

# **Palm Springs Development Project Phase 1 Financial Feasibility Study**



Fall 2022  
Cambridge West Partnership, LLC

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## Executive Summary

The College of the Desert Community College District, referred to as the College in this study, plans to build an outreach location on the site of the former Palm Springs Mall referred to as the Palm Springs Development Project Phase 1 or (PSDP). The intent is to provide more convenient educational services to residents living in the western portion of the District's service area. The initial curriculum offerings, which will move from the main campus in Palm Desert, are career technical education programs of study intended to support employment in the Greater Palm Spring area or transfer to California State University at Pomona. Given the construction planned for Phase 1, the potential enrollment capacity of the property is estimated to be 3,000 annual FTES. This estimated capacity aligns with the 2016 environmental impact report published by College of the Desert in 2016 for all construction phases of the site.

Long-term permanent resident population projections from the Southern California Association of Governments (SCAG) suggest that the principal cities in District's service area will experience exceptionally rapid growth to 2025 then slower growth at 7% annually out to 2040. The major constraint to projected population growth is water supply associated with climate change.

Over the last seven fall terms 32% of the students attending the College have resided on the western side of the service area (Desert Hot Springs, Palm Springs, and Cathedral City). The segment of the population who are making career choices, age ranges 15 to 24, is expected to decline by 7.3% between 2022 and 2027 just after the PSDP Phase 1 is scheduled to open. In the more proximate vicinity of the Palm Springs Development Project Phase 1, a five-mile radius from the site, population is projected to increase slowly between 2022 and 2027. Residents' median household income and expenditures for education in this proximate area are below that of the general District service area and the whole of Riverside County.

The Greater Palm Springs area experiences a significant influx of winter residents and short-term visitors as tourists during the months from November to March. That influx creates additional, but seasonal employment opportunities for students enrolled in some of the programs scheduled to operate at the PSDP Phase 1. The film industry often comes to the area as a good location for film production and therefore provides temporary employment opportunities for the College's students. Ten occupations have been identified as aligned to the programs of study planned for the PSDP Phase 1. Projected annual openings for permanent employment over the next decade are mixed. Additional occupations that require middle-skills education (more than a high school diploma but less than a bachelor's degree) have been identified and are listed in Appendix C for future College planning. These other occupations may each provide at least 100 annual openings over the next five years.

The nature of each of the five career technical education programs scheduled to operate at the PSDP Phase 1 location has been described in this study along with any information provided regarding the future vision for the development of the programs. The enrollment potential for each of the five programs of study to be located at the PSDP Phase 1 has been prepared using

past enrollment trends and a three-year rolling average technique. The associate degree requirements for some of the career technical education programs require, or list as an elective, a general education course. Projections are not possible for those general education courses and general education curriculum broadly as the scope of those offerings is unknown and past annual enrollment trends were not provided. Collectively the annual enrollments (seat counts) are expected to slowly recover from the impact of the COVID pandemic and reach just over 3,000 enrollments by 2025-26. An estimate of FTES generated by each of the programs in the past was drawn from the Chancellor's Office Data Mart and a projection was developed using the same rolling average technique. Collectively, the annual estimated FTES from student attendance in classes offered by the five programs of study is expected to grow 479 FTES by 2025-26.

Supporting services on site at the PSDP Phase 1 location include public safety, maintenance and operations, general administration, and student services. Their needs are described in the body of this study.

College leadership has described the various efforts to engage the campus community, general public, and specific business audiences throughout the planning phases of the project. That description has been included in this study and the responses from a community survey are available from the College upon request.

The program of work has been summarized in the body of this study. Annual operating costs have been developed from District data for utilities, maintenance, grounds, and custodial services. The Phase 1 construction will yield a total of 142,646 gross square feet of property to be maintained. The total annual operating cost of ownership expenses are projected at \$1,497,783. Annual operating cost for campus security, student services, academic support, and campus leadership will need to be determined by the College as the plans for these services are finalized.

Going forward perhaps the most important administrative goal for the future development of the PSDP Phase 1 location is to increase the revenue received from attendance and student success outcomes to the point that it at least covers the operating costs for the location. In some Districts the initial outreach location eventually generates at least 1,000 annual FTES and therefore qualifies for an application to the Chancellor's Office for educational center status. Gaining recognition as an educational center would bring additional revenue with which to operate the location. In 2021-2022 a recognized educational center was annually entitled to \$1.3 million. That basic allocation is expected to increase to \$2 million in 2022-2023. In a limited number of cases an educational center grows into a comprehensive college site with independent accreditation. While the District envisioned the PSDP Phase 1 would generate 3,000 annual FTES, it will take a considerable number of general education classes associated with the location to achieve that level of annual FTES. Due to required specialized equipment, health, or safety considerations the career technical education curriculum planned for the PSDP Phase 1 is limited in the class sizes the disciplines that it can accommodate.

## Site Review

### **Project Location**

The proposed College of the Desert Palm Springs Development Project Phase 1 site is located in the corporate limits of the City of Palm Springs in the Coachella Valley of central Riverside County, California. By visualizing a grid of the complete land parcel, the site is located within the west half of the southeast quarter and in the east half of the southwest quarter of Section 13, T.4S., R.4E., SBB&M. The subject lands were the site of the former Palm Springs Mall and are bounded on the north by Tahquitz Canyon Way, on the east by Farrell Drive, on the south by Baristo Road, and on the west by a single-family residential neighborhood and limited professional office along Tahquitz Canyon Way. Access to the site is from signalized driveways on Tahquitz Canyon Way and Baristo Road, and from uncontrolled driveways located along each street bounding the site.

The campus master plan involves the following county assessor's parcels: 502-190-003, 004, 008, 015, 017, 018, 019 and 020, as revised.

### **Project Description**

The primary goals and objectives of the College of the Desert West Valley Campus project are to provide in the western portion of the District's service area a campus that can better and more conveniently serve the portion of the College's population that lives in the Palm Springs/Cathedral City/Desert Hot Springs area. The PSDP Phase 1 Master Plan leverages and optimizes campus development for expanded educational, career and cultural opportunities in the service area reached by the PSDP Phase 1 location.

The COD PSDP Phase 1 Master Plan goals and objectives include the following:

1. Provide for the development of a community college campus with capacity for 3,000 FTES that assures that residents in the west valley service area are adequately served by academic and vocational training programs that provide a firm academic foundation and enhance opportunities for employment in business sectors associated with the "Four Pillars" programs.
2. Expand economic resources in the area with an enhanced educated labor force for businesses in architecture, hospitality, culinary arts, and film and media arts.
3. Develop more partnering education and training opportunities between the College and outside foundations, institutions, and businesses.
4. Enable implementation of the College's policy on sustainability by integrating sustainable design, technologies, and operations throughout all aspects of the campus.
5. Create an appropriate and complementary mix of campus land uses – academic, vocational education and training, and application of sustainable technologies in a built environment that enhances social and academic interaction and outcomes.
6. Establish a planning context and provide development standards and guidelines for the development of the COD PSDP Phase 1, consistent with the City of Palm Springs'

General Plan goal of offering lifelong learning opportunities for the west valley's residents.

7. Provide a community college campus that preserves appropriate and complementary uses and engenders opportunities for future shared City/College library opportunities.

**FTES Capacity**

The enrollment capacity of the PSDP Phase 1 location was developed using the Chancellor's Office state standards formulas for space that include the assignable square footage, hours of instructional space use, and occupancy for facilities that are expected to operate from 8:00 am to 10:00 pm Monday through Friday. This estimated capacity aligns with the 2016 environmental impact report published by College of the Desert in 2016 for all construction phases of the site.

Given the planned physical plant size, the enrollment capacities are illustrated in the following table.

**PSDP Phase 1 FTES Capacity**

		Occ.	ASF/ Occ	ASF Subtotal	No. Units	Total ASF	ASF Per Station	Term WSCH	Term FTES	Annual FTES
Large Classroom	Lecture	48	25	1,200	3	3,600	20	2,059	69	137
Small Classroom	Lecture	28	28	800	6	4,800	20	2,746	92	183
<b>Architecture</b>	<b>Lab</b>	144	63	9,200	1	9,200	60	23,644	788	1,576
<b>Culinary</b>	<b>Lab</b>	20	120	2,400	1	2,400	60	6,168	206	<b>411</b>
	<b>Lecture</b>	20	133	2,650	1	2,650	20	1,516	51	<b>101</b>
	<b>Lab</b>	40	83	3,300	1	3,300	60	8,481	283	<b>565</b>
<b>Film</b>	<b>Lecture</b>	50	20	1,000	1	1,000	20	572	19	38
	<b>Lecture</b>	100	21.5	2,150	1	2,150	20	1,230	41	82
<b>Total FTES</b>										<b>3,094</b>

OCC.= occupancy

ASF= assignable square feet

WSCH= weekly student contact hours

FTES= full-time equivalent students

Source: College of the Desert. *Palm Springs Development Project Phase 1 Plans*; analysis by Cambridge West Partnership, LLC

## Needs Assessment

The City of Palm Springs, covering approximately 94 square miles, is the largest city by land in Riverside County. Approximately 10% of the City is part of the Agua Caliente Band of Cahuilla Indians reservation. While the population of Palm Springs was 44,575 as of the 2020 census, the City is both a retirement location and a winter “snowbird” destination such that the population triples between November and March. Tourism is a major part of the economy in the greater Palm Springs area as an estimated 14 million visitors arrived in 2019. Spending by those visitors supported over 35,000 jobs or 29% of the total employment in the greater area.<sup>1</sup> The City itself has over 130 hotels and resorts, numerous bed and breakfast establishments, and over 100 restaurants and dining spots.

### Demographics

#### College of the Desert Service Area

The principal cities in the District service area can be grouped into three geographic subareas as follows:

1. West- Cathedral City, Desert Hot Springs, and Palm Springs
2. Central- Rancho Mirage, Palm Desert, La Quinta
3. East- Indio and Coachella City

The Southern California Association of Governments’ (SCAG) long-term population forecast indicates a sharp overall growth increase in total population between 2020 and 2025 (32%) but a more modest increase from 2025 to 2040 (7%). The details by jurisdiction are found in Appendix A. Therefore, the District’s total, year-round population base is expected to continue growing. A potential major constraint on population growth in the Coachella Valley is the impact from climate change, more specifically, the availability of water to support the residents and the current lifestyles. Years of draught have culminated in a 2022 serious water shortage in several western states.

During the winter months of November to March the population in some of the primary cities increases with an influx of individuals who temporarily relocate from states and cities in northern areas where the weather in these months is much colder as well as tourists who come to visit when the Coachella Valley weather is more temperate than in the summer months.

Drawing from the year-round population, 97% the students who attended the College in the fall terms from 2014 to 2020 lived in 31 zip codes spread across 20 communities within and/or adjacent to the official District boundaries. Specifically, 44% of the students lived in the eastern portion of the District, 24% lived in the central area where the main campus is located, and 32% lived in the western portion of the District.

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<sup>1</sup> Tourism Economics. *Economic Impact of Visitors in Greater Palm Springs 2019*.

There is an expected decline between 2022 and 2027 in the number of year-around residents in the career choice age ranges of 15-24, who are most likely to be contemplating or attending college. In the western cities the drop is projected to be 7.3%. In the central cities the reduction is anticipated to be a little more severe at 10.1%. Between the two principal cities in the eastern portion of the District the decline is expected to be less at 5.9%.

Recent figures on the average annual amount spent in each household throughout the District service area vary from a high of \$136,300 in Rancho Mirage to a low of \$54,400 in Coachella City. The average amount spent on education per household also varies from the high of \$2,692 in Rancho Mirage to a low of \$1,081 in Coachella City. On average households throughout the District spend 2.07% of their average annual expenditures on education. Expenditures on education in the District average is slightly below the average for all of Riverside County. *Compared to other expenses, the portion spent on education is modest.*

### Household Annual Expenditures on Education in the Principal Cities

Area	2022 Household Budget Information				Per Household	
	Households	Avg HH Size	Median Age	Total Avg All Expenditures	Avg Spent on Education	% of All Expenses
<b>West</b>						
Cathedral City	18,395	2.80	38.2	\$79,373	\$1,673	2.11%
Desert Hot Springs	10,615	3.04	33.1	\$50,541	\$1,100	2.20%
Palm Springs	24,711	1.82	56.1	\$95,488	\$2,008	2.10%
<b>Central</b>						
La Quinta	15,753	2.42	50.2	\$124,603	\$2,572	2.07%
Palm Desert	24,644	2.06	58.8	\$105,648	\$2,230	2.11%
Rancho Mirage	8,889	1.86	65.7	\$136,371	\$2,692	1.97%
<b>East</b>						
Coachella City	9,977	4.25	26.9	\$54,378	\$1,081	2.00%
Indio	28,979	3.05	33.9	\$77,266	\$1,487	1.92%
<b>Average of Principal Cities</b>				<b>\$90,459</b>	<b>\$1,855</b>	<b>2.06%</b>
<b>Riverside County</b>	<b>774,829</b>	<b>3.12</b>	<b>35.2</b>	<b>\$93,705</b>	<b>\$1,961</b>	<b>2.10%</b>

Source: Environmental Systems Research Institute (ESRI). *Household Budget Expenses Reports 2022*; analysis by Cambridge West Partnership, LLC

In the District Service area four categories dominate household expenses. The greatest expenditure is for housing and utilities at an average of 32%. Food and transportation each represent an average of 12% while social security and pension contributions claim 11% of all expenditures.



### Proximate Area

The Chancellor’s Office standard driving time for educational center evaluation, 25 minutes, encompasses the communities of Palm Springs, North Palm Springs, Desert Hot Springs, Desert Edge, and Cathedral City. The travel distances are found in Appendix B of this study. A five-mile radius from the site includes the principal cities of Palm Springs and Cathedral City.

The current population estimate for residents within that five-mile radius is just under 100,000 with the expectation that the area will see a 0.54% annual growth rate to 2027. At that growth rate the population may reach around 103,400 by 2030, 106,300 by 2035, and 109,200 by 2040.

### Five-Mile Radius Total Population

5-Mile Radius	Census Data		Estimate Projection		2022 vs. 2027		2022 to 2027
	2010	2020	2022	2027	# Change	% Change	An Growth Rate
Population	97,139	97,447	99,054	101,771	2,717	2.7%	0.54%
Group Quarters		1,289	1,289				
Workers			50,825				
Residents			55,172				
Households	40,340	42,939	43,691	45,210	1,519	3.5%	0.69%
Families	20,150		21,292	21,900	608	2.9%	0.56%
Average Household Size	3.28		3.11	3.10			
Median Age	44.0		47.4	47.8			

Source: Environmental Systems Research Institute (ESRI). *Market Profile 2022*, analysis by Cambridge West Partnership, LLC

Over half, 52.8%, of the area population has reached a career finish (ages 45-64) or retirement (age 65+) stage of life. Middle career (ages 35-44) and retirement (age 65+) groups will each grow the most, 13% for each group, over the next five years. The population of high school and traditional college-going age groups is expected to decline over the next five years.

### Five-Mile Radius High School and College-Going Age Groups Population

Age	2010		2022		2027		2022 to 2027	
	Total=	97,139	Total=	99,055	Total=	101,771	# Change	Change in %
15	1,210	1.2%	961	1.0%	912	0.9%		
16	1,304	1.3%	996	1.0%	950	0.9%		
17	1,314	1.4%	991	1.0%	935	0.9%		
15 to 17	3,828	3.9%	2,948	3.0%	2,797	2.7%	-151	-5.1%
18 to 24	7,592	7.8%	7,356	7.4%	6,757	6.6%	-599	-8.1%

Source: Environmental Systems Research Institute (ESRI). *Detailed Age Profile 2022*, analysis by Cambridge West Partnership, LLC

The portion of the total population who self-identify as white alone will shrink the most while those who report to the U.S. Census as “some other race alone” and “two or more races” will increase slightly. The portion of the population who identify as having Hispanic heritage will continue to increase and is projected to reach 44.1% of the five-mile radius area by 2027. From 2011-12 to 2021-21 the College student body has average 70% Hispanic; therefore, the College has done a good job of recruiting from that group.

Only 13% of the adults aged 25 or older in the five-mile radius area indicated they attained less than a high school diploma. Forty-four percent of the adults in the five-mile radius of the proposed extension campus claimed a high school diploma or some college. In 2022 thirty-six percent of the residents reported having a bachelor’s or graduate degree in 2022. In contrast throughout Riverside County, 15 % of adults indicated they attained less than a high school diploma, 50% had earned a high school diploma or some college credits but only 26% reported achieving a bachelor’s or graduate degree. *In short, residents living in the area around the proposed extension campus have completed more college education than is the case throughout the County.*

Median household income in the five-mile radius area is considerably less than in Riverside County as a whole while the average household income is only slightly less. In contrast, per capita income in the five-mile radius area is considerably greater than throughout Riverside County. Some 15% of the households in the five-mile radius area have a 2022 income that is below the poverty level. For these households attending college likely will depend upon the availability of financial aid.

**Income Comparison**

Income Variable	2022			2027		
	5-Mile	County	Difference	5-Mile	County	Difference
Median Household Income	\$64,150	\$80,680	\$16,530	\$80,380	\$96,687	\$16,307
Average Household Income	\$104,191	\$109,516	\$5,325	\$127,667	\$130,078	\$2,411
Per Capita Income	\$45,998	\$34,659	(\$11,339)	\$56,757	\$41,248	(\$15,509)

Source: ESRI. *Market Profiles 2022*; analysis by Cambridge West Partnership, LLC

Recent figures on the average annual amount spent in each household located in the five-mile radius, \$89,819, place that average of all expenses just below the average in the principal cities of the District. However, the average amount spent on education per household is slightly above these expenditures in the principal cities throughout the District. On average households throughout the District spend 2.06% of their average annual expenditures on education whereas in the five-mile radius households spend 2.10% of all expenditures on education. The five-mile radius households actual expenditures on education average are slightly below the average for all of Riverside County. *Compared to other expenses, the portion spent on education is modest.*

## Household Annual Expenditures on Education in the Five-Mile Radius from the PSDP Phase 1 Location

Area	2022 Household Budget Information				Per Household	
	Households	Avg HH Size	Median Age	Total Avg All Expenditures	Avg Spent on Education	% of All Expenses
Five-mile Radius	43,691	2.24	47.4	\$89,819	\$1,894	2.11%
Average of Principal Cities				\$90,459	\$1,855	2.06%
Riverside County	774,829	3.12	35.2	\$93,705	\$1,961	2.10%

Source: Environmental Systems Research Institute (ESRI). *Household Budget Expenses Reports 2022*; analysis by Cambridge West Partnership, LLC

### Labor Market

A 2021 labor market study conducted by the Center of Excellence<sup>2</sup> focused on future openings in middle-skill occupations. At entry level these occupations typically require education greater than a high school diploma but less than a four-year degree. While some of these occupations require a bachelor's degree they were included because one-third or more of the workers currently employed in those occupations *did not* have a bachelor's degree. Higher-skill occupations commonly require a bachelor's or graduate degree for entry. The in-demand and high-wage occupation criteria established by the Perkins V Comprehensive Local Needs Assessment (CLNA) Framework was used in the study to identify occupations with at least 100 annual job openings. Most occupations provided the median hourly wage of \$20.86 or more desired by the Center of Excellence, but those that did not are shaded in gray in the tables found in the appendices. The middle-skills occupations meeting these criteria are found at Appendix C of this study. The higher skills occupations meeting the criteria are found at Appendix D of this study. The Center of Excellence designated some occupations as ones for which the College might want to consider developing a program of study as there was no occupational-related program in place at the College of the Desert.

There are multiple local and regional employment opportunities for occupational openings not currently addressed by the College. In some cases, the College may want to expand existing programs while for others new programs might be. Of course, additional research to determine employer preferences and the availability of programs at other community colleges, private, or technical colleges in the region will be required. Employers in the accommodations and food services sector are highly concentrated in the College area as are employers in the retail trade sector. Many employment opportunities in these sectors are seasonal and both sectors were severely impacted by the COVID-19 pandemic. Two of the disciplines, culinary arts, and hospitality, are moving from the main campus to the PSDP Phase 1 in order to prepare students for employment in these two sectors.

<sup>2</sup> Centers of Excellence are funded by the Chancellor's Office to support career technical education and workforce development efforts by the community colleges.

The following ten occupations were identified as aligned to the programs of study that will be offered at the PSDP Phase 1. The “gap” counts are the result of comparing projected annual openings to the three-year average count of graduates from community college programs associated with to those occupations.

**Occupational Demand and Supply Related to Programs To Be Offered at The PSDP Phase 1 Location**

SOC	Middle-Skill Occupational Title	Entry Level Ed	Annual Openings	Average		3-Yr Avg	Gap	3-Yr Avg Combined	Gap Combined
				Annual Earnings	TOP				
119051	Food Service Managers	High school diploma or equivalent	744	\$55,804	130720	24		74	670
					130710	31			
					130700	16			
					130620	3			
119081	Lodging Managers	High school diploma or equivalent	50	\$95,765	130720	24		41	9
					130700	16			
					130730	0			
173011	Architectural and Civil Drafters	Associate's degree	110	\$60,960	020100	19		72	38
					095300	48			
					095310	5			
					095320				
17-1011	Architects, Except Landscape and Naval	Bachelor's degree	64	\$0					
17-1012	Landscape Architects	Bachelor's degree	38	\$82,135					
11-9041	Architectural and Engineering Managers	Bachelor's degree	93	\$159,938					
271024	Graphic Designers	Bachelor's degree	202	\$50,245	061400	62		173	29
					103000	64			
					101300				
					100900	6			
					061460	24			
		060420	17						

SOC	Middle-Skill Occupational Title	Entry Level Ed	Annual Openings	Average Annual Earnings	3-Yr Avg		Gap Combined	Gap Combined
					TOP	Gap		
273011	Radio and Television Announcers	Bachelor's degree	19	\$65,751	150600 060400 060430 060410	330 22 4	356	(337)
273012	Public Address System and Other Announcers	High school diploma or equivalent	11	\$0	150600	330	(319)	
274021	Photographers	High school diploma or equivalent	57	\$43,442	101100 101200 100100 100200	18 43 108 163	332	(275)
274032	Film and Video Editors	Bachelor's degree	17	\$0	060400 061220 060420	22	22	(5)
351012	First-Line Supervisors of Food Preparation and Serving Workers	High school diploma or equivalent	1,695	\$38,586	130620 130700 130600 130710 130630	3 16 15 31 116	181	1,514
352013	Cooks, Private Household	Postsecondary non-degree award	34	\$0	130630	116	(82)	

Source: Centers of Excellence. *Demand and Supply Database* and California Employment Development Department, Labor Market Information. *Riverside-San Bernardino Regional Labor Demand Projections*; analysis by Cambridge West Partnership, LLC

## **Enrollment Potential**

Past annual enrollment and section count data from 2011-12 to 2020-21 for each of the five discipline areas that will sponsor programs at the PSDP Phase 1 was collected for the purpose of tracing the year to year change and class size average for each of the five discipline areas that will sponsor programs at the PSDP Phase 1. That data was provided by the College. The count of annual credit sections and estimated full-time equivalent students (FTES) was drawn from the Chancellor's Office Data Mart. A three-year rolling average technique was used to make projections of possible future annual enrollments and estimated FTES.

## Architecture

The architecture faculty offer various courses with an emphasis on both transfer and immediate employment preparation in architecture, building inspection technology, construction management, and drafting/CAD. The architecture curriculum will move from the Palm Desert main campus to the PSDP Phase 1 location. The faculty and College administration have been in discussions with architecture program at Cal Poly Pomona in an effort to articulate the two curricula. In that effort the College faculty have added several new courses and revamped several existing courses to optimize alignment. At some future date it might be possible for the College to host Cal Poly architecture instruction at the PSDP Phase 1 and that will enhance transfer opportunities for the College of the Desert students. The state has authorized the College to offer two associate degrees and a certificate of achievement in the architecture discipline.

The architecture lead faculty expect to add eight to ten new classes overall to the existing offerings in order to satisfy the articulation of courses with Cal Poly Pomona. However, specifics were not provided regarding how many would be added each primary term or what the class size might be in those new offerings. Without providing a rationale or the specification of a time horizon, the faculty claimed they will eventually double the program enrollment. The faculty indicated they would need an additional unit of personnel to function as an instructional support assistant.

The following table illustrates the past and near-term projection for enrollments based on the curriculum that has been offered at the main campus but will move to the PSDP Phase 1.

## Architecture Enrollments, Sections, Estimated FTES, and Projections

Discipline	Year	Enrollments	Projection	Yr. to Yr. Change	# Sect	CSA*	Est. FTES	Est. FTES Projection
Architecture	2011-12	453			22	20.6	68.98	
Architecture	2012-13	446		-1.5%	20	22.3	69.60	
Architecture	2013-14	460		3.1%	21	21.9	68.77	
Architecture	2014-15	416		-9.6%	23	18.1	62.32	
Architecture	2015-16	441		6.0%	22	20.0	64.88	
Architecture	2016-17	373		-15.4%	18	20.7	56.24	
Architecture	2017-18	389		4.3%	20	19.5	69.79	
Architecture	2018-19	384		-1.3%	18	21.3	69.42	
Architecture	2019-20	407		6.0%	18	22.6	65.97	
Architecture	2020-21	476		17.0%	18	26.4	73.35	
Architecture	2021-22	422	422				69.58	69.58
Architecture	2022-23	435	435				69.63	69.63
Architecture	2023-24	444	444				70.85	70.85
Architecture	2024-25	434	434				70.02	70.02
Architecture	2025-26	438	438				70.17	70.17
		Average		1.0%	20	21.3	66.93	

### Notes:

Enrollments 2011-12 to 2020-21 provided by College of the Desert Institutional Research

Projected enrollment 2021-22 to 2025-26 is based on a three-year rolling average

# of sections & estimated FTES are from the Data Mart using TOP code 0201.00

\*CSA= Class Size Average

Source: College of the Desert, *Institutional Research Data File*; California Community Colleges, *Data Mart*; analysis by Cambridge West Partnership, LLC

### Culinary Arts

The culinary arts program provides entry, intermediate, and advanced training for careers in the food service and lodging industries. The program is designed to prepare future working cooks, and chef apprentices, enhance skills and professional qualifications of currently employed cooks and chefs, as well as to provide courses for personal enrichment. The culinary arts curriculum will move from the Palm Desert main campus to the PSDP Phase 1 location. The state has authorized the College to offer one associate degree, three certificates of achievement, and seven noncredit career development/college preparation certificates of completion in the culinary field.

The program has an active advisory committee whose members offer hundreds of culinary positions to students in the program. The program has dual enrollment arrangements with two local high school programs that supply a source of new students to the College. In addition to

increasing traditional enrollment, this PSDP Phase 1 culinary facilities will generate opportunities for non-traditional enrollment and investment.

Ways to increase enrollment and revenue cited by the faculty are special classes and catered such as food and wine festivals. If and when a restaurant opens on the PSDP Phase 1 site, the faculty anticipates hosting 40 guests per turnover. With two turnovers each evening over six evenings the total number of weekly guests could be 480. Initially, it is assumed that the restaurant would be open only three nights a week and possibly for lunch as well. The catering opportunities are another anticipated possibility to provide both training for the students and revenue for the College.

The following table illustrates the past and near-term projection for enrollments based on the curriculum that has been offered at the main campus but will be moving to the PSDP Phase 1.

**Culinary Enrollments, Sections, Estimated FTES, and Projections**

<b>Discipline</b>	<b>Year</b>	<b>Enrollments</b>	<b>Projection</b>	<b>Yr. to Yr. Change</b>	<b># Sect</b>	<b>CSA*</b>	<b>Est. FTES</b>	<b>Est. FTES Projection</b>
Culinary	2011-12	287			14	20.5	50.93	
Culinary	2012-13	275		-4.2%	14	19.6	52.40	
Culinary	2013-14	284		3.3%	16	17.8	61.61	
Culinary	2014-15	310		9.2%	20	15.5	55.99	
Culinary	2015-16	280		-9.7%	18	15.6	50.94	
Culinary	2016-17	399		42.5%	20	20.0	87.25	
Culinary	2017-18	494		23.8%	26	19.0	103.69	
Culinary	2018-19	571		15.6%	25	22.8	140.71	
Culinary	2019-20	610		6.8%	26	23.5	159.14	
Culinary	2020-21	550		-9.8%	32	17.2	82.57	
Culinary	2021-22	558	558				134.51	134.51
Culinary	2022-23	580	580				144.79	144.79
Culinary	2023-24	583	583				146.15	146.15
Culinary	2024-25	574	574				141.82	141.82
Culinary	2025-26	579	579				144.25	144.25
<b>Average</b>				<b>8.6%</b>	<b>21</b>	<b>19.1</b>	<b>84.52</b>	

**Notes:**

Enrollments 2011-12 to 2020-21 provided by College of the Desert Institutional Research

Projected enrollment 2021-22 to 2025-26 is based on a three-year rolling average less COVID yr. 2020-21

# of sections & estimated FTES are from the Data Mart using TOP code 1306.30

\*CSA= Class Size Average

Source: College of the Desert, *Institutional Research Data File*; California Community Colleges, *Data Mart*; analysis by Cambridge West Partnership, LLC



### Radio/Television/Film

The media, film, and journalism programs prepare students for careers in mass media including radio, television, film, and video production; sound, video, and effects editing; screen, radio and television writing; print broadcast and video journalism; and public relations. The curriculum is designed to both prepare students for transfer and for immediate employment. The state has authorized the College to offer degrees in journalism (AA-T) and mass communications (AA) and two certificates of achievement in film production. In addition to these active programs, the state has approved several other programs for the College. These approved programs include a transfer degree in the combined film/television/electronic media and an associate of science in film production. A certificate of achievement has been authorized in basic radio production and two additional certificates of achievement have been approved in film production. Also, four noncredit certificates of completion were authorized in 2021.

Neither the entire journalism nor the mass communications curriculum is scheduled to move from the main campus to the PSDP Phase1; however, selected general education courses from those disciplines will be added to the film and radio offerings to represent net new classes. The College student radio station, KCOD, will be relocated from the main campus to the PSDP Phase 1 site so that students can acquire hands-on experience in radio broadcasting. Journalism and several RTV courses related to the radio station operations that are presently offered at the main campus will be offered at the PSDP Phase 1 site in addition to the film curriculum.

The following table illustrates the past and near-term projection for enrollments based on the curriculum that has been offered at the main campus but is schedule move to the PSDP Phase 1.

## Radio/Television/Film Enrollments, Sections, Estimated FTES, and Projections

Discipline	Year	Enrollments	Projection	Yr. to Yr. Change	# Sect	CSA*	Est. FTES	Est. FTES Projection
Film, TV, Radio	2011-12	308			10	30.8	40.37	
Film, TV, Radio	2012-13	384		24.7%	11	34.9	61.12	
Film, TV, Radio	2013-14	356		-7.3%	11	32.4	49.54	
Film, TV, Radio	2014-15	312		-12.4%	15	20.8	45.10	
Film, TV, Radio	2015-16	313		0.3%	16	19.6	40.46	
Film, TV, Radio	2016-17	429		37.1%	22	19.5	43.43	
Film, TV, Radio	2017-18	468		9.1%	24	19.5	59.27	
Film, TV, Radio	2018-19	724		54.7%	29	25.0	88.04	
Film, TV, Radio	2019-20	920		27.1%	44	20.9	118.89	
Film, TV, Radio	2020-21	989		7.5%	45	22.0	103.39	
Film, TV, Radio	2021-22	878	878				103.44	103.44
Film, TV, Radio	2022-23	929	929				108.57	108.57
Film, TV, Radio	2023-24	932	932				105.13	105.13
Film, TV, Radio	2024-25	913	913				105.72	105.72
Film, TV, Radio	2025-26	925	925				106.47	106.47
Average				15.6%	23	24.5	64.96	

### Notes:

Enrollments 2011-12 to 2020-21 provided by College of the Desert Institutional Research

Projected enrollment 2021-22 to 2025-26 is based on a three-year rolling average

# of sections & estimated FTES are from the Data Mart using 0604.00, 0604.20, 0606.00, 0612.20 \*CSA= Class Size Average  
Source: College of the Desert, *Institutional Research Data File*; California Community Colleges, *Data Mart*; analysis by Cambridge West Partnership, LLC

### Hospitality

The hospitality program prepares students to transfer or access immediate entry-level employment opportunities in hotels, restaurants, travel services, gaming and entertainment, recreation, and special events. The state has authorized the College to offer an associate degree in hospitality as transfer preparation and a certificate of achievement. More recently, the state has approved a second associate degree for employment preparation, Faculty leadership in this program has fashioned the curriculum to align with industry-recognized certifications for which the students could qualify.

Once the PSDP Phase1 facilities are available, the program faculty expect to add at least four additional sections to the offerings that are presently provided at the main campus. The following table illustrates the past and near-term projection for enrollments based on the curriculum that has been offered at the main campus but is schedule move to the PSDP Phase 1.

## Hospitality Enrollments, Sections, Estimated FTES, and Projections

Discipline	Year	Enrollments	Projection	Yr. Change	# Sect	CSA*	Est. FTES	Est. FTES Projection
Hospitality	2011-12	248			7	35.4	28.68	
Hospitality	2012-13	223		-10.1%	7	31.9	26.08	
Hospitality	2013-14	201		-9.9%	8	25.1	23.25	
Hospitality	2014-15	190		-5.5%	8	23.8	22.40	
Hospitality	2015-16	163		-14.2%	8	20.4	18.91	
Hospitality	2016-17	181		11.0%	14	12.9	19.98	
Hospitality	2017-18	143		-21.0%	7	20.4	19.17	
Hospitality	2018-19	155		8.4%	8	19.4	23.47	
Hospitality	2019-20	202		30.3%	10	20.2	36.50	
Hospitality	2020-21	142		-29.7%	10	14.2	23.97	
Hospitality	2021-22	201		41.5%	20	10.05	32.88	
Hospitality	2022-23	186	186				30.95	30.95
Hospitality	2023-24	196	196				33.44	33.44
Hospitality	2024-25	194	194				32.42	32.42
Hospitality	2025-26	192	192				32.27	32.27
Average				-4.5%	9.7	21.2	24.24	

### Notes:

Enrollments 2011-12 to 2020-21 provided by College of the Desert Institutional Research \*CSA= Class Size Average

Projected enrollment 2021-22 to 2025-26 is based on a three-year rolling average less COVID yr. 2020-21

# of sections & estimated FTES are from the Data Mart using TOP codes 1307.00, 1307.10, 1307.30

Source: College of the Desert, *Institutional Research Data File*; California Community Colleges, *Data Mart*; analysis by Cambridge West Partnership, LLC

### Digital Design and Production

The digital design and production curriculum provides a foundation for student success in the field of digital media. Students learn to bring ideas to the printed page or screen using industry standard software. Digital design and production is a field where art and design practices meet technology. The program stresses the design thinking process as well as the professional and production methods currently used in the industry. Both transfer and immediate employment preparation are provided.

For the digital design and production program the state has authorized the College to offer an associate of science degree, one certificate of achievement, and two noncredit certificates of completion. More recently the state has approved two associate of arts degrees in graphic art and design and three noncredit career development/college preparation certificates of completion. Some of these certificate programs are aligned to industry recognized certifications for which the students could qualify.

Program leadership expects to add three additional sections of 20 students each per semester beyond the current offerings at the main campus once the PSDP Phase 1 is accessible. Eventually, the entire digital design and production curriculum is scheduled to move from the main campus to the PSDP Phase 1.

The following table illustrates the past and near-term projection for enrollments based on the curriculum that has been offered at the main campus but is schedule move to the PSDP Phase 1.

### Digital Design and Production Enrollments, Sections, Estimated FTES, and Projections

Discipline	Year	Enrollments	Projection	Yr. to Yr. Change	# Sect	CSA*	Est. FTES	Est. FTES Projection
Media Arts/ Digital Production	2011-12	385			19	20.3	66.12	
Media Arts/ Digital Production	2012-13	354		-8.1%	20	17.7	60.94	
Media Arts/ Digital Production	2013-14	378		6.8%	20	18.9	64.84	
Media Arts/ Digital Production	2014-15	450		19.0%	24	18.8	75.97	
Media Arts/ Digital Production	2015-16	392		-12.9%	18	21.8	66.89	
Media Arts/ Digital Production	2016-17	405		3.3%	20	20.3	69.62	
Media Arts/ Digital Production	2017-18	465		14.8%	23	20.2	77.87	
Media Arts/ Digital Production	2018-19	447		-3.9%	22	20.3	73.22	
Media Arts/ Digital Production	2019-20	445		-0.4%	24	18.5	75.38	
Media Arts/ Digital Production	2020-21	516		16.0%	25	20.6	73.75	
Media Arts/ Digital Production	2021-22	469	469				74.12	74.12
Media Arts/ Digital Production	2022-23	477	477				74.42	74.42
Media Arts/ Digital Production	2023-24	487	487				74.09	74.09
Media Arts/ Digital Production	2024-25	478	478				74.21	74.21
Media Arts/ Digital Production	2025-26	481	481				74.24	74.24
Average				3.9%	22	19.7	70.46	

**Notes:**

Enrollments 2011-12 to 2020-21 provided by College of the Desert Institutional Research

Projected enrollment 2021-22 to 2025-26 is based on a three-year rolling average

# of sections & estimated FTES are from the Data Mart using TOP codes 0614.00, 0614.10, 0614.40, and 0614.60 \*CSA= Class Size Average

Source: College of the Desert, *Institutional Research Data File*; California Community Colleges, *Data Mart*; analysis by Cambridge West Partnership, LLC

Collectively annual enrollments (seat counts) in these programs, inclusive of the selected general education course offerings, may grow to just over 3,000 enrollments by 2025-16. Some of the programs suffered substantial enrollment losses in the initial year of the COVID-19 pandemic while others did not and that impacted the projection.

As noted above in the discussion about service area demographics, the population living in the immediate five-mile radius area around the PSDP Phase 1 does not hold great promise for large numbers of additional students. Growth in enrollments will depend upon also attracting

students who live in the entire western subarea as well as students who are able to commute from the central and eastern subareas of the District.

### Past and Projected Annual Enrollment Summary

Program	Past Annual Enrollment										Projected Future Annual Enrollment				
	2011-12	2012-13	2012-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Architecture	453	446	460	416	441	373	389	384	407	476	422	435	444	434	438
Culinary	287	275	284	310	280	399	494	571	610	550	558	580	583	574	579
Radio/Television/Film	308	384	356	312	313	429	468	724	920	989	878	929	932	913	925
Hospitality	248	223	201	190	163	181	143	155	202	142	201	186	196	194	192
Digital Design & Production	385	354	378	450	392	405	465	447	445	516	469	477	487	478	481
Selected General Education											402	402	402	402	402
<b>Totals</b>	<b>1,681</b>	<b>1,682</b>	<b>1,679</b>	<b>1,678</b>	<b>1,589</b>	<b>1,787</b>	<b>1,959</b>	<b>2,281</b>	<b>2,584</b>	<b>2,673</b>	<b>2,930</b>	<b>3,009</b>	<b>3,044</b>	<b>2,995</b>	<b>3,016</b>

Source: College of the Desert, *Institutional Research Data File*; California Community Colleges, *Data Mart*; analysis by Cambridge West Partnership, LLC

Collectively annual FTES in these programs, inclusive of selected general education course offerings, may grow to 479 FTES by 2025-26. Each of the programs has constraints on the numbers of students who can be accommodated in any one section of a course due to the specialized equipment used in the curriculum or for health and safety reasons. Substantial growth in the FTES will depend upon generating substantial enrollment (seat count) growth that requires additional sections of courses to be scheduled and through additional general education offerings or more sections of the selected general education courses being offered.

### Past and Projected Annual FTES Summary

Program	Past Annual Estimated FTES										Projected Future Annual Estimated FTES				
	2011-12	2012-13	2012-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Architecture	68.98	69.60	68.77	62.32	64.88	56.24	69.79	69.42	65.97	73.35	69.58	69.63	70.85	70.02	70.17
Culinary	50.93	52.40	61.61	55.99	50.94	87.25	103.69	140.71	159.14	82.57	134.51	144.79	146.15	141.82	144.25
Radio/Television/Film	40.37	61.12	49.54	45.10	40.46	43.43	59.27	88.04	118.89	103.39	103.44	108.57	105.13	105.72	106.47
Hospitality	28.68	26.08	23.25	22.40	18.91	19.98	19.17	23.47	36.50	23.97	32.88	30.95	33.44	32.42	32.27
Digital Design & Production	66.12	60.94	64.84	75.97	66.89	69.62	77.87	73.22	75.38	73.75	74.12	74.42	74.09	74.21	74.24
Selected General Education											51.96	51.96	51.96	51.96	51.96
<b>Totals</b>	<b>255.08</b>	<b>270.14</b>	<b>268.01</b>	<b>261.78</b>	<b>242.08</b>	<b>276.52</b>	<b>329.79</b>	<b>394.86</b>	<b>455.88</b>	<b>357.03</b>	<b>466.49</b>	<b>480.32</b>	<b>481.63</b>	<b>476.15</b>	<b>479.36</b>

Source: College of the Desert, *Institutional Research Data File*; California Community Colleges, *Data Mart*; analysis by Cambridge West Partnership, LLC

### Partnership and Community Education (PaCE)

PaCE offers fee-based programs for professional development, workforce training, and personal enrichment. Career certificate programs are offered in a variety of disciplines. Many of the PaCE offerings are accelerated as not-for-credit classroom or online learning experiences to accommodate the busy schedules of participants. PaCE also offers proctoring services for students who need to take supervised exams, as well as those needing professional certification and/or licensure exams.

PaCE leadership projects fee-based workshops in the areas of hospitality, healthcare, digital media, and services as a national testing center that might generate annual revenue of \$176,113.

### PaCE Potential Workshop Areas for the PSPD Phase 1 Location

Program Area	Projected Annual Revenue
Hospitality	\$33,961
Healthcare	\$107,184
Digital Media Arts	\$4,968
National Testing Center	\$30,000
<b>Total</b>	<b>\$176,113</b>

Source: College of the Desert, *PaCE Programs At the Palm Springs Campus, May 2022*

To support these workshops the PaCE program anticipates needing a part-time teaching technician who would divide time between the main campus and the PSPD Phase 1 location. The space and equipment required for the workshops is detailed in the space array information.

## Programs of Study

### General Education

Within the programs being moved from the main campus to the PSPD Phase 1 location each of the ten degrees requires general education curriculum to be completed before the degree can be awarded. Students seeking an associate degree that is not designed for transfer must complete a general education pattern of 18 units across five broad discipline areas and two units of kinesiology activities. Students who intend to transfer to a California State University campus must complete at least 39 units in general education that is distributed across six broad fields of study, or they must complete the Intersegmental General Education Transfer Curriculum (IGETC) pattern. Students transferring to a campus of the University of California must complete the IGETC requirements which require at least 38 units found in five broad areas of study plus two years of foreign language in high school or a year of foreign language study at the community college.

None of the 10 associate degree programs specify particular general education course requirements, but some require courses in the program which are designated as eligible for general education purposes. For example,

- The Digital Design Studies AA degree allows students to select from three general education art history courses as part of the required core for the degree. Several applied art and film offerings, which are in the general education patterns, are electives for the degree.

- The Digital Design and Production AS degree lists several film and art courses as electives and those are also listed in the general education patterns.
- The Graphic Design and Marketing AA degree lists several art courses as part of the required core and that curriculum is also available to satisfy general education requirements.
- The Film Production AS degree requires at least one film class, which is also eligible for general education credit, in the core listings.
- The Film, Television, and Electronic Media AS-T degree lists a general education film course as part of the required core curriculum. An art, English composition, and a mass communications course are listed as part of the restricted electives.
- The Culinary Management AS degree lists a general nutrition course among the core required classes and that course is found in the general education pattern.

The Hospitality Management AS degree designed for transfer indicates that college-level skill in English is a prerequisite for many of the hospitality management courses.

Ten selected general education classes have been proposed for the PSPD Phase 1 location. These popular courses will be drawn from the disciplines of English, psychology, art, sociology, and kinesiology. A total of 13 net new sections are proposed for the location which would yield 402 annual enrollments if all of the classes filled to the historic class size average. Collectively these classes might yield 52 annual FTES. Information about projected growth among the selected general education courses was not provided; therefore, the projection of enrollment and estimated FTES was held constant.

**Potential General Education Offerings at the PSPD Phase 1 Location**

<b>Discipline</b>	<b>Year</b>	<b>Enrollments</b>	<b># Sect</b>	<b>CSA*</b>	<b>Est. FTES</b>
General Education	2021-22	402	13	31	51.96
General Education	2022-23	402	13	31	51.96
General Education	2023-24	402	13	31	51.96
General Education	2024-25	402	13	31	51.96
General Education	2025-26	402	13	31	51.96

\*CSA= class size average

Source: College of the Desert. *Program Utilization Form, June 14, 2022*; analysis by Cambridge West Partnership, LLC

The College will need to arrange to offer those general education courses in-person at the PSDP Phase 1 or by some distance education modality so that students pursuing these degrees can complete the program requirements. Other general education offerings found in the three general education patterns will need to be provided to students at the PSDP Phase 1 or those students who will be obliged to register for general education classes taught at the main campus or at the center in Indio. The need for off-site instruction would be an inconvenience to

students and contrary to one of the PSDP Phase 1 goals expressed as a desire to better serve residents in the west portion of the District service area.

In order to build the full-time equivalent student attendance, the College will need to schedule popular general education classes at the PSDP Phase 1 location and seek to enroll residents who live close to the site. Many of the general education classes accommodate larger numbers of students per section than the career technical education offerings that commonly limit in the numbers of students who can enroll in each section due to required specialized equipment, workstations, or for health and safety considerations. The most commonly offered courses in the last four years have come from the disciplines of English (composition), psychology, political science, psychology, sociology (applied statistics), and computer literacy.

### **Career and Technical Education**

College of the Desert offers a rich variety of career and technical education programs of study. Among them the College will be moving five programs from the main campus to the PSDP Phase 1 location in Palm Springs.

1. Architecture
2. Radio/TV/Film
3. Digital Design and Production
4. Culinary Arts
5. Hospitality

Each program offers degrees, certificates of achievement, and noncredit certificates of completion. Collectively they account for 10 degrees, 11 certificates of completion, and 16 noncredit certificates of completion which are detailed in Appendix E of this study.

### **Support Services**

Supporting services to assist the PSDP Phase 1 students and instructional program fall into several categories: student services, information technology, general administration, safety, and maintenance and operations.

#### Student Services

Services to students that will be provided include: a welcome center; financial aid; tutoring and academic skills center; student health and wellness center; counseling; and Disabled Students Programs and Services (DSPS) offices.

It is anticipated that two bi-lingual enrollment services staff members will be the front line team to welcome students and be on duty to operate the main switchboard for the campus. They will greet, orient, and guide students and the general public to classroom spaces, services, programs, and on-site activities. Additional services that the welcome team will provide include help with admissions and registration.

Two full-time financial aid specialists will provide services that are similar to those offered at the Indio campus. Their presence will help students from west valley locations such as



Cathedral City, Desert Hot Springs, and Palm Springs who currently have to commute to the main campus in Palm Desert to be served.

The Tutoring and Academic Skills Center (TASC) staff will provide assistance and offer educational enrichment opportunities through offices similar to those in Indio. A fulltime assistant and an adjunct coordinator will be dedicated to serving students at the PSDP Phase 1.

A Student Health and Wellness Center will be staffed by one full-time program assistant plus several therapists and nurse adjunct professionals.

Private offices for one full-time counselor and adjunct counselors plus one full-time DSPS counselor will be established at the PSDP Phase 1. That staff will provide counseling services to the general student population and students who are participating in the DSPS program.

#### Maintenance and Operations

The Maintenance and Operations Department plans to change the existing employee schedules to a five-day workweek to include the following personnel who will maintain the PSDP Phase 1 property. Office and equipment/storage space will need to be provided.

- Two full-time custodians and maintenance assistants
- One senior maintenance worker (on mobile call)
- One groundskeeper
- One senior HVAC mechanic (on mobile call)

#### Information Technology

The IT Department does not propose to add more staff in order to support the PSDP Phase 1 but will need to fill the currently vacant positions.

#### Public Safety

Office and equipment storage will be need for one public safety officer who will be assigned to the PSDP Phase 1 location.

#### Campus Administration

Office space will need to be provided for the individual who is assigned as the campus administrator to provide overall direction and supervision for the site.

## Engagement

The following information regarding engagement efforts was provided by the College of the Desert District leadership.

### **Faculty and Campus Leadership Engagement**

The College Palm Springs Management Team (PMT) met every other week from April 2019 to May 2020 and worked with the Pfeiffer and MRY architectural firms on the site master plan, the instructional program master plan, and design standards. Campus leaders from academic departments and student services were involved in many of those meetings. The Palm Springs Development Project Team (PSDP), composed of campus leaders and representatives of the Mass Company, met every Thursday, and worked with the two architectural firms on the master plan and design standards.

The PSDP launched a competition for a schematic design which involved the PSDP team holding coaching sessions for the top three competing teams. Some 52 firms responded to the competition with the top ten firms narrowed to six through an interview facilitated by MAAS. Finally, three were selected for the competition- WRNS, Gensler, Machado Silvetti. Academic program and student services campus leaders were involved in the competition which culminated when WRNS was selected in October 2020.

A Palm Springs Executive Committee team of senior College leaders was formed and met every other week January through April 2021 with facilitation by personnel from the MAAS Company. Clarifying conversations, facilitated by MAAS Company staff, were also held with the College Superintendent/President to provide updates, vision, directions, options, budget, and other topics as needed.

From February to August 2022 College senior leaders held internal stakeholder virtual meetings with academic program faculty, student services, information technology, public safety, as well as maintenance and operations College colleagues. The purpose of these meetings was to confirm information on program needs and development vision, update college colleagues on the progress and planning, as well as to hone the scope of the project.

### **Board and Bond Oversight Engagement**

Periodic presentations were made to the Board of Trustees over the last several years to keep them updated on progress, costs, and planning options.

Five meetings were held from December 2020 through December 2021 with individuals representing the Trustees who sit on the Citizen Bond Oversight Committee. These were also facilitated by personnel from the MAAS Company and the College Vice President for Administrative Services.

### **Business Leadership Engagement**

Meetings with other partners and opportunities for community engagement occurred from October 2019 to the present. The Visit Greater Palm Springs (VGPS) and associated hospitality partners such as the Palm Springs Hospitality Association, Palm Springs Resorts, Greater Palm Springs Convention and Travel Bureau, Palm Springs Chamber of Commerce, and City of Palm Springs State of the City team were involved in various meetings to receive presentations and solicit feedback. Most of these meetings were hosted by the MAAS Company staff with help from a hospitality consultant until December 2021. Members of the VGPS and participants at the Japan Hospitality Summits in October 2019 and 2020 were provided presentations very early in the project.

### **Community Engagement**

In early August 2022 the PSDP invited the public to participate in a virtual community forum regarding the programming for the PSDP Phase 1. A comprehensive slide presentation was shared, and participants were invited to provide feedback through a web-based survey. The intent was to assist the College to acquire a holistic view of community needs and to refine how the project could best benefit students. For those unable to attend the event a recording was provided. On August 29<sup>th</sup> and 31<sup>st</sup> additional slide presentations were made to public groups to bring them up to date on the planning.

## **Financing Model**

### **Program of Work**

The current program of work for Phase 1 of the PSDP at Palm Springs project is planned to occupy a portion of the site utilizing two buildings. The accelerator and maintenance and operations buildings include 131,679 gross square feet. In addition to the two buildings, the central plant, parking, and vehicular circulation are planned. The space array programming from September 15, 2022, represents additional adjustments from the original programming. That space array is summarized below in the following table.

**Palm Springs Development Project, Phase 1 Space Array, September 15, 2022**

	ASF	GSF
<b>Accelerator and Hospitality</b>	<b>85,174</b>	<b>125,766</b>
Student Commons/Student Services	12,864	
Student Academic Support/Technology Services	10,840	
Instructional Classrooms	18,405	
Digital Media	7,335	
Student Architecture	12,760	
Radio Station	625	
Culinary Management	10,190	
Hospitality Management	2,430	
Student Health Services	1,880	
Partnership and Community Education (PaCE)	1,510	
Faculty/Staff Offices	1,770	
Administration	1,800	
Building Support	2,765	
<b>Central Utility Plant</b>	<b>n/a</b>	<b>10,967</b>
<b>Maintenance and Operations</b>	<b>4,730</b>	<b>5,913</b>
	<b>89,904</b>	<b>142,646</b>

Source: College of the Desert

**Project Costs**

As of September 2022, the construction costs for the Phase 1 site development and buildings are estimated at \$290 million.

**Timeline/Benchmarks**

With the target of moving into the completed PALM SPRINGS DEVELOPMENT PROJECT Phase 1 location by late 2026, the timeline announced in August 2022 is illustrated in the following graphic.

**PSDP Phase 1 Timeline**

<b>Activity</b>	<b>2022 August</b>	<b>2023 January</b>	<b>2023 April</b>	<b>2024 July</b>	<b>2026 August</b>
Create Districtwide Total Cost of Ownership	X				
Examine current aspects of feasibility to validate programming (estimated completion)	X				
Gather input from faculty, staff, students, and community	X				
Schematic Design (estimated completion)		X			
Design Development (estimated completion)			X		
Approval (estimated completion)				X	
Bidding and Construction (estimated completion)					X

Source: College of the Desert

**Annual Operating Costs**

The financing model for a traditional education building in the California community college system relies primarily on one-time and ongoing funds. One-time funds would include revenue sources such as, capital bond funds, donations, naming rights and transfers to capital outlay funds from the unrestricted general fund. Ongoing funds are annual revenues received based on reliable enrollment based on the student-centered funding formula (SCFF) and other local revenues.

The Palm Springs Phase 1 project has the potential to realize revenue in addition to the unrestricted general fund. Contract education could be used to offset ongoing operational costs

until traditional enrollment increases to cover all expenses associated with the site. At this time, there has not been an analysis of potential contract education revenue.

The primary tool to determine ongoing costs is the district’s mandated Total Cost of Ownership (TCO) report. The ongoing expense section of the TCO identifies the cost per square foot to operate a new building. This operation includes:

1. Utilities
2. Maintenance
3. Custodial
4. Grounds

The following chart identifies the 2019-2020 actual cost for each area per square foot districtwide.

**Total Cost of Ownership Calculations for Future Projects Using 2019-2020 Data**

Category	Full-time Equivalent Staff (FTE)	Total Expenses	Maintainable Gross Square Footage	Cost Per Maintainable Square Footage	Gross Square Feet Maintained Per Staff
Utilities		\$1,091,847	716,764	\$1.52	
Maintenance	17.70	\$2,956,623	716,764	\$4.12	40,495
Custodial	19.46	\$2,116,423	716,764	\$2.95	36,833
<b>Subtotal</b>		<b>\$6,164,893</b>		<b>\$8.60</b>	

	Full-time Equivalent Staff (FTE)	Total Grounds Expenses	Maintainable Square Footage	Grounds Cost Per Maintainable Square Feet	
Grounds	7.30	\$824,361	7,076,787	\$0.12	969,423
<b>Total Annual Costs</b>		<b>\$6,989,254</b>		<b>\$8.72</b>	

Source: College of the Desert. *Operational Cost Data, 2019-20*; analysis by Cambridge West Partnership, LLC

As shown above, during the 2019-2020 fiscal year, the cost per square foot was \$8.72. With a modest 3% inflation rate, the cost will be approximately \$10.50 per square foot when the Palm Springs Phase 1 project is occupied in the 2026-2027 academic year. For more information about the TCO, please review the entire report.

The Phase 1 project at Palm Springs is currently estimated at approximately 142,646 gross square feet (GSF). The 142,646 GSF multiplied by \$10.50 equals a \$1,497,783 annual ongoing expense from the unrestricted general fund.

In addition to the TCO, new buildings inherently need additional staff. The Palm Springs Phase 1 project is a new campus several miles from the main campus and will require the following support as discussed above in the support services portion of this study:

1. Police
2. Student services/receptionist

3. Academic support
4. IT
5. Campus leadership

The district will need to finalize these plans to determine the annual ongoing costs.

## Conclusions

The Desert Community College District has decided to construct 142,646 gross square feet as part of Phase 1 of the Palm Springs campus. The campus is scheduled to open during the 2026-2027 academic year. Traditionally, a financial feasibility study would have been completed prior to developing the scope of the Palm Springs Campus. The information in the study would have been helpful to determine the project scope based on need and affordability. In this case, the feasibility study was conducted concurrent with the capital planning. Extensive conversation and dialog with the faculty for each of these programs was conducted extending the timeline to complete the study. Focusing time on enrollment trends and enrollment management planning is the best practice when determining future enrollment growth and revenue opportunities. This report attempts to assess the feasibility concurrently with the development of the capital construction program of work.

The statewide and regional trend of declining enrollment and the sunseting of the hold harmless revenue protections in 2024-2025 will make funding the new campus very difficult unless enrollment increases substantially during the next few years. The increase in enrollment needs to come from recapturing prior year's classroom efficiency standards as enrollment improves. Adding additional technical education sections with smaller than average class sizes without maintaining classroom efficiency averages districtwide will only increase the cost to operate the new site.

At a minimum, per an accepted calculation formula recently adopted, the District needs to plan for \$1,497,783 in plant maintenance costs. Instructional services expenses, site administration and student support will create additional ongoing annual expenses beginning in 2026-2027. These funds will come primarily from the unrestricted general fund.

## Recommendations

1. Develop a granular enrollment management plan to improve scheduling goals for the new site as soon as possible. Including a financial analysis in the plan will identify year to year funding needs for the site.
2. Improve classroom efficiency districtwide as enrollment returns to free up funding for the additional ongoing expenses associated with the new site. Increasing technical education offerings will lower your classroom efficiency districtwide. General education offerings will also need to increase if class size average does not meet the statewide standard.
3. Establish more robust enrollment at the temporary Palm Springs location as soon as possible. This additional enrollment will positively impact the enrollment at the new site once it opens.
4. Aggressively seek one-time non-apportionment revenue to offset operational costs until enrollment increases sufficiently cover the new expenses associated with the site. The financial analysis in the enrollment plan will articulate the annual cost and schedule for future years until apportionment revenue reaches sustainable levels.
5. Establish the goal of qualifying the site as a State supported educational center. The additional funding of approximately \$2 million annually associated with center status will assist the college in meeting the goals identified for the site.

## Appendices



## Appendix A: SCAG Total Population Forecast Principal Cities

Area	Jurisdiction	Population								2020 vs. 2025		2025 vs. 2040	
		2012	%	2020	%	2025	%	2040	%	# Change	% Change	# Change	% Change
central	La Quinta city	38,300	10.9%	40,800	9.8%	47,000	8.6%	47,700	8.1%	6,200	15.2%	700	1.5%
central	Palm Desert city	49,800	14.1%	53,400	12.8%	60,200	11.0%	61,700	10.5%	6,800	12.7%	1,500	2.5%
central	Rancho Mirage city	17,600	5.0%	18,600	4.5%	24,200	4.4%	25,000	4.3%	5,600	30.1%	800	3.3%
<b>Subtotal</b>		<b>105,700</b>	<b>30.0%</b>	<b>112,800</b>	<b>27.1%</b>	<b>131,400</b>	<b>23.9%</b>	<b>134,400</b>	<b>22.9%</b>	<b>18,600</b>	<b>16.5%</b>	<b>3,000</b>	<b>2.3%</b>
east	Coachella city	42,400	12.0%	73,600	17.7%	124,900	22.7%	146,300	24.9%	51,300	69.7%	21,400	17.1%
east	Indio city	78,800	22.4%	87,000	20.9%	118,100	21.5%	123,300	21.0%	31,100	35.7%	5,200	4.4%
<b>Subtotal</b>		<b>121,200</b>	<b>34.4%</b>	<b>160,600</b>	<b>38.6%</b>	<b>243,000</b>	<b>44.2%</b>	<b>269,600</b>	<b>45.9%</b>	<b>82,400</b>	<b>51.3%</b>	<b>26,600</b>	<b>10.9%</b>
west	Cathedral City city	52,200	14.8%	54,800	13.2%	65,700	12.0%	68,100	11.6%	10,900	19.9%	2,400	3.7%
west	Desert Hot Springs city	27,800	7.9%	39,200	9.4%	53,100	9.7%	58,900	10.0%	13,900	35.5%	5,800	10.9%
west	Palm Springs city	45,600	12.9%	49,000	11.8%	56,200	10.2%	56,900	9.7%	7,200	14.7%	700	1.2%
<b>Subtotal</b>		<b>125,600</b>	<b>35.6%</b>	<b>143,000</b>	<b>34.3%</b>	<b>175,000</b>	<b>31.9%</b>	<b>183,900</b>	<b>31.3%</b>	<b>32,000</b>	<b>22.4%</b>	<b>8,900</b>	<b>5.1%</b>
<b>Total</b>		<b>352,500</b>		<b>416,400</b>		<b>549,400</b>		<b>587,900</b>		<b>133,000</b>	<b>31.9%</b>	<b>38,500</b>	<b>7.0%</b>

Source: Southern California Association of Governments. 2016-2040 RTP/SCS Final Growth Forecast by Jurisdiction. Retrieved August 27, 2022, from <https://scag.ca.gov/subarea-forecasting>

Appendix B: Travel Distances

<b>Locations</b>	<b>Time*</b>	<b>Miles*</b>	<b>Bus Time*</b>
<b>N. Farrell at E. Tahquitz Canyon</b>			
North Palm Springs	14 min	8.7	none
Desert Hot Springs	14-28 min	10.6	49 min
Desert Edge	16-28 min	11.8	1 hr. 36 min
Cathedral City	8-16 min	4.9	39 min
Rancho Mirage	14-30 min	9.3	57 min
Thousand Palms	14-30 min	8.0	1 hr. 17 min
Palm Desert (main campus)	16-35 min	11.0	58 min
Indian Wells	24-45 min	14.9	1 hr. 11 min
Bermuda Dunes	24-45 min	19.1	1 hr. 53 min
La Quinta	30-60 min	21.1	1 hr. 25 min
Indio (education center)	26-45 min	22.6	2 hrs.
Coachella	30-50 min	28.2	1 hr. 43 min
Thermal	35-50 min	31.7	2 hr. 44 min
Vista Santa Rosa	35-60 min	29.7	none
Mecca	40-60 min	36.8	2 hrs. 47 min

College Locations:	Time*	Miles*	Bus Time*
<b>Coachella Library (East Valley)</b>			
1500 Sixth Street, 92236	30-50 min	28.3	2 hrs.
<b>Desert Hot Springs</b>			
11625 West Dr., 92240	16-30 min	11.2	52 min
<b>Indio</b>			
45524 Oasis Street, 92201	26-45 min	22.6	1 hr. 40 min
<b>Mecca/Thermal</b>			
61120 Buchanan Street, 92274	35-55 min	34.5	2 hrs. 48 min
<b>Palm Springs</b>			
1300 East Baristo Rd., 92262	3 min	1.1	23 min

**Other West Valley Sites:**

<b>Cathedral City High</b>	10-20 min	5.3	33 min
69250 Dinah Shore Dr. 92234			
<b>Desert Hot Springs High</b>	16-30 min	11.3	57 min
65850 Pierson Blvd., 92240			
<b>Mt. San Jacinto High (Cath City)</b>	7-16 min	3.5	28 min
30800 Landau Blvd., 92234			
<b>Palm Springs High</b>	3 min	0.5	9 min
2401 E. Baristo Rd., 92262			
<b>Rancho Mirage High</b>	10-24 min	5.9	1 hr. 12 min
31001 Rattler Rd., 92270			

Source: College of the Desert and Google Maps; analysis by Cambridge West Partnership, LLC

Appendix C: College Area and Regional Middle-Skills Occupations

Occupations with a median hourly wage less than the target of \$20.86 are shown in gray.

Industry Sector	Middle-skill Occupations	Consider Developing	Annual Job Openings*		Median Wage
		A Program	College Area	Region	in Region
Agriculture & Natural Resources	Farm or Ranch Managers		110	230	\$21.41
Agriculture & Natural Resources	First-line Supervisors of Landscaping, Lawn Service, Groundskeeping Workers		73	267	\$22.64
Building & Construction Trades	First-line Supervisors of Construction Trades		96	1,000	\$32.24
Building & Construction Trades	Construction Managers		50	482	\$32.46
Building & Construction Trades	Construction & Building Inspectors		17	164	\$40.80
Building & Construction Trades	Heating, Air Conditioning, and Refrigeration Mechanics & Installers		58	572	\$19.96
Building & Construction Trades	Carpenters	X	291	2,591	\$22.93
Building & Construction Trades	Electricians	X	129	1,365	\$24.28
Building & Construction Trades	Plumbers	X	100	983	\$24.28
Building & Construction Trades	Operating Engineers	X	46	554	\$38.15
Building & Construction Trades	Structural Iron and Steel Workers	X	25	237	\$32.33
Building & Construction Trades	Sheet Metal Workers	X	22	261	\$24.15
Building & Construction Trades	Glaziers	X	15	125	\$29.05
Building & Construction Trades	Brickmasons	X	11	120	\$24.57
Business & Finance	Secretaries & Admin Assistants (except legal, medical, executive)		270	2,760	\$18.58
Business & Finance	First-line Supervisors of Office and Administrative Support Workers		175	1,750	\$26.41
Business & Finance	Executive Secretaries and Administrative Assistants		38	397	\$28.13
Business & Finance	Administrative Services Managers		24	259	\$47.33
Business & Finance	Data Entry Keyers		16	199	\$15.26
Business & Finance	Human Resources Assistants (except payroll & timekeeping)		15	182	\$19.65
Business & Finance	Bookkeeping, Accounting, & Audit Clerks		218	2,079	\$19.60
Business & Finance	Payroll & Timekeeping Clerks		22	238	\$22.56
Business & Finance	Bill & Account Collectors		22	261	\$18.60
Business & Finance	Tax Preparers		16	123	\$16.73
Education, Child Development & Family Services	Teacher Assistants		224	2,469	\$16.84
Education, Child Development & Family Services	Childcare Workers		214	2,008	\$12.04
Education, Child Development & Family Services	Preschool Teachers (except special education)		42	413	\$14.36

Industry Sector	Middle-skill Occupations	Consider Developing	Annual Job Openings*		Median Wage
		A Program	College Area	Region	in Region
Energy, Environment, & Utilities	Electrical Power-line Installers & Repairers		11	148	\$35.93
Energy, Environment, & Utilities	Telecommunications Equipment Installers & Repairers		45	403	\$26.71
Energy, Environment, & Utilities	Telecommunications Line Installers & Repairers		15	179	\$25.59
Energy, Environment, & Utilities	Water & Wastewater Treatment Plan & System Operators		14	146	\$32.87
Engineering & Architecture	Architectural & Civil Drafters		12	123	\$27.44
Health Science & Medical Technology	Registered Nurses		255	2,616	\$47.45
Health Science & Medical Technology	Nursing Assistants		146	1,311	\$15.62
Health Science & Medical Technology	Licensed Vocational Nurses		84	809	\$25.10
Health Science & Medical Technology	Physical Therapist		11	103	\$34.61
Health Science & Medical Technology	Dental Hygienists	X	18	186	\$45.41
Health Science & Medical Technology	Respiratory Therapists	X	16	150	\$35.39
Health Science & Medical Technology	Radiologic Technologists	X	15	140	\$36.03
Health Science & Medical Technology	Surgical Technologists	X	11	135	\$27.39
Health Science & Medical Technology	Medical Assistants		135	1,287	\$15.23
Health Science & Medical Technology	Medical Secretaries		113	1,095	\$17.40
Health Science & Medical Technology	Social & Human Service Assistants		90	713	\$17.90
Health Science & Medical Technology	Clinical Laboratory Technologists & Technicians	X	25	194	\$24.72
Health Science & Medical Technology	Healthcare Support Workers	X	20	208	\$21.26
Health Science & Medical Technology	Medical Records & Health Information Technicians	X	17	184	\$22.44
Hospitality, Tourism, Recreation	First-line Supervisors of Food Preparation & Serving Workers		240	1,908	\$14.94
Hospitality, Tourism, Recreation	Food Service Managers		93	653	\$20.87
Hospitality, Tourism, Recreation	Chefs and Head Cooks		52	252	\$20.24
Hospitality, Tourism, Recreation	Recreation Workers		99	745	\$12.61
Hospitality, Tourism, Recreation	Fitness Trainers & Aerobics Instructors		84	695	\$18.92
Hospitality, Tourism, Recreation	First-line Supervisors of Housekeeping & Janitorial Workers		50	271	\$19.80
Hospitality, Tourism, Recreation	First-line Supervisors of Gaming Workers		17	146	\$27.77
Hospitality, Tourism, Recreation	Meeting, Convention, Event Planners	X	23	125	\$22.96

Industry Sector	Middle-skill Occupations	Consider Developing	Annual Job Openings*		Median Wage
		A Program	College Area	Region	in Region
Information & Communication Technology	Computer User Support Specialists		28	390	\$26.11
Information & Communication Technology	Network & Computer Systems Administrators	X	12	158	\$38.48
Information & Communication Technology	Web Developers	X	9	109	\$24.36
Information & Communication Technology	Computer Network Support Specialists	X	8	108	\$28.00
Manufacturing & Production Development	Graphic Designers		33	255	\$20.71
Manufacturing & Production Development	Photographers		13	146	\$20.05
Manufacturing & Production Development	Maintenance & Repair Workers, General	X	215	1,684	\$19.84
Manufacturing & Production Development	First-line Supervisors of Production and Operating Workers	X	37	589	\$28.35
Manufacturing & Production Development	Industrial Machinery Mechanics	X	18	301	\$27.95
Manufacturing & Production Development	Industrial Production Managers	X	7	132	\$47.52
Manufacturing & Production Development	Electrical & Electronics Engineering Technicians	X	6	107	\$28.45
Marketing, Sales, & Services	Customer Service Representative		234	2,658	\$17.44
Marketing, Sales, & Services	Real Estate Sales Agents		86	476	\$26.42
Marketing, Sales, & Services	Real Estate Brokers		30	168	\$37.66
Marketing, Sales, & Services	Sales Representatives, Services, All Other	X	164	1,437	\$22.92
Marketing, Sales, & Services	Sales Representatives, Wholesale & Manufacturing	X	95	1,777	\$27.77
Marketing, Sales, & Services	First-line Supervisors of Non-retail Sales Workers	X	36	402	\$24.90
Public Service	Emergency Medical Technicians		22	280	\$15.49
Public Service	Firefighters		26	269	\$30.40
Public Service	Police & Sheriff's Patrol Officers		59	628	\$47.03
Public Service	Corrections Officers & Jailers		43	463	\$38.33
Public Service	First-line Supervisors of Protective Service Workers		19	154	\$18.18
Public Service	Paralegals & Legal Assistants		28	262	\$27.46
Public Service	Legal Secretaries		17	152	\$15.39
Transportation	Automotive Service Technicians & Mechanics		115	1,217	\$19.51
Transportation	Bus & Truck Mechanics & Diesel Engine Specialists		29	483	\$24.05
Transportation	Mobile Heavy Equipment Mechanics		18	240	\$30.12
Transportation	Automotive Body & Related Repairers		17	167	\$18.48
Transportation	Heavy & Tractor-Trailer Truck Drivers	X	171	4,395	\$21.57
Transportation	Production, Planning, and Expediting Clerks	X	31	537	\$22.06
Transportation	Transportation, Storage, and Distribution Managers	X	9	279	\$41.71
Transportation	Cargo & Freight Agents	X	3	123	\$23.15

\*only those with 100 or more annual openings are listed

Source: Center of Excellence. *College of the Desert Local Workforce Demand Assessment, February 2021*

## Appendix D: College Area and Regional Higher-Skills Occupations

Occupations with a median hourly wage less than the target of \$20.86 are shown in gray.

Industry Sector	Higher-skill Occupations	Consider Developing A Transfer Program	Annual Job Openings*		Median Wage in Region
			College Area	Region	
Arts, Media, Entertainment	Art Directors		16	100	\$24.62
Business & Finance	General and Operations Managers		222	2,162	\$48.54
Business & Finance	Managers, All Other		93	920	\$34.61
Business & Finance	Management Analysts		60	679	\$37.83
Business & Finance	Human Resources Specialists		48	607	\$29.60
Business & Finance	Chief Executives		21	204	\$78.12
Business & Finance	Human Resources Managers		12	152	\$54.47
Business & Finance	Accountants and Auditors		99	934	\$33.75
Business & Finance	Financial Managers	X	41	421	\$53.14
Business & Finance	Loan officers	X	21	224	\$26.98
Business & Finance	Personal Financial Advisors	X	20	122	\$36.52
Education, Child Development & Family Services	Elementary School Teachers		183	1,962	\$42.88
Education, Child Development & Family Services	Substitute Teachers		158	1,788	\$18.05
Education, Child Development & Family Services	Secondary School Teachers		98	1,034	\$40.49
Education, Child Development & Family Services	Teachers & Instructors, All Other		46	615	\$16.79
Education, Child Development & Family Services	Middle School Teachers		35	352	\$39.99
Education, Child Development & Family Services	Special Education Teachers, Elementary		19	203	\$37.82
Education, Child Development & Family Services	Education, Training, Library Workers		15	217	\$18.94
Education, Child Development & Family Services	Kindergarten Teachers		14	144	\$34.17
Education, Child Development & Family Services	Special Education Teachers, Secondary		11	114	\$43.18
Education, Child Development & Family Services	Child, Family, and School Social Workers	X	25	234	\$25.85
Education, Child Development & Family Services	Community and Social Service Specialists	X	19	165	\$23.93
Engineering & Architecture	Architects, except Landscape & Naval		12	102	\$35.82
Engineering & Architecture	Architectural & Engineering Managers		6	101	\$70.20
Health Science & Medical Technology	Substance Abuse, Behavioral Disorder, & Mental Health Counselors		64	532	\$21.24
Health Science & Medical Technology	Medical & Health Services Managers		38	401	\$56.33
Health Science & Medical Technology	Social & Community Service Managers		34	249	\$30.62
Health Science & Medical Technology	Social Workers, All Others		27	263	\$33.84
Hospitality, Tourism, Recreation	Coaches and Scouts	X	48	368	\$17.25

Industry Sector	Higher-skill Occupations	A Transfer Program	College Area	Region	in Region
Information & Communication Technology	Computer Systems Analysts		12	186	\$39.87
Information & Communication Technology	Computer & Information Systems Managers		11	152	\$68.15
Information & Communication Technology	Software Developers	X	16	237	\$48.70
Information & Communication Technology	Software Developers, Systems Software	X	7	118	\$48.83
Manufacturing & Production Development	Mechanical Engineers	X	5	123	\$40.53
Manufacturing & Production Development	Industrial Engineers	X	4	119	\$38.40
Marketing, Sales, & Services	Market Research Analysts & Marketing Specialists		59	591	\$26.18
Marketing, Sales, & Services	Public Relations Specialists		26	177	\$29.25
Marketing, Sales, & Services	Marketing Managers		12	130	\$48.04
Marketing, Sales, & Services	Sales Managers	X	51	559	\$43.00
Marketing, Sales, & Services	Sales Representatives, Wholesale, & Manufacturing, Technical & Scientific Products	X	12	169	\$34.64
Public Service	Probation Officers & Correctional Treatment Specialists		12	125	\$38.66

\*only those with 100 or more annual openings are listed

Source: Center of Excellence. *College of the Desert Local Workforce Demand Assessment, February 2021*



## Appendix E: Career and Technical Education Programs of Study for the Palm Springs Development Project Phase 1

CONTROL NUMBER	TITLE	TOP CODE	AWARD	APPROVED DATE	STATUS
<b>1. Architecture</b>					
10198	Architectural Technology	0201.00* Architecture and Architectural Technology	A.S. Degree		Active
21129	Architectural Technology	0201.00* Architecture and Architectural Technology	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units	4/23/18	Active
04341	Architectural Technology	0201.00* Architecture and Architectural Technology	A.S. Degree		Active
<b>2. Radio/TV/Film</b>					
38983	Film Post-Production	0612.20* Film Production	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	2/10/20	Active
38985	Film Production Management	0612.20* Film Production	Certificate of Achievement requiring 8 to less than 16 semester units or 12 to less than 24 quarter units	2/10/20	Active
37291	Basic Radio Production	0604.00* Radio and Television	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	1/3/19	Approved
35428	Film, Television, and Electronic Media	0604.20* Television (including combined TV/Film/Video)	A.S. T Degree	1/18/17	Approved
36166	Film Production	0612.20* Film Production	A.S. Degree	1/18/18	Approved
36132	Basic Film Production	0612.20* Film Production	Certificate of Achievement requiring 8 to less than 16 semester units or 12 to less than 24 quarter units	1/10/18	Approved
36831	Advanced Film Production	0612.20* Film Production	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units	7/16/18	Approved
40591	Basic Film Production	0612.20* Film Production	Noncredit program	2/26/21	Approved
40607	Film Production Scheduling and Budgeting	0612.20* Film Production	Noncredit program	3/3/21	Approved
40614	Introduction to Screenwriting	0612.20* Film Production	Noncredit program	3/4/21	Approved
40615	Introduction to Film	0612.20* Film Production	Noncredit program	3/4/21	Approved
<b>3. Hospitality</b>					
35516	Hospitality Management	1307.00* Hospitality	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	2/13/17	Active
04346	Hospitality Management	1307.00* Hospitality	A.S. Degree		Active
35543	Hospitality Management	1307.00* Hospitality	A.S. Degree	2/15/17	Approved

CONTROL NUMBER	TITLE	TOP CODE	AWARD	APPROVED DATE	STATUS
<b>4. Digital Design and Production</b>					
40584	After Effects	0614.40* Animation	Noncredit program	2/19/21	Active
12021	Digital Design & Production	0614.60* Computer Graphics and Digital Imagery	A.S. Degree	12/15/17	Active
21130	Digital Design & Production	0614.60* Computer Graphics and Digital Imagery	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	12/29/17	Active
40605	Illustrator Skills	0614.60* Computer Graphics and Digital Imagery	Noncredit program	3/3/21	Active
40616	Premiere Pro	0614.00* Digital Media	Noncredit program	3/4/21	Approved
40606	InDesign	0614.50* Desktop Publishing	Noncredit program	3/3/21	Approved
39172	Photoshop Skills	0614.60* Computer Graphics and Digital Imagery	Noncredit program	3/9/20	Approved
37159	Graphic Design and Marketing	1030.00* Graphic Art and Design	A.A. Degree	10/23/18	Approved
41979	Digital Design Studies	1030.00* Graphic Art and Design	A.A. Degree	5/2/22	Approved
<b>5. Culinary Arts</b>					
10226	Intermediate Culinary Arts	1306.30* Culinary Arts	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	1/1/85	Active
10225	Basic Culinary Arts	1306.30* Culinary Arts	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	1/1/85	Active
21136	Culinary Management	1306.30* Culinary Arts	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units	1/1/85	Active
07926	Culinary Management	1306.30* Culinary Arts	A.S. Degree	1/1/85	Active
36969	Bread Baker	1306.30* Culinary Arts	Noncredit program	8/8/18	Active
36899	Baker	1306.30* Culinary Arts	Noncredit program	7/23/18	Active
36968	Prep Cook	1306.30* Culinary Arts	Noncredit program	8/8/18	Active
39319	Culinary Menu Planning	1306.30* Culinary Arts	Noncredit program	4/1/20	Active
39320	Culinary Procurement and Cost Control	1306.30* Culinary Arts	Noncredit program	4/1/20	Active
39321	Culinary Safety & Sanitation	1306.30* Culinary Arts	Noncredit program	4/1/20	Active
40129	Culinary Catering	1306.30* Culinary Arts	Noncredit program	9/18/20	Active

Source: California Community Colleges, Chancellor's Office. *College of the Desert Program Inventory*. Retrieved August 8, 2022, from <https://coci2.ccctechcenter.org/>