,394	\$3,618,343	\$800,000	\$800,000
		Closing Fund Balance AFTER ACTION PLANS	\$2,735,556	\$2,735,556	\$2,735,556	\$2,735,556

**DESERT COMMUNITY COLLEGE DISTRICT
BUDGET UPDATE as of DECEMBER 31, 2011
GENERAL FUND UNRESTRICTED**

	2010-11 Final Budget	2010-11 Actual	2010-11 Budget to Actual Difference	2011-12 Final Budget	As Of Dec. 31 2011 Actual	2011-12 Budget to Actual Difference	Changes Between Budget Years (Savings)
Expenditures							
Full-Time Teaching Salaries	8,233,410	8,595,849	(362,439)	8,695,962	4,496,314	4,199,648	462,552
Adjunct Teaching Salaries	4,816,970	4,641,615	175,355	3,742,223	2,056,250	1,685,973	(1,074,747)
Other Academic Salaries	2,193,591	1,785,725	407,866	1,969,905	826,123	1,143,782	(223,686)
Administration Salaries	3,906,716	3,804,847	101,869	3,767,476	1,893,621	1,873,855	(139,240)
Classified Salaries, Aides	1,260,391	1,002,720	257,671	1,041,656	490,546	551,110	(218,735)
Classified Salaries, Other	6,265,747	5,430,556	835,191	5,513,161	2,649,005	2,864,156	(752,586)
Employee Benefits	7,314,955	7,418,980	(104,025)	7,225,317	3,870,686	3,354,631	(89,638)
Total Salaries & Benefits	33,991,780	32,680,292	1,311,488	31,955,700	16,282,545	15,673,155	(2,036,080) K
Supplies & Materials	471,913	337,827	134,086	463,386	193,067	270,319	(8,527) J
Contracts & Services	5,247,553	4,914,477	333,076	5,483,493	2,459,482	3,024,011	235,940 I
Sub-Total Operating Expense	39,711,246	37,932,596	1,778,650	37,902,579	18,935,094	18,967,485	(1,808,667)
Capital Outlay	291,669	226,978	64,691	233,744	43,102	190,642	(57,925) H
Total Expenditures	40,002,915	38,159,574	1,843,341	38,136,323	18,978,196	19,158,127	(1,866,592)
	A	B	C	D	E	F	G

College of the Desert

General Fund

Second Quarter Ended December 31, 2011

Financial Update

- A – Total budgeted expenditures for 2010-2011 year was \$40,002,915
- B – Total Actual Expenditures for 2010-2011 year was \$38,159,574
- C – The District held back spending by \$1,843,341 for 2010-2011 year
- D – The current 2011-2012 year budget for expenditures is \$38,136,323
- E – Current expenditures at 12-31-11 are \$18,978,196 which is 49.76% of expenditure budget – the District is holding to the budget as approved
- F – The District has \$19,158,127 of approved budget for the remaining nine months
- G – Built into the 2011-2012 budget was a reduction of expenditures of \$1,866,592 over previous year
- H – Capital Outlay projected savings \$ 57,925
- I – Contract & Services projected cost increase of \$235,940
- J – Supplies & Materials projected savings \$8,527
- k –Salaries & Benefits projected savings \$2,036,080

Expenditures at December 31, 2010 and 2011

	<u>31-Dec-10</u>	<u>31-Dec-11</u>	<u>Difference</u>	
Salaries and Benefits	16,748,036	16,282,545	(465,491)	-2.78% Decrease
Supplies & Materials	190,260	193,067	2,807	1.48% Increase
Contracts & Services	2,733,527	2,459,482	(274,045)	-10.03% Decrease
Capital Outlay	40,278	43,102	2,824	7.01% Increase
	<u>19,712,101</u>	<u>18,978,196</u>	<u>(733,905)</u>	-3.72% Decrease

College of the Desert

General Fund

Second Quarter Ended December 31, 2011

Financial Update

- ✓ For the first six months the District is right on track with last year's overall expenditures.
- ✓ Decrease in salaries and benefits primarily due to retirements and positions eliminated.
- ✓ The 1.48% increase in supplies is largely due to timing of expenditures.
- ✓ Contracts and services expenditures are down 10.03% over last year at December 31, 2011.
- ✓ There is a 7.01% increase expended at this point for capital or fixed asset items which translates only to \$2,824.



**DESERT COMMUNITY
COLLEGE DISTRICT**
Palm Desert, California

COLLEGE OF THE DESERT INDIO EDUCATIONAL CENTER

Final Environmental Impact Report (SCH: 2011041089)

PREPARED FOR

**COLLEGE OF THE DESERT
43500 MONTEREY AVENUE
PALM DESERT, CA 92260**



PREPARED BY



TERRA NOVA PLANNING & RESEARCH, INC.®
42635 MELANIE PLACE, STE 101
PALM DESERT, CA 92211

December 21, 2011

Certified: _____

FINAL EIR
RESPONSE TO COMMENTS
ON THE
DRAFT
ENVIRONMENTAL IMPACT REPORT
FOR THE
COLLEGE OF THE DESERT
INDIO EDUCATIONAL CENTER
DECEMBER 21, 2011
CITY OF INDIO, CALIFORNIA
STATE CLEARINGHOUSE NO. 2011041089

AGENCY COMMENTS/RESPONSE TO COMMENTS

The Response to Comments on the Draft EIR for the College of the Desert Indio Educational Center project has been prepared in accordance with Section 15088, 15089 and 15132 of the California Environmental Quality Act (CEQA) Guidelines. The following agencies and interested parties have commented on the Draft EIR. Please note that Section I contains verbatim comments warranting a response from agency and other interested parties, and subsequent responses. Section II contains the full text of commenting agency correspondence.

SECTION I:

Page

Commenting Agencies/Parties and Responses

3

A. City of Indio Fire Department

4

B. South Coast Air Quality Management District

5

C. Imperial Irrigation District

7

D. California Native American Heritage Commission

8

SECTION II:

Commenting Agencies/Parties Letters

9

- A. City of Indio Fire Department
- B. South Coast Air Quality Management District
- C. Imperial Irrigation District
- D. California Native American Heritage Commission
- E. California Department of Toxic Substances
- F. Colorado River Board of California
- G. Governor's Office of Planning and Research

**FINAL EIR
ENVIRONMENTAL IMPACT REPORT
INDIO EDUCATIONAL CENTER**

SECTION I

RESPONSE TO COMMENTS

The following verbatim comments were received on the Draft EIR transmitted to various public agencies and interested parties and warranted a response. These comments concern aspects of the Draft EIR, including clarification of information, adequacy of analysis, and similar issues. Related comments may occasionally be combined to allow one response to address these related questions. The following responses have been prepared to address issues raised in the agency/interested party comments.

A. City of Indio Fire Department

- Comment A-1:** **Existing Conditions**
Fire Protection page III-122; First Bullet point, last line-change Additional equipment includes one reserve fire engine to ambulance.
- Response A-1:** Comment noted and hereby incorporated by reference in the Final EIR.
- Comment A-2:** **Project Impacts**
a) First paragraph, page III-123; in reference to "will not result in substantial population growth or require extension of water mains"; this statement is not accurate. The project will require the installation of new water mains, as identified in the draft water plan submittal RBF.
- Response A-2:** Comment noted and hereby incorporated by reference in the Final EIR. Please note that Section III-L of the Draft EIR states the following: "City plans call for a new 12-inch water line to be installed in the Requa Avenue right-of-way and a new 8-inch water line in the Towne Street right-of-way." This information was taken from the referenced draft water plan.
- Comment A-3:** b) We would like a second paragraph added to identify that Emergency Medical Services (EMS), including medical transport are provided by the Fire Department. Overall, implementation of the proposed project will have less than significant impacts on Emergency Medical Services in the area.
- Response A-3:** Comment noted and hereby incorporated by reference in the Final EIR.
- Comment A-4:** **Mitigation Measures**
Bullet Point 1 – Change ~~City Fire Marshal~~ to California State Fire Marshal requirements; Change ~~Uniform Building Code~~ to California building Code; change ~~Uniform Fire Code~~ to California Fire Code
Bullet Point 3 – Change ~~Uniform Fire Code~~ to California Fire Code
- Response A-4:** Comment noted and hereby incorporated by reference in the Final EIR.

B. South Coast Air Quality Management District

Comment B-1: Based on a review of the Draft EIR the AQMD staff is concerned about potential localized air quality impacts to sensitive receptors (i.e. residences) in close proximity to the project site. Specifically, AQMD staff is concerned about the potential construction related air quality impacts to the residents located approximately 82 feet west of the project site along Oasis Street. On page III-47 of the Draft EIR the lead agency concluded that the project will have insignificant impacts on sensitive receptors, however, it does not appear that the lead agency conducted a localized construction emissions analysis. Further, it appears that the project's reported PM10 emissions of 20.49 pounds per day (Table III-14 of the Draft EIR) exceed the AQMD's localized PM10 construction emissions threshold. Therefore, AQMD staff recommends that the lead agency perform a localized significance analysis to demonstrate the project's localized air quality impacts by either using the LSTs developed by the AQMD or performing dispersion modeling as necessary. Guidance for performing a localized air quality analysis can be found at: <http://www.aqmd.gov/ceqa/handbook/LST/LST.htm>.

In the event that the lead agency finds any significant localized air quality impacts from the proposed project the lead agency should consider all feasible mitigation measures to reduce the project's air quality impacts. A list of construction related mitigation measures can be found at the following website: www.aqmd.gov/ceqa/handbook/mitigation/MM_intro.html.

Response B-1: The DEIR Table III-14 provides a summary of both fugitive dust and exhaust emissions, including those that will occur offsite from hauling, vendor and worker trips. As noted on page 1-4 of the *Final LST Methodology*, "Off-site mobile emissions from the project should NOT be included in the emissions compared to the LSTs." Furthermore, it should be noted that 87% of the PM10 emissions reported are from fugitive dust, the impacts of which will be minimized through implementation of Rule 403 and the development of a Dust Control Plan.

Appendix B to the DEIR provides the COD Air Quality and GHG Impact Analysis, which include CalEEMod output tables as well as a discussion on Localized Significant Thresholds (see page 23 of DEIR Appendix B). Table 9 of this analysis provides detail on LST's for each phase of construction and notes

that onsite emissions from fugitive dust and exhaust during each phase of construction are below LST's. Table 9 is provided below for your reference.

Mass Look-Up Tables

The City of Indio is within Source Receptor Area (SRA) 30, Coachella Valley. LST for SRA 30 are summarized in the below for sensitive receptors located 25 meters from the emission source.

Table 9 Localized Significance Thresholds (lbs/day)				
	CO	NOx/NO2	PM10*	PM2.5*
Site Prep	18.74	37.04	2.42	1.8
Grading	23.00	39.40	4.88	3.41
Building	19.93	30.66	2.07	2.07
Paving	16.96	27.40	2.39	2.39
Arc Coating	1.96	3.16	0.29	0.29
LST	1,299	191	7	5
Exceed?	No	No	No	No
Source: College of the Desert Indio Education Center Air Quality and GHG Report. Also see CalEEMod output, included within Appendix A of the Air Quality and GHG Report. * Shows mitigated condition.				

Please note that the calculated PM10 emissions, once mitigated, do not exceed the LST threshold (see above table).

C. Imperial Irrigation District

Comment C-1: The existing IID electrical infrastructure, located within the alley running north-south through the subject property, accessible to the site, is a 12 kV distribution line and not a transmission line as stated in Section II: Regional Environmental Setting, page II-15).

Response C-1: Comment noted and hereby incorporated by reference in the Final EIR.

Comment C-2: Any construction or operation on IID property or within its existing and proposed right of way or easements will require an encroachment permit, including but not limited to: surface improvements such as proposed new streets, driveways, parking lots, landscape; and all water, sewer, storm water, or any other above ground or underground utilities.

Response C-2: Comment noted and hereby incorporated by reference in the Final EIR. The City has indicated that they are coordinating with IID and other utilities in the eventual vacation of the existing utility easement located within the alley right-of-way. The alley is also to be vacated.

The City is currently implementing a multi-phase infrastructure improvement project in the COD IEC planning area. Phase 2 of the project consists of design work, street reconstruction, and undergrounding of utilities for the project area. The City is working with IID Planning staff on the relocation and off-site undergrounding of the overhead lines within the alleyway currently running north-south through the subject property. The City is also working with IID to finalize the design work and is expected to have plans finalized in December 2011. This relocation/undergrounding is scheduled to occur prior to the start of construction of the COD IEC building improvements. The City's consulting engineer for this project is submitting a work order cost estimate to IID. A bid package is also currently being prepared.

D. California Native American Heritage Commission

Comment D-1: Early consultation with Native American tribes in your area is the best way to avoid unanticipated discoveries of cultural resources or burial sites once a project is underway. Culturally affiliated tribes and individuals may have knowledge of the religious and cultural significance of the historic properties in the project area (e.g. APE). We strongly urge that you make contact with the list of Native American Contacts on the attached list of Native American contacts, to see if your proposed project might impact Native American cultural resources and to obtain their recommendations concerning the proposed project. Special reference is made to the *Tribal Consultation* requirements of the California 2006 Senate Bill 1059; enabling legislation to the federal Energy Policy Act of 2005 (P.L. 109-58), mandates consultation with Native American tribes (both federally recognized and non federally recognized) where electrically transmission lines are proposed. This is codified in the California Public Resources Code, Chapter 4.3 and §25330 to Division 15.

Response D-1: Comment noted. Early consultation was initiated through the transmittal of the CEQA Notice of Preparation of an EIR for this project, which was sent to the Cabazon Band of Mission Indians, the Saint Augustine Band of Cahuilla Indians, and the Torres-Martinez Desert Cahuilla Indians. These same Tribes also received a copy of the Draft EIR. No comments were received from these Tribes.

**FINAL EIR
ENVIRONMENTAL IMPACT REPORT**

SECTION II

**COMMENT LETTERS
ON THE
INDIO EDUCATIONAL CENTER
DRAFT ENVIRONMENTAL IMPACT REPORT**

The following comprises all of the comment letters received on the Draft EIR transmitted to various public agencies and interested parties. Comments restated in Section I are bracketed in this section and correspond to the comment numbers in Section I.



Dale Frailey
Fire Marshal

CITY OF INDIO FIRE SERVICES LETTER A. Fire Prevention Office

46-990 Jackson Street • Indio, California 92201 • (760) 347-0756 • Fax (760) 775-3710

RECEIVED
NOV 28 2011

November 18, 2011

John D. Criste, AICP
Terra Nova Planning & Research Inc.
42-635 Melanie Place, Suite 101
Palm Desert, CA 92211

Mr. Criste,

The following are the Indio Fire Services comments related to the Draft Environmental Impact Report;

Existing Conditions

Fire Protection page III-122; First Bullet point, last line -- change Additional equipment includes one reserve fire-engine to ambulance. A-1

Project Impacts

a) First paragraph, page III-123; in reference to "will not result in substantial population growth or require extension of water mains"; this statement is not accurate. The project will require the installation of new water mains, as identified in the draft water plan submittal by RBF. A-2

b) We would like a second paragraph added to identify that Emergency Medical Services (EMS), including medical transport are provided by the Fire Department. Overall, implementation of the proposed project will have less than significant impacts on Emergency Medical Services in the area. A-3

Mitigation Measures

Bullet Point 1 - Change ~~City Fire Marshal~~ to California State Fire Marshal requirements; Change ~~Uniform Building Code~~ to California building Code; change ~~Uniform Fire Code~~ to California Fire Code A-4
Bullet Point 3 - Change ~~Uniform Fire Code~~ to California Fire Code

Please remember that the Indio Fire Departments primary concern is for the safety of the public and property owners. The prevention of fire due to avoidable causes is the desired effect of regulations and our inspections. If there are any questions please contact our office @ 760 347-0756

Best Regards,

Captain Dale Frailey
Fire Marshal
Indio Fire Services



South Coast
Air Quality Management District

21865 Copley Drive, Diamond Bar, CA 91765-4182
(909) 396-2000 • www.aqmd.gov

LETTER B.

E-mailed: November 30, 2011
lcostagliola@collegeofthedesert.edu

November 30, 2011

Ms. Linda Costagliola
Office of VP/Administrative Services
43-500 Monterey Avenue
Palm Desert, CA 92260

**Review of the Draft Environmental Impact Report (DEIR) for the
College of the Desert Indio Educational Center**

The South Coast Air Quality Management District (AQMD) appreciates the opportunity to comment on the above-mentioned document. The following comments are intended to provide guidance to the lead agency and should be incorporated into the Final Environmental Impact Report (Final EIR) as appropriate.

Based on a review of the Draft EIR the AQMD staff is concerned about potential localized air quality impacts to sensitive receptors (i.e., residences) in close proximity to the project site. Specifically, AQMD staff is concerned about the potential construction related air quality impacts to the residents located approximately 82 feet west of the project site along Oasis Street. On page III-47 of the Draft EIR the lead agency concluded that the project will have insignificant impacts on sensitive receptors, however, it does not appear that the lead agency conducted a localized construction emissions analysis. Further, it appears that the project's reported PM10 emissions of 20.49 pounds per day (Table III-14 of the Draft EIR) exceed the AQMD's localized PM10 construction emissions threshold. Therefore, AQMD staff recommends that the lead agency perform a localized significance analysis to demonstrate the project's localized air quality impacts by either using the LSTs developed by the AQMD or performing dispersion modeling as necessary. Guidance for performing a localized air quality analysis can be found at: <http://www.aqmd.gov/ceqa/handbook/LST/LST.htm>.

B-1

In the event that the lead agency finds any significant localized air quality impacts from the proposed project the lead agency should consider all feasible mitigation measures to reduce the project's air quality impacts. A list of construction related mitigation measures can be found at the following website: www.aqmd.gov/ceqa/handbook/mitigation/MM_intro.html.

Pursuant to Public Resources Code Section 21092.5, AQMD staff requests that the lead agency provide the AQMD with written responses to all comments contained herein prior to the adoption of the Final EIR. Further, AQMD staff is available to work with the lead agency to address these issues and any other questions that may arise. Please contact Dan Garcia, Air Quality Specialist CEQA Section, at (909) 396-3304, if you have any questions regarding these comments.

Sincerely,

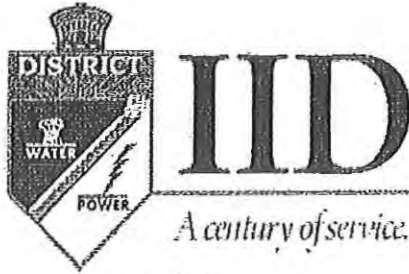


Ian MacMillan

Program Supervisor, CEQA Inter-Governmental Review
Planning, Rule Development & Area Sources

IM:DG

RVC111018-04
Control Number



GS-EREP

November 18, 2011

Ms. Linda Costaglia
Office of the VP/Administrative Services
Desert Community College District
43-500 Monterey Avenue
Palm Desert, CA 92260

SUBJECT: College of the Desert Indio Educational Center DEIR

Dear Ms. Costaglia:

On October 17, 2011, we received from Desert Community College District the Draft Environmental Impact report (EIR) for the College of the Desert Indio Educational Center. The proposed Indio Educational Center (IEC) is planned for development on 2.5 acres located in the Old Town area of the City of Indio. The campus will occupy a downtown city block bounded by Oasis Street on the west, Requa Avenue on the south, Civic Center Drive on the north and Towne Street on the east; will encompass approximately 41,542 square feet and will be comprised of classrooms, laboratory space, multi-purpose/conference center and administrative offices. This facility will accommodate approximately three thousand (3,000) students. The building also provides for interior circulation, elevator and heating/air conditioning/ventilation facilities and will also provide approximately 10,000 square feet of ground floor retail commercial services.

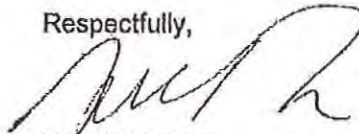
The Imperial Irrigation District (IID) submits the following comments to the Draft EIR:

1. The existing IID electrical infrastructure, located within the alley running north-south through the subject property, accessible to the site, is a 12 kV distribution line and not a transmission line as stated in Section II: Regional Environmental Setting, page II-15). C-1
2. Any construction or operation on IID property or within its existing and proposed right of way or easements will require an encroachment permit, including but not limited to: surface improvements such as proposed new streets, driveways, parking lots, landscape; and all water, sewer, storm water, or any other above ground or underground utilities. A copy of the encroachment permit application is included in the IID's *Developer Project Guide 2008*. The guide can be accessed at the following web site: <http://www.iid.com/Modules/ShowDocument.aspx?documentid=2328>. Also, instructions for the completion of encroachment applications can be found at <http://www.iid.com/Modules/ShowDocument.aspx?documentid=2335>. The IID Real Estate Section should be contacted at (760) 339-9239 for additional information regarding encroachment permits. C-2
3. Any new, relocated, upgraded or reconstructed IID facilities required for and by the project (which can include but is not limited to electrical utility substations, electrical

transmission and distribution lines, canals, drains, etc.) need to be included as part of the project's CEQA and/or NEPA documentation, environmental impact analysis and mitigation. Failure to do so will result in postponement of any construction and/or upgrade of IID facilities until such time as the environmental documentation is amended and environmental impacts are fully mitigated. **Any and all mitigation necessary as a result of the construction, relocation and/or upgrade of IID facilities is the responsibility of the project proponent.**

Should you have any questions, please do not hesitate to contact me by phone at 760-482-3609 or by e-mail at dvargas@iid.com. Thank you for the opportunity to comment on this matter.

Respectfully,



Donald Vargas
Environmental Specialist

Kevin Kelley. -- General Manager
Michael Campbell. - Chief Admin. Officer
Jesse Silva. -- Manager, Water Dept.
Joel Ivy. -- Interim Manager, Energy Dept.
Jeff M. Garber. -- General Counsel
Paul G. Paschal. - Executive Program Manager
Mike L. King. -- Manager, Water Dept. Colorado River Water Issues
Carlos Wilson. -- Asst. Mgr., Water Dept.
Juan Carlos Sandoval. -- Asst. Mgr. Energy Dept.
Carlton L. King. -- Asst. Mgr., Energy Dept. Customer Service Operations
Tina Shields. -- Asst. Mgr., Water Dept. Resources Planning & Management
David L. Barajas. -- General Supt., Energy Dept. System Planning & Engineering
Michael S. Trump. -- General Supt., Energy Dept. Customer Operations & Planning
Ismael Gomez. -- Chief Engineer, Water Dept. Engineering Services
Bruce Wilcox. -- Environ. Proj. Mgr., Water Dept. QSA Water Transfer
Randy Gray. -- Interim Supervisor, Real Estate & Right-of-Way
Vikki Dee Bradshaw. -- Interim Supervisor, Environmental Services

NATIVE AMERICAN HERITAGE COMMISSION

915 CAPITOL MALL, ROOM 364
 SACRAMENTO, CA 95814
 (916) 653-8251
 Fax (916) 657-5390
 Web Site www.nahc.ca.gov
 ds_nahc@pacbell.net



October 20, 2011

Mr. John D. Criste, AICP, Planner
Desert Community College District
 43-500 Monterey Avenue
 palm Desert, CA 92260

Re: SCH#2011041089 CEQA Notice of Completion; draft Environmental Impact Report (DEIR) for the "College of the Desert Indio Educational Center Project;" located in the City of Indio; Riverside County, California

Dear Mr. Criste:

The Native American Heritage Commission (NAHC), the State of California 'Trustee Agency' for the protection and preservation of Native American cultural resources pursuant to California Public Resources Code §21070 and affirmed by the Third Appellate Court in the case of EPIC v. Johnson (1985: 170 Cal App. 3rd 604). The court held that the NAHC has jurisdiction and special expertise, as a state agency, over affected Native American resources, impacted by proposed projects including archaeological, places of religious significance to Native Americans and burial sites. The NAHC wishes to comment on the proposed project.

This letter includes state and federal statutes relating to Native American historic properties of religious and cultural significance to American Indian tribes and interested Native American individuals as 'consulting parties' under both state and federal law. State law also addresses the freedom of Native American Religious Expression in Public Resources Code §5097.9.

The California Environmental Quality Act (CEQA – CA Public Resources Code 21000-21177, amendments effective 3/18/2010) requires that any project that causes a substantial adverse change in the significance of an historical resource, that includes archaeological resources, is a 'significant effect' requiring the preparation of an Environmental Impact Report (EIR) per the CEQA Guidelines defines a significant impact on the environment as 'a substantial, or potentially substantial, adverse change in any of physical conditions within an area affected by the proposed project, including ... objects of historic or aesthetic significance.' In order to comply with this provision, the lead agency is required to assess whether the project will have an adverse impact on these resources within the 'area of potential effect (APE), and if so, to mitigate that effect. The NAHC Sacred Lands File (SLF) search resulted as follows: **Native American cultural resources were not identified within the project area identified.** However, the absence of archaeological resources does not preclude their existence. . California Public Resources Code §§5097.94 (a) and 5097.96 authorize the NAHC to establish a Sacred Land Inventory to record Native American sacred sites and burial sites. These records are exempt from the provisions of the California Public Records Act pursuant to California Government Code §6254 (r). The purpose of this code is to protect such sites from vandalism, theft and destruction.

The NAHC "Sacred Sites," as defined by the Native American Heritage Commission and the California Legislature in California Public Resources Code §§5097.94(a) and 5097.96.

Items in the NAHC Sacred Lands Inventory are confidential and exempt from the Public Records Act pursuant to California Government Code §6254 (r).

Early consultation with Native American tribes in your area is the best way to avoid unanticipated discoveries of cultural resources or burial sites once a project is underway. Culturally affiliated tribes and individuals may have knowledge of the religious and cultural significance of the historic properties in the project area (e.g. APE). We strongly urge that you make contact with the list of Native American Contacts on the attached list of Native American contacts, to see if your proposed project might impact Native American cultural resources and to obtain their recommendations concerning the proposed project. Special reference is made to the *Tribal Consultation* requirements of the California 2006 Senate Bill 1059: enabling legislation to the federal Energy Policy Act of 2005 (P.L. 109-58), mandates consultation with Native American tribes (both federally recognized and non federally recognized) where electrically transmission lines are proposed. This is codified in the California Public Resources Code, Chapter 4.3 and §25330 to Division 15.

D-1

Furthermore, pursuant to CA Public Resources Code § 5097.95, the NAHC requests that the Native American consulting parties be provided pertinent project information. Consultation with Native American communities is also a matter of environmental justice as defined by California Government Code §65040.12(e). Pursuant to CA Public Resources Code §5097.95, the NAHC requests that pertinent project information be provided consulting tribal parties. The NAHC recommends *avoidance* as defined by CEQA Guidelines §15370(a) to pursuing a project that would damage or destroy Native American cultural resources and Section 2183.2 that requires documentation, data recovery of cultural resources.

Consultation with tribes and interested Native American consulting parties, on the NAHC list, should be conducted in compliance with the requirements of federal NEPA and Section 106 and 4(f) of federal NHPA (16 U.S.C. 470 *et seq.*), 36 CFR Part 800.3 (f) (2) & .5, the President's Council on Environmental Quality (CSQ, 42 U.S.C 4371 *et seq.* and NAGPRA (25 U.S.C. 3001-3013) as appropriate. The 1992 *Secretary of the Interiors Standards for the Treatment of Historic Properties* were revised so that they could be applied to all historic resource types included in the National Register of Historic Places and including cultural landscapes. Also, federal Executive Orders Nos. 11593 (preservation of cultural environment), 13175 (coordination & consultation) and 13007 (Sacred Sites) are helpful, supportive guides for Section 106 consultation. The aforementioned Secretary of the Interior's *Standards* include recommendations for all 'lead agencies' to consider the historic context of proposed projects and to "research" the cultural landscape that might include the 'area of potential effect.'

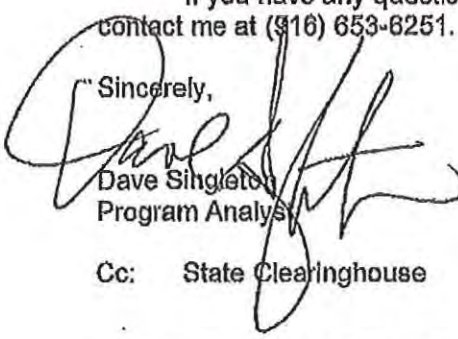
Confidentiality of "historic properties of religious and cultural significance" should also be considered as protected by California Government Code §6254 (r) and may also be protected under Section 304 of the NHPA or at the Secretary of the Interior discretion if not eligible for listing on the National Register of Historic Places. The Secretary may also be advised by the federal Indian Religious Freedom Act (cf. 42 U.S.C., 1996) in issuing a decision on whether or not to disclose items of religious and/or cultural significance identified in or near the APEs and possibly threatened by proposed project activity.

Furthermore, Public Resources Code Section 5097.98, California Government Code §27491 and Health & Safety Code Section 7050.5 provide for provisions for accidentally discovered archeological resources during construction and mandate the processes to be followed in the event of an accidental discovery of any human remains in a project location other than a 'dedicated cemetery'.

To be effective, consultation on specific projects must be the result of an ongoing relationship between Native American tribes and lead agencies, project proponents and their contractors, in the opinion of the NAHC. Regarding tribal consultation, a relationship built around regular meetings and informal involvement with local tribes will lead to more qualitative consultation tribal input on specific projects.

If you have any questions about this response to your request, please do not hesitate to contact me at (316) 653-6251.

Sincerely,



Dave Singleton
Program Analyst

Cc: State Clearinghouse

Attachment: Native American Contact List

California Native American Contacts
Riverside County
October 20, 2011

Cabazon Band of Mission Indians
David Roosevelt, Chairperson
84-245 Indio Springs Cahuilla
Indio , CA 92203-3499
(760) 342-2593
(760) 347-7880 Fax

Torres-Martinez Desert Cahuilla Indians
Ernest Morreo
PO Box 1160 Cahuilla
Thermal , CA 92274
maxtm@aol.com
(760) 397-0300
(760) 397-8146 Fax

Los Coyotes Band of Mission Indians
Shane Chapparosa, Spokesperson
P.O. Box 189 Cahuilla
Warner , CA 92086
loscoyotes@earthlink.net
(760) 782-0711
(760) 782-2701 - FAX

Santa Rosa Band of Mission Indians
John Marcus, Chairwoman
P.O. Box 391820 Cahuilla
Anza , CA 92539
sestrada@
(951) 659-2700
(951) 659-2228 Fax

Ramona Band of Cahuilla Mission Indians
Joseph Hamilton, Chairman
P.O. Box 391670 Cahuilla
Anza , CA 92539
admin@ramonatribe.com
(951) 763-4105
(951) 763-4325 Fax

Augustine Band of Cahuilla Mission Indians
Mary Ann Green, Chairperson
P.O. Box 846 Cahuilla
Coachella , CA 92236
hhaines@augustinetribe.
(760) 398-6180
760-369-7161 - FAX

Torres-Martinez Desert Cahuilla Indians
Mary Resvaloso, Chairperson
PO Box 1160 Cahuilla
Thermal , CA 92274
mresvaloso@torresmartinez.
(760) 397-0300
(760) 397-8146 Fax

Morongo Band of Mission Indians
Michael Contreras, Cultural Heritage Prog.
12700 Pumarra Road Cahuilla
Banning , CA 92220 Serrano
(951) 201-1866 - cell
mcontreras@morongo-nsn.
gov
(951) 922-0105 Fax

This list is current only as of the date of this document.

Distribution of this list does not relieve any person of the statutory responsibility as defined in Section 7050.5 of the Health and Safety Code, Section 5097.04 of the Public Resources Code and Section 5097.98 of the Public Resources Code.

This list is applicable for contacting local Native Americans with regard to cultural resources for the proposed SCH#2011041089; CEQA Notice of Completion; draft Environmental Impact Report (DEIR) for the College of Desert Indio Educational Center; Coachella Valley; Riverside county, California.



Matthew Rodriguez
Secretary for
Environmental Protection



Department of Toxic Substances Control

Deborah O. Raphael, Director
5796 Corporate Avenue
Cypress, California 90630

LETTER E.



Edmund G. Brown Jr.
Governor

RECEIVED

November 23, 2011

NOV 28 2011

Business Affairs

Mr. John D. Criste
Desert Community College District
43-500 Monterey Avenue
Palm Desert, California 92260

NOTICE OF COMPLETION AND ENVIRONMENTAL IMPACT REPORT (EIR) FOR THE COLLEGE OF DESERT INDIO EDUCATION CENTER (SCH# 2011041089)

Dear Mr. Criste:

The Department of Toxic Substances Control (DTSC) has received your submitted Notice of Preparation of the Environmental Impact Report for the above-mentioned project. The following project description is stated in your document: "The College of the Desert is proposing to construct a three-story, 40,000 sf building and provide 198 parking spaces on a 2.5 acre site located on the Old Town area of the City of Indio. The subject property includes an existing Greyhound Bus station and vacant lands. Of the planned 40,000 sf, 10,000 sf is planned for street-level retail, with the balance dedicated to community college uses".

DTSC sent you comments on Notice of Preparation for the above-mentioned project on 5/23/2011. Based on the review of the submitted document DTSC has no further comments.

If you have any questions regarding this letter, please contact me at ashami@dtsc.ca.gov, or by phone at (714) 484-5472.

Sincerely,


Al Shami
Project Manager
Brownfields and Environmental Restoration Program

Mr. John D. Criste
November 23, 2011
Page 2

cc: Governor's Office of Planning and Research
State Clearinghouse
P.O. Box 3044
Sacramento, California 95812-3044
state.clearinghouse@opr.ca.gov

CEQA Tracking Center
Department of Toxic Substances Control
Office of Environmental Planning and Analysis
P.O. Box 806
Sacramento, California 95812
nritter@dtsc.ca.gov

CEQA # 3390

COLORADO RIVER BOARD OF CALIFORNIA

770 FAIRMONT AVENUE, SUITE 100
GLENDALE, CA 91203-1068
(818) 500-1625
(818) 543-4685 FAX



November 16, 2011

clear
11/28/2011
e



Mr. Scott Morgan
Director
State Clearinghouse
1400 Tenth Street
P.O. Box 3044
Sacramento, CA 95812-3044

Regarding: SCH# 2011 041 089: Notice of Completion & Environmental Document Transmittal for a Draft Environmental Impact Report for the Indio Education Center, College of the Desert, Palm Desert, Riverside County, California

Dear Mr. Morgan:

The Colorado River Board of California (CRB) has received and reviewed a copy of Notice of Completion & Environmental Document Transmittal for a Draft Environmental Impact Report for the Indio Education Center, College of the Desert, Palm Desert, Riverside County, California.

At this juncture, the CRB has determined that it has no comments regarding the Notice. However, regarding the water and/or groundwater supply and drainage service to this project, please check with the Coachella Valley Water District for its requirements.

If you have any questions, please feel free to contact me at (818) 500-1625.

Sincerely,

A handwritten signature in cursive script that reads "CHarris".

Christopher S. Harris
Acting Executive Director

cc: Mr. Steven B. Robbins, General Manager, Coachella Valley Water District

LETTER G.



Edmund G. Brown Jr.
Governor

STATE OF CALIFORNIA
Governor's Office of Planning and Research
State Clearinghouse and Planning Unit



Ken Alex
Director

November 29, 2011

RECEIVED

DEC 01 2011

Business Affairs

John D. Criste
Desert Community College District
43-500 Monterey Avenue
Palm Desert, CA 92260

Subject: College of the Desert Indio Education Center
SCH#: 2011041089

Dear John D. Criste:

The State Clearinghouse submitted the above named Draft EIR to selected state agencies for review. On the enclosed Document Details Report please note that the Clearinghouse has listed the state agencies that reviewed your document. The review period closed on November 28, 2011, and the comments from the responding agency (ies) is (are) enclosed. If this comment package is not in order, please notify the State Clearinghouse immediately. Please refer to the project's ten-digit State Clearinghouse number in future correspondence so that we may respond promptly.

Please note that Section 21104(c) of the California Public Resources Code states that:

"A responsible or other public agency shall only make substantive comments regarding those activities involved in a project which are within an area of expertise of the agency or which are required to be carried out or approved by the agency. Those comments shall be supported by specific documentation."

These comments are forwarded for use in preparing your final environmental document. Should you need more information or clarification of the enclosed comments, we recommend that you contact the commenting agency directly.

This letter acknowledges that you have complied with the State Clearinghouse review requirements for draft environmental documents, pursuant to the California Environmental Quality Act. Please contact the State Clearinghouse at (916) 445-0613 if you have any questions regarding the environmental review process.

Sincerely,

A handwritten signature in black ink that reads "Scott Morgan".

Scott Morgan
Director, State Clearinghouse

Enclosures
cc: Resources Agency

**Document Details Report
State Clearinghouse Data Base**

SCH# 2011041089
Project Title College of the Desert Indio Education Center
Lead Agency Desert Community College District

Type EIR Draft EIR

Description The College of the Desert is proposing to construct a three-story, 40,000 sf building and provide 108 parking spaces on a 2.5 acre site located on the Old Town area of the City of Indio. The subject property includes an existing Greyhound Bus station and vacant lands. Of the planned 40,000 sf, 10,000 sf is planned for street-level retail, with the balance dedicated to community college uses.

Lead Agency Contact

Name John D. Criste
Agency Desert Community College District
Phone 760 341-4800 **Fax**
emall
Address 43-500 Monterey Avenue
City Palm Desert **State** CA **Zip** 92260

Project Location

County Riverside
City Indio
Region
Lat / Long 33° 42' 56" N / 116° 13' 3" W
Cross Streets Requa Avenue & Oasis Street
Parcel No. 611-211-002,-008, -009, -010 & -015
Township 5S **Rango** 7E **Section** 23 **Base** SBB&M

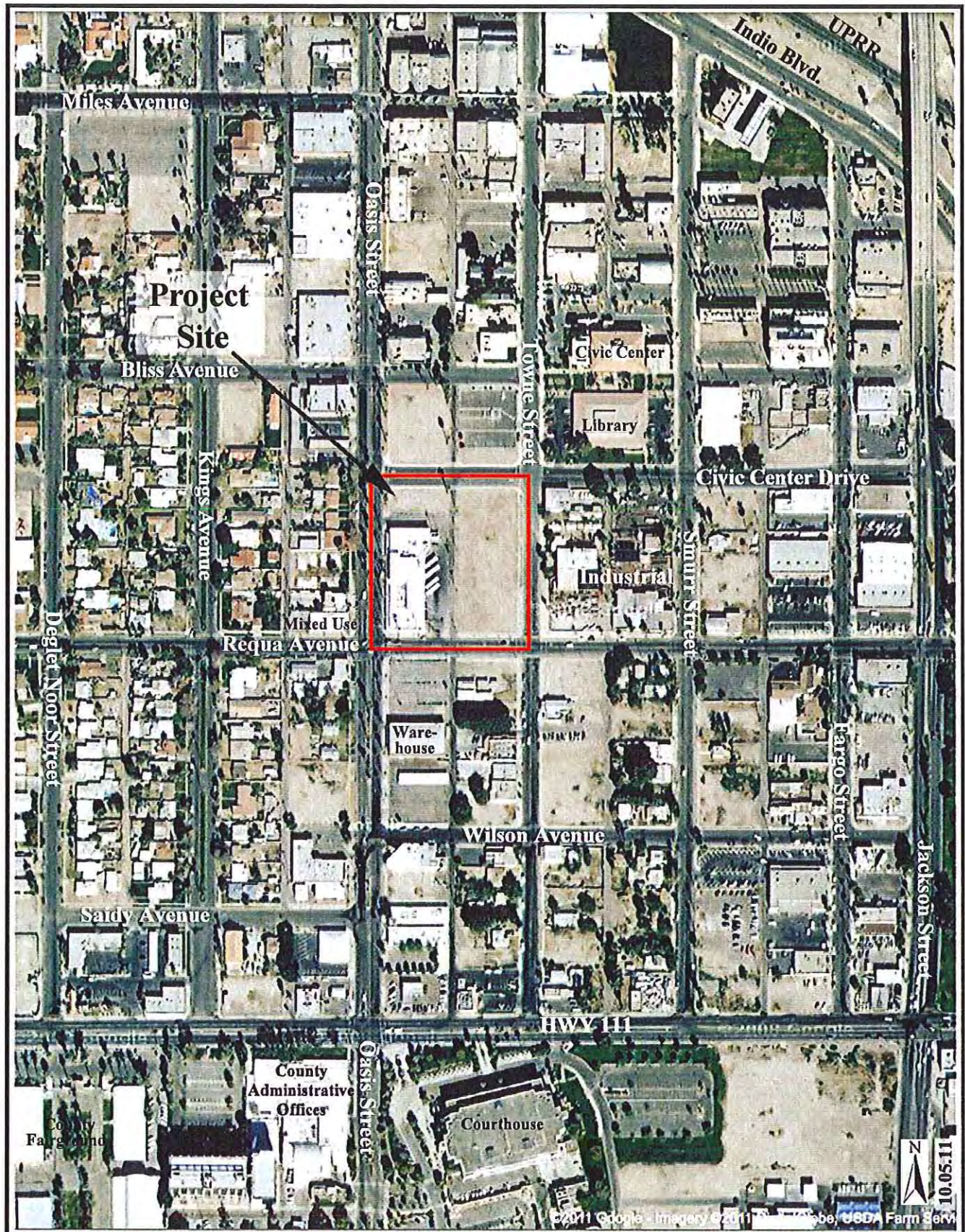
Proximity to:

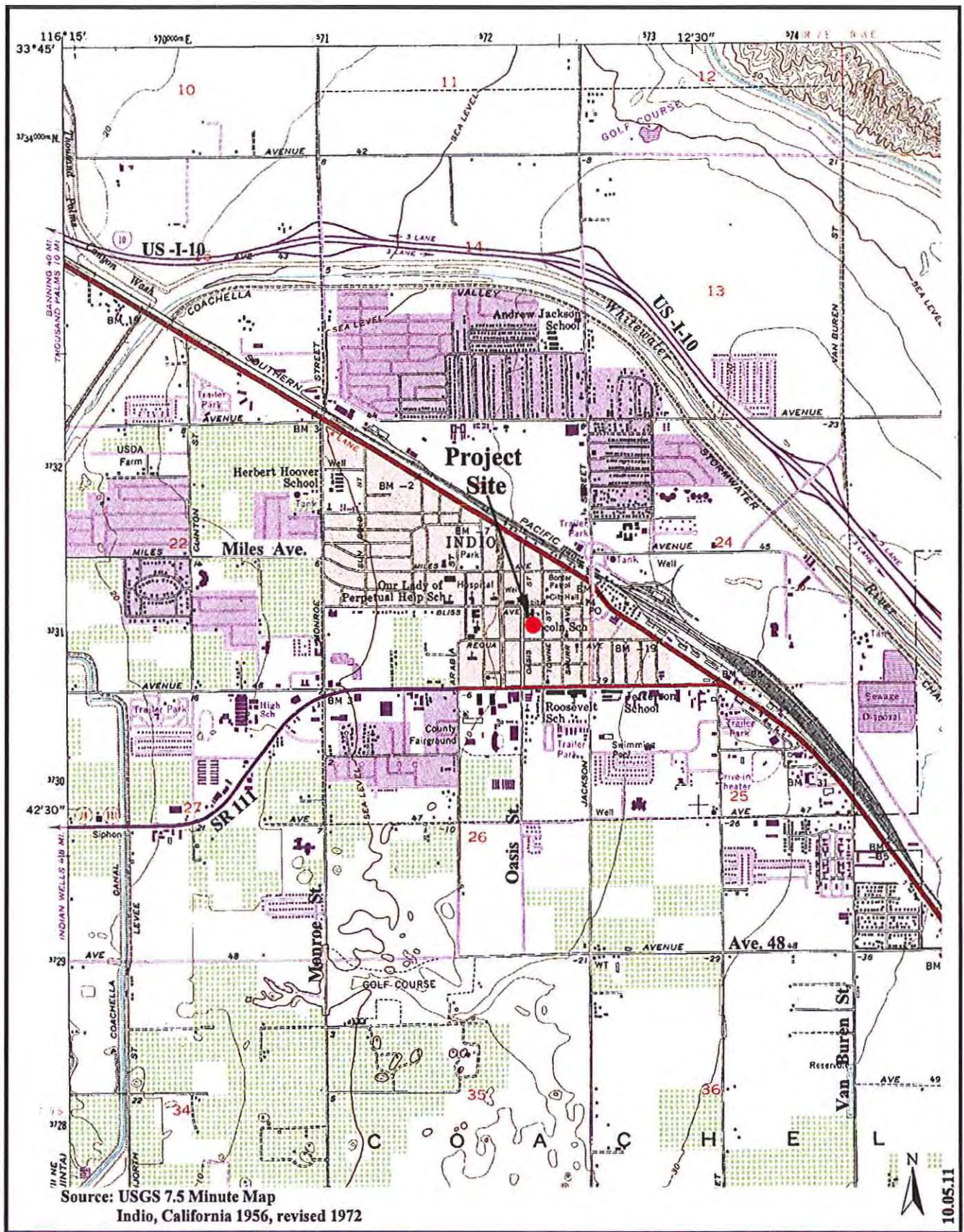
Highways Hwy 111, I-10
Airports
Railways Union Pacific
Waterways Coachella Valley Stormwater Channel
Schools Yes
Land Use Downtown Commercial - 1/General Plan and Zoning.

Project Issues Aesthetic/Visual; Air Quality; Archaeologic-Historic; Flood Plain/Flooding; Geologic/Seismic; Noise; Public Services; Toxic/Hazardous; Traffic/Circulation; Water Quality; Water Supply; Growth Inducing; Landuse

Reviewing Agencies Resources Agency; Colorado River Board; Department of Fish and Game, Region 6; Office of Historic Preservation; Department of Parks and Recreation; Department of Water Resources; California Highway Patrol; Caltrans, District 8; Regional Water Quality Control Board, Region 7; Department of Toxic Substances Control; Native American Heritage Commission

Date Received 10/14/2011 **Start of Review** 10/14/2011 **End of Review** 11/28/2011







Source: qkk Works



College of The Desert
India Center



Begin Work 9-18-11

COD Think Tanks

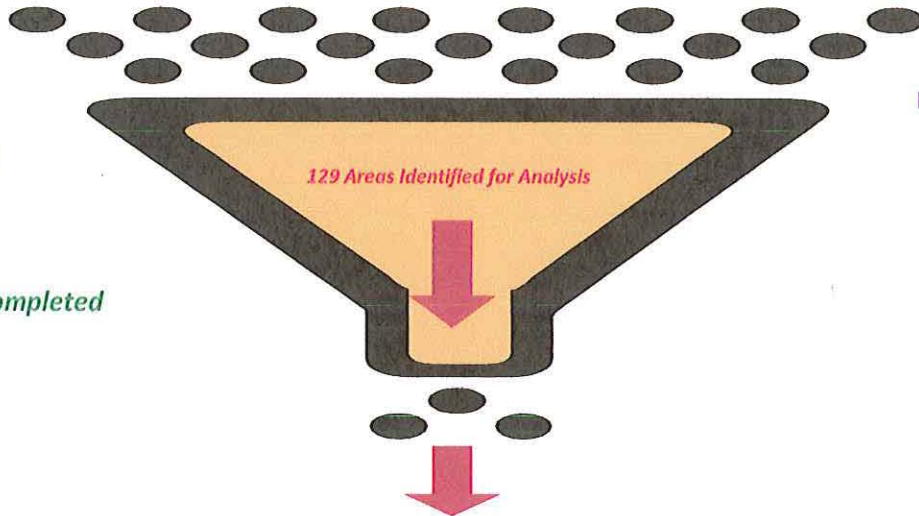
End Work 3-9-12

Curricular Activities	Co & Extra Curricular Activities	Operations	Revenue/ Student Fees	Facilities, Infrastructure & Campuses	Compensation Workforce Reductions
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Initial Recommendations from Think Tanks to College Planning Council
12-2-11



Completed



Final Recommendations from Think Tanks to President
2-10-12

IN PROGRESS

March 9th, 2012

In accordance with COD Board Resolution #215 directing "the President to consider all alternatives necessary to ensure that the college remain fiscally solvent" President renders his decision to the College Planning Council. President's decision may include items that have not been previously identified by Think Tanks and may not necessarily be budget driven.

March 16th, 2012

President presents his decision to the COD Board of Trustees.



Items moved to Vice Presidents for implementation

COD Implementation Process

Operations/Facilities/ Administrative Items	Items That Impact Bargaining Unit Agreements MUST be negotiated by bargaining representatives	Instructional/Student Support Services/Extra Curricular	Continuous Improvement <i>Seek continuous improvement with Operations, Facilities, Instruction, Student Support Services</i>
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Implementation Plan

- President will charge Vice Presidents with implementation of his decisions.
- Vice Presidents will engage faculty, staff and leadership as needed for implementation and/or further analysis.
- Vice Presidents will develop plans with timelines to meet President's deadlines.
- Plans and timelines may be subject to modification to meet future legislative, fiscal and/or community needs.
- Vice Presidents will report progress/challenges at monthly College Planning Council Meetings.
- Vice Presidents will post timelines and progress on COD Portal.

COD FTES History, Projections and Planning Revised 1-20-12

Actual

Year	Funded	Total FTES	Fall Headcount	FTES Over Base	%Over Base
2003-04	6648.07	6660.44	9,807	TBD	TBD
2004-05	7150.4	7058.89	9,626	TBD	TBD
2005-06	7193.31	6979.51	10,005	TBD	TBD
2006-07	7562.31	7297.01	10,279	TBD	TBD
2007-08	7692.57	7868.61	10,789	171.19	2.2%
2008-09	8072	8507.28	11,468	434.50	5.4%
2009-10	7773	8769.36	12,213	996.37	12.8%
2010-11 (320 report 7-15-11)	8001	8608.54	12,143	607.54	7.6%

Projected

Year	Funded	Projected	Fall Headcount	FTES Over Base	%Over Base
2011-12 9/27/11	7479.14 (-521.86)	7562.73	10,412	83.59	1.1%
**2011-12 TIER II cut	7365.35	7,601 *	10,412	235.65	3.2%

Workload reduction from 2010-2011 = 8.6% or 635 FTES

Planning

Year	Funded	Target	Fall Headcount	FTES Over Base	%Over Base
***2012-13 w/cut	6955.84	7300		344.16	4.9%

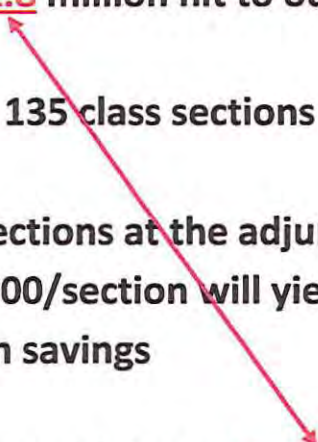
Workload reduction from 2011-2012 = 5.56% or 409 FTES

* Projection as of 9/21/11

** Projection as of 1-12-12 (reported P1)

*** Planning if tax initiatives do NOT pass in November 2012. We will initially plan summer '12, fall '12 and spring '13 based upon the November '12 tax initiatives NOT passing. We cannot take the risk of cutting too deeply as if the tax initiative ballot passes we will be unable to make up the 409 FTES in one (spring) semester. If we cut the full 409 FTES we run the risk of falling below our base if the tax initiatives pass in November. We will have contingency plans in place to add back 200 FTES to the spring '13 schedule of classes. This will assure we exceed our base by approximately 2%.

INSTRUCTIONAL AND FISCAL IMPACTS TO COD

- At approximately \$4600/FTES this 5.56% workload reduction of 409 FTES will
 - translate into an actual \$1.8 million hit to our general fund apportionment.
 - 409 FTES = approximately 135 class sections (@ approx. 3 FTES/Section)
 - A reduction of 135 class sections at the adjunct rate of approximately \$3000/section will yield approximately \$405,000 in savings
 - We will still need to find an additional \$1.4 million
- 

COLLEGE OF THE DESERT

REPORT TO THE
BOARD OF TRUSTEES
JANUARY 20, 2012

Farley Herzek, Vice President
Academic Affairs

COD Board of Trustees

Accreditation Recommendation Update

1/19/12

The teams have been working diligently since before our December meeting to complete the College's Response to all Accreditation Recommendations. Our next meeting is scheduled for February 6, 2012. At that meeting, all teams are expected to provide a summary of their work and present a DRAFT version of their responses.

Recommendation 1- Team headed by Jim Berg

In order to increase effectiveness, the team recommends that the college complete the implementation of the comprehensive planning process by responding to the analysis of assessment results to ensure improvement in student learning. Such a process integrates the various college plans; is informed by quantitative and qualitative data analysis; systematically assesses outcomes within both instruction and non-instructional services; and provides for an ongoing and systematic cycle of goal setting, resource allocation, implementation and evaluation (I.B.1; I.B.2; I.B.6; I.B.7).

Update:

The college has recently completed a full year cycle of its newly formed planning process. The process has resulted in college-wide planning for improvement and informed decision making through dialogue and use of data that has resulted in targeted allocation of college resources and systematic cycle of goal setting which has led to evaluation and implementation of the college's efforts to support Student Learning Outcomes. The college is at the "proficiency" level of using student learning outcomes for planning and resource allocation purposes.

Recommendation 2- Team headed by John Jaramillo

In order to increase effectiveness, the team recommends that the college establish clear written policies and procedures on program elimination or significant changes to program requirements to enable enrolled students to make appropriate arrangements to complete their education in a timely manner with a minimum of disturbance (II.A.6.b).

Update:

The team is nearly complete with drafting the response to the Recommendation. In an effort to ensure that College of the Desert has a clear policy on Program Discontinuance approved by both the College Academic Senate and Board of Trustees with direct input from stakeholders with special emphasis on providing clear and concise information for students, the

College Academic Senate addressed the issue by developing a draft policy which was vetted and discussed at multiple times and venues to include College Planning Council, Full Academic Senate Meetings, Deans' Meetings and Executive Cabinet. After several months of discussions with all stakeholders, The Academic Senate, with input from students, faculty, and staff, submitted to the District Board of Trustees a policy for approval. **The Board approved the policy on December 16, 2011.**

Recommendation 3- Team headed by Carl Phillips

In order to meet Standards, the team recommends that the college investigate and create a plan to increase student services and library, and learning support services for students in distance education and at off-site locations to ensure that they receive the same level and quality of services as students attending the main Palm Desert campus.

The college must ensure equitable access to all of its students by providing appropriate, comprehensive, and reliable student, library, and learning support services regardless of location or means of delivery. This is especially important with regard to library services, including print resources, research assistance, and instruction (II.B.3; II.B.3.a; II.C.1; II.C.1.c; III.C.1).

Update:

Carl Phillips and his team have been working to develop a plan of action to address this Recommendation. In order to strengthen the College's commitment to student learning in the areas outlined in the Recommendation, the following actions are currently being implemented:

- Office Communicator software and cameras have been installed on computers at the Eastern Valley Education Centers in both Indio and Mecca/Thermal.
- Office Communicator software and cameras have been installed on computers at the College Library as well as in the offices of Admissions and Records, Financial Aid, and Disabled Students Programs and Services.
- Some piloting of the above cameras and associated software has begun and will continue to roll out over the academic year.
- Text books have been ordered and placed on reserve at the Eastern Valley Education Centers in both Indio and Mecca/Thermal. The books are being circulated regularly.
- Architectural planning for the new facilities in Indio for the Eastern Valley Center and in Palm Springs for the Western Valley Center include significant attention to student services and library, and learning support services for students.

Recommendation 4- Team headed by Ruben Ramirez

In order to meet Standards, the college should improve the timely and effective completion of faculty and staff evaluations (III.A.1.b).

Update:

Trakstar has been fully implemented for the classified staff's evaluations. Currently, the timeliness of evaluations for this classification is 100% up to date. Negotiations between the CODAA and the College are currently underway in regards to implementing Trakstar for these employees. Once the details of implementation are agreed upon, the same process of evaluation that is currently used for the "staff" members will be implemented for the adjuncts. Evaluations for the full-time faculty and leadership are currently not performed using Track Star. Negotiations with CTA to implement the program for these employees are currently underway. Evaluations for leadership continues to be 90% or higher in timely completion. Human Resources continue to work to ensure that all evaluations for leadership are completed in a timely manner with meaningful input for both sides.

Work to write the draft response to this Recommendation is progressing in a timely manner and will be completed in accordance with the required timeline.

Recommendation 5- Team headed by Tom Jones

In order to meet Standards, the team recommends that the district develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving student learning outcomes (III.A.1.c).

Update:

The Team has met several times discussing and investigating the status of existing College policies and procedures pertaining to this complex Recommendation. A proper response to the Recommendation involves union negotiations with all three of the unions as well as developing some new policies pertaining to course syllabi.

On December 12, Gary Bergstrom and Tom Jones participated in a teleconference with members of ACCJC. The purpose of this call was to ensure that both team members understood the Commission's direction regarding the Standard that resulted in the College receiving this particular Recommendation. It was an excellent conference that focused both members in the right direction to come up with a mutually agreed upon course of action. After consultation with Bob Blizinski, the Team continues to work with the union leadership and HR to develop proposals that will allow the College to fully meet the Standard and Recommendation. The goal

of this team is to ask all unions to “Drive” the initiatives necessary for the College to become compliant.

David Bashore, Gary Bergstrom, Lauro Jimenez, Ruben Ramirez, and Tom Jones, met on 1/12/12 to discuss a course of action that might lead to beginning negotiations which are set to start in the coming days by the College and unions. Progress was made which set the basis for dialogue between the unions and the College in order for COD to be fully in compliance with this particular Standard and resolve this Recommendation.

The Team is confident that this Recommendation will be resolved once negotiations are complete.

Recommendation 6- Team headed by Bob Blizinski, Kathy Enciso

In order to increase effectiveness, the team recommends that the college continue to increase the diversity of its faculty, staff and administrators to reflect the diversity of the student body (III.4.2.b).

Update:

Team 6 has met several times. They have reviewed how other colleges have addressed similar Recommendations from ACCJC. They currently are working to draft language to show that COD has implemented new training procedures for hiring committees to ensure the members of all hiring committees are more aware of the importance of building a more diverse community here at COD. Moreover, the HR department has reviewed and made changes to their advertising methods for all open positions to build a more diverse pool of applicants.

Recommendation 7- Team headed by Tony DiSalvo

In order to improve communications, the team recommends that the district institute an educational program for all campus constituent groups that seeks to better inform stakeholders on the decision-making processes that are currently in place (IV.A.2).

Update:

The team of Tony DiSalvo, Mary Lisi and Chris Nelson has one more meeting scheduled that should conclude the research stage of the process. Once this is complete, the team will concentrate on drafting a more complete response to this recommendation. The team has identified three that ACCJC listed as problematic for COD and has found evidence to show the College is currently working to resolve these challenges:

“Changes in administrative/academic structures are problematic for faculty and staff.”

"Academic senate expressed confusion about decision making procedures."

"Communication problems exist and they (faculty/staff) are unaware of the decision-making processed."

Recommendation 8- Team headed by Edwin Deas

In order to increase effectiveness, the team recommends that the board regularly evaluate its policies and practices and revises them as necessary (IV.B.1.e; II.A.6.c).

Update:

After several team meetings and extensive work that included drafting and proposing a revised Board Policy and Administrative Procedure regarding the timeliness of reviewing all Board of Trustee Policies and Administrative Procedures, on 12/7/11 the proposed Board Policy and Administrative Procedure were presented to the President's Cabinet where they were accepted and approved. They will be presented to the CPC for Reading and a vote during their next meeting. Once they are accepted, both the BP and AP will be forwarded to the Board of Trustees for consideration and action. Pending formatting and inserting dates of action by the campus constituents, this Recommendation is complete.

Recommendation #1:

In order to increase effectiveness, the team recommends that the college complete the implementation of the comprehensive planning process by responding to the analysis of assessment results to ensure improvement in student learning. Such a process integrates the various college plans; is informed by quantitative and qualitative data and analysis; systematically assesses outcomes within both instruction and non-instructional services; and provides for an ongoing and systematic cycle of goal setting, resource allocation, implementation, and evaluation.

Resolution of Recommendation

The college has recently completed a full year cycle of its newly formed planning process. The process has resulted in College-wide planning for improvement and informed decision-making through dialogue and use of data that results in targeted allocation of college resources and systematic cycle of goal setting which has led to evaluation and implementation of the college's efforts to support Student Learning Outcomes. The college is at the "proficiency" level of using student learning outcomes for planning and resource allocation purposes.

Response

The visiting team acknowledged that the college "has developed an integrated, annual planning process that melds program review and resource allocation" (18). However, at the time of the Self-study and the time of the visit, the college had not been through a full year of the cycle. The college has, as of this date, completed one full year-long cycle and has embarked on its second annual cycle. [Need to cite some examples and provide evidence of the planning process in action]{Note from TJ- I saw that the PS classes outlines removed a couple of classes as "recommended classes" that should be taken before the PS classes. Was decision made as a result of the use of the new planning process and use of supporting data? It is this type of examples that could support your statements}

Student learning outcomes are identified for every course and program [attach a couple of examples]. The management of the college curriculum through Curricunet made great strides in Fall 2011, as individual courses were mapped to program and college-wide outcomes. Program Review Updates show embedded and recurring assessment of SLOs and how course and program changes flow from the assessment of outcomes [examples]. As the college continues to endure state budget cuts, PRUs are increasingly shown to be helpful in the allocation of resources.

As the team found At the time of the College's site visit , the college had not created a "mechanism for assessing the effectiveness of the planning and assessment processes themselves (20). However, it is the charge of the "Assessment of Planning & Outcomes Sub-Committee" to evaluate the "Planning and Institutional Effectiveness process and make recommendations regarding modifications to the process as needed." [examples of what they have done since the site visit and self-study] Now that one complete cycle has been completed, the subcommittee is engaged this year in assessing the effectiveness of the process [are there any Minutes of meetings where the committee has discussed data and taken action as a result of the new planning process?].

The college is at the “proficiency” level of using student learning outcomes for planning and resource allocation purposes. Moved to the “Resolution...” section

Evidentiary References

Recommendation 2:

In order to increase effectiveness, the team recommends that the college establish clear written policies and procedures on program elimination or significant changes to program requirements to enable enrolled students to make appropriate arrangements to complete their education in a timely manner with a minimum of disruption (II.A.6.b).

Resolution of Recommendation

In an effort to ensure that College of the Desert has a clear policy on Program Discontinuance approved by both the College Academic Senate and Board of Trustees with direct input from stakeholders with special emphasis on providing clear and concise information for students, the College Academic Senate addressed the issue by developing a draft policy which was vetted and discussed at multiple times and venues to include College Planning Council, Full Academic Senate Meetings, Dean's Meetings and Executive Cabinet. After several months of discussions with all stakeholders, The Academic Senate, with input from student, staff and the community, submitted to the District Board of Trustees a policy for approval. **The Board approved the policy on December 16, 2011.**

Response

Even before this recommendation was made by the visiting team during accreditations, discussions were taking place in the Academic Senate, Deans Team Meetings and Executive Cabinet. Beginning in Fall of 2010, The Academic Affairs Leadership Team began looking at other institutions' policies on Program Discontinuance. The VPAA shared a copy of the policy from Long Beach Community College with the Academic Senate as a starting point for discussion. The Academic Senate determined the need for Faculty Leadership in the creation of this policy. The Academic Senate held several discussions and submissions for input were given to the Executive Cabinet. First and Second readings with modifications to the draft came from the Senate with President Patton, student leadership and The College Planning Council fully involved and offering input. A collegially developed policy was mutually submitted to the District Board for approval.

Evidentiary References

- R.2-1 2010 Self-Study (Excerpt page:)
- R.2-2 Academic Senate Meeting Minutes April 14, 2011
- R.2-3 Academic Senate Meeting Minutes May 12, 2011
- R.2-4 Academic Senate Meeting Minutes April 14, 2011
- R.2-5 Academic Senate Meeting Minutes April 14, 2011
- R.2-6 Response to Academic Senate by President Patton
- R.2-7 Academic Response to Executive Cabinet
- R.2-8 Academic Senate Meeting Minutes October %, 2011
- R.2-9 Program Discontinuance Flowchart
- R.2-10 Academic Senate Resolution 1.102 Dated October 15
- R.2-11 Board Approval Dated December 16, 2011

Recommendation 3:

In order to meet Standards, the team recommends that the college investigate and create a plan to increase student services and library, and learning support services for students in distance education and at off-site locations to ensure that they receive the same level and quality of services as students attending the main Palm Desert campus. The college must ensure equitable access to all of its students by providing appropriate, comprehensive, and reliable student, library, and learning support services regardless of location or means of delivery. This is especially important with regard to library services, including print resources, research assistance, and instruction (II.B.3; II.B.3.a; II.C.1; II.C.1.c; III.C.1).

Resolution of Recommendation

College of the Desert will increase student services and library, and learning support services for students in distance education and at off-site locations by regularly incorporating within Program Reviews plans and goals that indicate the need to provide equitable access to all students regardless of location or teaching modality.

The College recognizes that regular planning is a key to provide appropriate, comprehensive, and reliable student, library, and learning support services regardless of location or means of delivery.

Response

The Dean of the School of Library and Learning Resources has discussed with student services, library, and other support services personnel the needs of those students in distance education and at off-site locations. Those personnel who have been contacted include: the Chair of Student Counseling; Director of Student Health & Disability Services; Director of Financial Aid; Chair of Distance Education; Library Faculties; Director of Education Centers; Coordinator of Academic Skills/Tutoring.

Priorities and goals have and will continue to be developed within the Program Review process for the Education Centers (with special consideration of the areas where we are weakest). Since a Program Review has never been created for Distance Education, the Dean of Library and Learning Resources will write the one and incorporate priorities and goals for ensuring that the College provides equitable access to support services for online students.

Several initiatives for achieving equitable access for our students at a distance are currently underway:

- Office Communicator software and cameras have been installed on computers at the Eastern Valley Education Centers in both Indio and Mecca/Thermal
- Office Communicator software and cameras have been installed on computers at the College Library as well as in the offices of Admissions and Records, Financial Aid, and Disabled Students Programs and Services.
- Some piloting of the above cameras and associated software has begun and will continue to roll out over the academic year
- Text books have been ordered and placed on Reserve at the Eastern Valley Education Centers in both Indio and Mecca/Thermal. The books are being circulated regularly.
- Architectural planning for the new facilities in Indio for the Eastern Valley Center and in Palm Springs for the Western Valley Center include a significant attention to student services and library, and learning support services for students

Evidentiary References

1. Substantive Change Proposal: Distance Education, Submitted ACCJC, October 2011
2. Program Review Update: College Library
3. Program Review Update: Admissions and Records
4. Program Review: Distance Education
5. Title V Grant: Hispanic Serving Institutions CFDA #84.031S; PR/Award # PO31S100075
6. Program Review Update: Academic Skills Center
7. Program Review Update: Tutoring Services
8. Program Review Update: Disability and Health Services
9. Program Review Update: Financial Aid
10. GKKWorks Architectural Plans for the Indio
11. HGA Architects Plans for Palm Springs

Recommendation 4:

(Ruben Ramirez)

To meet Standards, the college should improve the timely and effective completion of faculty and staff evaluations (III.A.1.b)

Resolution of Recommendation:

Since receiving this recommendation from the accreditation committee the College has implemented a web-based performance evaluation process for Classified Staff and Leadership. It is also the intention of the District to negotiate using this same process for Full-time faculty.

The system ensures the timely and effective completion of faculty and staff evaluations, as well as gives the opportunity for the staff or faculty member to interactively contribute to their evaluations in a self-evaluation process.

Adjunct faculty is not included in this process due to the irregularity caused by staff that is employed on four month contracts and may not be present on a regular basis. The District is not only taking measures to negotiate better evaluation process for adjunct faculty, but it is continuing to audit the current Human Resource Information System (HRIS) to ensure that the process is kept timely and accurate.

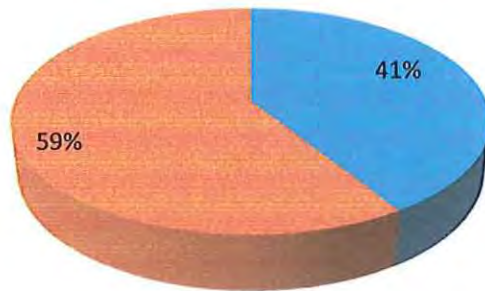
The charts below are indicative of the progress the college has made since our 2010 accreditation self-study.



Adjunct Evaluations

As of 1/17/12

■ Current ■ In Progress



Response:

- Leadership and Classified staff are currently using the TrakStar system and are therefore meeting standards. No further action is required for these groups.
- Identification of key factors to be used in faculty evaluations prior to implementation.
- Negotiate the implementation of TrakStar for Full-time faculty.
- Continue to audit Adjunct Faculty evaluation data in Datatel.
-

Recommendation 5:

In order to meet Standards, the team recommends that the district develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving student learning outcomes (III.A.1.c).

Resolution of Recommendation

Both the College and the faculty unions, CTA, CODAA, CSEA, agree that student Learning Outcomes and faculty involvement are explicably linked. The College community further recognizes the cycle of SLO assessment empowers faculty to try new pedagogical approaches to explore both what works and what does not work, and encourages meaningful collegial dialogue about improvement of student learning. The faculty and College confirm that SLOs are intended to target deep learning beyond content alone and as such have the potential to stimulate both faculty and students to consider beneficial lifelong skills, values and behaviors that may be gained from a college education.

The Academic Senate supports the development and utilization of processes that honor faculty primacy in the identification and assessment of SLOs and that seek to utilize SLOs to their greatest potential in fostering student success.

In order to fully meet the requirement of Standard III.A.1.c and in order to promote positive learning outcomes for all student, the College and faculty union are currently in negotiations, working towards this united goal. All parties involved are committed to this goal and will continue to work together until a common resolution is met.

Response

The evaluation for full-time and adjunct faculty currently contains an assessment of each instructor's involvement in setting outcomes for student learning. The question reads, "Sets clear outcomes for student learning." ([R.5.1](#), [R.5.2](#).) There currently is no such evaluation item for "Staff" employees whose job descriptions require they work within a classroom and who may be "*directly responsible for student progress toward achieving student learning outcomes.*" The College and the CSEA union negotiators are currently in negotiations to develop an agreement to include such language in these employee's evaluations.

The Vice President of Academic Affairs recently issued a mandate that required all faculty (adjunct and Full-time) to include, as a component of their syllabi, the subject's Student Learning Outcomes. (R-5.#) In the past, though it was encouraged, it was not uniformly required of all faculty. The new mandate ensures that 100% compliance is met through the current review process by each school dean.

The College's Program Review process requires evidence of both instructional and non-instructional departments and divisions of participation in and support of student learning outcomes. Faculty members, staff, and administrators in their program review reports must disclose their roles in identifying, assessing and supporting student learning. (R.5-3, R.5-4)

The Academic Senate, in 2011, began work to incorporate the newly created SLO Coordinator position under their sphere of influence. In consultation with the College, a new job description for the new position was created. (R.5-6) As an initial step, in 2011, the Academic Senate began work on modifying their Bylaws and Constitution placing the Outcomes Coordinator position under their control. (R.5.7) Though this has been an arduous process, the Academic Senate members are working in a consistently forward direction in order to ensure the position of SLO Coordinator is signed to the correct governing body to ensure the greatest benefit of SLOs are afforded our students and employees.

As noted in the College's 2010 self-study, the discussion of adding evaluation items relevant to Student Learning Outcomes (SLO) to faculty evaluations is a negotiated item that has been making slow but steady progress. (R.5-5) At the beginning of the 2012 fiscal year, the College notified the three unions of the College's intent to open negotiations to address the issue of SLOs and their relationship to faculty evaluations. The unions' negotiation teams have been very responsive in working with the College to arrive at an agreement that benefits the students directly, while allowing for a measureable impact on student learning District-wide. Both sides are optimistic that an agreement will be reached in a timely manner that meet this goal.

Currently, it is the intention of the unions and district, while at the negotiation table, to finalize the details that would allow for the College to implement a three-point procedure to ensure that Student Learning Outcomes become more ingrained in the philosophy of the College for the benefit of all our students:

- Question #2- "[Employee] sets clear outcomes for student learning" will remain in the evaluations for all faculty. The same question will be added to the evaluation forms of all other College employees who are directly responsible for student progress toward achieving student learning outcomes.
- The College will institute a practice that will require all faculty (adjunct and full time) to include the subject Student Learning Outcomes on all class syllabi.
- Evaluations of employees who are directly responsible for student progress toward achieving student learning outcomes will contain an assessment question that gauges an employee's involvement in at the course, program, division, campus level concerning the effectiveness and development of SLOs for the subjects which they are directly involved

It is the goal of the College that all employees who are directly responsible for student progress toward achieving student learning outcomes will be involved in the assessment, review and evaluation of their effectiveness, and continuous improvement of all Student Learning Outcomes moving forward at this College.

Evidentiary References

- R.5-1 [CTA Faculty Evaluation form](#)
- R.5-2 [CODAA Faculty Evaluation form](#)
- R.5-3 [Program Review Procedure](#)
- R.5-4 [Program Review Sample- Social Science](#)
- R.5-5 [2010 Self-Study \(Excerpt: III.A.1.c\)](#)
- R.5-6 [Job Description- SLO/OA Coordinator](#)
- R.5-6 [Academic Senate By-Law proposed revision 11-2011](#)
- R.5-7
- R.5-8
- R.5-9
- R.5-10

Recommendation 6:

In order to increase effectiveness, the team recommends that the college continue to increase the diversity of its faculty, staff, and administrators to reflect the diversity of the students body (III.4.2.b).

Resolution of Recommendation:

In order to promote *recruitment, retention, and renewal* of multicultural staff, we must first, as a college, establish and promote a plan that recruits and trains staff in building a multicultural environment.

Historically, formal recruitment plans have not been an established component of the faculty employment process (Hawthorne 1994). However, in order to attract and ensure the selection of the most qualified applicants, adoption of college-wide procedures and policies for recruitment is advised (Gibson-Benninger and Ratcliff 1996; Hawthorne 1994). Some practical procedures adopted by colleges include ensuring that the recruitment process coincides with the academic calendar; producing advertising that reflects the college's mission, goals, and values; implementing a training program for hiring; and establishing open meeting processes when awarding faculty positions (Barber et al. 1995). Researchers such as Owens, Reis, and Hall (1994), Wilson (1994), and Opp and Smith (1994) advocate incorporating specific strategies that tap into and are sensitive to the minority applicant pool. Such strategies include the following:

- *Encourage participation of area minority professionals on search committees.*
- *Use minority media in recruitment campaigns.*
- *Recruit through business and industry partnerships.*
- *Include minorities on interview committees.*
- *Determine which universities have minorities in the pipeline by discipline and start early recruitment efforts.*
- *Establish curriculum vitae banks.*
- *Establish summer teaching and research opportunities to interest minority students.*

The college must establish not only sound recruitment practices but also clear selection criteria. As open-access institutions, community colleges are committed to serving students' academic needs. A study requesting faculty to rate characteristics for successful teaching at two-year colleges found that the most important quality or characteristic of successful community college instructors is a genuine interest in working with a diverse student clientele (Higgins, Hawthorne, Cape, and Bell 1994). Therefore, the academic, economic, and social diversity of community college students drives faculty recruitment efforts. Although traditionally, the goals of recruitment have focused on degree attainment and

preparation in the field, Hawthorne (1994) and Tsunoda (1992) suggest moving away from using academic preparation as the key measure in selection. Instead, they promote hiring role models for students. Those selected for faculty positions should possess the knowledge, skills, and abilities required for the areas of instruction and also a genuine interest in and understanding of the students. They should have an appreciation of and commitment to the open-access mission of two-year colleges. Additional characteristics advocated in the literature include pedagogical preparedness, strong interpersonal and communication skills, and skills and abilities in using technology (Law 1994). (Rifkin).

Additionally, in order to help recruit and train staff from underrepresented populations to succeed academically and socially within the community college system. Successful retention and renewal initiatives need to be implemented at COD. Sample ongoing initiatives from nearby Community Colleges are described below:

San Diego & Imperial Counties (CA)

The San Diego and Imperial Counties Community College Association in cooperation with San Diego State University created a community college training internship for members of multicultural groups interested in community college teaching or counseling careers. The program identifies, recruits, trains, prepares, and helps place individuals from historically underrepresented groups in California community colleges as faculty and counselors. Throughout the year, each intern works very closely with an assigned mentor. After completion of the program, interns are employed by one of the colleges as an adjunct instructor or counselor. During a three-year period, 70 interns participated in the program; 70% were females and 80% were from multicultural backgrounds, including International, African-American, Hispanic, American Indian, and Amer-Asian students. The program has been successful; 75% of interns have been employed at a community college after program completion.

Santa Monica College (CA)

Santa Monica College (SMC) produces more transfer students from a variety of minority groups for the University of California system and the California State System than any other community college in the state. Under the leadership of its president, SMC has developed several programs that address diversity issues. At SMC, the areas of greatest impact are mentoring and "grow your own" activities. The college provides professional development, utilizing national organizations that promote underrepresented groups in higher education. The college president and other key administrators and faculty also serve as active mentors to these students. In addition, SMC has engaged in a new transfer agreement with historically black colleges, encouraging former African-American students to come back to SMC as professional employees.

(Kirkpatrick).

References:

Kirkpatrick, Laura. "Multicultural Strategies for Community Colleges: Expanding Faculty Diversity." *ERIC Digest-- ERIC Clearinghouse for Community Colleges Los Angeles CA*. 2001-05-00. Web. 8 December 2011.
<http://www.ericdigests.org/2002-2/faculty.htm>

Rifkin, Tronie. "Public Community College Faculty." *AACC—American Association of Community Colleges*. 8 December 2011. Web.
<http://www.aacc.nche.edu/Resources/aaccprograms/pastprojects/Pages/publicccfaculty.aspx>

Recommendation 7:

(Tony DiSalvo, Mary Lisi, Chris Nelson)

In order to improve communications, the team recommends that the district institute an educational program for all campus constituent groups that seeks to better inform stakeholders on the decision-making processes that are currently in place (IV.A.2).

Resolution of Recommendation:

In our meetings, we have identified the specific areas addressed by WASC:

- “Changes in administrative/academic structures are problematic for faculty and staff.”
- “Academic senate expressed confusion about decision making procedures.”
- “Communication problems exist and they (faculty/staff) are unaware of the decision-making processed.”

Response:

We identified several likely ways to address these recommendations:

- Respond to WASC with a description of the new academic structure which differs from the one witnessed during the last visit. We will highlight the role of department chairs and the new structure within academic affairs especially how the former School of Liberal Arts & Sciences has been separated into 2 schools allowing for greater communication among faculty, staff, and administration.
- Establish a “Shared Governance @COD” workshop to be offered to all faculty/staff during FLEX, the academic year, and online using CPC Outreach and Training Sub Committee materials. We would encourage that workshops be conducted by various members of the CPC so that the campus community can see that all constituency groups have clearly defined roles in the decision-making processes at COD.
- Establish a “Shared Governance” site on the COD portal on which announcements for critical meetings, a calendar, meeting agendas, trainings, and meeting minutes can be posted.

References:

Recommendation 8:

In order to increase effectiveness, the team recommends that the board regularly evaluate its policies and practices and revises them as necessary (IV.B.1.e; II.A.6.c).

Resolution of Recommendation

College of the Desert ensures the effectiveness of all Board Policies (B.P.) and Administrative Procedures (A.P.) by reviewing all policies and procedures on a clearly defined and publically stated set interval (IV.B.1.e; II.A.6.c). The College recognizes that in order to maintain an effective and administrative structure, all Board Policies and Administrative Procedures should be reviewed on a clearly defined basis.

Response

Through the systematic review of the College's Policies, in conjunction with a recent team visit during our 2010 Reaffirmation of Accreditation, the College leadership chose to form a committee to evaluate the necessity for a Board Policy that would outline a procedure and timeline for the timely review of all Board of Trustee's Policies and supporting Administrative Procedure.

A committee of one administrator, one faculty member, one classified member, and one student was formed to review the accreditation visiting team's recommendation and to draft a proposed Board Policy and Administrative Procedure that would allow for the timely review of the College's BPs and APs.

On November 3, 2011, the Taskforce met. All documents pertaining to the review process of Board Policies were reviewed. These documents include:

- Board Policy #2410 ([R.8-2](#))
- Administrative Procedure #2410 ([R.8-3](#))
- Tracking forms documenting previous review ([R.8-4](#))

The committee elected to revise existing BP #2410 and the corresponding AP to more clearly define the procedure for reviewing all Board Policies and the Administrative Procedure in a timely and effective manner. ([R.8-1](#))

The committee proposed that all BPs and APs should be reviewed on a 5-year rotational basis (20% annually). The following language was drafted to outline the process for review:

During each Fall semester, the President will cause to be undertaken a systematic review of approximately 20% of the board policies and related administrative procedures according to a review timetable. At the November meeting, the President will present recommendations to the Board for first reading of intention for adoption, revision, or deletion of policies and related procedures. In addition, the President will report all policies and procedures that have been reviewed and deemed appropriate.

On 11/16/11, the Taskforce met and reviewed the draft revisions of both the BP ([R.8-5](#)) and AP ([R.8-6](#)). Finals revisions were made and both the BP and AP were forwarded to the President for consideration. On 12/5/11, the President approved both documents as to form and content. He outlined an approval process that allowed for the entire college community to offer input before the Board of Trustees considered the revised documents. ([R.8-7](#))

On 12/7/11, The Board Policy and Administrative Procedure were presented to the President's Cabinet where the Cabinet discussed and subsequently approved both the B.P and A.P. as proposed. ([R.8-8](#)) On [Date Placeholder](#) the College Planning Council voted to accept the revised BP and AP ([R.8-9](#)) as proposed.

As directed by the President, the proposed Board Policy and Administrative Procedure were placed on the agenda for the Board of Trustees for its first reading on [Date Placeholder](#) ([R.8-10](#)). After the second reading on [Date Placeholder](#) , the Board of Trustees reviewed and approved the proposed policy and procedure. ([R.8-11](#)).

At the completion of each complete evaluation cycle, the President will review the process, including the timeliness of the review cycle for revisions or adjustments as needed to address the requirements of the College and its Mission.

Evidentiary References

1. [Taskforce Minutes, 11-3-11](#)
2. [Board Policy #2410 \(existing\)](#)
3. [Administrative Procedure #2410 \(existing\)](#)
4. [Tracking forms documenting previous review](#)
5. [Board Policy #2410- Revised](#)
6. [Administrative Procedure #2410- Revised](#)
7. [Email from President Patton, Date: 12/5/11](#)
8. [President's Cabinet Meeting: notice of approval: BP & AP 2410](#)
9. CPC Meeting Minutes showing approval of BP & AP 2410 (revised)
10. BOT Minutes: 1st Reading of BP & AP 2410 (revised)
11. BOT Minutes of Approved BP and AP

Student Success Taskforce

Recommendation 1. Increase College and Career Readiness

- 1.1 Collaborate with K-12 to jointly develop new common core standards for college and career readiness

Recommendation 2. Strengthen Support for Entering Students

- 2.1 Develop and implement common centralized diagnostic assessments
- 2.2 Require students to participate in diagnostic assessment, orientation and the development of an educational plan
- 2.3 Develop and use technology applications to better guide students in educational process
- 2.4 Require students showing a lack of college readiness to participate in support resources
- 2.5 Require students to declare a program of study early in their academic careers

Recommendation 3. Incentivize Successful Student Behaviors

- 3.1 Adopt system-wide enrollment priorities reflecting core mission of community colleges
- 3.2 Require students receiving Board of Governors fee waivers to meet various conditions and requirements
- 3.3 Provide students the opportunity to consider attending on a full time basis
- 3.4 Require students to begin addressing Basic Skills deficiencies in their first year

Recommendation 4. Align Course Offerings to meet Student Needs

- 4.1 Align course offerings and schedule with the needs of students

Recommendation 5. Improve the Education of Basic Skills Students

- 5.1 Support the development of alternative to traditional basic skills curriculum
- 5.2 Develop a comprehensive strategy for addressing basic skills/adult education

Recommendation 6. Revitalize and Re-Envision Professional Development

- 6.1 Create a continuum of professional development opportunities
- 6.2 Direct professional development resources toward improving basic skills instruction and support services

Recommendation 7. Enable Efficient Statewide Leadership & Increase Coordination Among Colleges

- 7.1 Develop and support a strong community college system office
- 7.2 Set local success goals, consistent with statewide goals, and monitor progress
- 7.3 Implement a student success score card
- 7.4 Develop and support a longitudinal student record system

Recommendation 8. Align Resources with Student Success Recommendations

- 8.1 Encourage categorical program streamlining and cooperation
- 8.2 Invest in the new Student Support Initiative
- 8.3 Promote flexibility and innovation in basic skills instruction



College of the Desert Citizens' Oversight Committee 2010-2011 Annual Report

For Fiscal Year Ended June 30, 2011

Letter from the Measure B Citizens' Oversight Committee Chair

Dear Coachella Valley Residents,

The Citizens' Bond Oversight Committee presents its seventh annual report as required by Proposition 39, the legislative authority of Measure B. As your local representatives, it is our responsibility to oversee the expenditure of bond funds to assure they are spent as specified in the ballot measure.

Measure B was overwhelmingly approved by voters in March 2004, and, as required by the terms of the issue, the College Board of Trustees appointed an independent Citizens Oversight Committee. Your seven members represent a cross-section of the Coachella Valley.

Our open meetings are held quarterly to review and discuss progress reports related to bond projects in various stages of development, expenditures of bond funds, as well as future plans and financial projections. As a committee, we have been very impressed with the College's highly organized planning, attention to detail, and diligence of staff to assure most efficient management of bond projects.

On the Palm Desert Campus, construction of the Classroom Building progressed and plans for the construction of another classroom building were nearing approval by the Division of State Architect (DSA), which is the reviewing and approval agency for all the District's projects. These buildings will provide facilities for classes currently held in modular buildings located across the campus. Planning commenced for other classroom buildings, specified in the Bond Measure, which will replace insufficient or inefficient buildings such as deteriorating metal buildings with new permanent classrooms and labs.

In Indio, construction plans for a three story building housing classrooms, offices and multiuse rooms are nearing readiness for submittal to the DSA for review and approval. This building will house the programs that are currently held in leased space in the County Building. The East Valley Center, Mecca Thermal Campus continues to be successful drawing students from the east end of the valley. Classes at that center fill quickly.

The title to the property on North Indian Canyon at Tramview Road was transferred from the City of Palm Springs to the District. Master planning commenced for this site which will house College Buildings integrated with the James O. Jesse Desert Highland Unity Center; commercially operated research and development, training and incubation of clean technology businesses, and GreenPark, a 60 to 70 acre photovoltaic site operated by Southern California Edison. The auxiliary facilities focus on revenue generating and practical training sites for the college's students.

These voter approved projects address the College's most critical facility needs, including safety issues, energy savings, technology, and training programs in response to community needs. These positive changes will enable the College of the Desert to continue to provide an opportunity for a first-class education to youth and adults in the Coachella Valley. The College improves the quality of life for the entire region through its training of professionals and workers for the economic base industries of the valley.

Information on past and future meetings and the on-going bond projects can be found at the College of the Desert's Website www.bond.collegeofthedesert.edu. We welcome all members of the public to our meetings. Feel free to contact us with your comments or questions.

Sincerely,

Robert A. Spiegel, *Committee Chair*

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MEASURE B

In March 2004, the citizens of the Coachella Valley approved a general obligation bond measure of \$346.5 million dollars to fund facilities projects to train local residents for jobs, prepare students for four-year colleges, accommodate increasing student enrollment at College of the Desert by:

- Expanding nursing/police/fire-fighting training facilities;
- Repairing sewer systems, leaky roofs, decaying walls, plumbing, electrical systems;
- Upgrading/adding classrooms for computer technology;
- Repairing, acquiring, constructing, equipping buildings, sites, classrooms; and
- Acquiring sites and developing campuses in east and west valley areas.

The Board of Trustees of the Desert Community College District evaluated the District's urgent and critical facility needs, including safety issues, enrollment growth, energy reduction and information and computer technology in developing the scope of projects to be funded. These are outlined in the College of the Desert Facilities Master Plan, approved on November 19, 2003, and further amended from time to time. In developing the scope of projects, the faculty, staff and students have prioritized the key health and safety needs so that the most critical needs are addressed. The Board of

Trustees conducted independent facility evaluations and received public input and review in developing the scope of the college facility projects to be funded. The projects are listed in the Facilities Master Plan which was unanimously approved by the Board of Trustees. This input of faculty, staff, and community and business leaders concluded that if these needs were not addressed now, the problems would only get worse. In preparing the Facilities Master Plan, the Board of Trustees made five important determinations:

- It is critically important for College of the Desert to provide facilities for job and vocational training to students and adults seeking to acquire job skills demanded by local businesses;
- College of the Desert must provide facilities to increase the number of trained nurses to help relieve the serious nursing shortage in the area;
- College of the Desert must add new facilities and classrooms to meet the rapid growth in the area which has resulted in thousands of new students seeking an affordable local college education;
- College of the Desert must provide facilities for academic programs to students who want to transfer to a four-year college; and
- The mission of College of the Desert is to provide facilities that support adult continuing education classes in subjects like financial planning, accounting and computers.

AUTHORITY AND PURPOSE OF THE CITIZENS' OVERSIGHT COMMITTEE

Measure B was approved under the requirements of California's Proposition 39, the Strict Accountability in Local School Construction Bonds Act, passed by state voters in 2000. As required by Proposition 39, the College of the Desert Board of Trustees appointed an independent committee of citizens to oversee the expenditure of all bond funds. Proposition 39 requires representatives from taxpayer groups, business and industry, senior citizens' organizations and students, and is charged with ensuring that all bond funds are

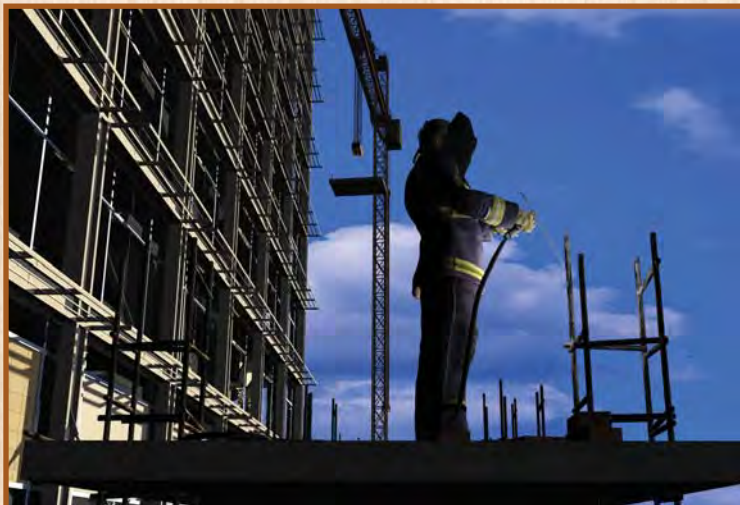
spent as promised on capital projects within the college district.

Since September 2004, the Committee has been meeting regularly to review the College's bond-funded construction program and to ensure the program maximizes all funding sources and makes the most prudent use of taxpayer dollars. The Committee is also charged with assuring that the College adheres to the requirements of Proposition 39, including spending funds only on those projects identified in Measure B and approved by the voters.

Incoming Bond Oversight Committee Members for 2011-2012



Seven people are responsible for overseeing the \$346.5 million bond issue approved by voters in March 2004 for College of the Desert construction and campus renovations. The group meets quarterly to review expenditures and to see that the Proposition 39 guidelines are followed. They're responsible for an audit and an annual report. They (and the constituencies they represent) are, (from left, top row): Robert A. Spiegel, Chair, College Support Organization Representative, Mayor, City of Palm Desert; Mr. Lawrence M. Cohen, Vice Chair, Business Representative, Senior Managing Director and Shareholder, Mesirow Financial; Mr. Robert Flint, Taxpayers' Association Representative, Retired, Manager of Mission Valley Mall, San Diego; (second row) Mr. Geoffrey S. Kiehl, Member-At-Large East Valley Representative, Director of Finance & Treasurer, City of Palm Springs; Ms. Berit Reistad, Senior Citizen Group Representative, Community Service Representative, Home Instead Senior Care; Mr. William H. Waldron, Member-At-Large West Valley Representative; (bottom row) Ms. Cheri Nadell, Student Representative.



2010-11 Citizens' Oversight Committee Members

Mr. Robert A. Spiegel
Chair,
College Support Organization

Mr. Lawrence M. Cohen
Business

Mr. Geoffrey S. Kiehl
Vice Chair, East Valley

Mr. William H. Waldron
West Valley

Mr. Robert Flint
Taxpayers' Association

Ms. Berit Reistad
Senior Citizen Group

Daniel To
Student

College of the Desert Program Management Team

Dr. Edwin Deas
Vice President,
Business Affairs

Mr. Steve Renew
Director, Facilities Services

Mr. Wade Ellis
Director, Fiscal Services

Mr. Mac McGinnis
Program Manager,
Education Information Systems
Professionals

SEVENTH YEAR REPORT: MEASURE B PROJECTS COMPLETED OR IN PROCESS

Since the passage of Measure B in 2004 the District has followed a building program that responds to its Education Master Plan, facilities condition assessment; the need for replacement of insufficient or inefficient facilities; seismic, safety and other building code issues, and long overdue infrastructure and technology upgrades. This process continues to be followed with updated data for educational needs and continuously updated building codes. The District takes seriously its responsibility to be good stewards of the Bond proceeds to ensure the demands of the Bond language and the expectations of the citizens of the Coachella Valley are met while completing right sized, well planned projects that will serve the District and the community far into the future.

Planning began on several new projects on the Palm Desert campus as well as the new facilities planned for east and west valley sites.

approval of the Communication Building. This building, located across the courtyard from the Cravens Student Services Center (CSSC) will be the new home of all classes related to language studies. When completed the footprint will be 39,880 sq. ft.



Plans for the redesign of the Monterey entrance are in the works. This project will remediate traffic congestion at the Monterey entrance and turn the space between the new Communication and Cravens Student Services Center buildings into useful assembly and outdoor student life areas.



During the seventh year of the Measure B program, on the east side of the campus, construction of the Classroom Building commenced and has continued. This 40,353 sq. ft. building will have classrooms, large lecture rooms, science labs, the District's MESA program, offices for faculty and staff, and the offices and campus servers of Information Technology and Institutional Research. This will bring together under one permanent roof programs and classes that are currently held in modular or other temporary facilities. Completion is anticipated in Spring 2012.



Architects were selected and planning began for renovation of the existing physical education facility and construction of a new gymnasium. This will resolve the seismic, safety and other code issues in the current buildings. It is anticipated that construction on this project will begin in the fall of 2012.



Construction plans and documents were completed and submitted to the Division of State Architect for review and

SEVENTH YEAR REPORT: MEASURE B PROJECTS COMPLETED OR IN PROCESS



Plans for a Visual Arts building began. This new building will house arts programs which have been held in deteriorating metal warehouse type space for years. The location of the new facility will bring the art students and faculty closer to the campus and the Marks Art Center. Construction on the 13,700 sq. ft. building is anticipated for fall of 2012.

Currently offices for administrative services are housed in several areas, some of which in temporary modular buildings. Plans began for the Administration Building which will bring all of the administrative services together in more efficient and interrelating space. Construction start is anticipated in late 2012 or early 2013.



Career Technical Education programs will move into a new building, now in planning. They are currently held in deteriorating metal buildings and buildings with seismic, safety and other code concerns. A renovated existing building and outdoor labs, along with a new building with classrooms, labs and offices, will provide for a consolidated facility for all of these programs.

Architects were selected and planning started for the Early Childhood Development facility which addresses code and other compliance issues. This facility will be



located immediately adjacent to the existing building on campus and will provide classrooms, observation rooms, offices and a kitchen.



In Indio, at the former site of the Greyhound Bus Station, a three story building housing classrooms, labs, offices and support space will be erected. Plans are nearing readiness for submission to the State Architect for review, and construction is expected to commence in fall of 2012. These classrooms replace those currently held in leased space in the County Building and at other locations in the east valley.



A project at North Indian Canyon and Tramview Road, West Valley Center in Palm Springs, will be the site of a very highly sustainable campus providing for four 'pillar' programs. These pillars, a response to needs identified by the community, are a significant opportunity for partnerships with business, industry and other educational institutions: (1) Hospitality and Tourism; (2) Media & the Arts; (3) Allied Health; and (4) Sustainability Technology. The Master Plan for the site is well underway and programming for the first phase of buildings and site improvements has begun.

ADDENDUM

Subsequent to the period covered by this report, the District conducted a review in the Fall of 2011 to reaffirm the efficacy of continuing the bond program to completion at a time when it faces operating budget challenges due to reductions in state funding. It was concluded by the District that it was essentially impractical to contemplate suspension of the bond program and in fact there are at least ten good reasons for pursuing it to completion:

1. It enables COD to develop new campus sites and facilities to serve the entire Coachella Valley during the second 50 years of the College's existence.
2. It addresses contemporary health and safety, disability access, and building code compliance requirements.
3. It gives students and faculty access to the highest quality teaching and learning environments which is critical to our mission.
4. It enables renovation of substandard and no-longer-fit-for-purpose facilities and permits systematic replacement of all modular buildings.
5. It facilitates the replacement of aging and inefficient services infrastructure.
6. It takes COD closer to contemporary technology standards.
7. It positions COD long-term to meet the demands of a growing and diversifying Valley population once the short-term state funding crisis is overcome.
8. It provides the opportunity for COD to practically demonstrate leadership in sustainability stewardship in all its new buildings and campuses.
9. It must be aggressively pursued to completion because the bond funds must be expended in a defined timeframe for the purposes identified in the bond election and we are currently enjoying the most favorable construction market in years.
10. It represents a significant economic development driver for the Valley in its own right currently and in the longer term through the facilities created.

SUSTAINABILITY STEWARDSHIP, WALKING THE GREEN TALK AT COD

Two projects were awarded LEED Silver certification; the Barker Nursing Complex and the Public Safety Academy. Leadership in Energy and Environmental Design (LEED) was developed by the U.S. Green Building Council and provides a framework for identifying and implementing practical and measureable green building design, construction and operations.

More buildings have been submitted for LEED certification and those awards are anticipated in the upcoming years.

As well, the College working with consultants developed its own Sustainability Guidelines, and Sustainability Performance Targets, which inform all projects and are intended to be the baseline for sustainable design and operations for all of the District's Facilities. These, as well as other Bond planning and design documents are available on the Bond website www.bond.collegeofthedesert.edu.

Developed by the U.S. Green Building Council (USGBC), the LEED® Green Building Rating System™ is a framework for identifying, implementing and measuring green building and neighborhood design, construction, operations and maintenance.

LEED is voluntary and designed for new and existing commercial, institutional, and residential building, including neighborhood development. Several categories are used in the LEED Green Building Rating System such as sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, awareness and education, location and linkages, neighborhood pattern and design, green infrastructure and building, innovation in design /operations, and regional priority. The LEED rating system is based on a 100 point scale with an extra 10 bonus points available for innovation in design, exemplary performance, or achievement of credits identified as having regional importance on a project's location. LEED certification is awarded based on this scale: 40-49 points Certified; 50-59 points Silver; 60-79 points Gold; and 80+ points Platinum. There are four standard principal types of LEED requirements: prerequisites, core credits, innovation credits and regional priority credits. For more information about LEED® Certification and guidelines visit the U.S. Green Building Council website at www.usgbc.org/.

INDEPENDENT FINANCIAL AND PERFORMANCE AUDITS

In compliance with Proposition 39, the Board of Trustees engaged the independent audit firm of Lund & Guttry LLP, a local valley firm, to complete independent audits of the financial records and the construction records of the bond program.

The first issuance for bond sales was for \$65 million in August 2004 and refunded in June 2005 bringing the total to \$73 million. In November 2007, the District issued General Obligation Bonds, Series 2007B in the amount of \$57,850,000. In December 2007, the District issued the final approved principal amount of General Obligation Bonds, Series 2007C in the amount of \$223,648,444. The District's bond insured rating from Moody and S&P continued as AAA.

The audit firm reported that the College of the Desert "...has properly accounted for the expenditures of the funds held in the Bond Fund and that such expenditures were made on authorized bond projects. Further it was noted that the funds held in the Bond Fund and expended by the District were not expended for salaries of school administrators or other operating expenditures."

The audit had no adverse findings and no questionable costs were noted.

A copy of the full financial and performance audits can be viewed on the College of the Desert Bond web page at www.bond.collegeofthedesert.edu.

UPDATED BOND PROJECTS EXPENDITURES AND PROGRESS REPORT AT JUNE 30, 2011

Audited results as reported to the Citizens' Oversight Committee by District Staff. Total budget does not include other funding sources. For more details on expenditures go to www.bond.collegeofthedesert.edu.

	Actual Costs for Fiscal Year Ended June 30, 2011	Actual Costs August 1, 2004 through June 30, 2011	Total Budget
JOB AND CAREER TRAINING PROJECTS			
Barker Nursing Complex	\$ 0	\$ 10,962,344	\$ 10,962,344
Burn Tower	0	2,875,267	2,875,267
Career Technical Education (C.T.E.)	537,006	537,006	12,000,000
Child Development Center	47,411	47,411	5,500,000
Nursing Building Renovation	869,900	3,536,941	3,550,000
Public Safety Academy Phase I	0	14,911,665	14,911,665
Subtotal	\$ 1,454,317	\$ 32,870,634	\$ 49,799,276
CLASSROOM BUILDINGS AND FACILITIES			
Administration Building	\$ 215,648	\$ 215,648	\$ 8,750,000
Alumni Centre	0	2,714,816	2,714,816
Athletic facilities	555,494	587,622	21,410,000
Aquatics Swimming Pool Demolition	0	290,087	290,087
Athletic Training & Fields	25,086	1,087,778	1,130,743
Business Building Renovation	0	4,540,458	4,465,621
Classroom Building	6,835,815	9,913,200	23,800,000
Communications Building	647,549	1,403,193	25,100,000
Cravens Student Center	229,194	22,852,946	22,973,516
Culinary Kitchen	0	410,529	410,529
Dining Hall Renovation	130,173	6,151,281	6,190,309
East Valley Phase I	51,145	9,787,370	10,000,000
Indio Educational Center	678,414	1,106,645	20,000,000
Liberal Arts Building Renovation	5,866	5,866	5,500,000
Scene Shop	0	74,676	74,676
Science Labs	0	223,624	223,624
South Modular Buildings	0	3,867,843	3,867,843
Visual Arts Building	229,100	229,100	8,000,000
Voice over I.P. communication	0	964,487	964,487
West Valley Desert Hot Springs	0	0	10,000
West Valley Phase I	940,772	2,043,097	39,990,000
Wireless Access	0	322,555	322,555
Subtotal	\$ 10,544,256	\$ 68,792,821	\$ 206,188,806
HEALTH AND SAFETY PROJECTS			
Subtotal	\$ 4,371,359	\$ 33,734,408	\$ 43,720,610
ENERGY EFFICIENCY IMPROVEMENTS			
Central Plant	0	13,107,766	13,107,766
Subtotal	\$ 0	\$ 13,107,766	\$ 13,107,766
SAFETY, SECURITY AND SITES			
Subtotal	\$ 155,712	\$ 10,446,231	\$ 15,290,862
OTHER			
Planning & Program Management	2,583,025	15,394,522	20,848,788
Contingency	0	0	12,183,780
Future Projects	0	0	21,017,842
Subtotal	\$ 2,583,025	\$ 15,394,522	\$ 54,050,400
Total	\$ 19,108,669	\$ 174,346,382	\$ 382,157,720

STAY IN TOUCH

The Citizens' Oversight Committee meets quarterly to review Measure B projects and progress. All meetings are open to the public and are held at 3 p.m. in the Alumni Centre Conference Room on the Palm Desert Campus at 43-500 Monterey Ave., Palm Desert, CA 92260.

For more information on Measure B, the Facilities Master Plan, Citizens Oversight Committee agendas and meeting minutes, go to the COD Bond Website at www.bond.collegeofthedesert.edu or call the College at (760) 773-2511.

UPCOMING MEETING DATES:

March 13, 2012 3 p.m.

June 12, 2012 3 p.m.

September 11, 2012 3 p.m.

Alumni Centre Conference Room

DESERT COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Becky Broughton • Chuck Hayden • John Marman

Michael O'Neill • Bonnie Stefan

Aries Jaramillo, *Student Trustee*

Jerry R. Patton
College President



43-500 Monterey Ave., Palm Desert, CA 92260



CTE
100% Design Development Presentation

College of the Desert

AGENDA

Program Summary

100% Design Development

- Overall Site Plan
- Floor Plans/Reflected Ceiling Plans
- Exterior Building Elevations
- CTE Courtyard

Sustainability

Cost Estimate

Schedule

COD Career & Technology Education Building

Program Summary

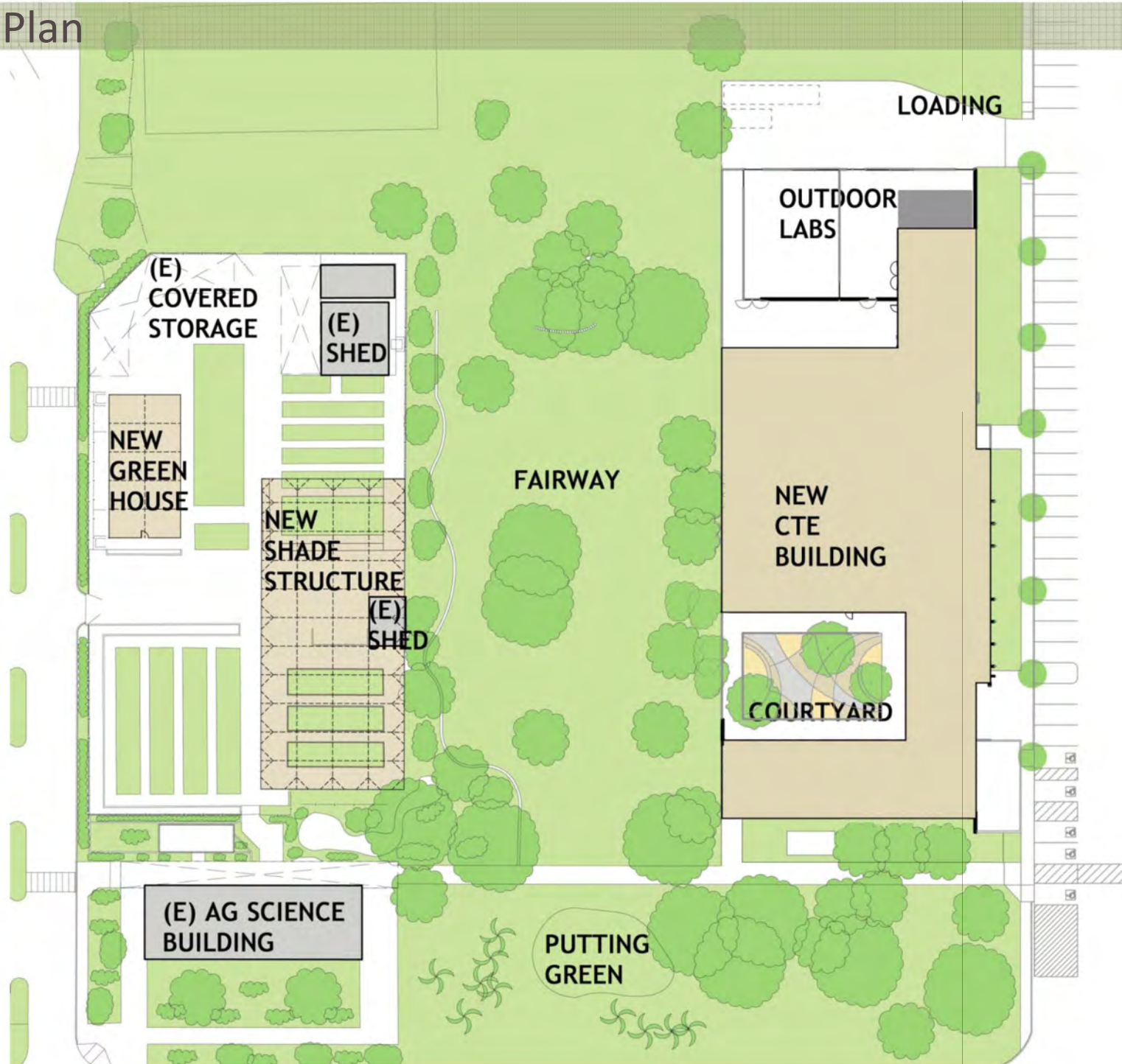
New CTE Building

Description	Program Phase (ASF)	Schematic Design (ASF)	Design Development (ASF)
Classrooms (4)	3,880	3,847	3,862
Indoor Labs (3)	5,570	5,611	5,708
Office Suite	2,203	2,192	1,988
TOTAL Building ASF	11,653	11,650	11,788
TOTAL Building GSF	17,927	17,547	18,045
Outdoor Labs (2)	4,000	4,194	4,249

Agricultural Science Building Renovation

Description	Program Phase (ASF)	Schematic Design (ASF)	Design Development (ASF)
TOTAL Building ASF (2 Lab/Classrooms + 2 Offices)	2,078	2,078	2,078
TOTAL Building GSF	2,700	2,700	2,700

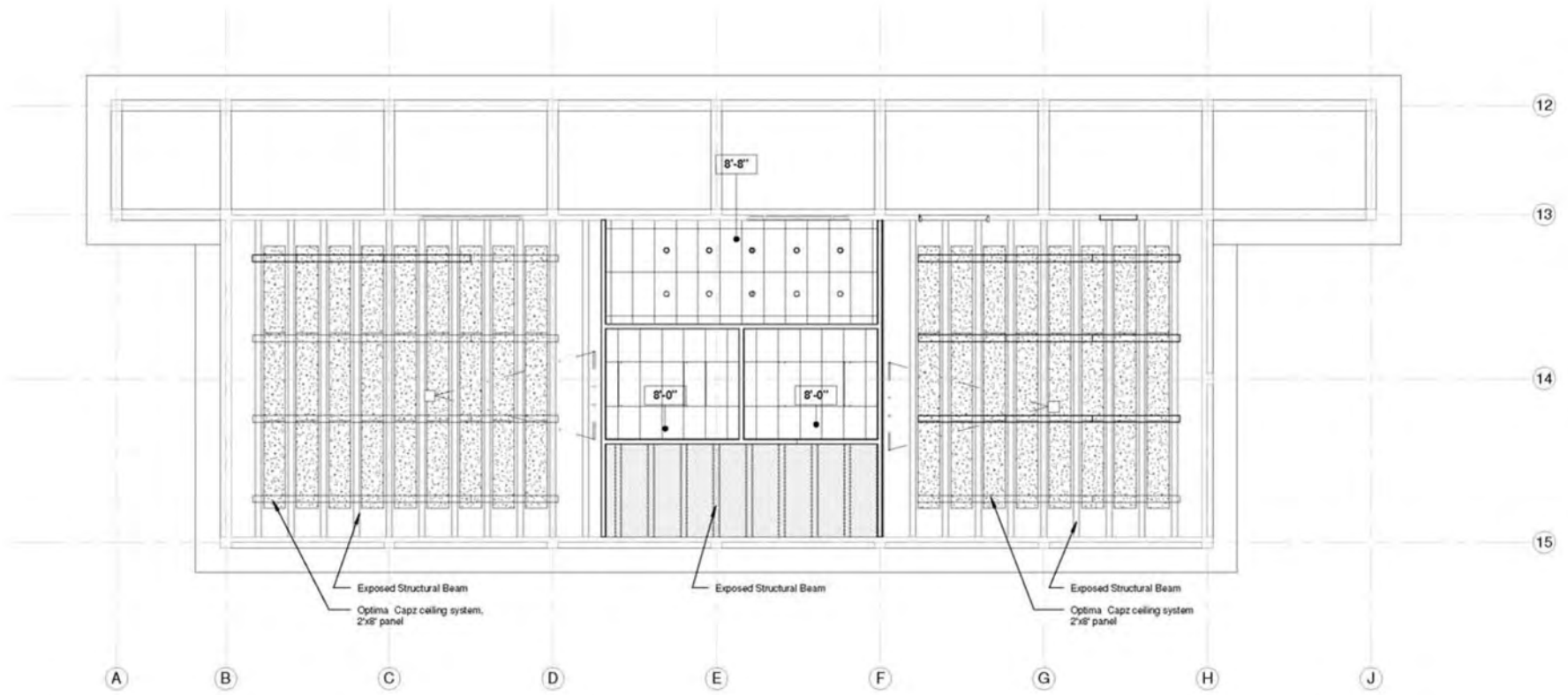
Site Plan



AG Science Building Plan



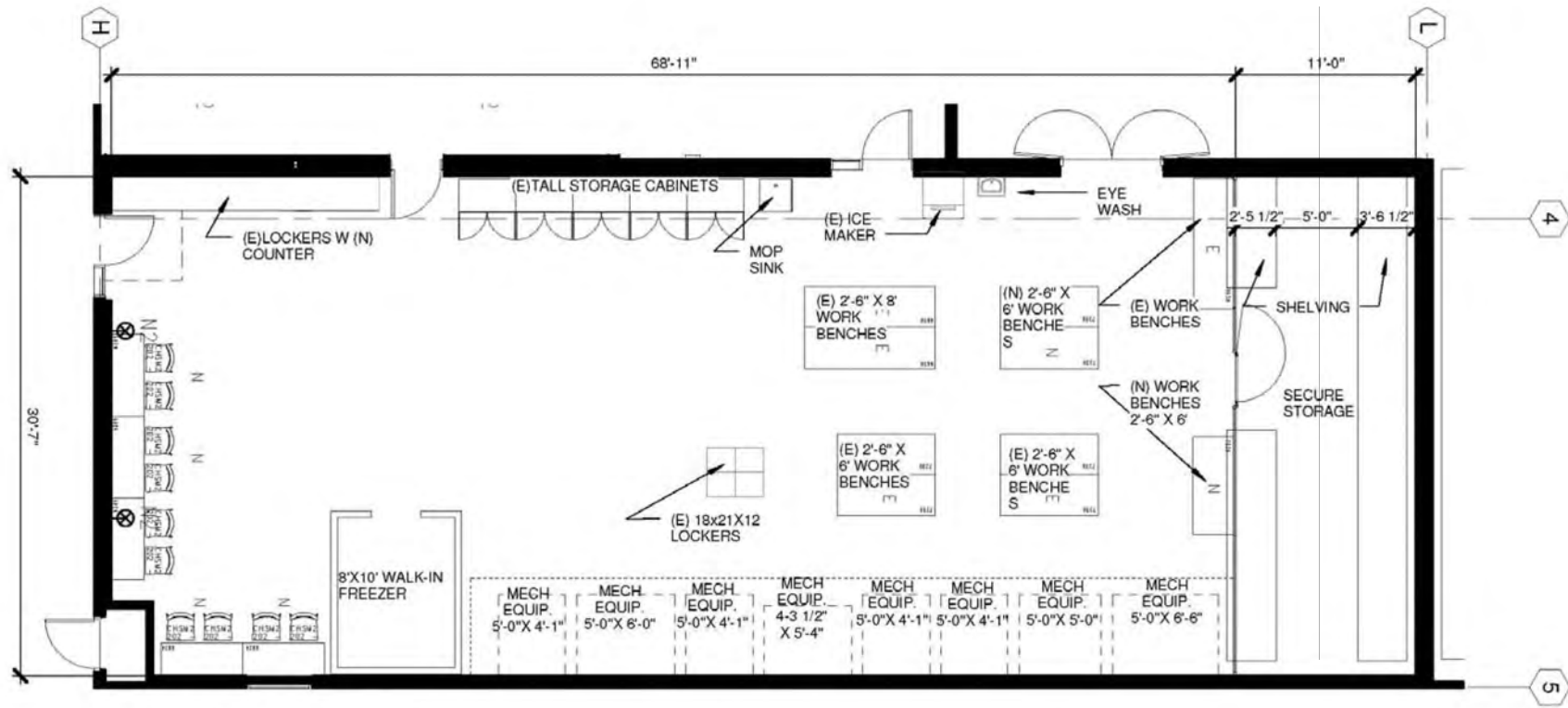
AG Science Building Reflected Ceiling Plan



CTE Building Plan

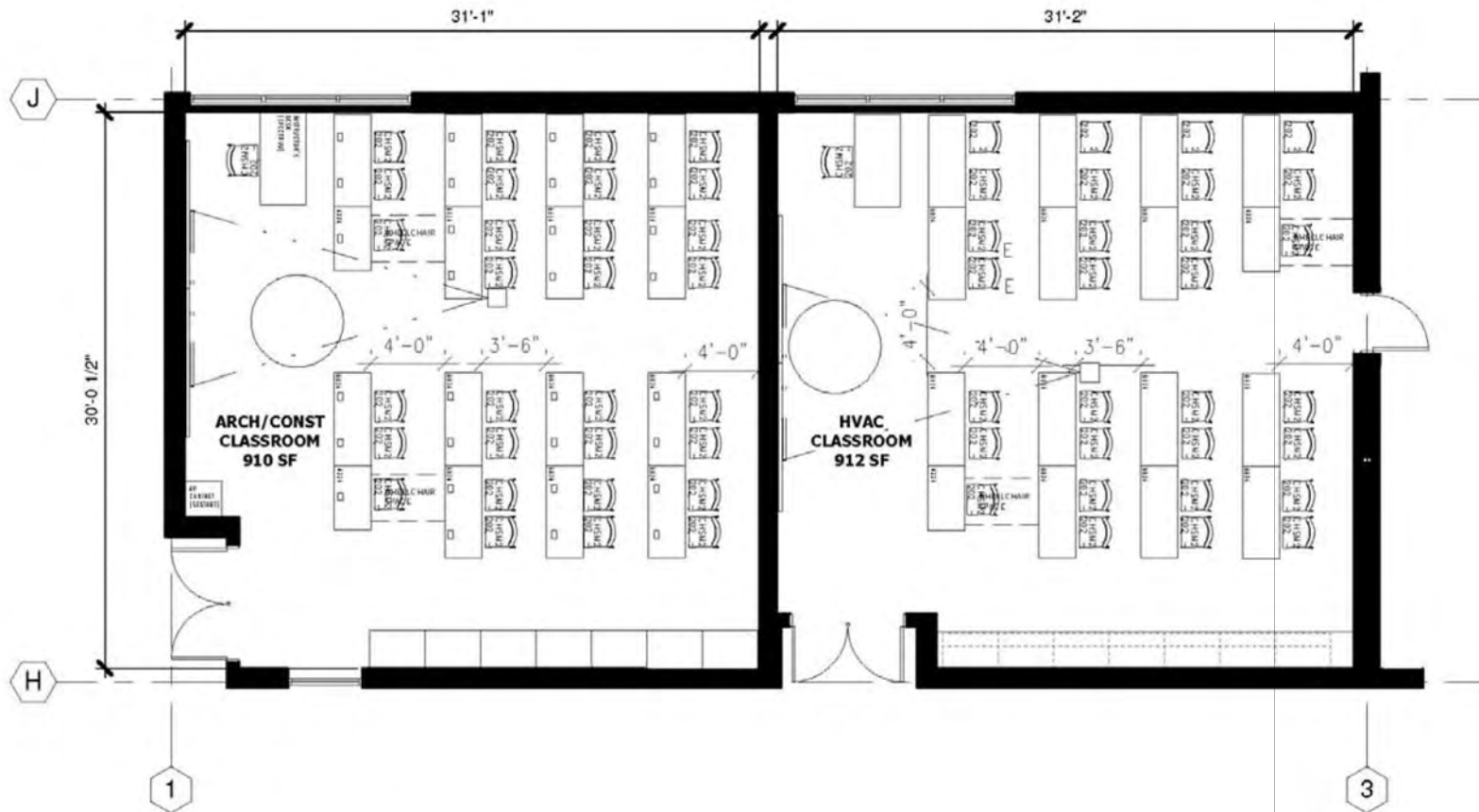


CTE HVAC Lab Floor Plan

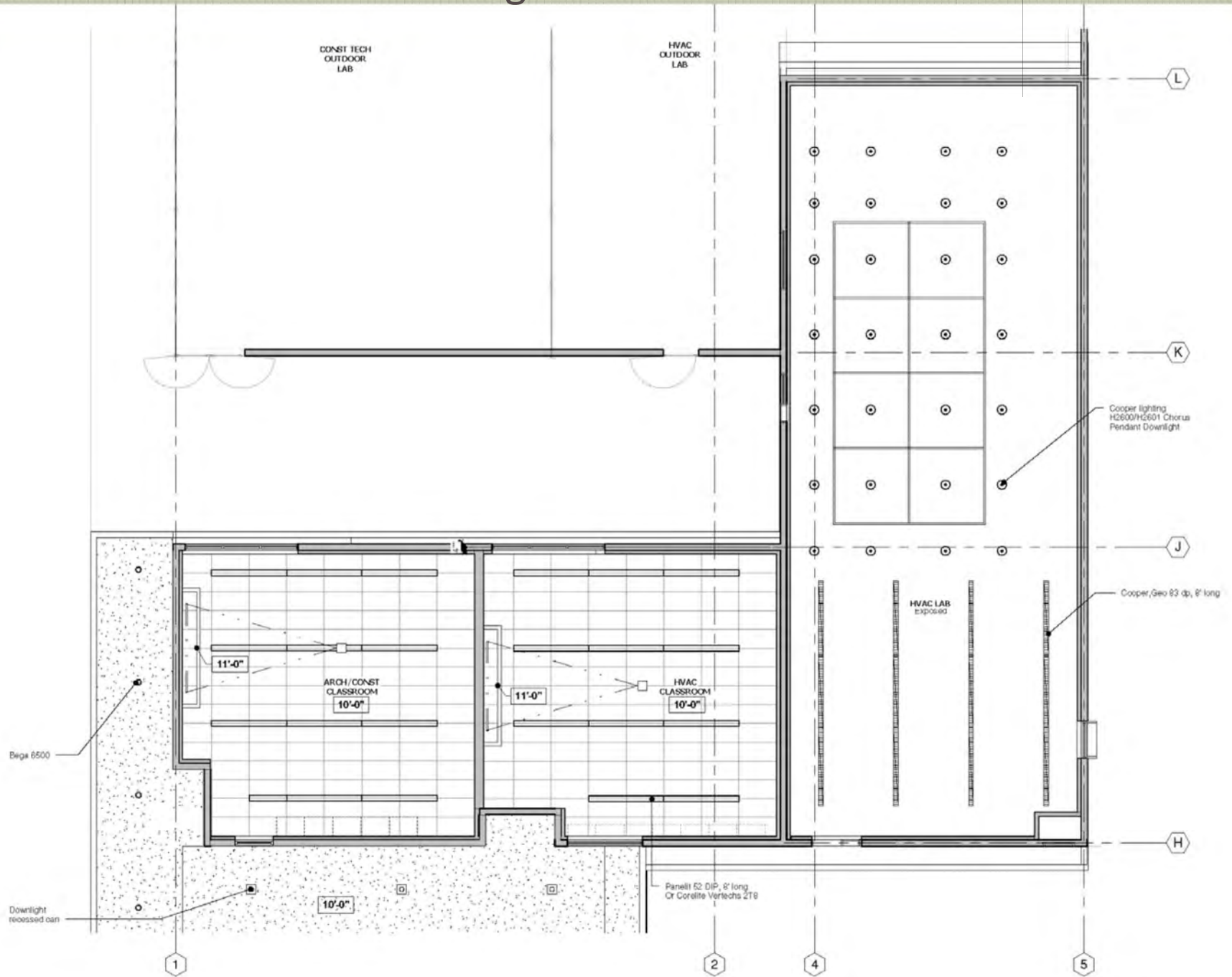


HVAC LAB:
2400 SQ FEET.

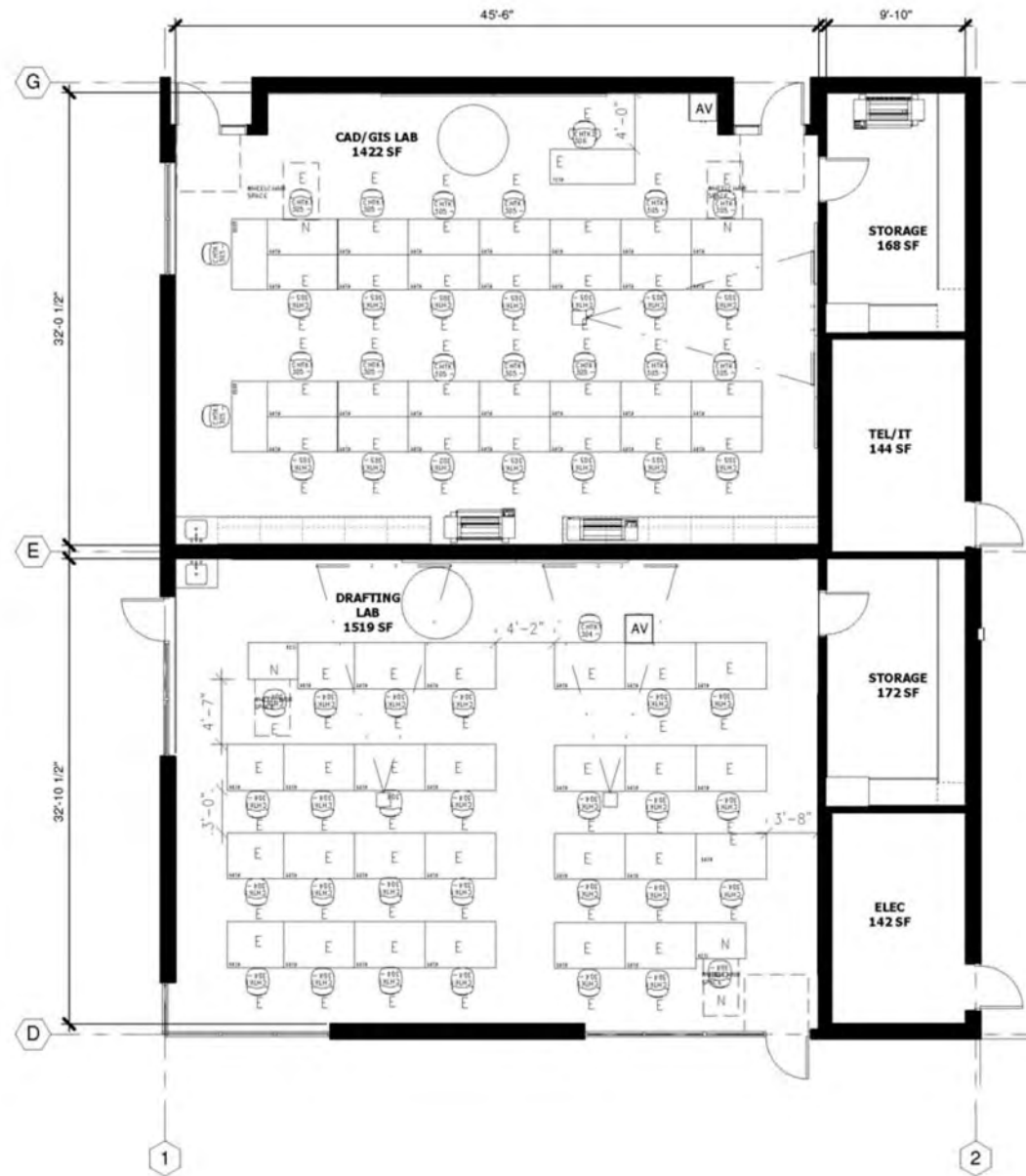
CTE Partial Floor Plan



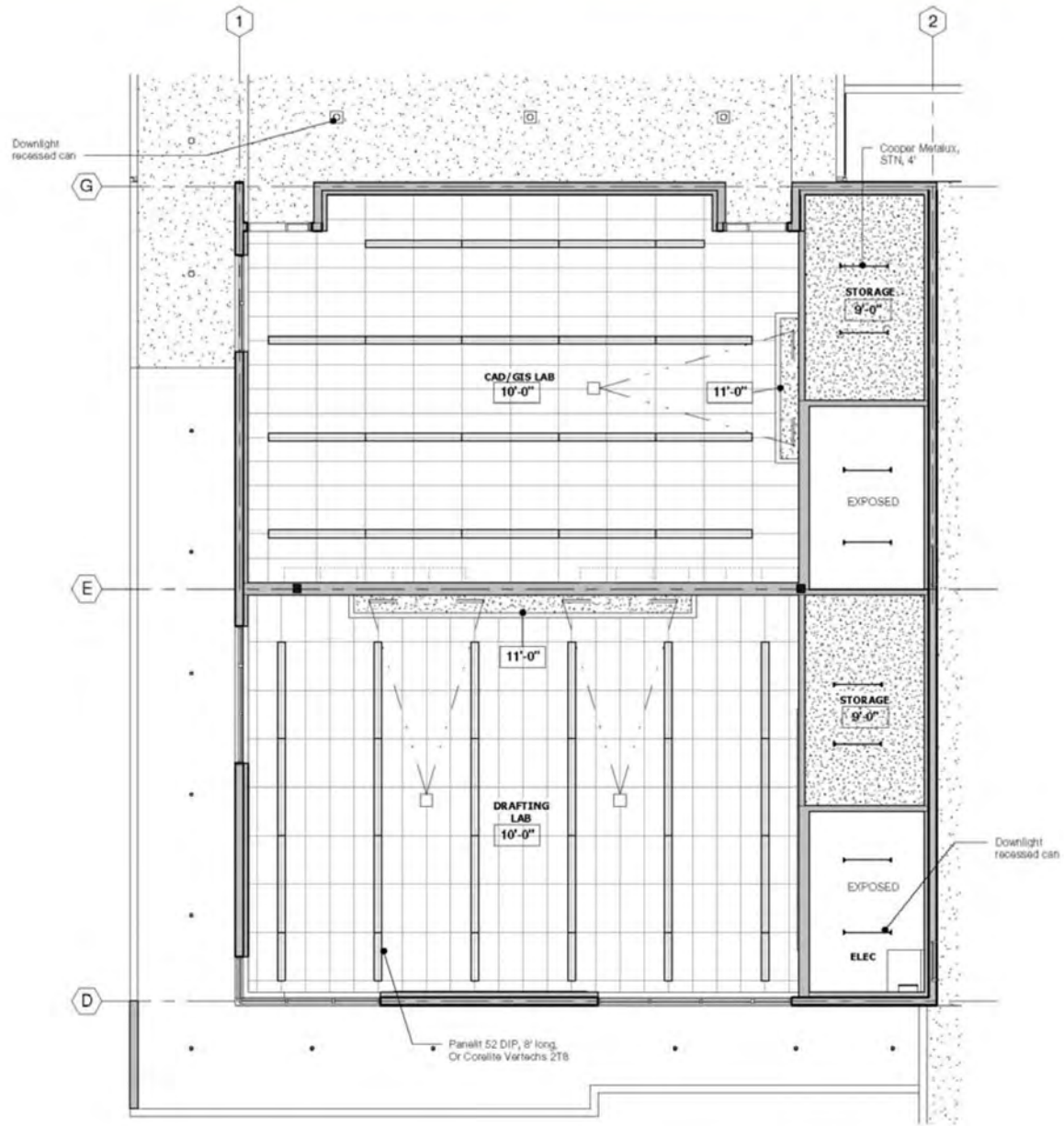
CTE Partial Reflected Ceiling Plan



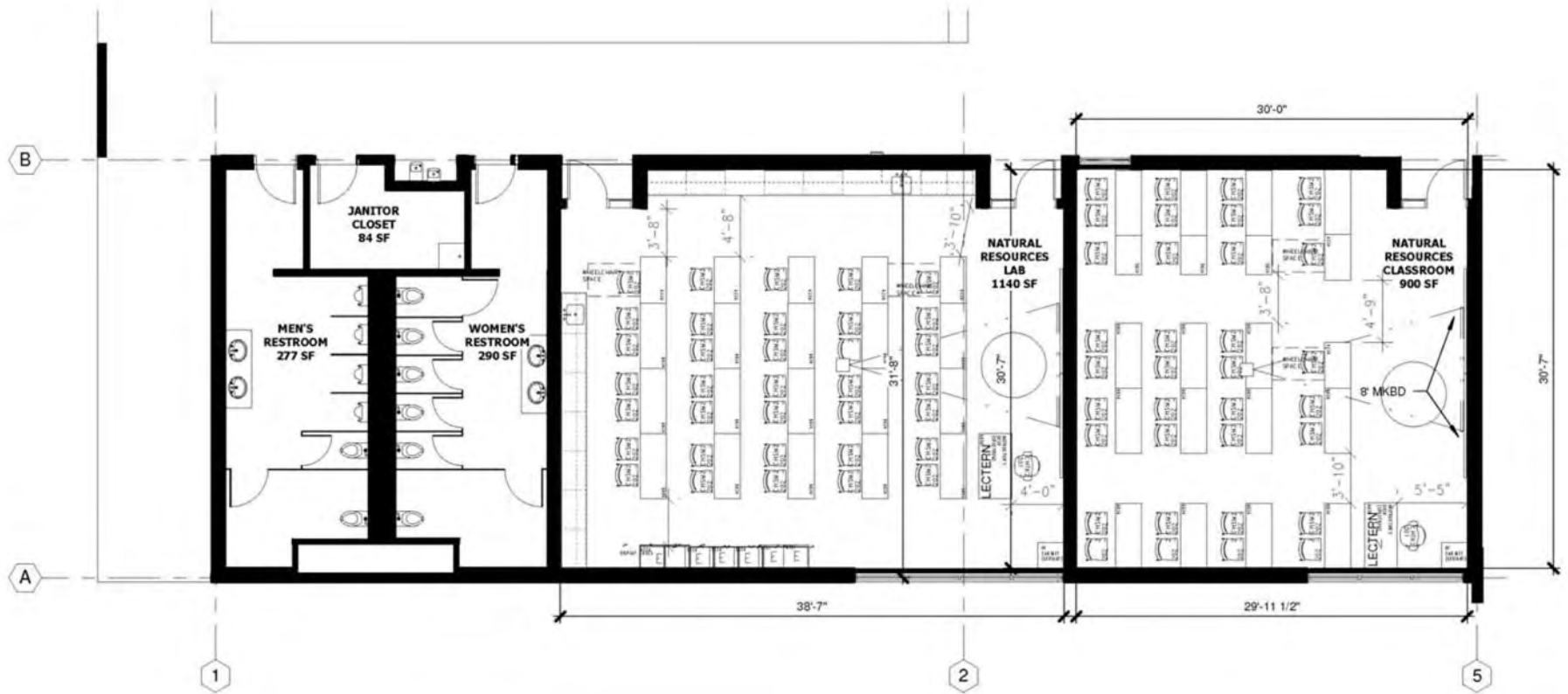
CTE Partial Floor Plan



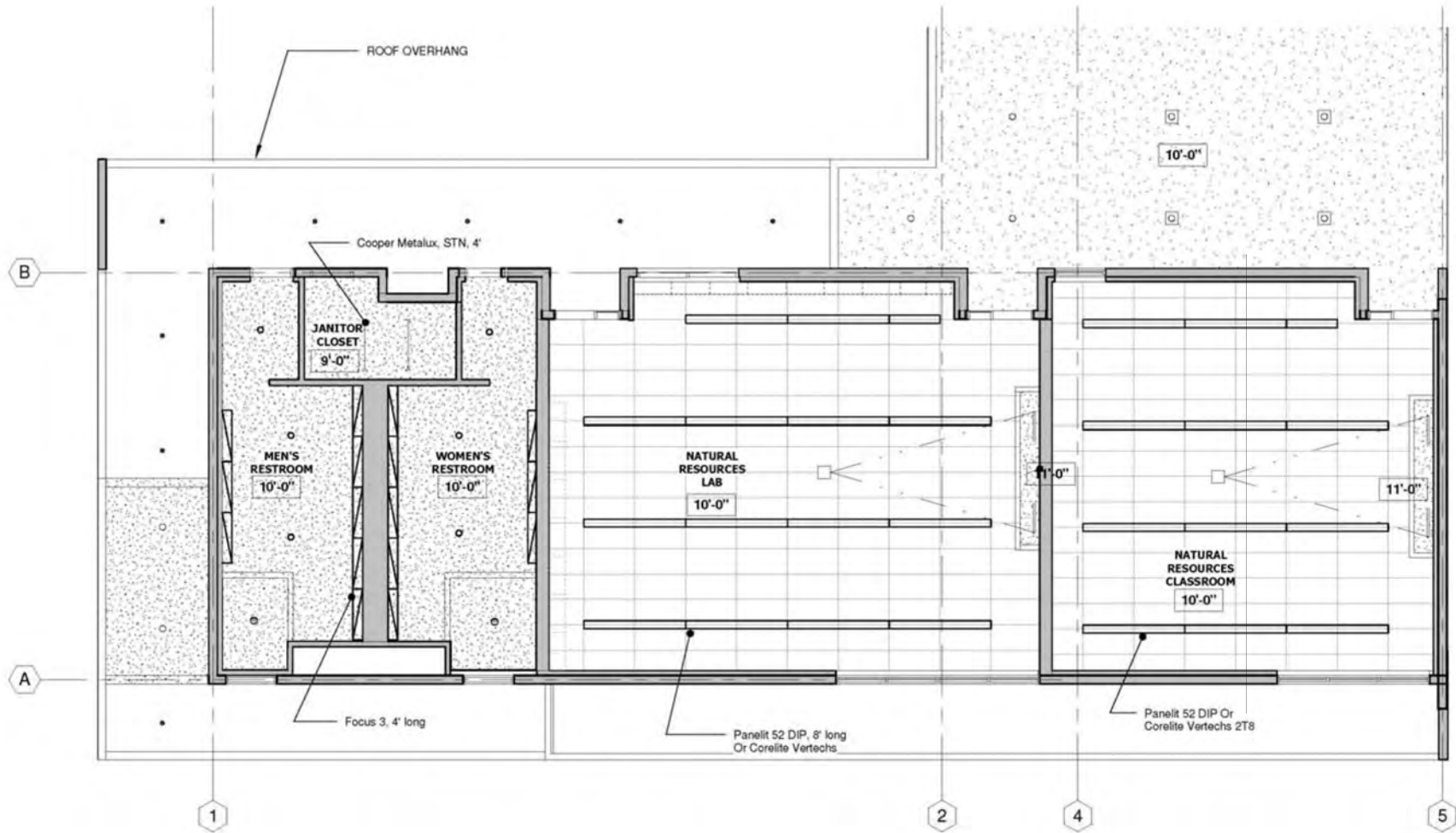
CTE Partial Reflected Ceiling Plan



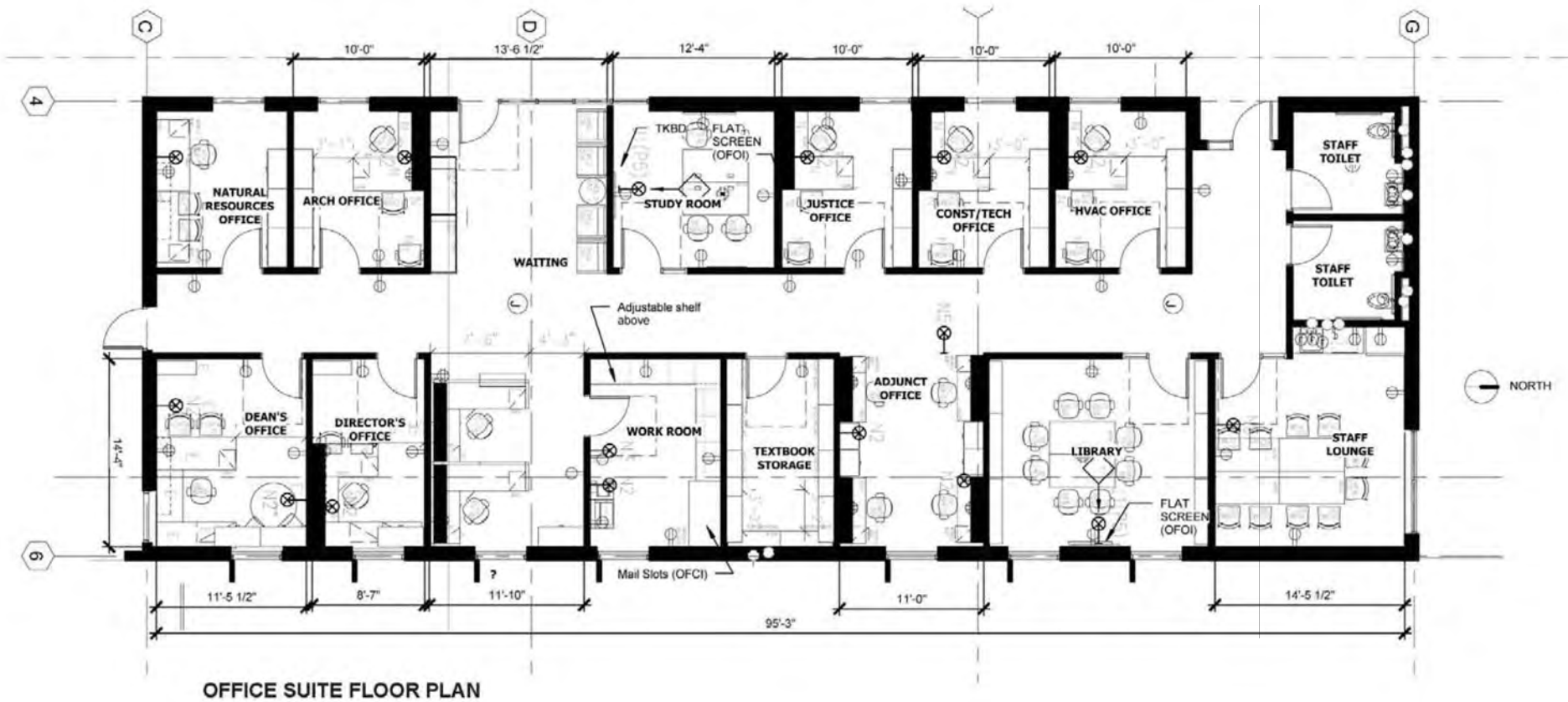
CTE Partial Floor Plan



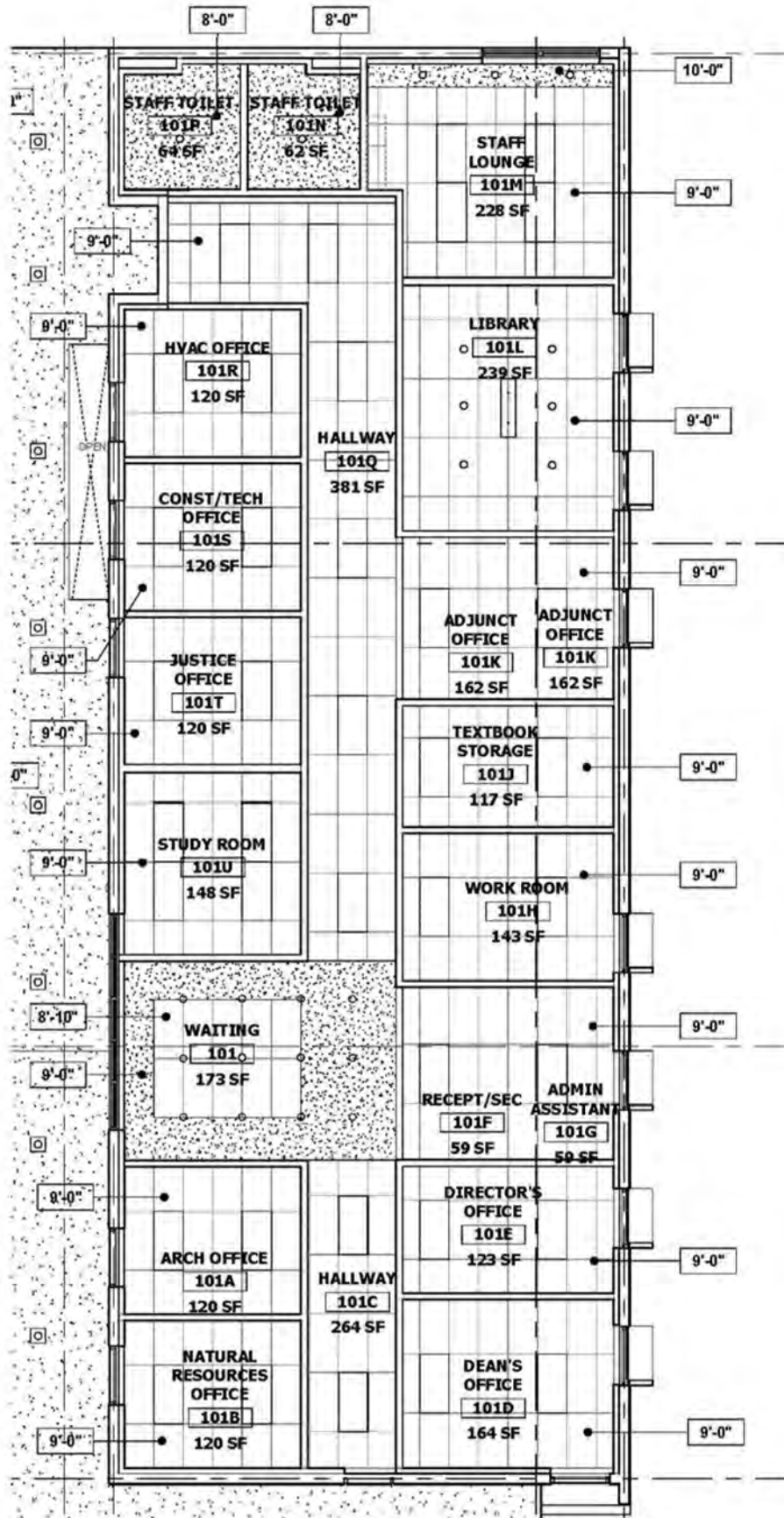
CTE Partial Reflected Ceiling Plan



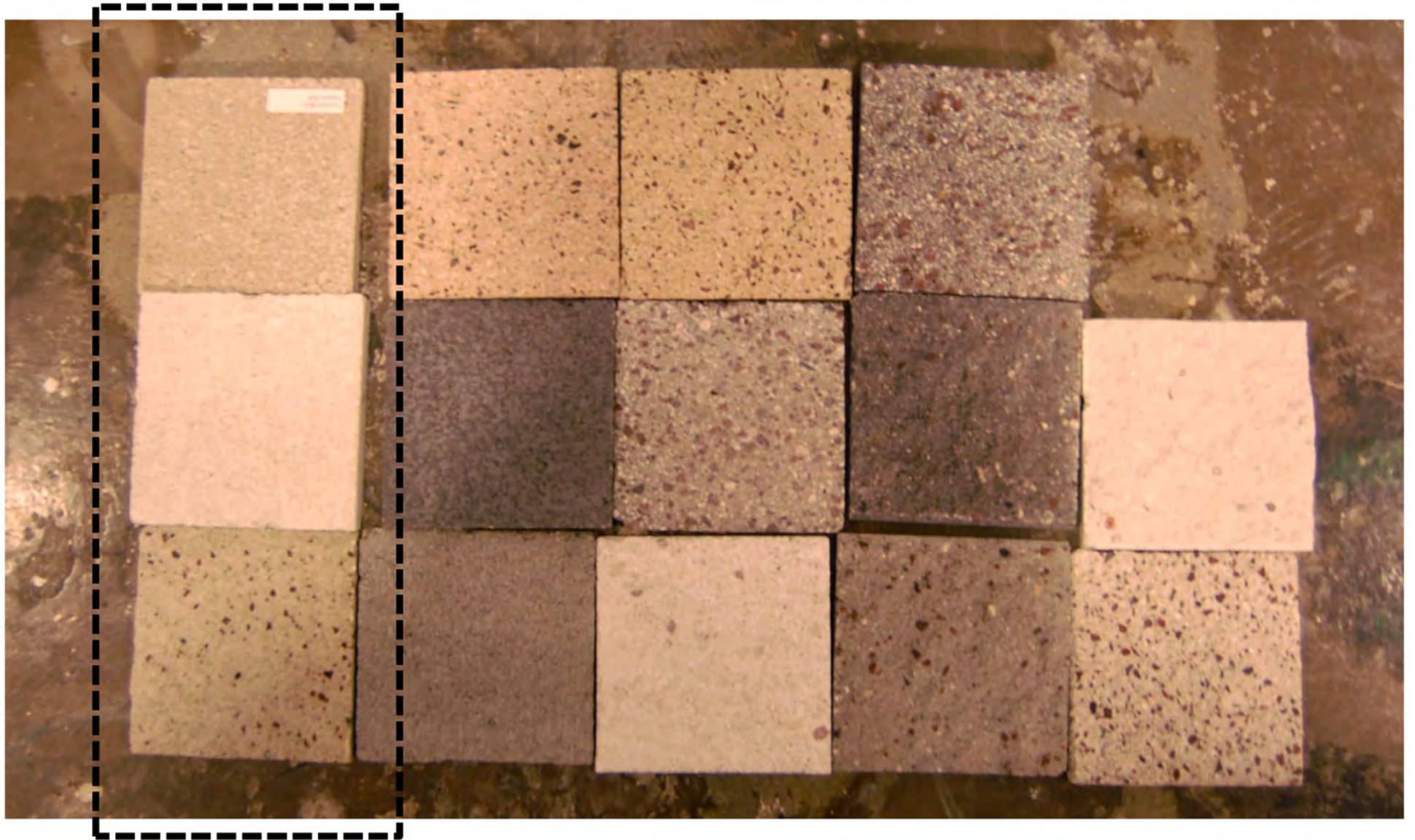
CTE Office Suite Floor Plan



CTE Office Suite Reflected Ceiling Plan



Material



Option 1



Option 2



Option 3







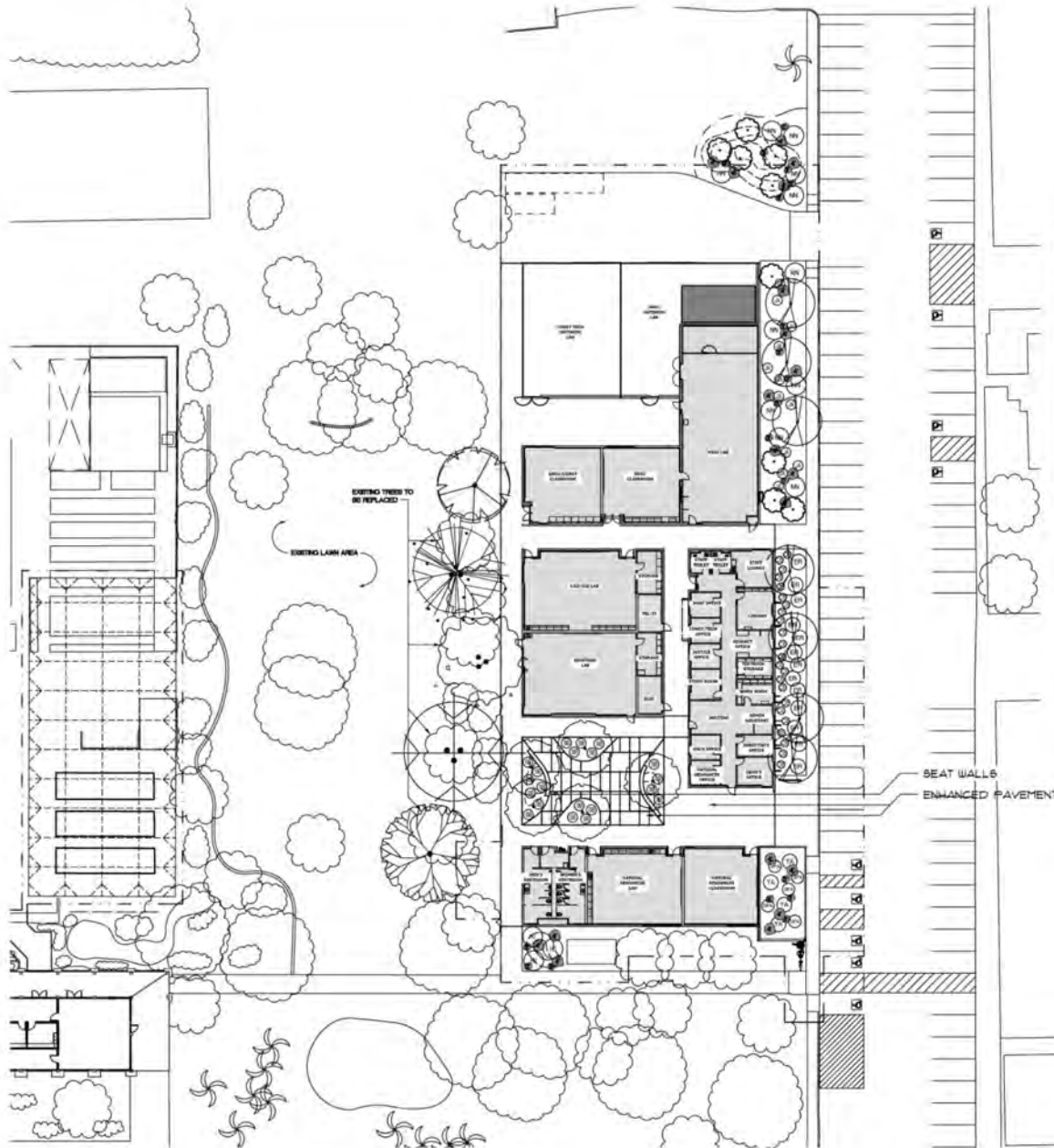




Courtyards



Courtyards



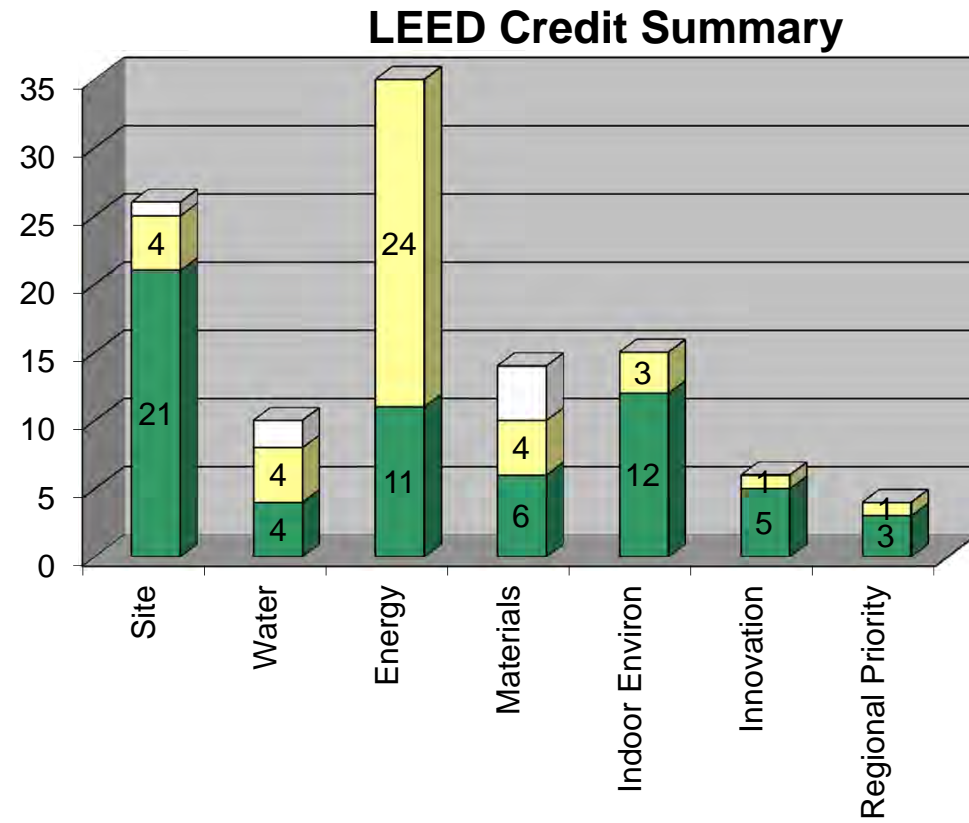
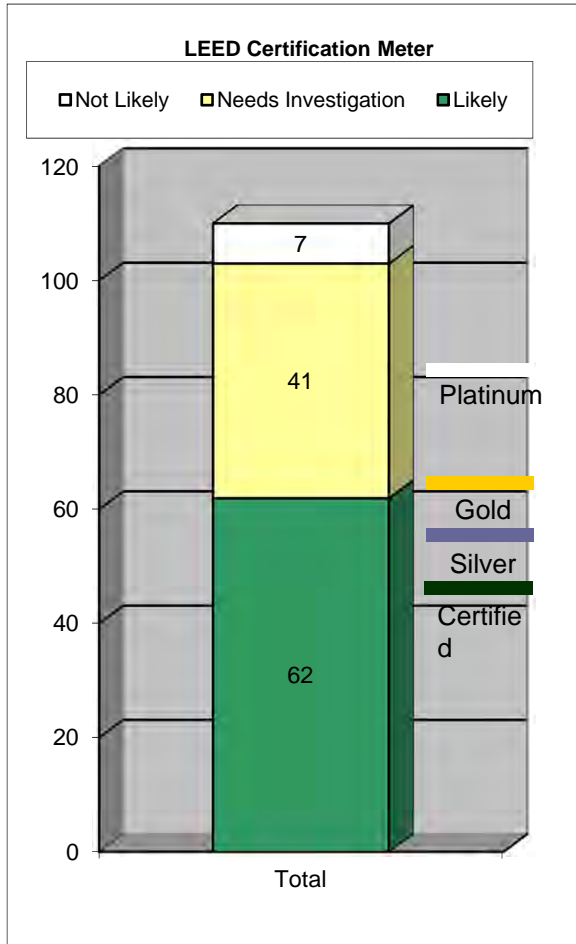
PLANT LEGEND								
SYMBOL	CODE	BOTANICAL NAME	COMMON NAME	QTY	WATER USE	SIZE	REMARKS	
TREES								
ART		ACACIA STEPHANILLA	BROOKING ACACIA	7		36" BOX		
CC1		CASAHUWA PARANGARENI	QUATACHA THROLOTTI TREE	1		48" BOX		
CH		CHLOEUM LINARIUM ATRO BEECALIS*	BEECLESS DESERT WILLOW	6		36" BOX		
PV		FRAXINUS VELUTINA	ARENCHA ARL	1		48" BOX		
POM		ZANERSONIA S.	DESERT MARIANA PALO VERDE	1		48" BOX		
PRO		PROSOPIS GLANDULOSA MAVERICK*	TEXAS HONEY MESQUITE	1		48" BOX		
PHF		PROSOPIS HYBRID THOMSON*	THORNLESS MESQUITE	1		48" BOX		
TP		THEOPHASTA PERUVIANA	YELLOW OLIVE	9		24" BOX		
CACTI / SHRUBS								
CS		CHRYSOCACTUS STRIMMER	SILVER TOUCH CACTI	20		2'-4" HT MIN		
ES		EUPHYORBIA RESINIFERA	DESERT SPURGE	6		3 GAL		
NY		NYLONIBELUS LINDATUS	HEART SILVERING CEREUS	3		3 ANM 2'-2" HT MIN		
AR		ARIZONIA ARIZONA	SPINY CHolla	12		1 GAL		
NI		NOLINA HELIOPHILA	BLUE HOLUBA	8		5'-6" GAL	5'-6" GAL	
BR		BRACHYOTRICHIA	KOREAN FEATHER ORNAMENT	3		1 GAL		
SA		SARALICOLA ARIZONA	DESERT MALLOW	5		1 GAL		
TA		YUCCA WEGERA	BLUE YUCCA	4		2 ANM 4" HT MIN	SPEC	
GROUNDCOVER								
BOULDER		DESERT SELECT		38			SEE PLAN FOR NOTES	
DO		DECOMPOSED GRANITE - 3/4" MINUS WITH 1% FIBER MATCH ON SITE COLOR						
COBBLE		1/4"-1/2" ARIZONA COBBLE - 20%						
COBBLE		3/4"-1" ARIZONA COBBLE - 20%						
PEBBLE		3/8" ARIZONA COBBLE - 20%						

1. PLANT QUANTITY List is provided for the convenience of the contractor/client and is not intended for accurate bidding purposes.
2. PLANT ALLOWANCE: The contractor shall provide \$1000 to be used for additional plant material not indicated on the legend which may be deemed necessary by the landscape architect and approved by the owner's representative. Such plant material will be specified and field located by the landscape architect. If the allowance is not used, or is only partially used, the unused portion shall be credited to the owner.
3. LANDSCAPE ARCHITECT: Shall field review all plant locations prior to planting. Plants shall be placed in their intended locations while still in their containers/boxes.
4. UNIT PRICES: Landscape Contractor shall furnish unit prices for all plant material and irrigation material when submitting his bid to the owner.
5. WARNING: Plant material listed may or may not have been approved by the Agricultural Commissioner's office. Landscape Contractor, please contact the Agricultural Commissioner for approval. Plant material not conforming with quarantine laws may be destroyed and action taken. All plant material is subject to inspection at the discretion of the Agricultural Commissioner's Office.
6. Lawn is not intended to be planted on any slope which exceeds 3:1. The landscape contractor shall verify that that field conditions are such that lawn is indicated in the planting plan will be planted on slopes no steeper than 3:1. If field conditions are such that any slope to be planted with lawn is steeper than 3:1, the contractor shall not install the lawn until FGA has conducted a site review, followed by written instructions to the contractor and owner to address the situation.
7. Mounding: All mounding indicated on the planting plan shall be contained discrete, and is not intended to be a part of the site drainage system. All mounding shall be finished so that the top of the mound is a minimum of 18 inches from any sidewalk, or a minimum of 3 feet from any building. Mounding slopes shall not be steeper than 3:1.

NOTE:

DECOMPOSED GRANITE 3/4" MINUS WITH 1% FIBER, WETTED AND ROLLED TO A 2" DEPTH TO BE PLACED IN ALL PLANTING AREAS EXCEPT LAWN, ANNUAL, COLOR AND COBBLE AREAS.

Sustainability



Budget Estimate

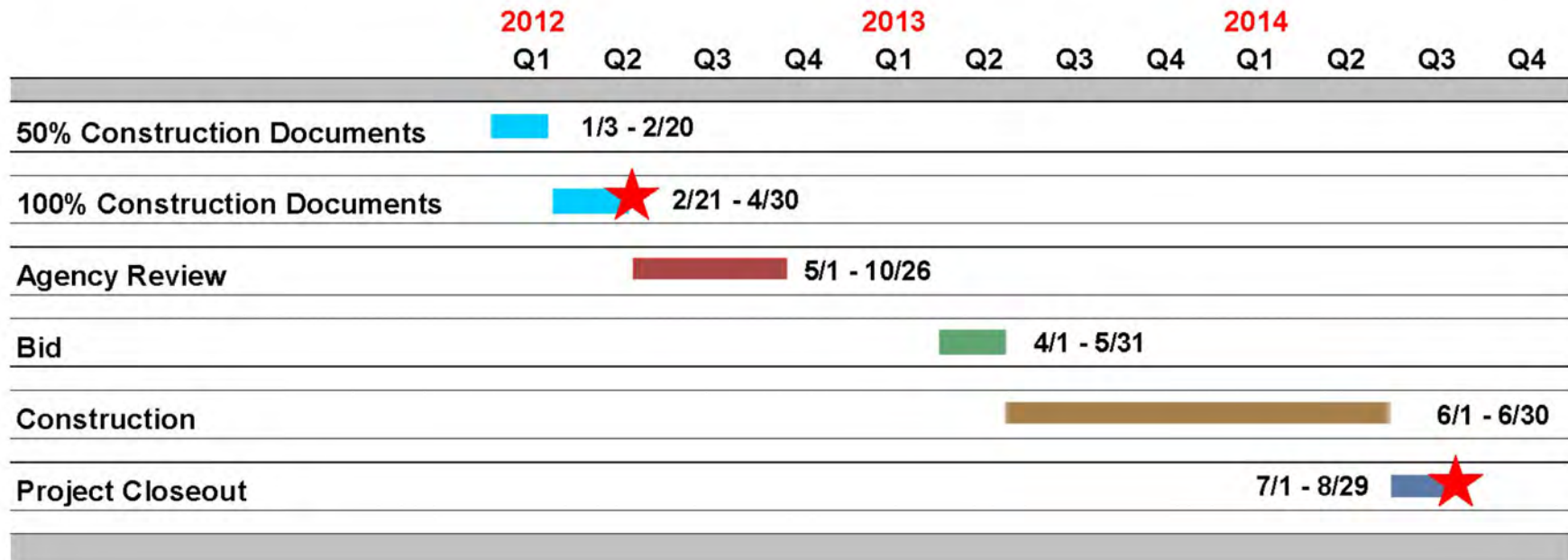
New Single Story CTE Building & Adjacent Sitework	\$6,695,000
Renovation of Agriculture Science Building	\$ 487,000
AV Equipment / Technology OPC	\$ 565,000
Escalation to January 2013 (6.09%)	\$ 472,000
TOTAL Project Construction Cost	\$8,219,000

Alternates

Alternate 1: New Greenhouse 30'x60' on pole foundation	\$143,000
Alternate 2: New Greenhouse Sitework	\$ 71,000
Alternate 3: Lath House Shade Structure 60'x130'	\$107,000
Alternate 4: Lath House Sitework	\$ 54,000
Alternate 5: Allowance for Temporary Moving during Construction	\$200,000
Alternate 6a: Replace Existing Roofing of Agi. Sci. Bldg. with Sarnafil	\$ 78,000
Alternate 6b: Replace Existing Roofing of Agi. Sci. Bldg. with Fibertite	\$ 64,000
Alternate 7: Add Street Trees/Tree Wells at East Sidewalk of CTE	\$ 10,000
Alternate 8: Premium for Special Paving at Exterior Corridor	\$ 14,000
Alternate 9: Add Solar Tube at Natural Resources Classroom (6)	\$ 19,000
Alternate 10: Smooth Plaster in lieu of Metal Panels (Credit)	(\$56,000)
TOTAL Recommended Alternates (in green)	\$282,000

Overall Project Schedule

COD CTE Building Overall Project Schedule




Proposed Meeting Dates- Construction Documents Phase

2012


Jan Feb Mar Apr May Jun

Construction Documents


Meeting #1 with User Groups

 1/19 or 1/20

Meeting #2 with Facilities & EIS Pro

 2/23 or 2/24

Meeting #3 with Facilities & EIS Pro

 4/12 or 4/13

Key Submission Dates

50% CD Submission

 2/14

95% CD Submission

 4/9

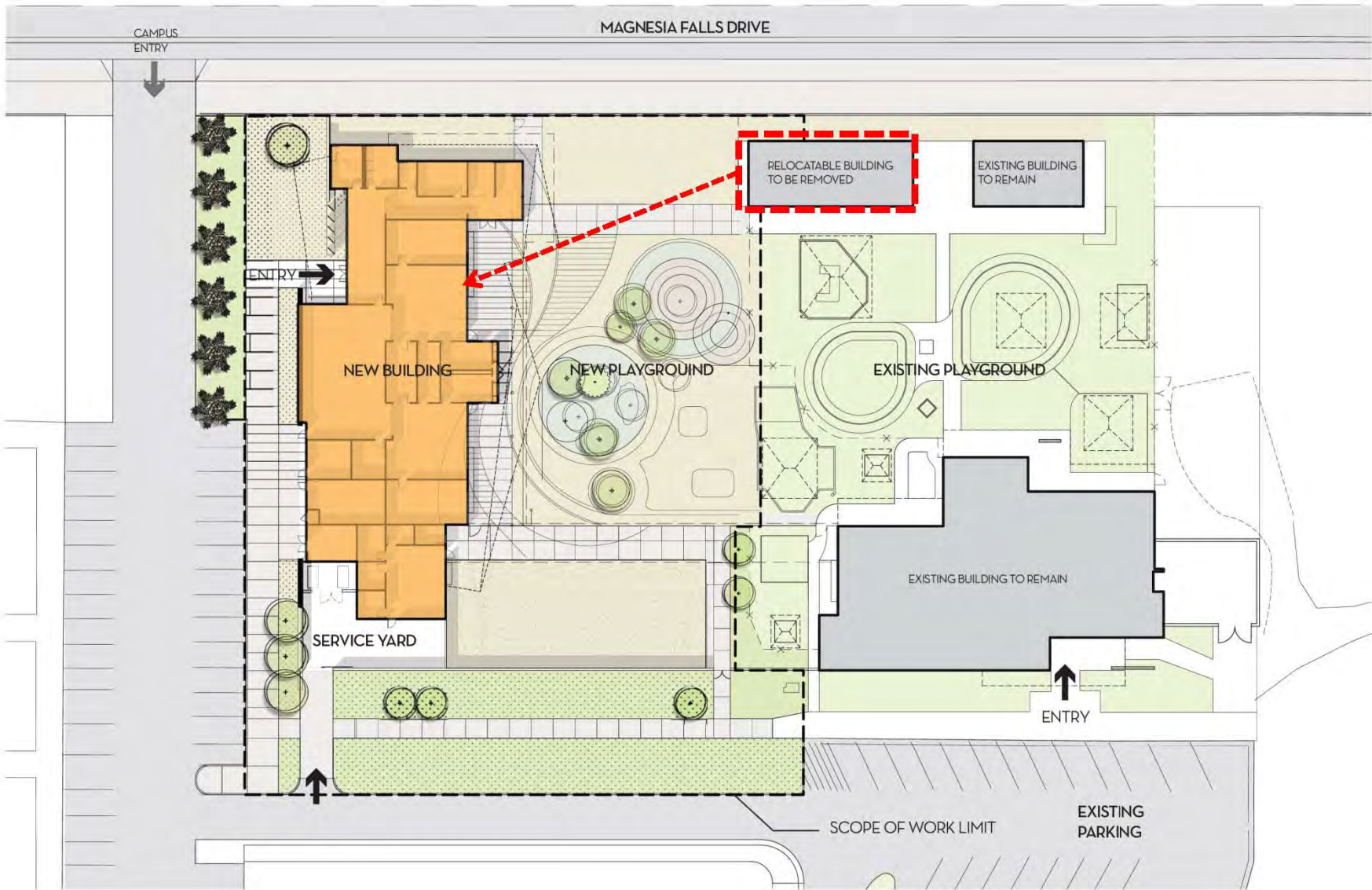
DSA Intake

 5/1



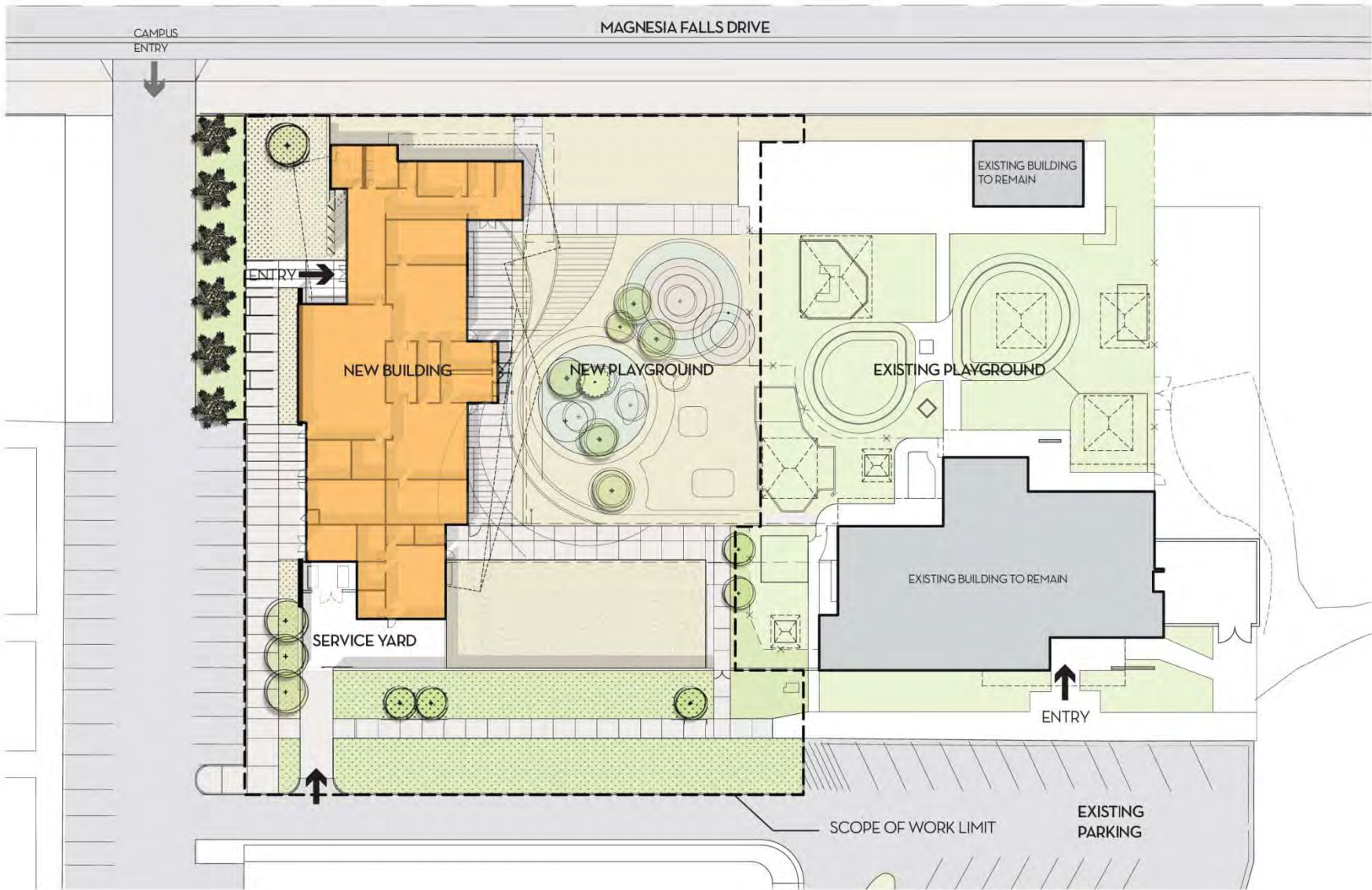


PROJECT LOCATION ON SITE



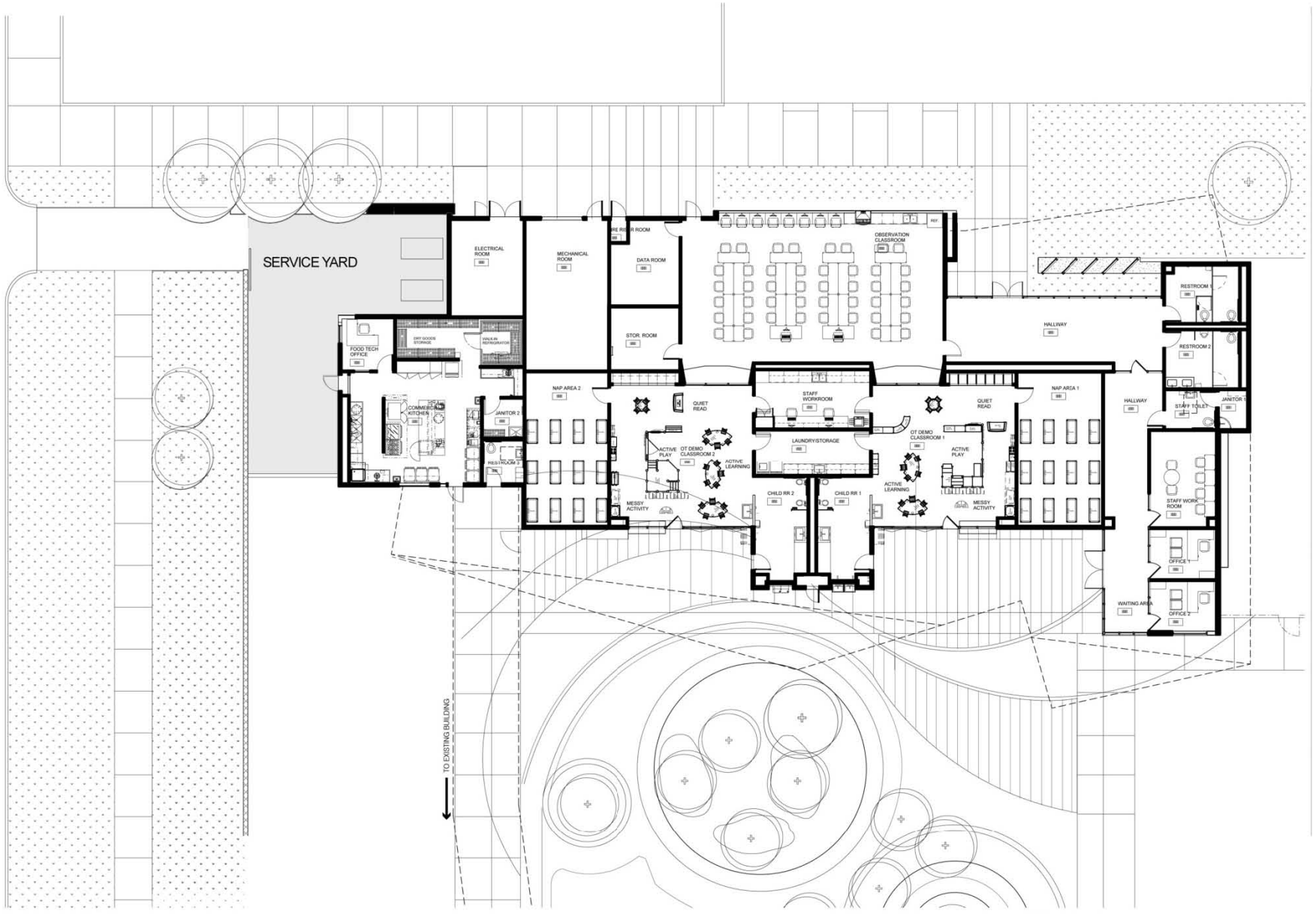
SITE PLAN



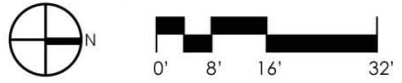


SITE PLAN





FLOOR PLAN

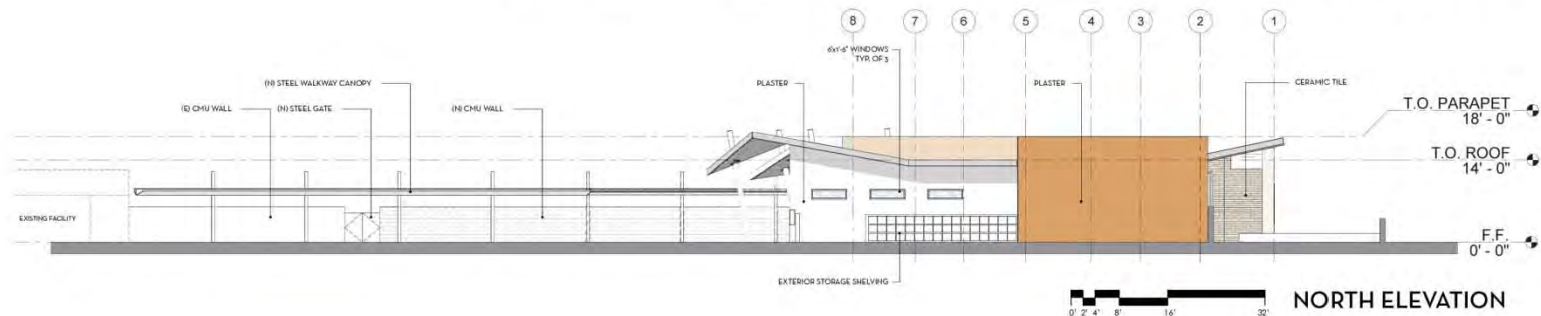
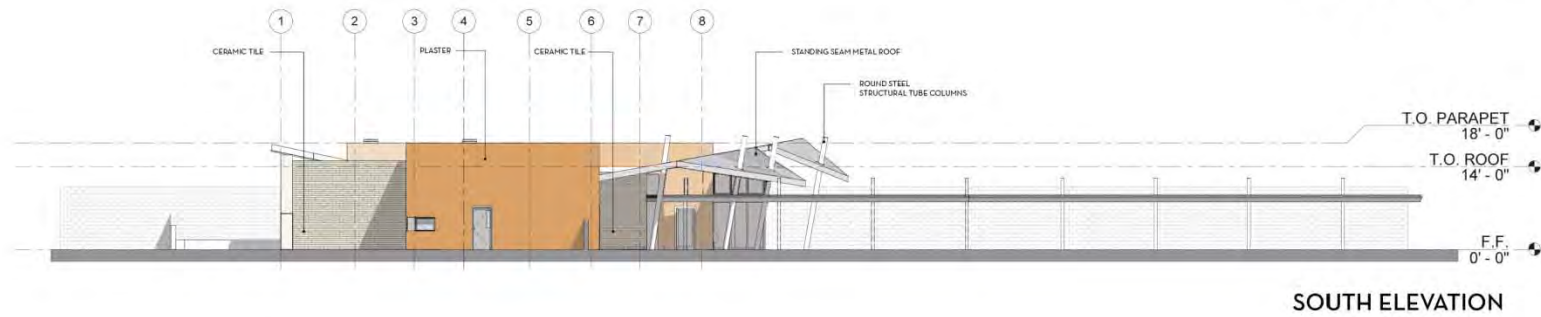
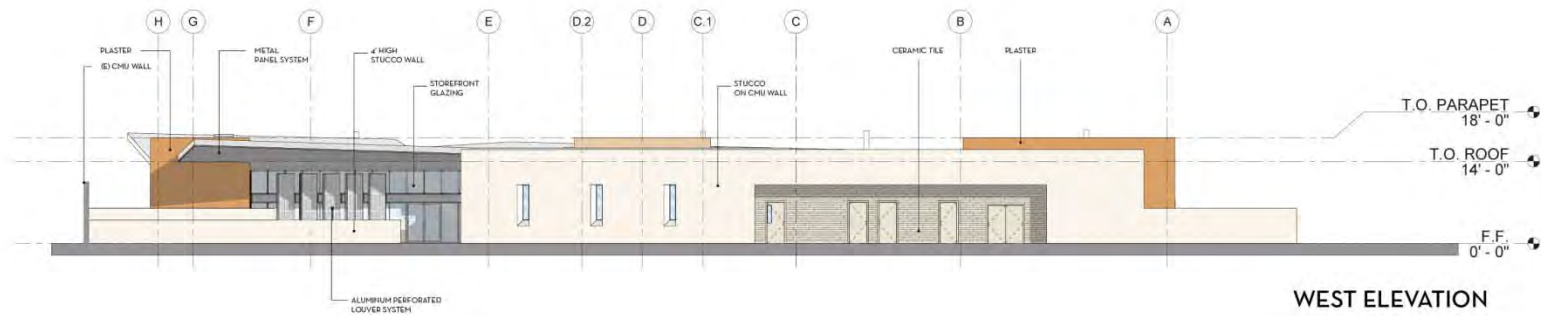


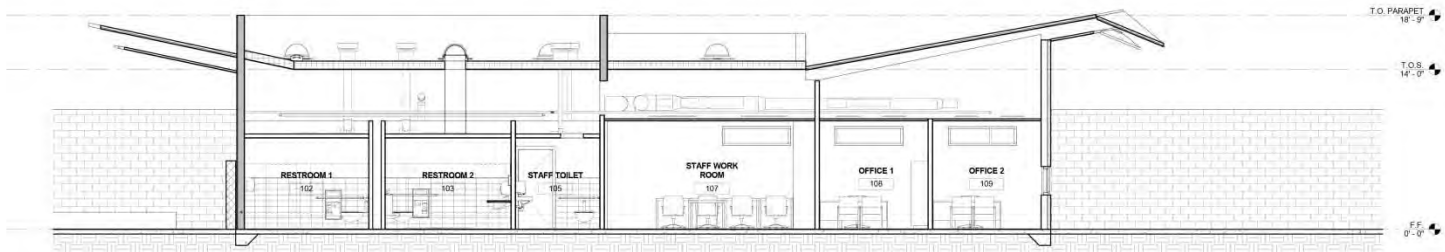


VIEW FROM GARDEN

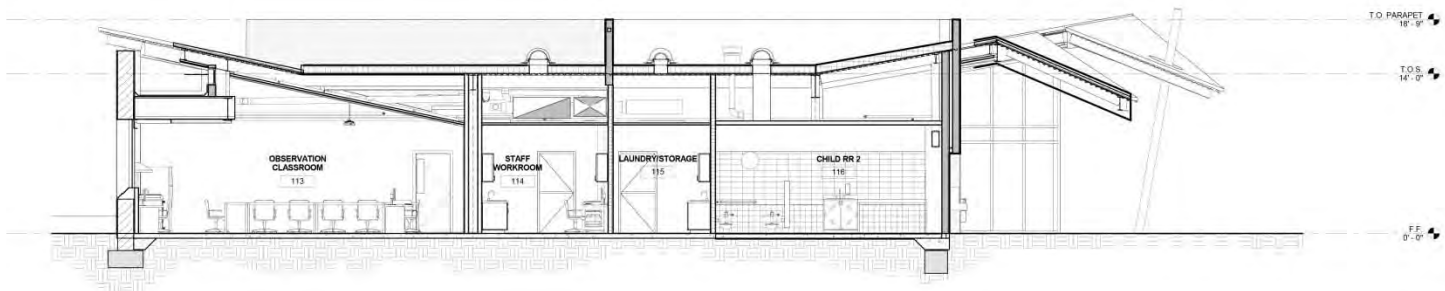


STUDENT ENTRY VIEW

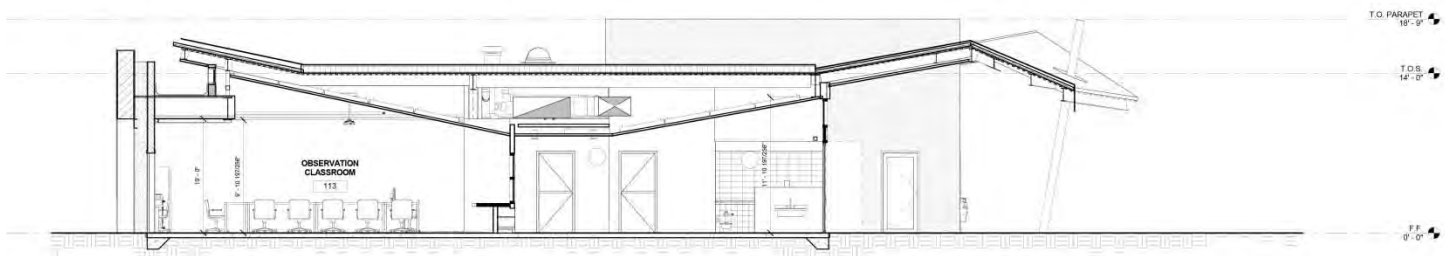




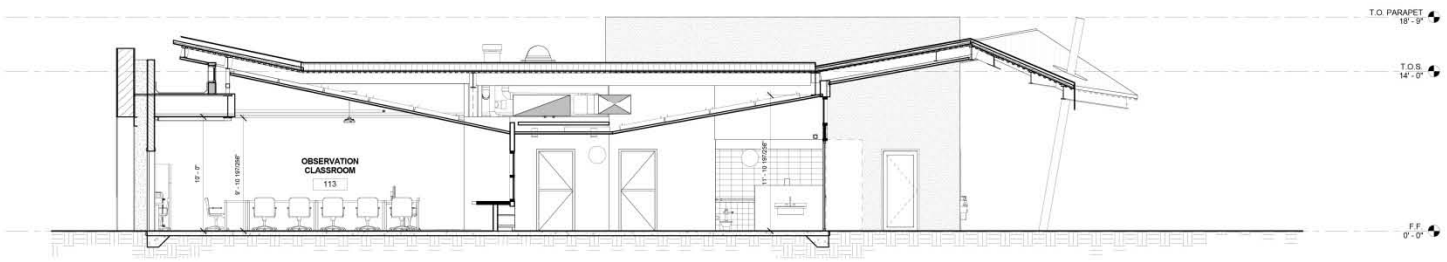
EAST-WEST BUILDING SECTION C



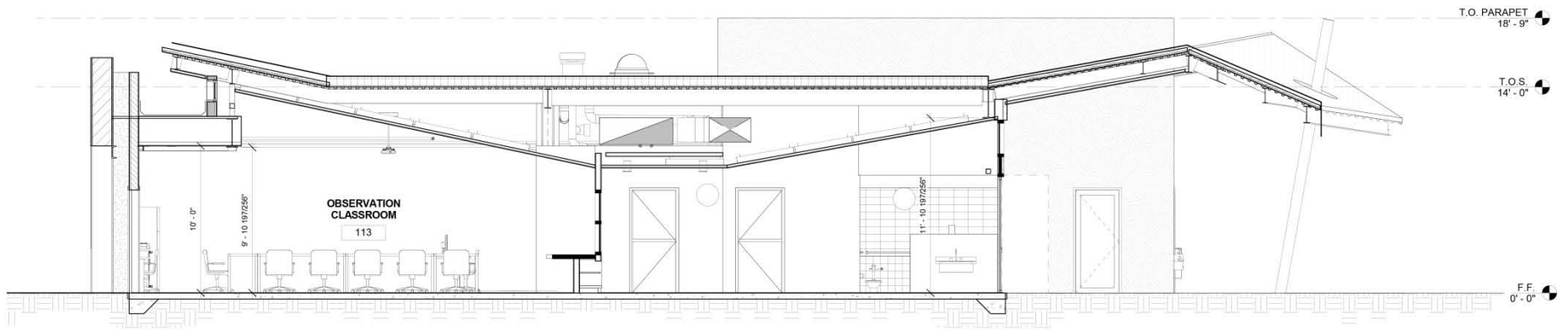
EAST-WEST BUILDING SECTION B



EAST-WEST BUILDING SECTION A



EAST-WEST BUILDING SECTION A



EAST-WEST BUILDING SECTION A



DCCD COLLEGE OF THE DESERT

CHILD DEVELOPMENT CENTER