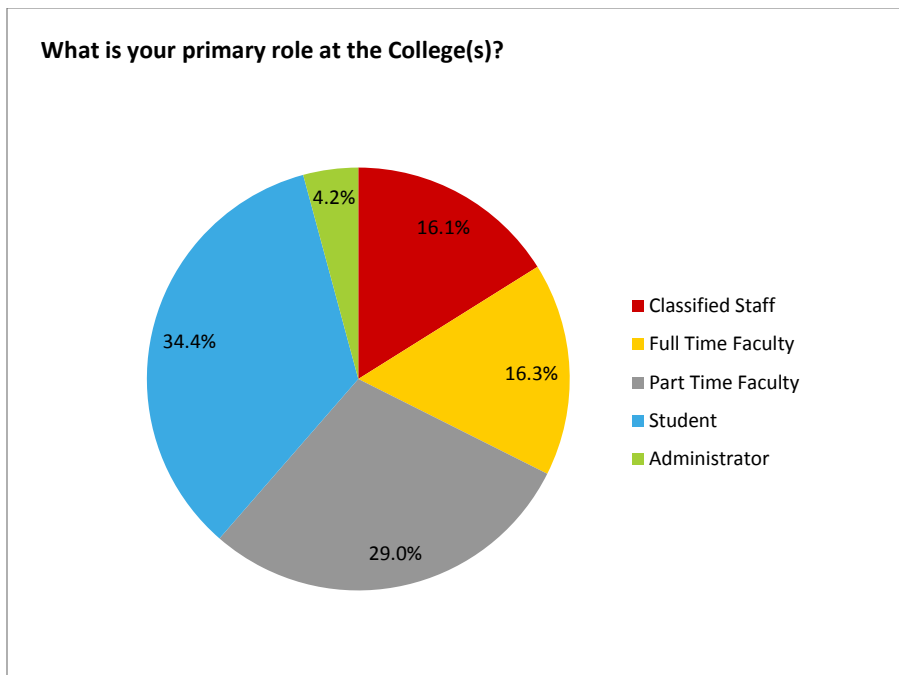


Educational Master Plan Survey DRAFT

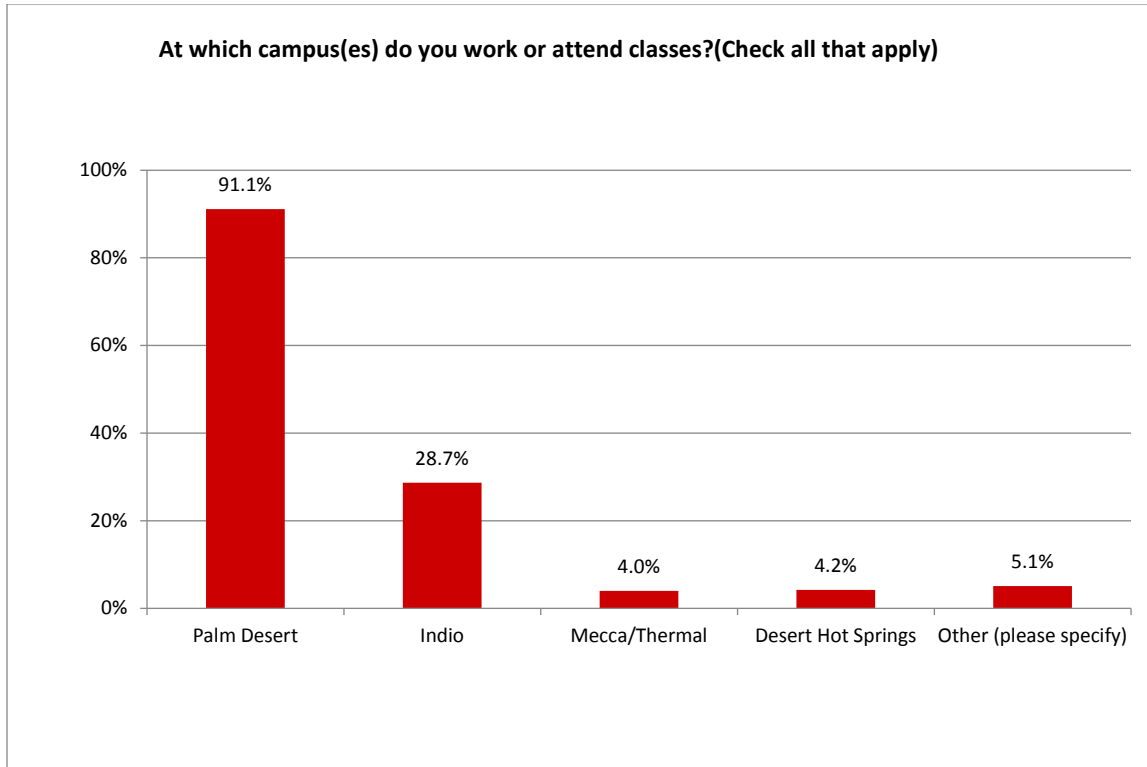
Spring 2017

College of the Desert (COD) conducted the “*Educational Master Plan Survey*” in February 2017. The survey was designed to gather input from College of the Desert (COD) Faculty, Staff, and Students for program evaluation and planning during the development of the updated Educational Master Plan (EMP).

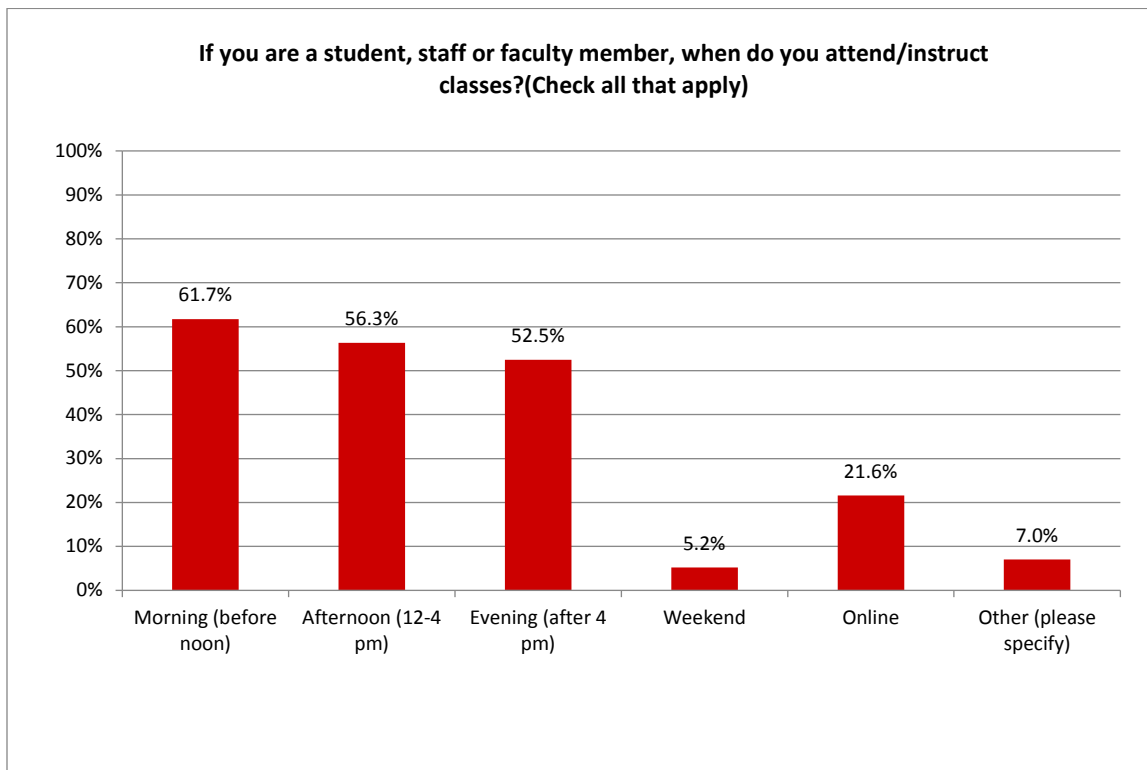
There were **552** respondents to the survey. Students represented 34.4% of the respondents, 29.0% were part time faculty, fulltime faculty and classified staff each accounted for 16.3% and 16.1% of the respondents and 4% percent of the respondents were college administrators.



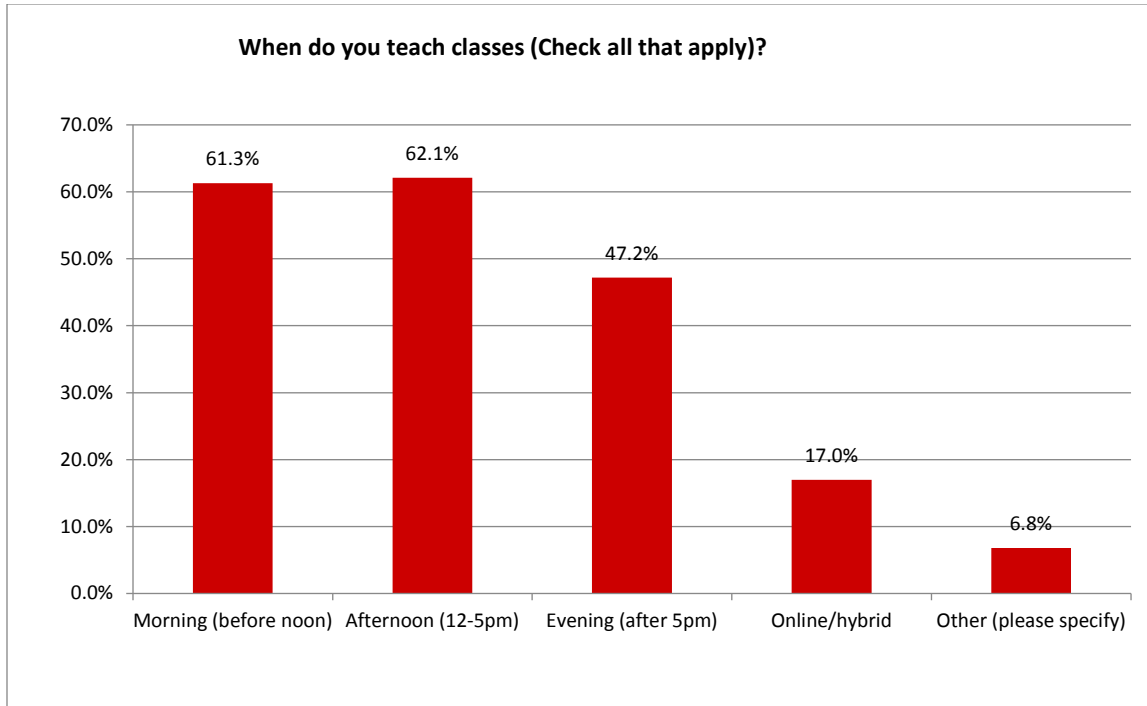
91.1% of the respondents worked at or attended the Palm Desert campus. The Indio campus had the second highest percentage with 28.7%.



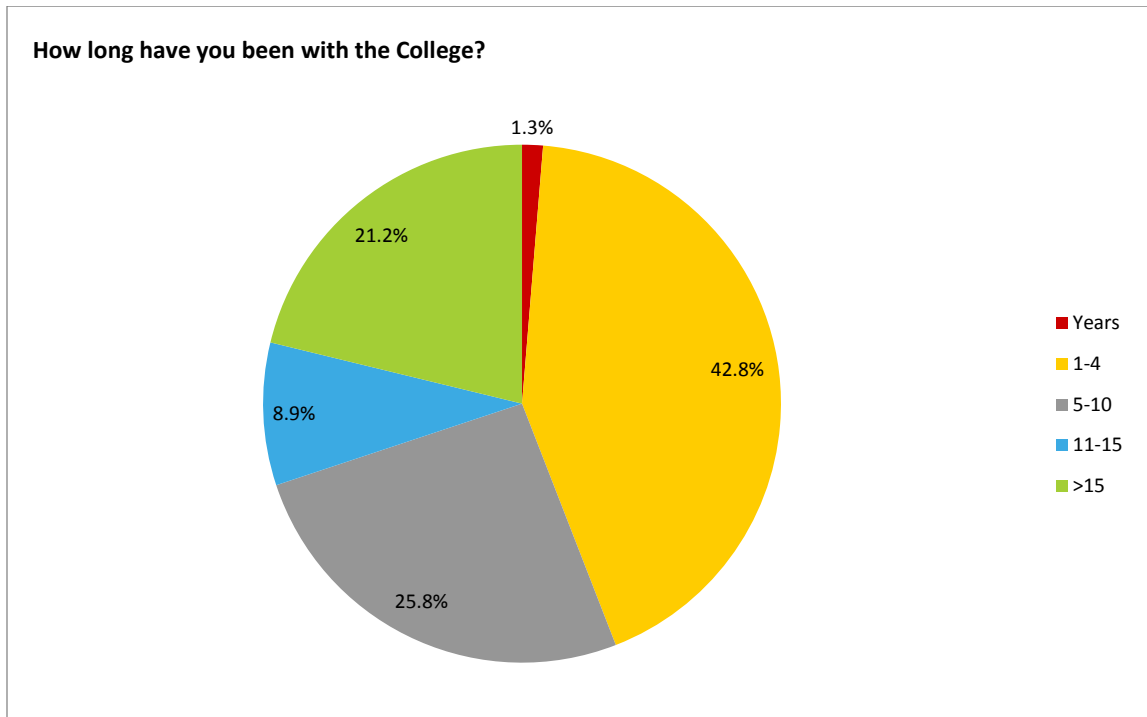
The respondents attended/instructed classes somewhat evenly across morning (61.7%), Afternoon (56.3%) and Evening (52.5%). Only 21.6% of the respondents attended or instructed online classes.



The majority of faculty respondents taught classes in the mornings (61.3%) and Afternoons (62.1%). Almost half taught evening classes (47.2%)

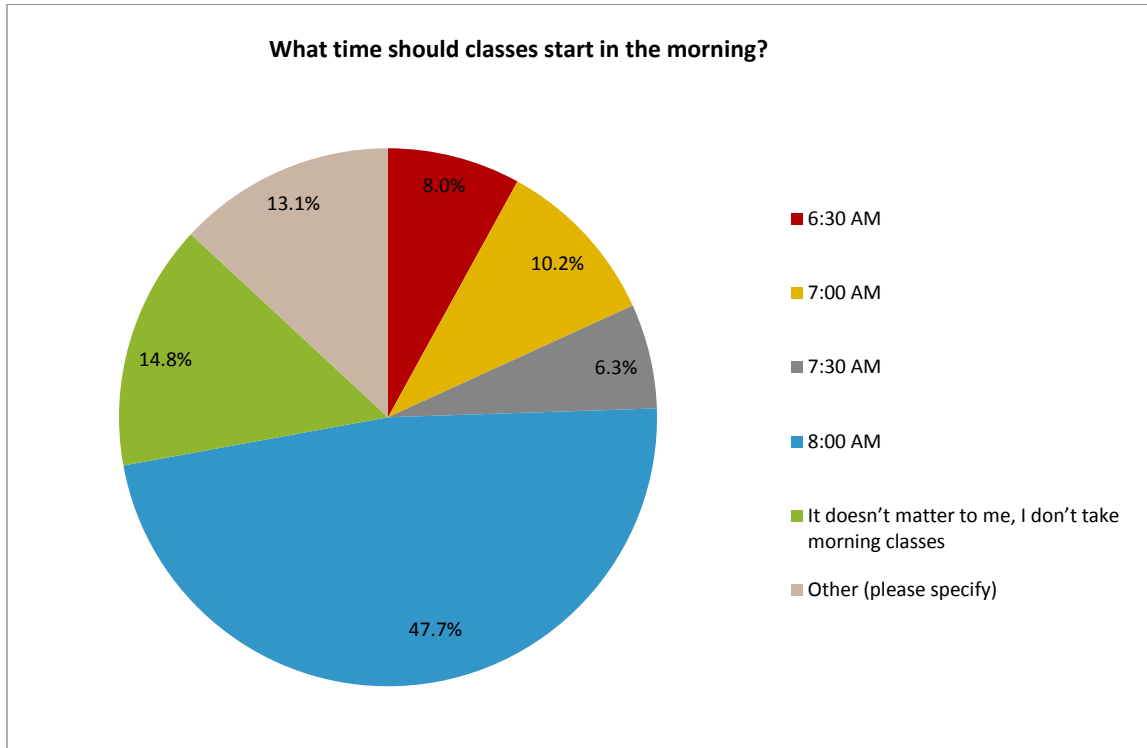


The following table represents non-student responses to length of employment at COD.

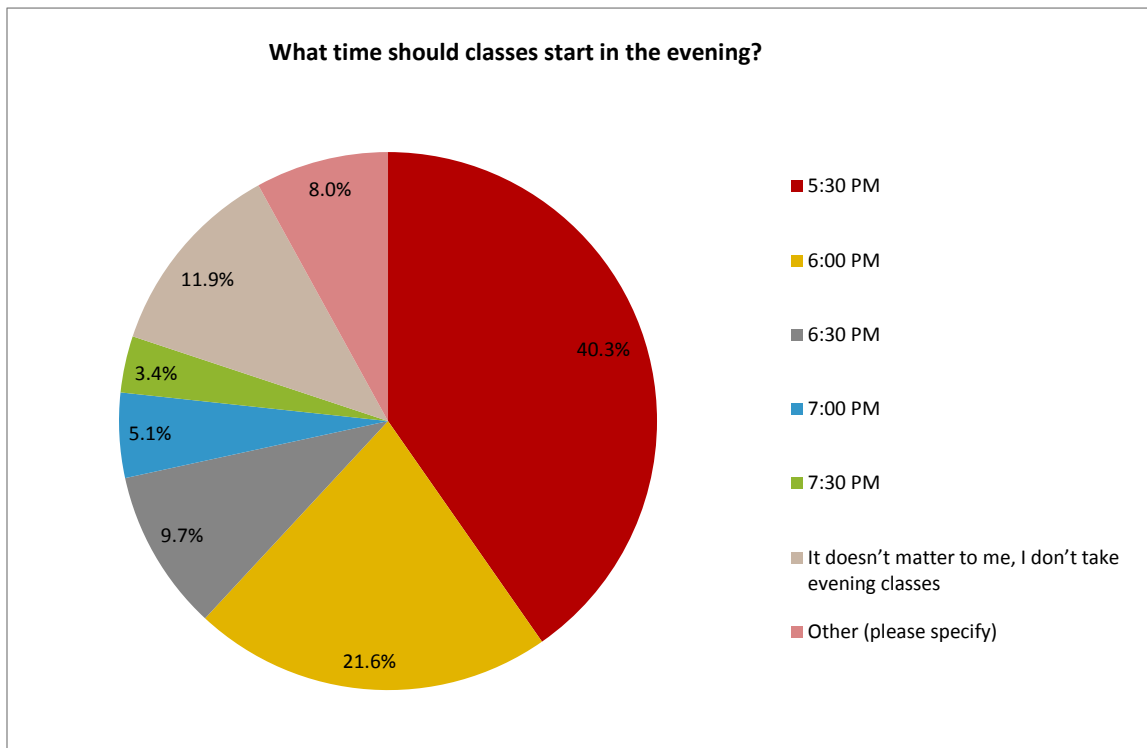


The Following set of survey items were answered by student respondents

Most students (47.7%) responding to survey indicated that classes should start at 8:00am. A combined 24.5% indicated the classes should start before 8:00am.

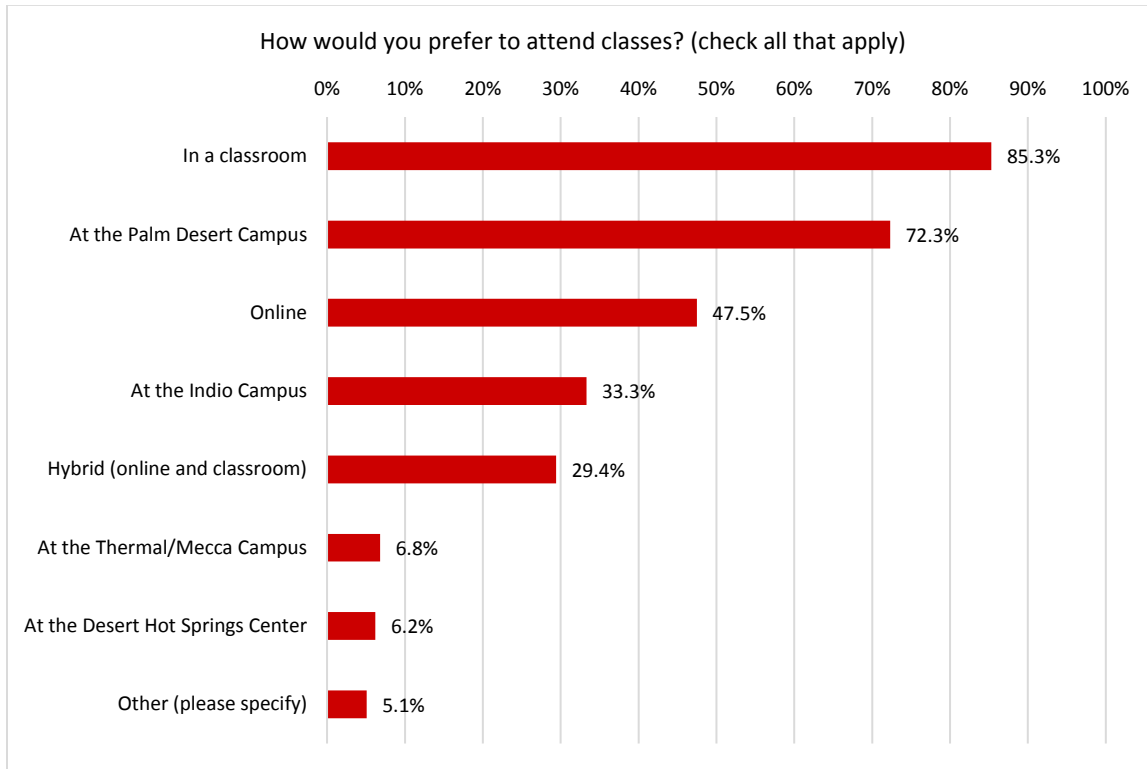


Students indicated that evening classes should begin at 5:30 (40.3%) or 6:00 PM (21.6%)

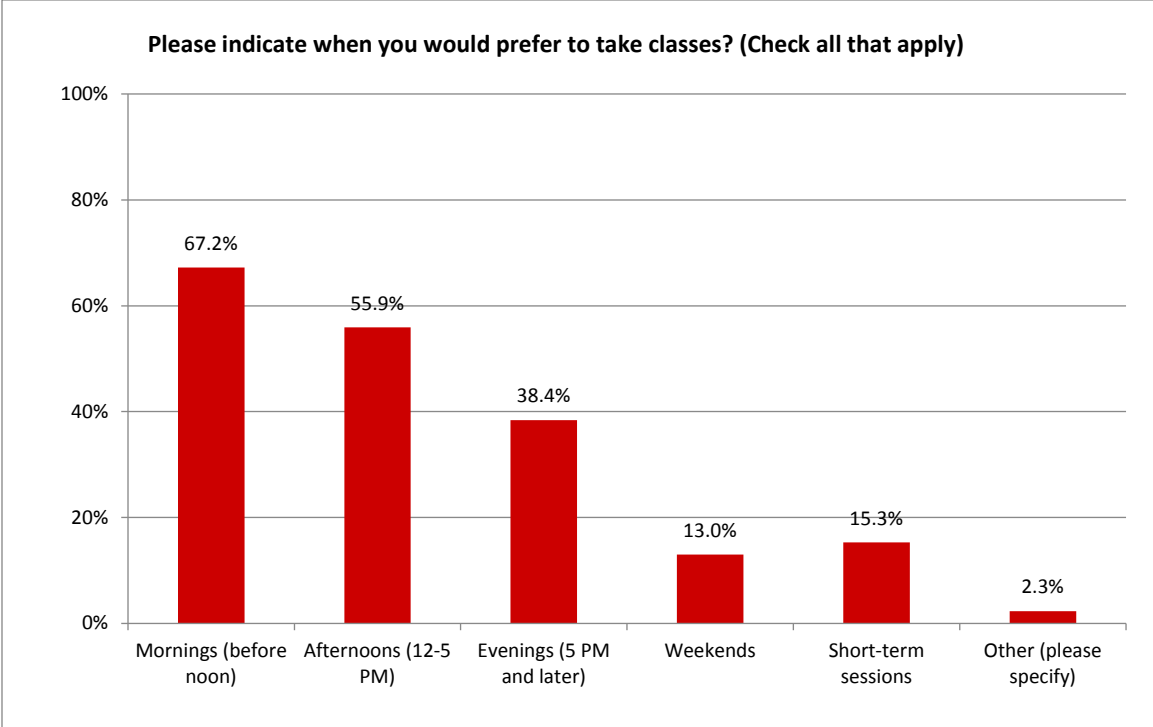


45.5% of student respondents had a part-time job and 18.2% were working full-time at the time of the survey.

The chart below represents the students' preferred instructional format and location. Most student respondents (85.3%) prefer taking courses in the classroom. Almost half (47.5) of respondents also indicated that online classes were a preference.

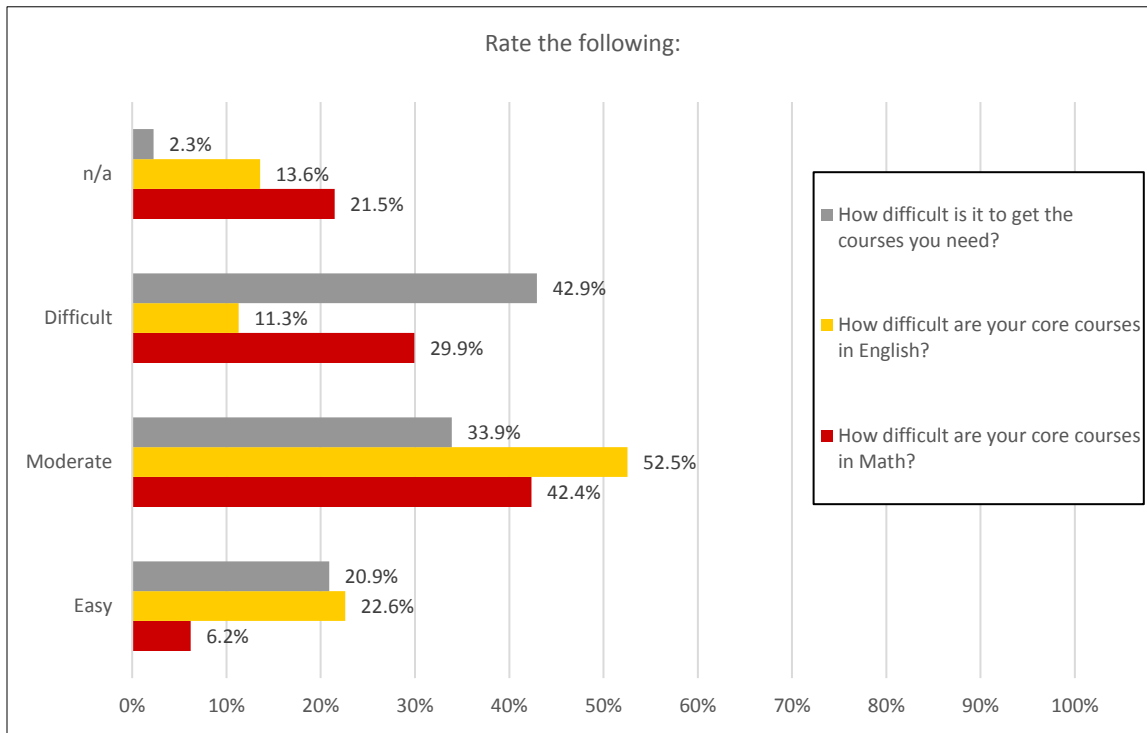


Morning (67.2%) and afternoon (55.9%) courses were the two most popular preferences for scheduling classes.

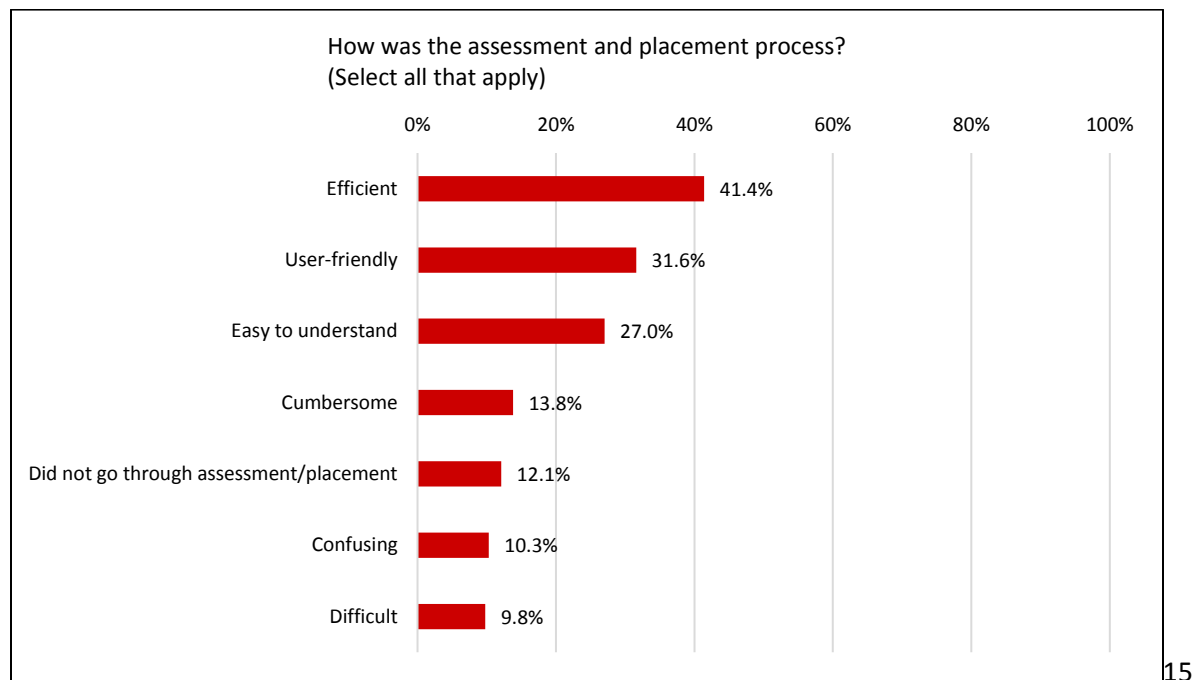


42.9% of students felt it was 'difficult' for them to get courses that they need. A majority (52.5%) of students felt their core English courses were 'moderate' and slightly less than the majority (42.4%) felt their core Math courses were 'moderate'.

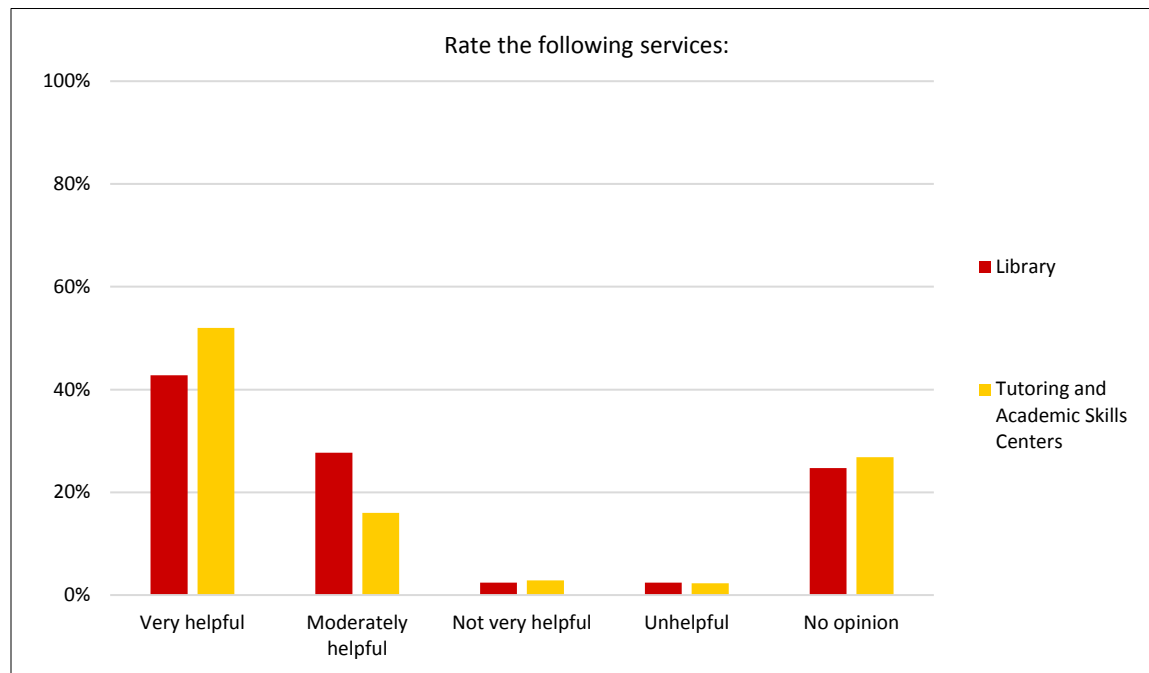
When asked to elaborate, almost one-quarter (23.5%) discusses "priority" in regards to getting the courses they need. Students explained that if they have a "low priority" then it is hard to get in to courses they need, "getting course with low priority is nearly impossible", while students with "priority" experience little to no difficulty in getting in to the courses they need, "I was fortunate to be in EOPS so that helped me get the classes I needed".



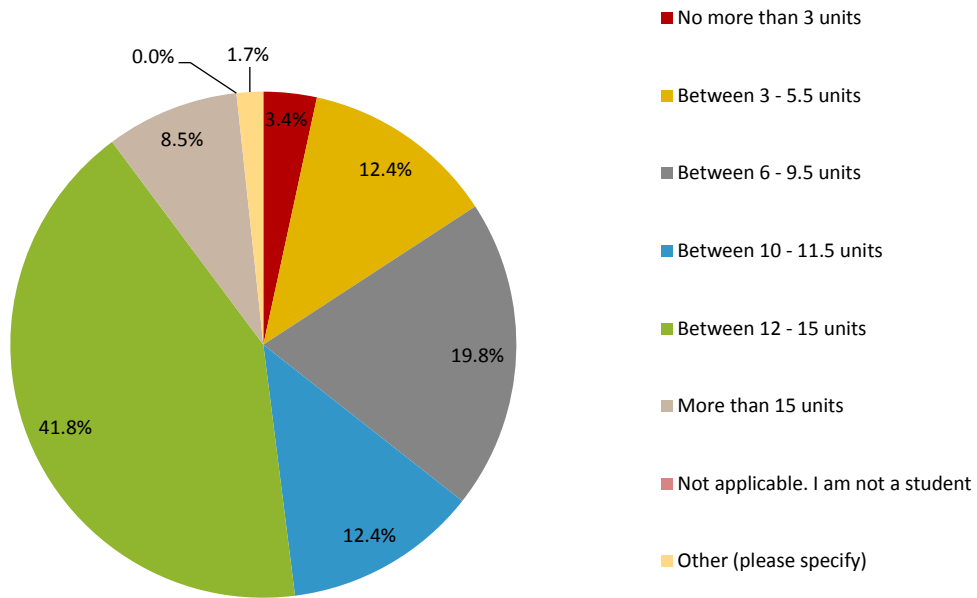
Few student respondents had negative attitudes toward COD assessment and placement process. 13.8% indicated the process was cumbersome. About 10% indicated that the process was confusing or difficult.



Students were then asked to rate the Library and the Tutoring and Academic Skills Centers. ‘Very helpful’ received the most votes for both Library (42.8%) and Tutoring and Academic Skills Centers (52.0%). When asked to elaborate, responses ranged from comments of, “sometimes they’re too busy” to “this is a wonderful asset staffed by fantastic people” and suggestions of, “tutoring hours should start at 8 am” to open the “COD section of the library” during the weekend.

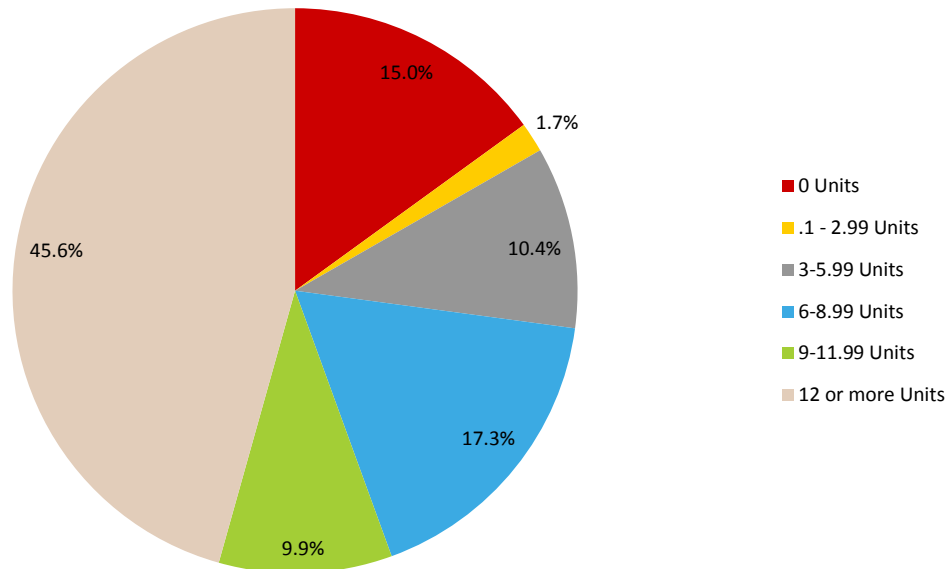


Please indicate the number of units you are taking this semester.



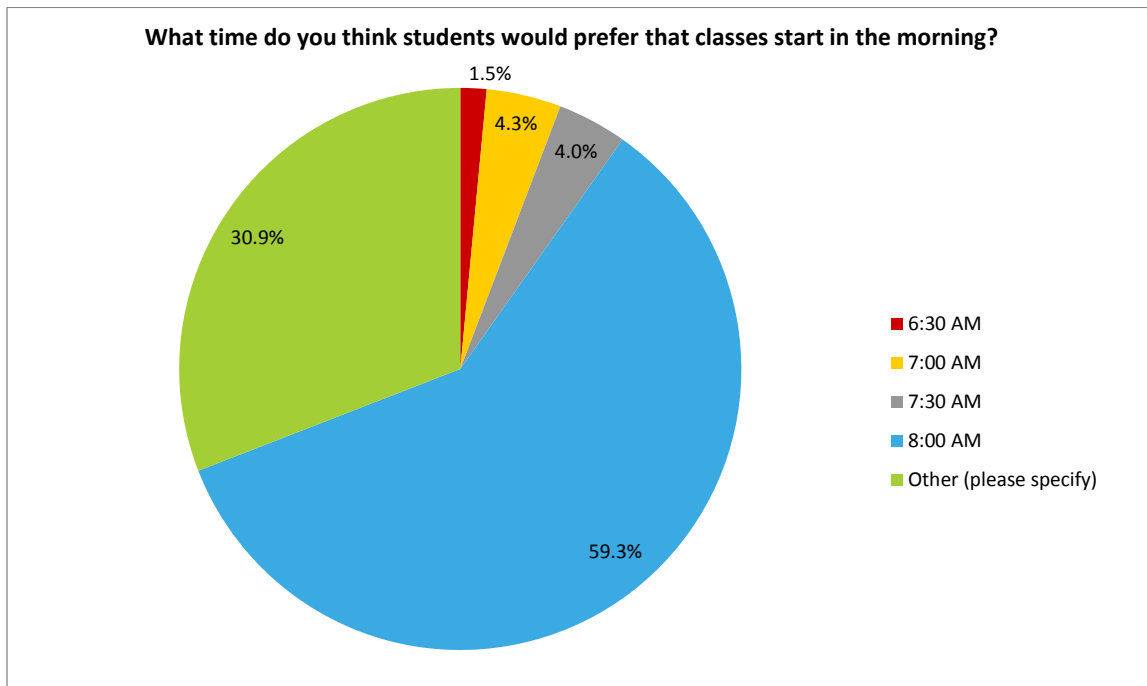
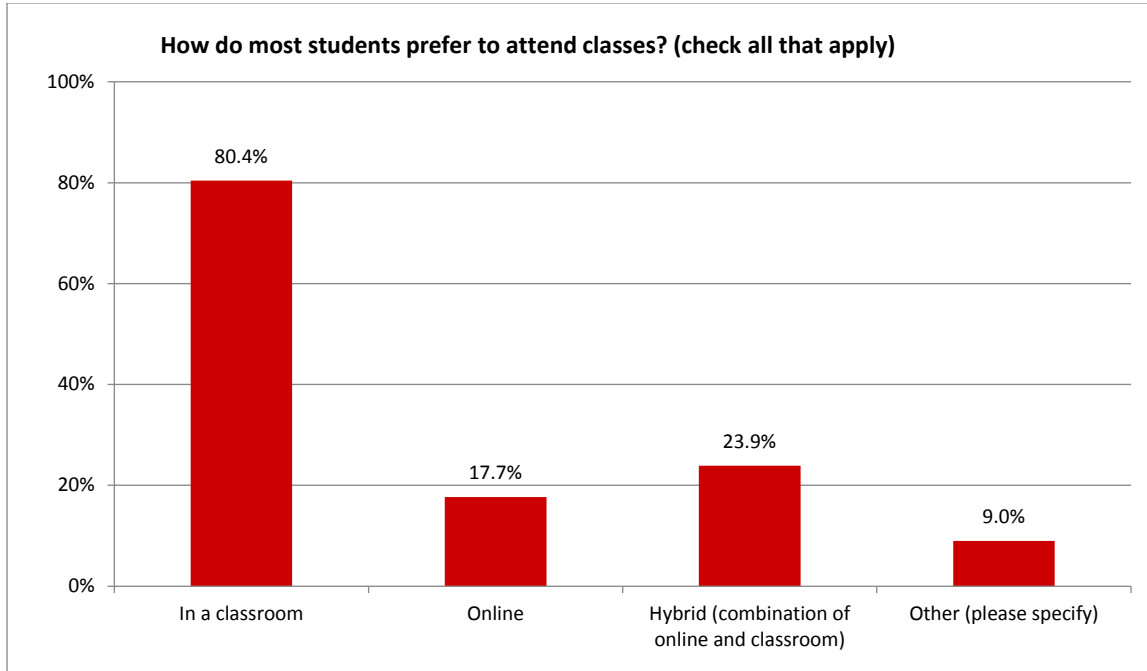
45.6% of respondents indicated that they intend to take a full-time course load next semester. Only 39.3% indicated that they would be taking a part-time course load. This sample does not represent typical COD proportions for student unit load, as full-time students seem to be over represented.

How many units to you plan on taking next semester?

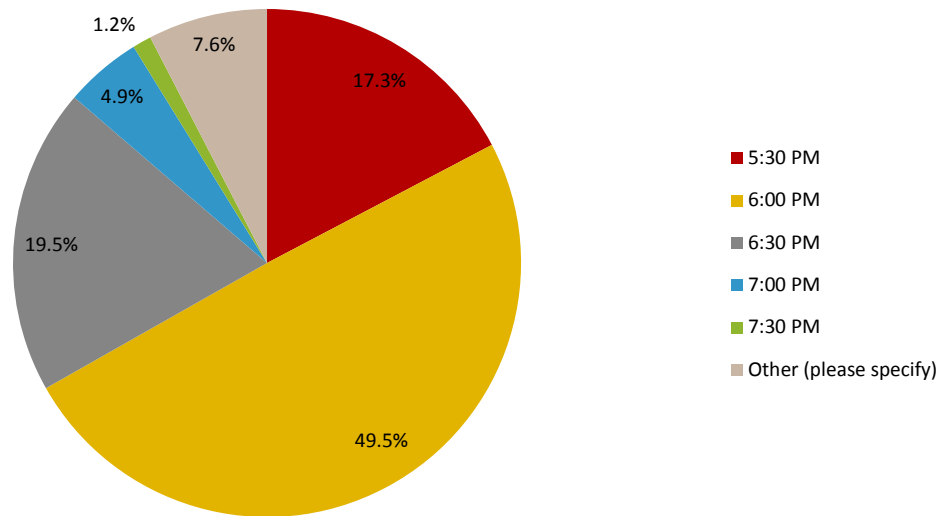


The Following set of survey items were answered by non-student respondents about student attitudes.

While the 'In classroom' percentage was similar to that of student respondents. Only 17.7% of non-students thought students would prefer online classes compared to the student response rate of 47.5%.



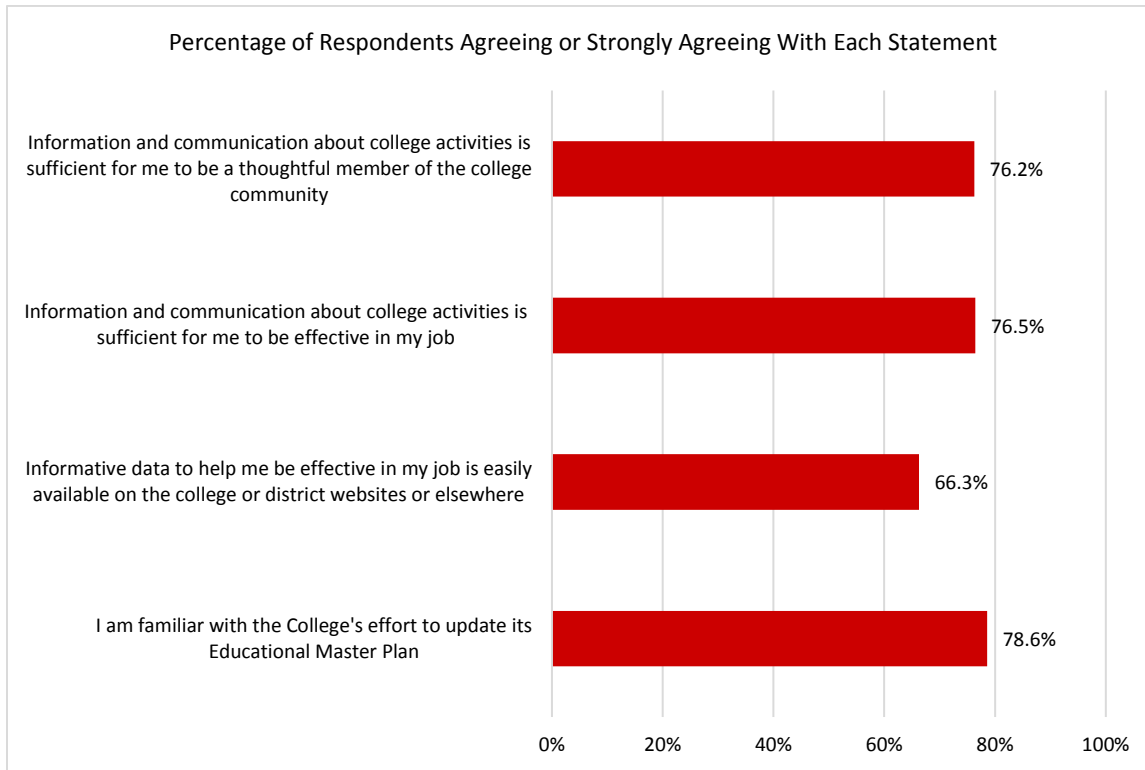
What time do you think students would prefer that classes start in the evening?



Non-Students responded to following statements with the following options:

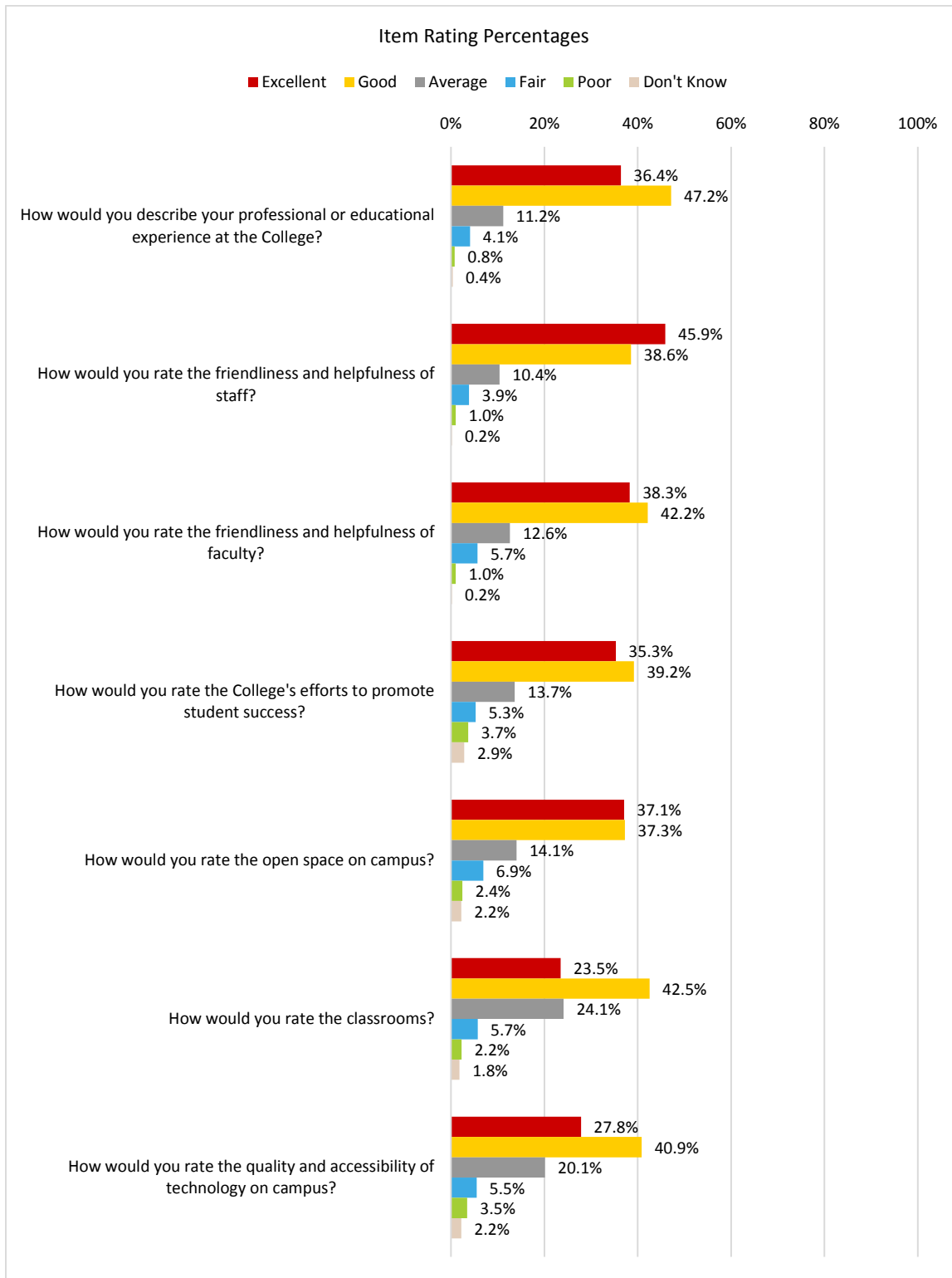
'strongly agree' 'agree' 'disagree' 'Strongly disagree' 'no opinion'

The following table includes the percentage of respondents answering **'agree'** of **'strongly agree'**

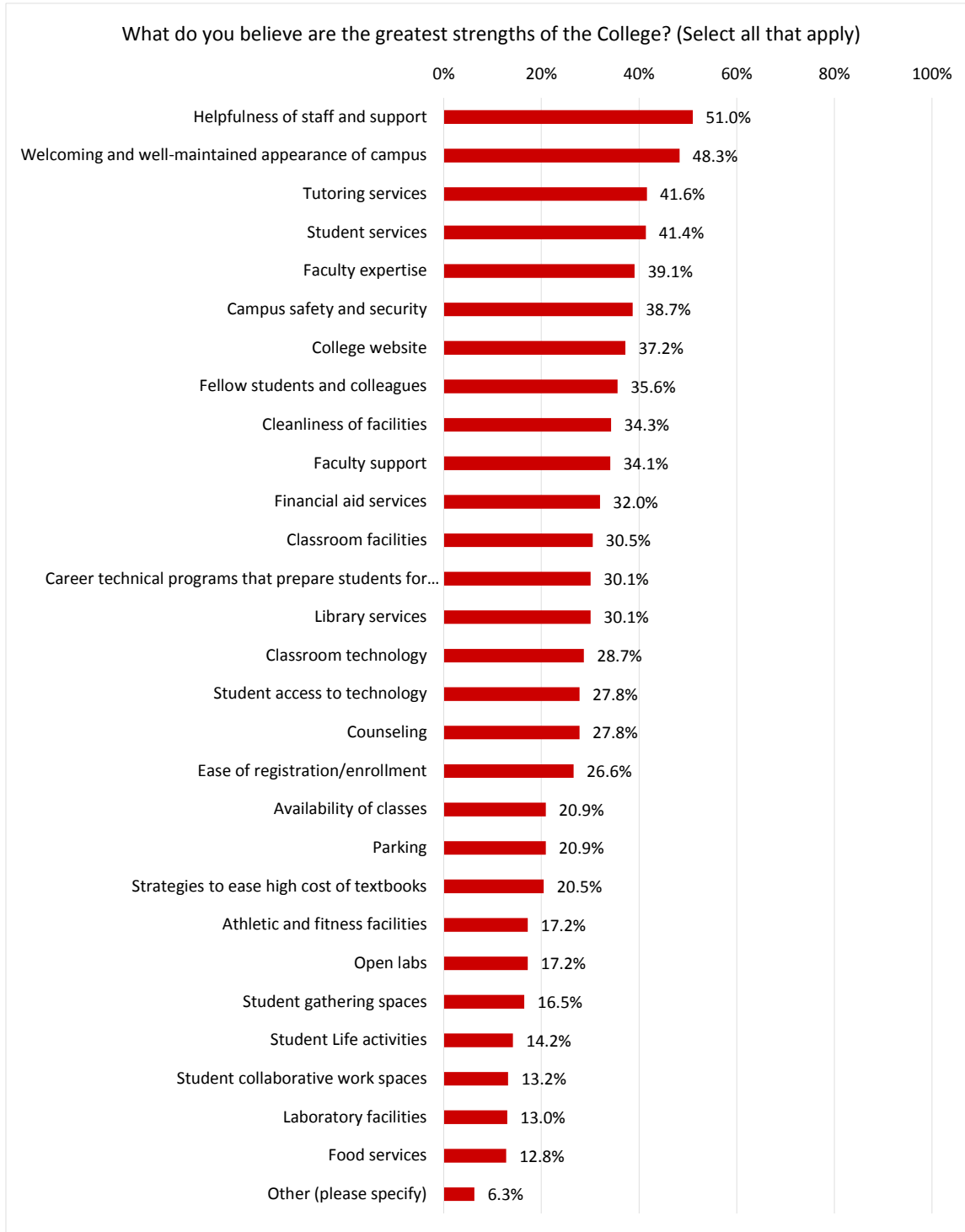


When asked to elaborate, responses varied from positive to neutral to negative. The negative responses discussed the College website and Data. Comments on the website and data included, “the website for both faculty (the portal) and students and community is very difficult to navigate”, “data is hard to find and hard to analyze”, and “website is very out of date and lacking logical organization”.

The following statements were rated as 'Excellent', 'Good', 'Average', 'Fair', 'Poor' or 'Don't Know' by survey respondents. 'Professional or educational experience at COD' and 'friendliness and helpfulness of staff' had the highest rating with 84% excellent or good rating. 'Classrooms' (66%) and 'quality and accessibility of technology on campus' (69%) received the lowest percentage of excellent or good ratings.

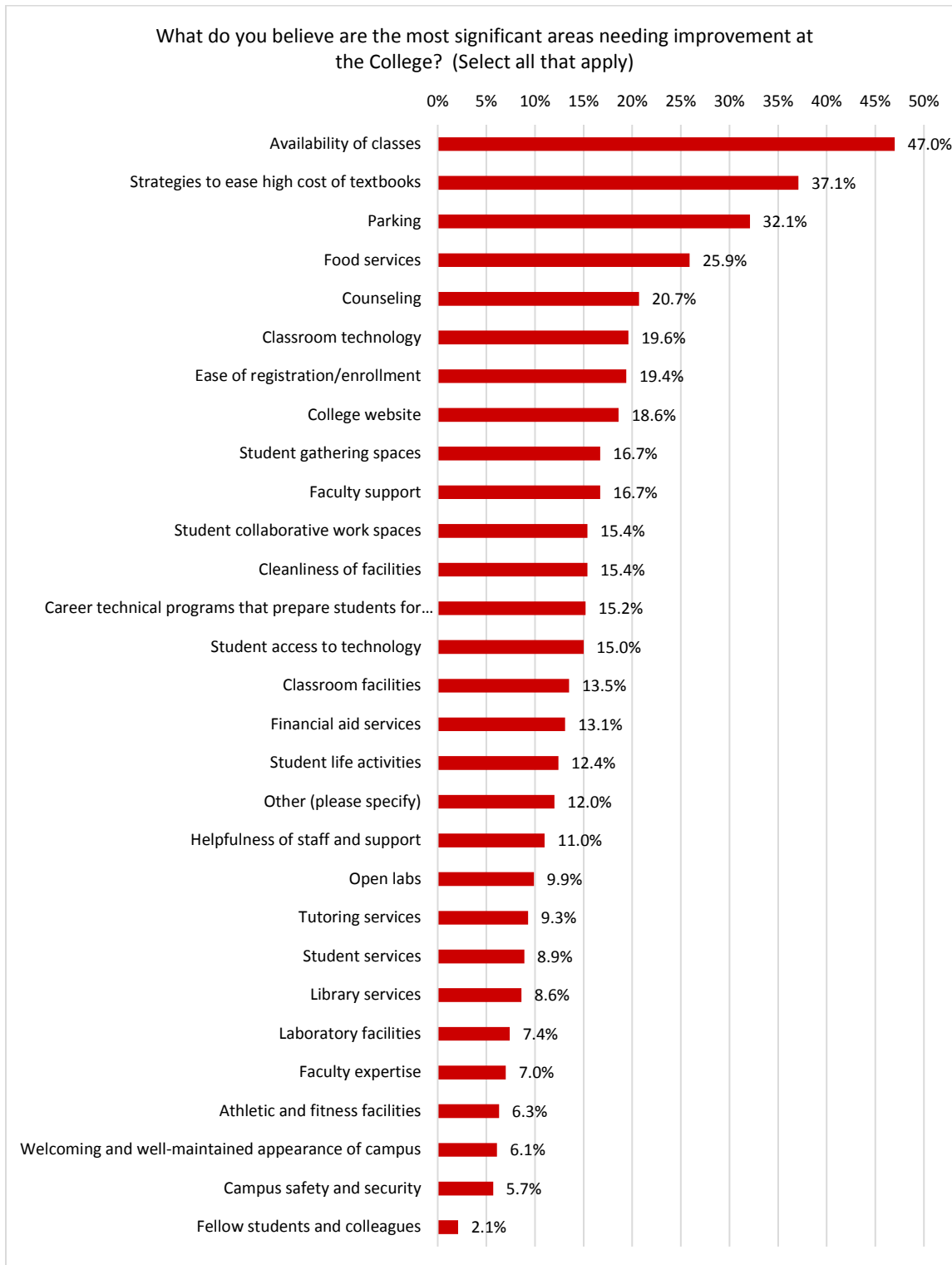


Respondents indicated the ‘Helpfulness of staff and support’ (51.0%) and the ‘Welcoming and well-maintained appearance of campus’ (48.3%) were the greatest strengths of COD.



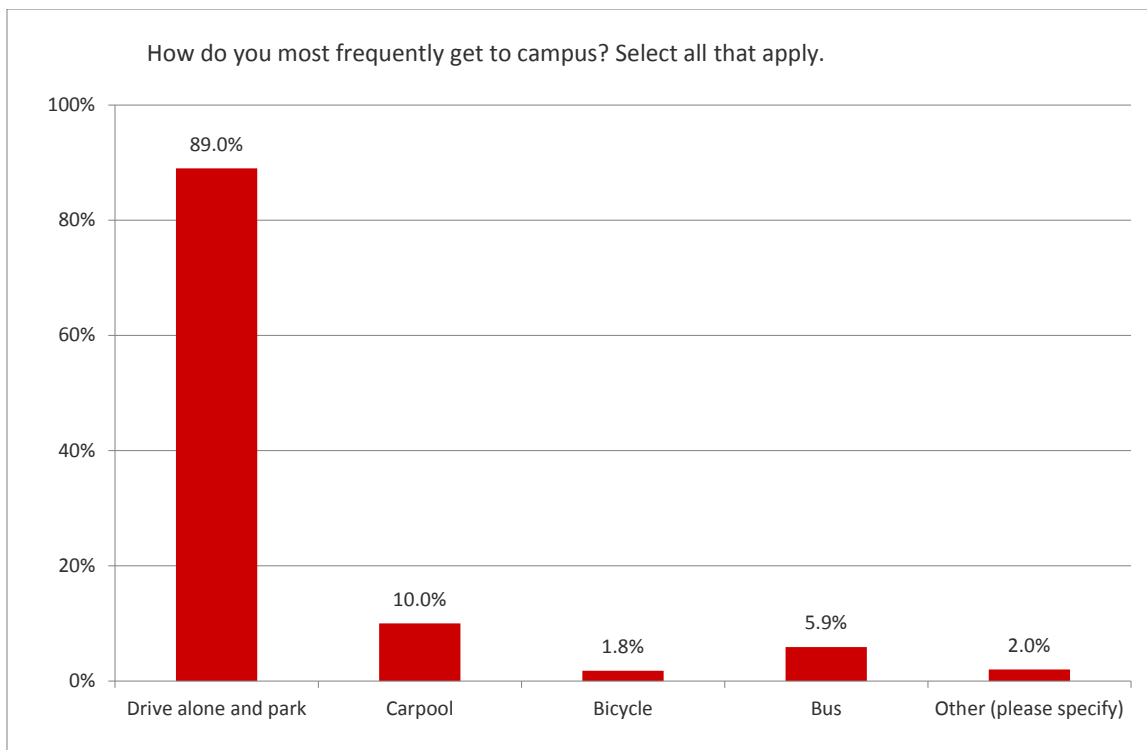
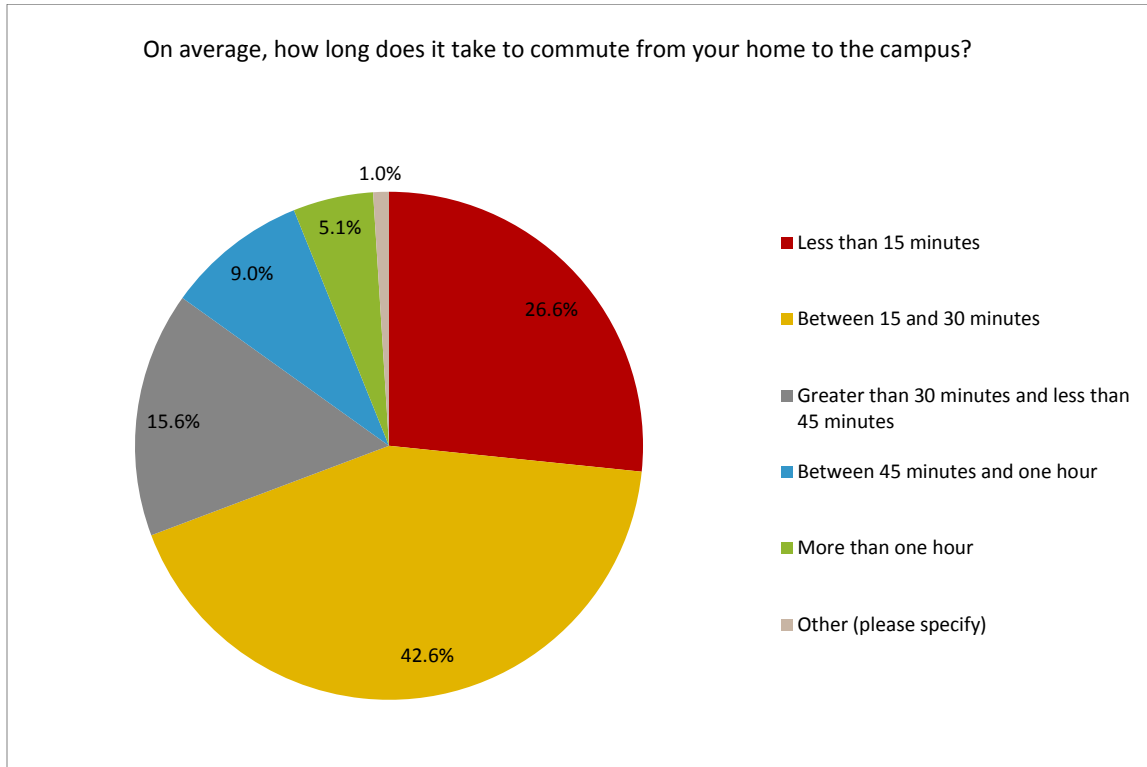
“Access to Special Programs”, “Very good IT Technology”, and “Child Development Center” were just 3 out of 30 “Other” responses given by respondents.

Survey respondents indicated areas they believe were in need of improvement at the college. Availability of classes (47.0%), Strategies to ease high cost of textbooks (37.1%), and Parking (32.1%) were the chosen as the most significant areas needing improvement at COD.



With regard to the “Other” category, responses varied; the college website (8.8%), counseling, and food options on campus (7.0%) were discussed the most.

A large majority of respondents (69.2%) take less than 30 minutes to commute to campus. Most (89.0%) of the respondents drove alone and parked on campus.



Open Ended Items

There were 4 open ended items

Please list any student services programs or resources that are not currently offered at the College that you would like to see added.

When asked what student service programs and resources respondents would like to see added that College of the Desert did not already have, 8.5% of respondents mentioned more employment and/or internship assistance. 5.4% of respondents wished to see more computer labs and science labs while 3.9% of respondents would like to see more student-spaces made available.

Please list any student activities or programs that are not currently offered at the College that you would like to see added.

Following this, respondents were then asked to list any student activities or programs they would like to see at COD. 20.7% of respondents would like to see more campus-wide events and activities, such as a Spirit Week or a Spring Concert and 18.5% stated they would like to see more Fitness programs and activities such as, a Dance Team, a Fitness Center for students, and Cheerleading.

What do you think is the single most critical consideration for the College planning Committee as it plans for success of the College and its students for the next 5-10 years.

Respondents were then asked what they thought was the single most critical consideration for the College Planning Committee when planning for college and student success for the next 5-10 years. Out of 286 responses, consideration varied greatly. 33.2% of respondents felt "courses" were the single most critical consideration for the College Planning Committee, such as, "dual enrollment courses" or just simply the "availability of sections for general education/transerable courses". 16.8% of respondents felt "facilities" were the single most critical consideration. "Growth! We need more classrooms" and "expansion/update facilities" were just 2 of the several considerations in regards to facilities.

Were there any questions that were not asked that you would have liked to have seen in this survey? Please elaborate.

Lastly, respondents were asked to provide any additional questions and/or comments that they were not asked on this survey. There was a great variety in additional questions from respondents. These additional questions and/or comments included, "learning environments", "campus attitude", "evaluation of teaching staff by students", and "performance of college administration".